

09 School of Architecture

AR821 Film and Architecture						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework with Compulsory Numeric Elements	

Contact Hours

Total contact hours: 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 demonstrate:

- 1 A comprehensive understanding of the relationship of the camera to architecture and the built environment
- 2 An ability to demonstrate through writing and oral presentation a systematic knowledge of the histories and theories of architecture in and of film
- 3 An ability to critically appraise and form considered judgements about the importance of the narrative, symbolism and aesthetic treatment of architecture in film and animation

The intended generic learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 An ability to deal with complex issues about the cultural context of film and architecture, making sound judgements and communicate conclusions to a specialist audience in both written and oral presentation.
- 2 An ability to continue to advance knowledge and understanding of the history and theory of film and architecture.

Method of Assessment

Main assessment methods

Seminar presentation (50%)
Essay (3,500 words) (50%)

Reassessment methods

Like for like with the following clarification:

Video Presentation with associated notes on topic (50%)
Essay (3,500 words) (50%)

Preliminary Reading

Indicative Reading List

Lamster, M. (2000). Architecture and Film. New York: Princeton Architectural Press.

Penz, F & Thomas, M. (1997). Cinema & Architecture: Melies, Mallet-Stevens, Multimedia. London: British Film Institute.

Shonfield, K. (2000). Walls Have Feelings: Architecture, Film & the City. London: Routledge.

Pre-requisites

None

Synopsis

This module reviews the representation of architecture in film through history, by looking at influential cinematic depictions of the built form. With light being such an important factor in both disciplines, the links between the two industries are explored, analysing films from early German expressionist cinema through to present-day utopian/dystopian films. Students will investigate how the cinematic depiction of architecture can alter the character of the built environment and the way in which it is portrayed. This module aims to explore the relationship of architecture to lens, and screen to audience.

2022-23 Postgraduate Module Handbook

AR822		Virtual Cities				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 60 hours
 Private study hours: 240 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 understanding of the principles of 3D modelling in a digital environment and its application to the architectural, games and film industries
- 2 A comprehensive understanding of the techniques associated with the creation of complex digital architectural and urban models, their environmental conditions and the format of output appropriate to its market
- 3 An ability to create complex 3D digital models of an architectural or urban nature, evaluating the realism and graphic format appropriate to its target market
- 4 An ability to evaluate working methodologies and current industrial practice, developing skills and techniques

The intended generic learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 An ability to demonstrate self-direction and act autonomously in planning and creating 3D digital modelling at a professional level
- 2 An ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- 3 An ability to independently advance their knowledge and understanding of 3D digital modelling and develop skills to a professional level

Method of Assessment

Main assessment methods

Presentation and critique of Digital Projects (100%)

Reassessment methods
 Like for like.

Preliminary Reading

Indicative Reading List

Byrnes, D. (2009). AutoCAD 2010 for Dummies. Hoboken: Wiley Publishing.
 Cusson, R & Cardoso, J. (2009). Realistic Architectural Visualisation with 3DS MAX and Mental Ray (Second Edition). Oxford: Taylor & Francis Ltd
 Murdock, K. (2009). 3DS MAX 2010 Bible. Indianapolis: Wiley Publishing.
 Sondermann, H. (2009). Photoshop in Architectural Graphics. New York: Springer Wien

Pre-requisites

None

Synopsis *

This module will explore the digital representation of and in the urban environment. Students will use 2D and 3D software to develop the relationship between actual and virtual cities, navigating the past, present and future. Drawing from professional practice in a number of industries, such as architectural visualisation, projection-mapping, heritage, film and games, this work highlights the differing approaches that each profession takes in the digital creative process.

AR823		Digital Architecture				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

2022-23 Postgraduate Module Handbook

AR827 Principles of Environmental Design						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Autumn	M	30 (15)	60% Coursework, 40% Exam	

Contact Hours

Total contact hours: 36 hours
 Private study hours: 264 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 of the driving forces for internal and external conditions and how they can be modified including: ventilation, lighting, heating, cooling, sound attenuation, indoor air quality, comfort.
- 2 A critical awareness of the design approaches used, and their success or otherwise, in a range of good and bad exemplar buildings.
- 3 A thorough ability to analyse and assess buildings and possible design solutions on a life cycle basis so that decisions can be made based on long term sustainability.
- 4 A detailed understanding of the practical constraints on sustainable design in terms of context, and refurbishment and legislation.
- 5 A comprehensive knowledge and understanding of the techniques, tools and advanced materials available for sustainable design.
- 6 A detailed understanding of the need and approaches required to design for future weather and climate.

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

- 1 A comprehensive ability to design a building that fulfils its function with minimal resource requirements and for those to be met through sustainable means as far as possible.
- 2 An ability to assess environmental claims for products/designs critically.

Method of Assessment

Main assessment methods

Case Study (5,000 words)

Reassessment methods

Like for like

Preliminary Reading

Indicative Reading List

Baker, N.V., Fanchiotti, A., Steemers, K. A. (1993). Daylighting in Architecture. James & James
 Givoni, B. (1998). Climate considerations in building and urban design. Van Nostrand Reinhold
 Goedkoop, M., Spriensma, R. (2001). The Eco-indicator 99: A damage oriented method for life cycle impact assessment: Methodology report. PRé,
 Liddament, M.W. (1996). A guide to energy efficient ventilation. Air Infiltration and Ventilation Centre,
 Santamouris, M. (2003). Solar thermal technologies for buildings. James & James.
 Thomas, R. (2002). Sustainable urban design: an environmental approach. Taylor & Francis

Pre-requisites

None

Synopsis */

The module consists of lectures that describe the important energy and material flows in a building and how these are driven and can be regulated. This includes methods for calculating the flow, storage and release of heat in a range of media including phase change materials, determining daylight provision, and calculations for providing sufficient passive ventilation.

Built exemplar buildings are explored and their success assessed. Building fabric and services are explained and how resource requirements for maintenance can be reduced, whilst maintaining the function of the building. Advanced materials and techniques are introduced. Life Cycle Analysis is used to provide a decision tool to assess the sustainability of design. Climate change presents a new challenge to design buildings to be sustainable in the context of projected, but uncertain weather conditions. Future scenarios are investigated to reveal the implications for changing design parameters.

2022-23 Postgraduate Module Handbook

AR828 Rediscovery - Understanding Historic Buildings and Past Environmental T						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
3	Canterbury	Autumn	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 45 hours
Private study hours: 255 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 of the history of environmental design in architecture, including the role of the natural sciences and technology in its development.
- 2 A critical understanding of the specific cultural and historical context of environmentally driven innovation today and in the past.
- 3 An in-depth knowledge of the environmental design strategies and technologies used in historic building, including the post-war building stock.
- 4 An ability to use of historical research methods in the study of historic buildings from an environmental perspective.
- 5 An ability to analyse the environmental behaviour of historic structures and the efficiency of past environmental technologies, using modern scientific methods.
- 6 An in-depth knowledge of building science and its application to the analysis of historic structures and environmental technologies.
- 7 A comprehensive understanding of cross-disciplinary and collaborative approaches to the study of historic buildings.

The intended generic learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 A comprehensive understanding of the methods used in historical research, such as the gathering and interpretation of historic material, the reconstruction of events or evolution of a design.
- 2 The ability to analyse scientific and technical data.
- 3 A comprehensive understanding of cross-disciplinary and collaborative ways of working.
- 4 The ability to produce research papers at a publishable standard, reflecting an awareness of the implication of writing for specialist and non-specialist readers.
- 5 The ability to communicate their research through oral and visual (e.g. posters, diagrams, animations) presentations to specialist and non-specialist audiences.
- 6 The ability to conduct project work independently or within a team of research collaborators.

Method of Assessment

Main assessment methods

Research Paper (5,000 words) (100%)

Reassessment methods

Like for like

Preliminary Reading

Indicative Reading List

Banham, Reyner (1969). *The Architecture of the Well-Tempered Environment*. Chicago: University of Chicago Press.
Brucemann, Robert. Prowler, Donald. (1977). '19th Century Mechanical System Designs', *JAE*, Vol. 30, No. 3 (Feb., 1977), pp. 11-15.
Bruegmann, Robert. (1978). 'Central Heating and Forced Ventilation: Origins and Effects on Architectural Design', *Journal of the Society of Architectural Historians*, Vol. 37, No. 3 (Oct., 1978), pp. 143-160.
Hawkes, Dean. (1996). *The Environmental Tradition: studies in the architecture of environment*. London: Taylor & Francis.
Popper, Carl (1959). *The Logic of Scientific Discovery*. London: Hutchinson.
Porteous, Colin. (2002). *The new eco-architecture: alternatives from the modern movement*. London: Spon Press

Pre-requisites

None

Synopsis *

In this module students will explore the environmental dimension of historic buildings and evaluate past environmental technologies and strategies, through a combination of historical research and technical analysis.

Students research into the historical and cultural context of environmentally driven innovation in architecture, and will explore the specific motivations and historical circumstances that have been driving the development of environmental technologies and scientific principles today and in the past.

Students will conduct a detailed environmental design case study of a historic building or environmental technology, combining historical research and technical analysis. Students have the choice to select from a number of case studies chosen by the module convenor or to study a building of their own choice. Students will conduct a piece of historical research with the aim of gaining a detailed understanding of the original environmental design intentions behind a particular historic building and the environmental technologies and control regimes deployed to achieve these objectives. Although each student will be assessed on individual pieces of work, the students are encouraged to work in cross-disciplinary teams.

2022-23 Postgraduate Module Handbook

AR829 Monitoring and Modelling of Environmental Performance						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 40
Private study hours: 260
Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 An awareness of the range of techniques appropriate for analysing the environmental performance of the built environment (internal and external environment) and energy performance of buildings.
- 2 A systematic understanding of the capabilities of both physical and digital experimental techniques (monitoring & modelling) for assessing the environmental and energy performance of buildings.
- 3 The ability to independently assess the environmental and comfort conditions in the built environment through both physical and digital experimental techniques (monitoring & modelling), along with the energy consumption of buildings (thermal simulation modelling).
- 4 A critical understanding of the output of the above techniques and the way they can be used for comprehensive analysis of the environmental end energy performance of buildings and subsequent mitigating strategies.

The intended generic learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 An understanding of basic research principles and the ability to critically analyse material to form independent conclusions.
- 2 A systematic understanding of the effect of the built environment (microclimate, morphology, materials) on the environmental performance and energy consumption of buildings.

Method of Assessment

Main assessment methods
Case Study Analysis (100%)

Reassessment methods
Like for like.

Preliminary Reading

Indicative Reading List

Baker, N., and Steemers, K. (2000). Daylighting Design: A Handbook for Architects and Engineers. James + James.
BUS Ltd Occupancy Survey: Usable Buildings (free resource) <http://www.usablebuildings.co.uk/>
CIBSE TM22: Energy Assessment and Reporting Methodology
de Dear, R. J. (1998) 'A global database of thermal comfort experiments', ASHRAE Technical Data Bulletin, vol 14, no 1, pp15–26
Guildford J P (1954). Psychometric Methods. McGraw Hill, New York.
Humphreys, M.A. and Nicol, J.F. (2000). The effects of measurement and formulation error on thermal comfort indices in the ASHRAE database of field studies ASHRAE Transactions 106(2) pp 493-502
Humphreys, M.A., Nicol, J.F. and Raja, I. A. (2007). Field studies of indoor thermal comfort and the progress of the adaptive approach. Journal of Advances on Building Energy Research 1, 55-88.
Mardaljevic, J. (2000). Simulation of annual daylighting profiles for internal illuminance. Lighting Research & Technology, 32(3):111–118.
Stevens, S. (1975). Psychophysics: Introduction to its perceptual, neural and social prospects. New York: John Wiley.

Pre-requisites

None

Synopsis */

Students will explore a range of experimental and modelling techniques to evaluate the environmental and energy performance of buildings. This will include field surveys of appropriate case study buildings, where the students will experiment with monitoring the environmental conditions. They will select a range of techniques for the thermal and visual environment.

Subsequent modelling of the building will enable them to further assess the environmental conditions and energy performance of buildings, identifying problem areas with appropriate mitigation techniques.

AR830 Sustainable Design Project						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 53 hours
Private study hours: 247 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 analyse the macro and microclimate relevant to a site and produce an appropriate sustainable environment response.
- 2 A systematic understanding of the impact of building orientation, form, massing and vegetation and water features on the internal environment and energy use.
- 3 A good understanding of the differing environmental control requirements for buildings depending on building type and the climate and region in which they are located.
- 4 An ability to use theoretical knowledge and prediction methodologies to create appropriate sustainable design strategies.
- 5 An ability to understand, analyse and reflect upon their design with respect to the internal and external environmental conditions created in a particular climate and location.
- 6 An ability to work in design teams which take into account the approaches and the needs of different professional disciplines.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Students shall demonstrate an understanding of advanced research principles, the ability to analyse source materials, and form original hypotheses.
- 2 Students shall demonstrate the ability to produce sophisticated and imaginative solutions to demanding problems.
- 3 Students shall demonstrate the ability to conduct project work independently or within a team of research collaborators.

Method of Assessment

Main assessment methods

Design Proposal and Report (100%)

Reassessment methods

Like for like

Preliminary Reading

Indicative Reading List

Emmanuel, M. R. (ed.) (2016) Urban climate challenges in the tropics: rethinking planning and design opportunities. London: Imperial College Press.
Guzowski, M. (2010) Towards zero-energy architecture: new solar design. London: L. King. Hindrichs, Dirk U and Daniels, Klaus (eds). (2007) Plus minus 20°/40° latitude: subtropical building design in tropical and sub tropical regions. Basel: Birkhauser.
Hyde, R. (2000). Climate responsive design: a study of buildings in moderate and hot humid climates. Taylor & Francis.
Keeler, M. and Vaidya, P. (2016) Fundamentals of integrated design for sustainable building. Second edition. Hoboken, New Jersey: Wiley
Kwok, A and Grondzik, PE. (2011) (2nd ed). The green studio handbook: environmental strategies for schematic design. Oxford: Architectural Press.
Latham, I. and Swenarton, M (eds). (2007) Feilden Clegg Bradley: the environmental handbook. The Right Angle.
Lechner, N. (2008) (3rd Ed). Heating cooling and lighting – sustainable design methods for architects. Wiley.
O'Cofaigh, Eoin. (1996) (Energy Research Group, University College Dublin.) The climatic dwelling: an introduction to climate responsive residential architecture. James and James.
Rassia, S.T. and Pardalos, P.M (eds). (2012) Sustainable Environmental Design in Architecture: Impacts on Health. New York: Springer New York
Scott, A. (1998) Dimensions of sustainability: architecture form, technology, environment, culture. Abingdon: E & FN Spon

Pre-requisites

None

Synopsis <span style =

In the context of climate change, the significance of sustainable design is of many fold. Ideally, to achieve sustainable design one should be able to trace the environmental impact from geography to individual space and vice versa. However, to make a meaningful and workable sustainable design, the designer should at least address the environmental changes that take place at human scale (≈1m) to city block scale (≈1km). This primarily involves knowledge in disciplines such as urban climatology, urban design/planning, architecture and engineering in order to address environmental issues related to layout, form, structure/construction and environmental performance. In this module, students will acquire basic knowledge related to above-mentioned disciplines and develop a sustainable design proposal incorporating suitable passive/low carbon technologies that are applicable to the context.

Advanced techniques and methodologies for analysis of local climatic conditions, site, and building proposals lead to the development of environmentally sustainable design proposals with a focus on achieving low energy buildings.

The influence of materials, form and construction on environmental performance and waste management will be examined with reference to sustainable design principles, benchmarks and precedents.

2022-23 Postgraduate Module Handbook

AR831		Urban Landscape				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 32 hours
 Private study hours: 268 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 work as part of a team (ARB DESIGN)
- 2 An understanding of the influences on the contemporary built environment of individual buildings, the design of cities, past and present societies and wider global issues.
(ARB C/C).
- 3 An understanding of the histories and theories of architecture and urban design, the history of ideas, and the related disciplines of art, cultural studies and landscape studies and its application in critical debate (ARB C/C).
- 4 An ability to critically appraise and form considered judgements about spatial, aesthetic, technical and the social qualities of a design within the scope and scale of a wider environment (ARB C/C).

The intended generic learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 An ability to apply project related research and analysis to the ideas, development and quality of the design project.
- 2 An ability to communicate effectively and well, using a range of communication skills.

Method of Assessment

Main assessment methods
 Design Project (100%)

Reassessment methods
 Like for like

Preliminary Reading

Indicative Reading List

Breheny M. (1992). Sustainable Development and Urban Form, Pion.
 Brown S.A. (2001). Communication in the Design Process, Spon Press.
 Coupland, A. (Ed). (1997). Reclaiming the City: Mixed Use Development, E & FN Spon.
 Harris S & Berke D (eds). (1997). Architecture of the Everyday, Princeton UP.
 Herzog, T. (Ed). (1996). Solar Energy in Architecture and Urban Planning. Prestal Verlag.
 Hughes, J & Sadler, S (eds). (2000). Non-Plan. Architectural Press Oxford.
 Moughtin J.C. (1996) Urban Design: Green Dimensions. Butterworth Architecture.
 MVRDV. (1999). Farmax 010.
 New practice in urban design AD Profiles 105
 Nijkamp & Perrels. (1990). Sustainable Cities in Europe, MIT.
 Roberts P. & Sykes H. (ed.s). (2000). Urban Regeneration: a Handbook. Sage
 Rogers R. (1997). Cities for a Small Planet, Faber & Faber.
 Ward, C. & Hall P. (1999). Sociable cities. John Wiley & Sons.
 Local District Plan of the area where the site is located. Publications by national strategic design bodies such as CABE, depending on project programme

Pre-requisites

None

Synopsis *

This Module project explores broad scale issues of site and context, planning and place making. Students become familiar with relevant planning documents and learn to work as part of a team in developing design strategies and making planning proposals. Precedent studies play an important role in shaping strategic and tactical development. Communication skills are enhanced through classes including computing, and project presentations.

Urban Landscape is adapted from year to year to engage with a range of issues concerning urban landscapes and architecture and may explore topical sites within the region.

2022-23 Postgraduate Module Handbook

AR832 Research Methods and Analysis						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 36 hours
 Private study hours: 264 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 (written and oral) based on theory and empirical evidence covering a range of issues in relation to culture, theory and urban design.
- 2 An ability to formulate viable, original and well-supported proposals and advice aimed at dealing with the complexity of urban design situations
- 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 Excellent graphic and presentation skills to be applied to the submission of written reports

The intended generic 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 (written, visual and oral) based on theory and empirical evidence
- 2 An ability to reflect critically on own ideas by becoming more open and acquainted with unfamiliar ideas and practices
- 3 An ability to work effectively in a multi-disciplinary, multi-cultural environment
- 4 An ability to negotiate and work as part of a team
- 5 An ability to systematically plan, carry through and manage a project programme in a given time
- 6 An ability to be self-critical about own work and constructive in how to address and progress it

Method of Assessment

Main assessment methods

4000 Word Illustrated Essay (100%)

Reassessment methods

Like for like

Preliminary Reading

Indicative Reading List

Swetnam, D. (2000). Writing Your Dissertation: A guide to Planning, Preparing and Presenting First Class Work. Oxford: How To Books.

Pre-requisites

None

Synopsis *

Students are introduced to the intellectual conditions under which the research in architecture and cities (urban design) is undertaken. They are given guidance that equips them with skills to formulate their dissertation and find the way around the increasingly diverse fields of knowledge. The module enhances the ability to formulate questions, communicate arguments and results. Students will be encouraged to exercise critical attitude and formulate new proposals. Students gain experience both by presenting their own research and in providing constructive criticism on the work of their peers. The sessions confer how to present arguments, use visual resources, think through and reflect, conduct interviews and improve presentation skills.

2022-23 Postgraduate Module Handbook

AR836		Design 4A				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Project with Compulsory Numeric Elements	

Contact Hours

Total contact hours: 45 hours
 Private study hours: 255 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 present building design projects of diverse scale, complexity, and type in a variety of contexts, using a range of media, and in response to a brief.
- 2 Knowledge of theories of urban design and the planning of communities.
- 3 Knowledge of the influence of the design and development of cities, past and present on the contemporary built environment.
- 4 Knowledge of current planning policy and development control legislation, including social, environmental and economic aspects, and the relevance of these to design development.
- 5 Understanding of the needs and aspirations of building users.
- 6 Understanding of the impact of buildings on the environment, and the precepts of sustainable design.
- 7 Understanding of the way in which buildings fit into their local context
- 8 Understanding of the potential impact of buildings on existing and proposed communities
- 9 An ability to generate complex design proposals showing understanding of current architectural issues, originality in the application of subject knowledge and, where appropriate, to test new hypotheses and speculations.

The intended generic learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 An ability to evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals.
- 2 Problem solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances.
- 3 An ability to apply project related in-depth research and analysis to the ideas, development and quality of the design project.
- 4 An ability to communicate effectively and well, using a range of communication skills

Method of Assessment

Main assessment methods

Design Project (100%)

Reassessment methods

Like for like

Preliminary Reading

Indicative Reading List

Bourquin, Nicolas (ed.). (2008). Data Flow: Visualising Information in Graphic Design. Gestalten
 Crawford, Matthew. (2010). The Case for Working with Your Hands: or Why Office Work is Bad for Us and Fixing Things Feels Good. Viking
 Hale, Jonathan. (2000). Building Ideas: an Introduction to Architectural Theory. Wiley
 Jencks, Charles (ed.). (2005). Theories and Manifestoes of Contemporary Architecture. John Wiley & Sons
 Lim, C.J. (2006). Devices: A Manual of Architectural and Spatial Machines. Architectural Press
 Marcus, George. (2005). Masters of Modernism: A Critical Assessment. Monacelli
 Sennett, Richard. (2009). The Craftsman. Penguin
 Sheil, Bob (ed.). (2005). Design through Making. John Wiley & Sons

Pre-requisites

None

Synopsis <span style =

This module involves a consideration of design at an urban scale and is taught through a Unit system with individual Unit briefs interpreting this specification. Each Unit brief will offer the opportunity to analyse and critically appraise new hypotheses through the speculation of complex design proposals, and consider context in terms of history, policy, legislation, environment, economics and community. Unit briefs for this module may develop themes in parallel with Design 5a, with which it is co-taught in Units, and may continue these themes into the following term's design module(s).

2022-23 Postgraduate Module Handbook

AR837		Design 4B				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Project with Compulsory Numeric Elements	

Contact Hours

Total contact hours: 45 hours
 Private study hours: 255 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 understand the constructional and structural systems, the environmental strategies and the regulatory requirements that apply to the design and construction of a comprehensive design project.
- 2 An ability to develop a conceptual and critical approach to architectural design that integrates and satisfies the aesthetic aspects of a building and the technical requirements of its construction and the needs of the user.
- 3 Knowledge of the creative application of appropriate theoretical concepts to studio design projects, in terms of their conceptualisation and representation.
- 4 Knowledge of the creative application of the fine arts and their relevance and impact on architecture.
- 5 Knowledge of the creative application of fine arts to studio design projects, in terms of conceptualisation and representation.
- 6 Understanding of the role of the architect within the design team and the construction industry, recognising the importance of current methods and trends on the construction of the built environment.
- 7 An ability to evaluate materials, processes and techniques that apply to complex architectural designs and building construction, and to integrate these into practicable design proposals.
- 8 An ability to identify individual learning needs and understand the personal responsibility required to prepare for qualification as an architect.

The intended generic learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 An ability to generate complex design proposals showing understanding of current architectural issues, originality in the application of subject knowledge and, where appropriate, to test new hypotheses and speculations
- 2 An ability to evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals
- 3 An ability to apply project related in-depth research and analysis to the ideas, development and quality of the design project.
- 4 An ability to communicate effectively and well, using a range of communication skills

Method of Assessment

Main assessment methods

Design Project (100%)

Reassessment methods

Like for like

Preliminary Reading

Indicative Reading List

Bourquin, Nicolas (ed.). (2008). Data Flow: Visualising Information in Graphic Design. Gestalten
 Crawford, Matthew. (2010). The Case for Working with Your Hands: or Why Office Work is Bad for Us and Fixing Things Feels Good. Viking
 Hale, Jonathan. (2000). Building Ideas: an Introduction to Architectural Theory. Wiley
 Jencks, Charles (ed.). (2005). Theories and Manifestoes of Contemporary Architecture. John Wiley & Sons
 Lim, C.J. (2006). Devices: A Manual of Architectural and Spatial Machines. Architectural Press
 Marcus, George. (2005). Masters of Modernism: A Critical Assessment. Monacelli
 Sennett, Richard. (2009). The Craftsman. Penguin
 Sheil, Bob (ed.). (2005). Design through Making. John Wiley & Sons

Pre-requisites

None

Synopsis *

This module involves the design of a singular or multiple architectural propositions, and is taught through a Unit system with individual Unit briefs interpreting this specification. Each Unit brief will offer the opportunity to develop a conceptual and critical approach to complex architectural design proposals that is developed into a comprehensive and integrated design project. Unit briefs for this module may develop themes in parallel with Design 5b, with which it is co-taught in Units, and may continue these themes from the preceding term's design module.

2022-23 Postgraduate Module Handbook

AR838		Design 5a				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Project with Compulsory Numeric Elements	

Contact Hours

Total contact hours: 45 hours
 Private study hours: 255 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 present building design projects of diverse scale, complexity, and type in a variety of contexts, using a range of media, and in response to a brief.
- 2 Knowledge of theories of urban design and the planning of communities.
- 3 Knowledge of the influence of the design and development of cities, past and present on the contemporary built environment.
- 4 Knowledge of current planning policy and development control legislation, including social, environmental and economic aspects, and the relevance of these to design development.
- 5 Understanding of the needs and aspirations of building users.
- 6 Understanding of the impact of buildings on the environment, and the precepts of sustainable design.
- 7 Understanding of the way in which buildings fit into their local context
- 8 Understanding of the potential impact of buildings on existing and proposed communities
- 9 An ability to generate complex design proposals showing understanding of current architectural issues, originality in the application of subject knowledge and, where appropriate, to test new hypotheses and speculations.

The intended generic learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 An ability to evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals.
- 2 Problem solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances.
- 3 An ability to apply project related in-depth research and analysis to the ideas, development and quality of the design project.
- 4 An ability to communicate effectively and well, using a range of communication skills

Method of Assessment

Main assessment methods

Design Project (100%)

Reassessment methods
 Like for like.

Preliminary Reading

Indicative Reading List

Bourquin, Nicolas (ed.). (2008). Data Flow: Visualising Information in Graphic Design. Gestalten
 Crawford, Matthew. (2010). The Case for Working with Your Hands: or Why Office Work is Bad for Us and Fixing Things Feels Good. Viking
 Hale, Jonathan. (2000). Building Ideas: an Introduction to Architectural Theory. Wiley
 Jencks, Charles (ed.). (2005). Theories and Manifestoes of Contemporary Architecture. John Wiley & Sons
 Lim, C.J. (2006). Devices: A Manual of Architectural and Spatial Machines. Architectural Press
 Marcus, George. (2005). Masters of Modernism: A Critical Assessment. Monacelli
 Sennett, Richard. (2009). The Craftsman. Penguin
 Sheil, Bob (ed.). (2005). Design through Making. John Wiley & Sons

Pre-requisites

None

Synopsis *

This module involves a consideration of design at an urban scale and is taught through a Unit system with individual Unit briefs interpreting this specification. Each Unit brief will offer the opportunity to analyse and critically appraise new hypotheses through the speculation of complex design proposals, and consider context in terms of history, policy, legislation, environment, economics and community. Unit briefs for this module may develop themes in parallel with Design 4a, with which it is co-taught in Units, and may continue themes into the following term's design module(s).

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AR839		Design 5B				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Project with Compulsory Numeric Elements	

Contact Hours

Total contact hours: 45 hours
Private study hours: 255 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 understand the constructional and structural systems, the environmental strategies and the regulatory requirements that apply to the design and construction of a comprehensive design project.
- 2 An ability to develop a conceptual and critical approach to architectural design that integrates and satisfies the aesthetic aspects of a building and the technical requirements of its construction and the needs of the user.
- 3 Knowledge of the creative application of appropriate theoretical concepts to studio design projects, in terms of their conceptualisation and representation.
- 4 Knowledge of the creative application of the fine arts and their relevance and impact on architecture.
- 5 Knowledge of the creative application of fine arts to studio design projects, in terms of conceptualisation and representation.
- 6 Understanding of the role of the architect within the design team and the construction industry, recognising the importance of current methods and trends on the construction of the built environment.
- 7 An ability to evaluate materials, processes and techniques that apply to complex architectural designs and building construction, and to integrate these into practicable design proposals.
- 8 An ability to identify individual learning needs and understand the personal responsibility required to prepare for qualification as an architect.

The intended generic learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 An ability to generate complex design proposals showing understanding of current architectural issues, originality in the application of subject knowledge and, where appropriate, to test new hypotheses and speculations
- 2 An ability to evaluate and apply a comprehensive range of visual, oral and written media to test, analyse, critically appraise and explain design proposals
- 3 An ability to apply project related in-depth research and analysis to the ideas, development and quality of the design project.
- 4 An ability to communicate effectively and well, using a range of communication skills

Method of Assessment

Main assessment methods

Design Project (100%)

Reassessment methods

Like for like

Preliminary Reading

Indicative Reading List

Bourquin, Nicolas (ed.). (2008). Data Flow: Visualising Information in Graphic Design. Gestalten
Crawford, Matthew. (2010). The Case for Working with Your Hands: or Why Office Work is Bad for Us and Fixing Things Feels Good. Viking
Hale, Jonathan. (2000). Building Ideas: an Introduction to Architectural Theory. Wiley
Jencks, Charles (ed.). (2005). Theories and Manifestoes of Contemporary Architecture. John Wiley & Sons
Lim, C.J. (2006). Devices: A Manual of Architectural and Spatial Machines. Architectural Press
Marcus, George. (2005). Masters of Modernism: A Critical Assessment. Monacelli
Sennett, Richard. (2009). The Craftsman. Penguin
Sheil, Bob (ed.). (2005). Design through Making. John Wiley & Sons

Pre-requisites

None

Synopsis *

This module involves the design of a singular or multiple architectural propositions, and is taught through a Unit system with individual Unit briefs interpreting this specification. Each Unit brief will offer the opportunity to develop a conceptual and critical approach to complex architectural design proposals that is developed into a comprehensive and integrated design project. Unit briefs for this module may develop themes in parallel with Design 4b, with which it is co-taught in Units, and may continue themes from the preceding term's design module(s).

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AR840 MArch Term Abroad						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	60 (30)	100% Project	
2	Canterbury	Autumn	M	60 (30)	100% Project with Compulsory Numeric Elements	
2	Canterbury	Autumn	M	60 (30)	Pass/Fail Only	
2	Canterbury	Spring	M	60 (30)	100% Project with Compulsory Numeric Elements	
2	Canterbury	Spring	M	60 (30)	Pass/Fail Only	

Learning Outcomes

The intended subject specific learning outcomes.

- 1 To acquire a broader, international and intercultural informed understanding of architecture
- 2 To experience different cultural approaches to learning, study of architecture and academic development
- 3 To acquire intercultural competence, cross-cultural literacy, and to practice foreign-language skills as applicable if non-English speaking/teaching partner institutes.

The intended generic learning outcomes.

- 1 Enhanced, intercultural sensitive communication and interpersonal skills
- 2 Enhanced ability for self-management, flexibility, focus and project management

Method of Assessment

Main assessment methods

The Term Abroad contributes and is assessed in line with UoK Conventions for Classifications of Awards Guidance for Examiners: Classification of Awards.

<http://www.kent.ac.uk/teaching/qa/credit-framework/guide-examiners.html>

For students taking a term aboard in Stage 4 the placement will be graded on a pass/fail basis as documented by the transcript from the host institution and will therefore be zero-weighted with respect to classification. Modules totally at least 60 credits (30ECTS or 600 hours) must be undertaken.

Students taking a term aboard in Stage 5 will be required to submit a portfolio of work undertaken during the placement to be marked by Kent staff on their return under the MArch 'Term Abroad' module specification. The mark achieved will be recorded and will carry such weighting towards classification as has been approved by the relevant Faculty Board.

All students are required to submit a written report on their study abroad.

Reassessment methods

If a student is unsuccessful at the first attempt and no retrieval mechanism is available at the host institute for a second attempt in the same academic year, the student may be instructed to submit a portfolio of all the academic work undertaken abroad to be marked at Kent by Kent staff on a 'Pass/Fail' basis for consideration at the next KSA Examination Board. This is to ensure that students studying abroad have the same opportunities for retrieval and Stage progression as the rest of their academic cohort.

Preliminary Reading

Indicative Reading List

Hejduk, John (Ed). (1988). Education of an Architect: Irwin S.Chanin School of Architecture of the Cooper Union. Rizzoli International Publications
 Lawson, Bryan. (2005). How Designers Think. Architectural Press
 Rasmussen, Steen Eiler. (1962). Experiencing Architecture. Cambridge, Mass: MIT
 Sheil, Bob (Ed). (2005). Design through Making. John Wiley & Sons
 Unwin, Simon. (2008). Analysing Architecture. Routledge

The International Study service in the University's International Development Office provides information about host countries and host universities. Students will receive course-specific information, incl. reading lists, on their enrolment at the host university.

Pre-requisites

None

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Synopsis *

Study Abroad - the MArch curriculum allows for the opportunity for students to seek study abroad opportunities in either the spring term of Stage 4 or autumn term of Stage 5. Whether through the Erasmus system (spring term Stage 4) or individual UoK Study Abroad partner institutes (spring term Stage 4, or autumn term Stage 5 - provided host-institute's autumn term or semester concludes before the commencement of the following UoK spring term), an architecture study abroad committee will make selections and recommendations for study abroad based on the merit of the applicant following submission of an application supported by a portfolio and transcripts.

During the placement students will be enrolled on this dedicated MArch Term Abroad module.

Spending a term as full-time student at an overseas university, students will follow teaching and tuition in architecture. 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.

AR841 Structural Appraisal of Historic Buildings						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework with Compulsory Numeric Elements	

Contact Hours

Total contact hours: 36 hours
 Private study hours: 264 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 systematic understanding of construction components in historical buildings and their structural behaviour.
- 2 An understanding of the causes of decay, and repair of historic buildings.
- 3 An enhancing of the ability to assess and monitor the condition of buildings, and make proposals for their repair, maintenance, and enhancement.
- 4 Provision of graphic presentation skills employed in structural appraisal and the development of conservation strategies.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Ability to critically apply theories, research and analysis in order to understand the structural behaviour of a building.
- 2 Ability to investigate and identify the extent and the cause of construction materials' decay, by analysing a wide range of historical documentation and interpreting data from laboratories.
- 3 Ability to develop a structural intervention strategy using appropriate presentation and communication skills.

Method of Assessment

Main assessment methods

Structural Report (100%)

Reassessment methods

Like for like.

Preliminary Reading

Indicative Reading List

Ashurst, J. & N. (1988). Practical Building Conservation (Vols. 1-5). English Heritage Technical Handbooks.
 Ayres, James. (1998). Building the Georgian City. Yale
 Beckmann, Paul. (1995). Structural Aspects of Building Conservation. McGraw Hill.
 Carbonara, Giovanni. (2005). Atlante del restauro. UTET, ISBN: 9788802061207
 Croci, G. (1998). The Conservation and Structural Restoration of Architectural Heritage. Southampton: Computational Mechanics.
 Forsyth, Michael. (2007). Structures and Construction in Historic Building Conservation: Structures and Construction. Wiley-Blackwell: ISBN-13: 978-1405111713
 Gorgon, J. E. (1991). Structures: or why things don't fall down. Penguin.
 Heyman, Jacques. (1997). The Stone Skeleton: Structural Engineering of Masonry Architecture. Cambridge University Press: ISBN13: 9780521629638
 Mainstone, R. (1975). Developments in Structural Form. Allen Lane.
 Robson, R. (1991). Structural Appraisal of Historic Buildings. Gower.
 Theodossopoulos, Dimitris. (2012). Structural Design in Building Conservation, Taylor & Francis Ltd Routledge ISBN-13: 978-0415479462

Pre-requisites

None

Synopsis *

This module explores the structural behaviour of buildings, and examines their response to environmental phenomena. It helps the students to analyse the causes and patterns of damage in a wide range of structures and cultivates a critical understanding of the techniques employed in the repair and strengthening of historic buildings. A combination of lectures and laboratory analysis will help the students to develop an advanced understanding of the properties of building materials and their decay. The module will include lectures on materials such as stone, brick, mortar, timber, iron and concrete. Three of these lectures will be delivered by the conservators of Canterbury cathedral at the Cathedral's conservation workshop. This will constitute an opportunity to observe the methods employed in the conservation of Canterbury cathedral, examining the practical application of a wide range of preservation techniques. The course's assignment, a structural report on a historic structure in Kent will provide students with an opportunity to test the skills and knowledge gained in the lectures, articulating their findings using the relevant presentation skills.

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AR842 The Legislative Framework						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework with Compulsory Numeric Elements	

Contact Hours

Total contact hours: 30 hours
 Private study hours: 270 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 systematic understanding of historical approaches in Europe, and especially Britain, to the significance of the conservation of buildings.
- 2 An understanding of the national and international statutory frameworks for enacting, funding and maintaining building conservation.
- 3 An understanding of the concept of historic environments.
- 4 Practical experience in the reading and writing of Heritage Statements.
- 5 An understanding of the administration and procurement strategies for conservation projects.
- 6 An understanding of current funding mechanisms and the generation of investment in the historic environment through private sponsorship and grant scheme administration.
- 7 An understanding of the socio-economic impact of historic site regeneration.

The intended generic learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 An ability to critically apply theories, research and analysis to the ideas, development and quality of projects.
- 2 An ability to communicate effectively, using a range of communication skills.
- 3 An ability to comprehensively understand the nature of differing types of documentation used in planning and analysis.

Method of Assessment

Main assessment methods
 Heritage Statement 5,000 words (100%)

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 *

This module explores the policies and legislation that guide the preservation of historic sites, and the modern administrative framework of conservation. Focusing on the UK heritage protection and planning systems, the module's lectures and seminars will examine various kinds of statutory designation. The aim is to provide a thorough examination of the notions of the listed building, the scheduled archaeological site, the conservation area and the registered landscape. Particular emphasis will be put on the role of conservation in the National Planning Policy Framework and on the mechanisms through which the development of historic sites is authorised. This will involve an investigation of the challenges associated with planning permissions, and listed building consent. The module will offer the opportunity to explore the systems through which conservation is financed and managed. Guest speakers will introduce the students to the available grants that assist building conservation and area regeneration. The module will also familiarise the students with procurement strategies, as well as with conservation contracts, methods of valuation, and cost planning.

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AR843 Intervention at Historic Buildings						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework with Compulsory Numeric Elements	

Contact Hours

Total contact hours: 30 hours
Private study hours: 270 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 Expertise in the design of conservation-oriented interventions to historic buildings.
- 2 An ability to use conservation statements and plans as a basis for conservation strategies.
- 3 Familiarity with the methods employed in the survey of historic buildings and sites.
- 4 An ability to manage a design proposal and to formulate design briefs.
- 5 An ability to work in many different scales and conditions, ranging from building interiors to building complexes and from urban areas to landscapes and gardens.

The intended generic learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 An ability to guide and manage change to historic buildings.
- 2 An understanding of the entire process of conservation projects, including survey, conservation statement, establishment of conservation strategy, formulation of briefs, design development, procurement and implementation.
- 3 An awareness of the impact of conservation principles on the way in which historic buildings are preserved, reconstructed, or adapted to new uses.
- 4 An inclusive, broad view of the urban environment and an understanding of historic buildings as integral parts of an urban setting.
- 5 An ability to integrate conservation attitudes with contemporary economic and social goals.

Method of Assessment

Main assessment methods

Conservation Plan (25%)
Conservation Project (75%)

Reassessment methods
Like for like

Preliminary Reading

Indicative Reading List

Cantacuzino, S. (1975). *New Uses for Old Buildings*. London
Charles, F.W.B. (1995). *Conservation of Timber Buildings*. Shaftesbury: Donhead
Croc, G. (1998). *The Conservation and Structural Restoration of Architectural Heritage*, Southampton: Computational Mechanics Publications.
Feilden, B.M. (2003). *Conservation of Historic Buildings*. Butterworth
ICOMOS. (1990). *Guide to Recording Historic Buildings*. Butterworth.
Krier, L. (1998). *Architecture, Choice or Fate*. London: Papadakis Publisher.
Larkham, P.J. (1996) *Conservation and the City*. London: Routledge.
Roberts, P. & Sykes, H. (1999). *Urban Regeneration*. Sage Publications.
Watt, D. & Swallow, P. (1996). *Surveying Historic Buildings*. Shaftesbury: Donhead.

Pre-requisites

None.

Synopsis *

This module explores the various methods of promoting beneficial change to historic buildings. A conservation project that will be supervised on a weekly basis offers the opportunity to design an intervention to a historic site. The project will not only focus on one historic building but it will offer the opportunity to investigate the role of conservation in the broader urban environment. In parallel to this project, a series of lectures will investigate various stages in the delivery of conservation projects, examining the methods of survey, appraisal, repair, strengthening, adaption, extension, and monitoring of historic buildings and surrounding urban spaces. One of these lectures will be delivered at Canterbury Cathedral, and will give students the opportunity to observe the ongoing conservation of the monument guided by one of its chief conservators. During the course, special emphasis will be put on issues related with the preservation and management of historic cities. Encouraging the students to experiment with all the phases of a conservation project, this module provides a synthesis of theory and practice, and promotes the development of a holistic approach to architectural conservation.

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AR844 Conservation Principles						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Autumn	M	30 (15)	100% Coursework with Compulsory Numeric Elements	

Contact Hours

Total contact hours: 30 hours
Private study hours: 270 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 understanding of the knowledge required to analyse historic monuments in Europe, especially Britain, and of the significance of the conservation of buildings.
- 2 An understanding of attitudes towards architectural heritage and their historical development.
- 3 An understanding of the current overarching philosophical framework of conservation.
- 4 An understanding of the concept of historical environments.
- 5 An understanding of the various approaches to the documentation and monitoring of historic buildings.
- 6 An understanding of different research methodologies for the study of the development of architectural forms, with an emphasis on European architecture.

The intended generic learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 Ability to critically apply theories, research and analysis to the ideas, development and quality of projects.
- 2 Ability to communicate effectively, using a range of communication skills.
- 3 Ability to comprehensively understand the nature of differing types of documentation used in planning and analysis.

Method of Assessment

Main assessment methods

Essay 4,000 words (80%)
Site Documentation Study (20%)

Reassessment methods

Like for like.

Preliminary Reading

Indicative Reading List

Brandi, C., Basile, G. (2005). Theory of Restoration, Rome: Istituto Centrale per il Restauro
Curtis, William J.R. (2006, 3rd ed.) Modern Architecture since 1900. London: Phaidon Press Ltd.
Earl, J., Saint, A. (2003) Building Conservation Philosophy, London: Taylor & Francis
Fazio, M., Moffett, M., Wodehouse, L. (1st ed. 2003; 2nd ed. 2008). A World History of Architecture. London: Laurence King

Jokilehto J. (2002). A History of Architectural Conservation. London: Routledge
Lowenthal, D. (1998). The Heritage Crusade and the Spoils of History. Cambridge: Cambridge University Press 1998
Tyler, N. (2000) Historic Preservation: An Introduction to Its History, Principles, and Practice. W. W. Norton.
Watkin, D. (2011, 5th ed. – earlier eds. will be fine). A History of Western Architecture. London: Laurence King

Pre-requisites

None

Synopsis */

This module introduces the students to the research in architectural history and to the study of conservation philosophy that underpins past and present attitudes to architectural heritage.

The introductory lectures will provide an opportunity to investigate the development of architectural form from Antiquity to the 20th century, focusing on the European traditions. They will also introduce the students to the various approaches to the research and documentation of historic buildings. Cultivating a multifaceted understanding of architectural heritage while offering access to the relevant research methodologies, the module provides the expertise necessary to evaluate historic buildings and to decide what should and could be conserved and why. As well as an introduction to architectural history, lectures and seminars will investigate the field of conservation philosophy. This part of the module will examine the evolution of the attitudes to architectural heritage from the 19th to the 21st century. Special emphasis will be put on the theoretical problems of maintenance, restoration, and the way in which 20th-century international charters addressed these problems. Examining a wide range of case-studies, the module will also investigate various theoretical approaches to the adaptation of new buildings to the historic environment.

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AR845 Independent Research Project						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	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 ability to demonstrate an advanced understanding of the field of architectural visualisation, and the ways in which theory informs current practice
- 2 An ability to carry out bibliographical and archival research to establish the cultural and professional context of architectural visualisation
- 3 The ability to experiment with the use of a wide range of creative methods and to demonstrate an advanced understanding of their application
- 4 An understanding of the complete process of project creation, from the initial analysis and development of a brief to the actual design.

The intended generic learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 The ability to work as part of an interdisciplinary team, to share tasks equitably and to communicate with different specialists
- 2 The ability to carry out independent research, establishing research objectives, constructing valid research hypotheses and expressing reasoned arguments, grounded by critical reference to carefully identified existing scholarship
- 3 The ability to express research results in an efficient, legible way, through the development of advanced presentation skills

Method of Assessment

Main assessment methods

Independent Research Project (100%)

Reassessment methods

Like for like.

Preliminary Reading

Indicative Reading List

Biggam, J. (2011). Succeeding with your master's dissertation: a step-by-step handbook. Maidenhead: Open University Press (available as an e-book)
 Borden, I. (2006). The dissertation an architecture student's handbook. Amsterdam: Architectural.
 Swetnam, D. (2004). Writing your dissertation: how to plan, prepare and present successful work. Oxford: How To Books.

Pre-requisites

All previous programme modules

Synopsis *

Students develop their communication and research skills to a high professional standard in an academic or industrial setting. Students elect to produce a theoretical, interdisciplinary or practice-based response in a topic related to the field of study. Working with an assigned tutor; students develop a research proposal, incorporating a methodology and schedule for the work. Students are expected to develop their ability to gather and synthesize data, as well as to analyse it in a coherent and convincing manner. In addition, they are expected to situate their own investigation in the broader context of architecture. Interdisciplinary investigations that further inform architectural thinking are encouraged.

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AR846 Architectural Photography						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
2	Canterbury	Autumn	M	15 (7.5)	75% Project, 25% Coursework	

Contact Hours

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

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 A comprehensive knowledge and understanding of light, exposure and colour , and their application in architectural lighting
- 2 An advanced understanding of theories of photographic composition, balance and weight
- 3 A knowledge of the history of architectural photography, with an awareness of the contextual boundaries within, and outside of, the genre.
- 4 An advanced ability to use film and digital cameras to capture and create outstanding photographs of architecture, form and space
- 5 A comprehensive knowledge and understanding of digital photographic image manipulation and processing techniques using industry standard software programmes
- 6 An understanding of analogue image processing techniques and their application in a digital industry

The intended generic learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 An ability to present, edit and curate a collection of work
- 2 An ability to work self-directed, meeting deadlines
- 3 An ability to critically place their own work in the context of genre, style and precedent.

Method of Assessment

Main assessment methods

Exhibition/Portfolio (75%)
 Report (25%)

Reassessment methods
 Like for like.

Preliminary Reading

Indicative Reading List

Kerr, N (1979). Technique of photographic lighting. Garden City, N.Y: Amphoto.
 Langford, M. (1981). The darkroom handbook. London: Ebury Press.
 Lowe, J. (2006). Architectural photography: Inside and Out. Lewes. East Sussex: Photographers' Institute Press/PIP.
 Schulz, A. (2012). Architectural photography. Santa Barbara, CA: Rocky Nook.

Pre-requisites

None

Synopsis */

The study of photography is often a complementary element of architectural education. Understanding of the processes of composition, framing and lighting is essential in both disciplines. Through a series of lectures and workshops students will comprehend these concepts, as well as fundamental principles of photographic creation and processing, enabling them to apply these skills and principles to the communication of architectural space and form through photography.

AR847 Urban Design Project						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	100% Coursework	
1	Paris	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 32 hours
 Private study hours: 268 hours
 Total study hours: 300 hours

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Acquire a conceptual understanding of urban planning in order to develop strategies and /or sound urban design proposals for new architecture and urban areas and the improvement of existing ones, in ways that are socially and culturally agreeable, economically viable and environmentally sustainable.
- 2 Independently define and appraise ideas in architecture and urban design and form considered judgements about spatial, aesthetic, technical and social qualities of an urban context within the scope and scale of a wider environment.
- 3 Question and evaluate critically past and current design methods and tools.
- 4 Refer to and analyse case studies competently.
- 5 Speculate and apply relevant research to the proposed design ideas, development and tasks.
- 6 Develop strategic proposals / masterplans that deal with the built environment in a culturally sensitive, socially just, and environmentally and economically sustainable manner.
- 7 Use visual, verbal and written communication and appropriate media (including sketching, digital and audiovisual) to present critical appraisal and analysis of design proposals to professional and general audiences.
- 8 Formulate viable, original and well-supported design proposals and advice aimed at dealing with the complexity of urban context.
- 9 Acquire advanced negotiation skills and professional attitude in dealing with stakeholders.
- 10 Acquire research skills including formulation of a conceptual framework and use of a range of information sources.
- 11 Develop excellent graphic and other visual presentation skills to be applied to the design projects of the submission of written reports.
- 12 Develop skills of understanding how big cities work and develop.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Prepare and manage well-supported critical analyses (written, visual and oral) based on theory and empirical evidence.
- 2 Challenge conventional wisdom and provide advice.
- 3 Reflect critically on own ideas by becoming more open and acquainted with unfamiliar ideas and practices.
- 4 Work effectively in a multi-disciplinary, multi-cultural environment.
- 5 Negotiate and work as part of a team.
- 6 Systematically plan, carry through and manage a project programme in a given time.
- 7 Be self-critical about own work and constructive in how to address and progress it.

Method of Assessment

Main assessment methods

Design Project (100%)

Reassessment methods

Like for like

Preliminary Reading

Indicative Reading List

Alexander, C. et al. (1987). A New Theory of Urban Design. Oxford: Oxford University Press.
Bunschoten, R., Hoshino, T. and Binet, H. (2001). Urban Flotsam: Stirring the City. Rotterdam: 010.
Cullen, G. (1986). The Concise Townscape. London: Architectural Press.
Guazin-Muller, D. (2002). Sustainable architecture and urbanism: concepts, technologies, examples. Basel: Birkhäuser.
Hertzberger, H. (1991 and 1999). Lessons for students in architecture. (2 vols) Rotterdam: 010.
Lynch, K. (1960). The Image of the City. Cambridge, MA: MIT.

Pre-requisites

Pre-requisite: ARCH8310 Urban Landscape (preceding term's design module)

Synopsis <span style =

This module builds on the previous term's design exercise by focussing on a city-centre urban design problem project, exploring larger-scale issues of site and context, planning and place making. Students become familiar with relevant urban design theories and concepts, and learn to work as part of a team in developing design strategies and making detailed planning proposals. Precedent studies play an important role in shaping strategic and tactical development. Communication skills are enhanced by a range of drawing and modelling exercises, and by project presentations. The urban thinking moves from the local (where a strategic project is based in an urban ensemble, perhaps in Kent) to the global, where a dense slice of for example London or Paris is identified as the locus of design thinking and activity.

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AR848 Theory and History of Urban Design						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	100% Coursework	
1	Paris	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 30 hours
 Private study hours: 270 hours
 Total study hours: 300 hours

Learning Outcomes

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

- 1 Demonstrate a systematic understanding, knowledge and critical awareness of current philosophies of urban design, architecture, the history of ideas, and the related disciplines of cultural studies, art and landscape studies, and their original application in contemporary debate.
- 2 Critically appraise and form considered judgements about spatial, aesthetic, technical and the social qualities of an urban design proposal within the scope and scale of wider advanced environmental studies.
- 3 Comprehensively understand the complexity of influences on the contemporary built environment of individual buildings, the design of cities, transport infrastructure, past and present societies and wider global issues including climate change.
- 4 Systematically understand the development of major nineteenth and twentieth century cities, including new and theoretical cities.
- 5 Critically appraise and form considered judgements about the nature of the physical development of these cities in the light of their historical, social, political and technological context.
- 6 Understand critically the influences on the development of these cities on conceptual and political approaches to urban planning in the mid-twentieth century and beyond, until present Develop skills of understanding how big cities work and develop.

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

- 1 Creatively apply theories, research and analysis to the ideas, development and quality of a project.
- 2 Communicate effectively using a range of communication skills
- 3 Comprehensively understand the nature of differing types of documentation used in planning and analysis.

Method of Assessment

Main assessment methods

4000 word essay (100%)

Reassessment methods
 Like for like

Preliminary Reading

Indicative Reading List

Fishman, R. (1982). *Urban Utopias of the Twentieth Century*. Cambridge (MA) and London: MIT.
 Hall, P. (1998). *Cities in Civilisation*, London: Phoenix Orion.
 Kostof, S. (1991). *The City Assembled*, London and New York: Thames & Hudson.
 LeGates, R. & Stout, F. (eds) (2011). *The City Reader*. London and New York: Routledge.
 Sassen, S. (2001) *The Global City: New York, London, Tokyo*. Princeton, NJ: Princeton University Press.
 Soja, E. (2000). *Postmetropolis: Critical Studies of Cities and Regions*. Oxford: Blackwell.

Pre-requisites

None

Synopsis <span style =

This module explores the idea of the city, and the major concepts related to urban life. It analyses and determines the conditions of their emergence within a broader cultural context. It traces how these concepts have changed through time, with the aim of enhancing our present understanding of cities and their regeneration. It follows the development of city planning and the establishment of planned, ideal cities as a political goal up to the foundation of new towns. In its dealing with historically modern cities, the module centres on case studies of cities representative of urbanism from the eighteenth to the twenty-first centuries, drawing lessons from the methods and types of documentation used in its development. The course also introduces the manner in which architecture has generated a number of spontaneous and critical responses to the demands of the city in the past four decades. The arguments are drawn from sources in architectural and urban theory, philosophy, art history, anthropology, literary sources and social sciences.

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AR849 Digital Architecture Portfolio						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	30 (15)	100% Coursework with Compulsory Numeric Elements	

Contact Hours

Contact hours: 60
Private Study hours: 240
Total hours: 300

Learning Outcomes

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

- 1 A systematic understanding and knowledge of the wide range of skills and procedures required in digital modelling, texturing, lighting and rendering within a professional architectural context
- 2 A comprehensive understanding the role of digital visualisation in an architectural context
- 3 The ability to critically appraise the quality of rendered architectural imagery required within a professional context, and understand how their work fits within this
- 4 A critical awareness of the issues/problems raised by the application of the range of software programmes available, with advanced ability of 3D Studio Max in particular
- 5 The ability to create and develop a portfolio of architectural visualisation imagery to a professional standard

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

- 1 An ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- 2 An ability to continue to advance their knowledge and understanding, and to develop new skills to a professional level using industry-standard software
- 3 A comprehensive ability to use 3D modelling software to explore digital form and space

Method of Assessment

Main assessment methods

Portfolio of architectural visualisation images (100%)

Re-assessment methods
Like-for-like.

Preliminary Reading

Indicative Reading List

Ablan, D. (2002). Digital Cinematography and Directing (Indianapolis, New Riders)
Cusson, R & Cardoso, J. (2009). Realistic Architectural Visualisation with 3DS MAX and Mental Ray: Second edition (Amsterdam, London, Focal Press)
Daniele, T. (2008). Poly-Modelling with 3DS Max: Thinking Outside of the Box (Burlington, Focal Press)
Murdock, K. (2009). 3DS MAX 2010 Bible. Indianapolis: Wiley Publishing.

Pre-requisites

None

Synopsis *

This module will guide students through the skills and procedures needed in a professional architectural visualisation context. The programme of study will compare the available software packages used in industry and will provide students with a hands-on ability to model, texture, light and render architectural visualisations. Through a series of exercises advancing in complexity, by the end of this module successful students will be able to create a portfolio of realistic digital architectural models and images appropriate for a range of target industries and applications.

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AR850 Planning Policy and Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	100% Coursework with Compulsory Numeric Elements	

Contact Hours

Total contact time: 36 hours
 Total private study: 264 hours
 Total study hours: 300 hours

Learning Outcomes

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

- 1 Critically evaluate and comment on the core principles and the legislative and policy framework which underpin development management in the built and natural environment;
- 2 Research, analyse and demonstrate a critical understanding of how spatial planning operates within the context of institutional and legal frameworks in the UK and Europe;
- 3 Critically evaluate UK spatial planning policy processes and practice in relation to urban and rural planning challenges;
- 4 Critically evaluate the social, economic, environmental and political context for the delivery of housing and infrastructure;
- 5 Demonstrate a critical understanding of the political, legal and ethical nature of spatial planning and reflect on how planners work effectively within democratic decision-making structures;
- 6 Demonstrate a critical understanding of global challenges around planning and governance, the increasing power of cities and how cities are at the forefront of delivering locally the sustainable development goals.

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

- 1 Plan and effectively manage the use of time, including the management of learning using a range of resources.
- 2 Manage independent creative and practical projects developing autonomy, and self-management
- 3 Develop strategy writing and presentation skills to a professional level.

Method of Assessment

Main assessment methods

Report (50%) (2,500 words)
 Essay (50%) (2,500 words)
 Both of the above assessed components must be passed (requirement of accreditation by the RTPI)

Reassessment methods
 Like for like

Preliminary Reading

Indicative Reading List

Couch, C. (2016) Urban Planning: An introduction. London: Palgrave Macmillan
 Crook, T., John Henneberry & Christine Whitehead (2016) Planning Gain: Providing Infrastructure and Affordable Housing. London: Wiley-Blackwell
 Cullingworth et. al (2015) Town and country planning in the UK. London: Routledge
 Dawn Jourdan & Eric Strauss (2015) Planning for Wicked Problems: A Planner's Guide to Land Use Law. London: Routledge
 Gallent, N., Iqbal Hamiduddin, Meri Juntti, Sue Kidd, Dave Shaw (2015) Introduction to Rural Planning. London: Routledge
 Greed, C. and David Johnson (2014) Planning in the UK: An introduction. London: Palgrave Macmillan
 Holloway, A. (2017) Localising Global Goals in Australia's Global City: Sydney, WIT Transactions on Ecology and the Environment, vol. 226, pp. 181-191
 Roadmap for Localizing the SDGs; UNDP, UN-Habitat, Global Task Force (2016)
 SDGs - What local governments need to know; UCLG (2016)

Pre-requisites

None

Synopsis *

This module develops students' understanding of changing planning legislation used to guide development and land use, to appreciate how and why these have changed over time, to critically reflect upon current spatial planning mechanisms and to recognise the linkages between other public policies and spatial policies. The module also covers planning law, the relationship between decision making and the broader facilitation of development outcomes. Students will become familiar with the methods and mechanisms used for implementing spatial planning policy, the principles underpinning them, and the role of different stakeholders in the implementation process, and how individual rights and community interests are reconciled. Seminar and workshop sessions will apply the skills and knowledge gained through lectures.

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AR851 Development of planning and resilience theory						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework with Compulsory Numeric Elements	

Contact Hours

Total contact time: 36 hours
 Total private study: 264 hours
 Total study hours: 300 hours

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Critically reflect on the arguments for and against spatial planning along with particular theoretical approaches;
- 2 Critically reflect on theories of urban resilience and how these can be applied to city and metropolitan area governance;
- 3 Demonstrate a critical understanding of the relevance of planning and resilience theory to recent urban trends and changes in the policy context;
- 4 Use theory to appreciate the concept and practice of spatial planning questioning the theoretical assumptions underpinning key planning policies and mechanisms;
- 5 Demonstrate effective research, analytical, evaluative and appraisal skills in identifying their own perspectives and reflections on theory and the implications for their practice as planners and resilience practitioners;
- 6 Demonstrate a critical understanding of the concept of rights and how planning and development decisions have differing impacts on different people and develop the capacity to identify and explain these impacts so that they can be properly taken into account in planning decision-making.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Undertake independent and original research in the relevant of study and formulate reasoned and critical arguments.
- 2 Undertake analysis of complex, incomplete or sometimes contradictory areas of theory.

Method of Assessment

Main assessment methods

Essay 1 (60%) (3,000 words)

Essay 2 (40%) (2,000 words)

Both of the above assessed components must be passed (requirement of accreditation by the RTPI)

Reassessment methods

Like for like

Preliminary Reading

Indicative Reading List

Allmendinger, P. (2009) Planning Theory. Basingstoke: Palgrave Macmillan
 Arup International Development (2015) City resilience framework. Developed for the Rockefeller Foundation
 Campbell, S. and S. S. Fainstein (eds) (2003) Readings in Planning Theory. Oxford: Blackwell
 Chelleri, L., Waters, J.J., Olazabal, M. and Minucci, G. (2015) 'Resilience trade-offs: addressing multiple scales and temporal aspects of urban resilience', Environment & Urbanization 27(1): 181–198
 Cullingworth et. al (2015) Town and country planning in the UK. London: Routledge
 Couch, C. (2016) Urban Planning: An introduction. London: Palgrave Macmillan
 Davoudi, S. (2012) 'Resilience: a bridging concept or a dead end?' Planning Theory & Practice 13(2): 299–307.
 Taylor, N. (1998) Urban planning theory since 1945. London: Sage

Pre-requisites

None

Synopsis */

The module aims to develop the students' overall understanding of alternative views in planning and resilience theories. Students will generate responses to spatial planning and global challenges grounded in theory. The module contributes to the students' lifelong appreciation of how the core values of urban planning and urban resilience expressed in theory may be applied in changing circumstances, particularly as cities suffer more and more shocks and stresses as a result of climate change and global crises.

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AR852 Global Resilience Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	100% Coursework with Compulsory Numeric Elements	
2	Canterbury	Spring	M	30 (15)	100% Coursework with Compulsory Numeric Elements	

Contact Hours

Total contact time: 36 hours
 Total private study: 264 hours
 Total study hours: 300 hours

Learning Outcomes

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

- 1 Engage in theoretical, practical and ethical debate at the forefront of global planning and resilience in the context of spatial planning demonstrating relationships to other specialist areas of expertise such as transport, waste management, green infrastructure, etc.;
- 2 Explain and demonstrate systematically how urban planning and resilience operates within the global international context of institutional and legal frameworks;
- 3 Acknowledge that urban governance decisions have differing influences and impacts on different people, and identify, explain and critically evaluate how these decisions affect individual neighbourhoods and communities;
- 4 Demonstrate conceptual understanding of the practical application of development and resilience finance for estimating costs and benefits of investment decisions;
- 5 Demonstrate comprehensive understanding of the added value and efficient resource management for building resilience for both particular interests including city leadership, funders and the wider community;
- 6 Demonstrate effective research, analytical and appraisal skills, and the ability to reach appropriate, evidence-based decisions when evaluating the distinctive contribution of spatial planning and urban resilience to the making of place and the mediation of space.

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

- 1 Plan and effectively manage the use of time, including the management of learning using a range of resources.
- 2 Demonstrate independent learning required for continuing professional study
- 3 Demonstrate interpersonal skills of negotiation, compromise, leadership, delegation and acceptance of responsibility within a team framework

Method of Assessment

Main assessment methods

Report (40%) (2,000 words)
 Essay (60%) (3,000 words)
 Both of the above assessed components must be passed (requirement of accreditation by the RTPI)

Reassessment methods
 Like for like

Preliminary Reading

Indicative Reading List

Bagaeen, S. and Clark, C. (eds.) (2016) Sustainable regeneration of former military sites, New York: Routledge
 Douglas Scarrett, Sylvia Osborn (2014) Property Valuation: The Five Methods, 3rd Edition. London: Routledge
 Hall, P. and Tewdwr-Jones, M. (2010) (5th Edition) Urban and regional planning. London: Routledge
 Newman, P. (2004) Planning world cities: globalization and urban politics
 Ratcliffe, J., Michael Stubbs, Miles Keeping (2009) Urban Planning and Real Estate Development (3rd edition). London: Routledge
 Walker, B. and Salt, D. (2012) Resilience thinking: sustaining ecosystems and people in a changing world. Washington, DC: Island Press.
 Watkiss, P. and Hunt, A. (2016) 'Assessing climate-resilient development options', in S. Fankhauser and T.K. McDermott (eds), The economics of climate-resilient development. Cheltenham: Edward Elgar Publishing Ltd.
 Zebrowski, C. (2008) 'Governing the network society: a biopolitical critique of resilience', Political Perspectives 3(1): 1–41

Pre-requisites

None

Synopsis <span style =

This module is intended to contribute to the student's understanding of how the core values of urban planning and resilience apply in different cities and in different global contexts. Students will explore through projects, readings and a European field visit how the global interest in resilience extends beyond cities to include ecology, international development, health, urban forestry, food security, community planning, and global humanitarian crises. This will allow students to understand the origins of resilience and its emergence as an urban concept allowing urban practitioners to manage a rapidly changing and uncertain urban context. Through a multiple case study approach, this module explores how resilience has become part of cities' formal planning practice in multiple cities around the world.

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AR853 Principles and Methods of Bio Digital Design						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Autumn	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 36 hours
 Private study hours: 264 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 of principal concepts underpinning generative modelling methods.
- 2 A comprehensive understanding and awareness of systems-oriented thinking and its application to architectural/design problems.
- 3 A detailed understanding of dynamic systems and how to model them.
- 4 A thorough ability to use computers to explore configurations of form and space.
- 5 An ability to critically reflect on bottom-up versus top-down design thinking and processes.
- 6 An ability to use generative modelling software and demonstrate a critical understanding of concepts underpinning generative modelling techniques.

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

- 1 A comprehensive understanding of the idea of "laws of form" and how generative processes can be used to explore architectural design.
- 2 An ability to assess relevance between concepts and methods and to apply this knowledge practically using and adapting generative design techniques.

Method of Assessment

Main assessment methods

Report (100%) (3000-5000 words)

Reassessment methods
 100% course work

Preliminary Reading

Indicative Reading List

Ball, P. (2017). Patterns in Nature: Why the Natural World Looks the Way it Does. University of Chicago Press.
 Burry, M. (2011). Scripting Cultures: Architectural Design and Programming. John Wiley & Sons.
 Coates, P. (2010). programming.architecture. Routledge, London.
 Resnick, M. (1998). Turtles, Termites and Traffic Jams: Explorations in Massively Parallel Microworlds. MIT Press, Cambridge, MA.
 Jabi, W. (2014). Parametric Design for Architecture. Laurence King Publishing, London.

Pre-requisites

None

Synopsis *

This module will introduce students to thinking about form and spatial organisation as a bottom-up process and give students an introduction to the use of the computer as a tool to model generatively. Students will be introduced to a series of concepts and theoretical positions to anchor their outlook, facilitate engagement with the computational logic of the programme, develop their understanding of key concepts and ideas to support and further their design thinking, and develop their understanding of the role and application of computing in and for architectural design.

The module consists of a blend of lectures, seminars and workshops. Concepts and theories fundamental to the programme are presented in lectures and seminars, which are married with workshop sessions in which students are introduced to computer modelling methods that demonstrate the theory. Workshops will be studio based to emphasise a design ethos and promote exchange between theory, demonstration and application. Students will be required to adapt a method presented towards the generation of architectural space and form.

AR854 Introduction to Programming for Architecture and Design						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 36 hours

Private study hours: 264 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 of the fundamentals of the Processing computer programming language.
- 2 A comprehensive understanding of the principles of computer code and Object-Oriented Programming.
- 3 A comprehensive understanding of agent-based modelling.
- 4 An ability to read and adapt computer code, to produce a different outcome.
- 5 An ability to think spatially and behaviourally through code.

The intended generic learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 A comprehensive understanding of the principles of programming and writing computer code.
- 2 An ability to thinking algorithmically.

Method of Assessment

Main assessment methods

Report (100%) (2000 to 4000 words)

Reassessment methods

Like for like

Preliminary Reading

Indicative Reading List

Reas, C. and Fry, B. (2015). Processing: A Programming Handbook for Visual Designers and Artists. The MIT Press, Cambridge: Mass.

Shiffman, D. (2012). The Nature of Code: Simulating Natural Systems with Processing. The Nature of Code.

Shiffman, D. (2015). Learning Processing: A Beginner's Guide to Programming Images, Animation, and Interaction. Morgan Kaufmann, Amsterdam, London.

Pre-requisites

None

Synopsis <span style =

This module will introduce students to the basics of computer programming to take them from beginners through to intermediate programmers, using Processing, a Java-based language created for visual designers, architects and artists. Through the course, students will learn how to use core Processing methods, and transferable programming techniques, to create architectural spatial formations.

Students will be taught the fundamentals of computer code through a series of workshops, which are studio based to emphasise a design ethos and promote exchange between learning code and application. Students will learn how to write short programs that create dynamic patterns and then, having grasped the fundamentals of coding, will study Object-Oriented Programming (OOP) and Agent-Based Modelling (ABM). The module will shift from taught workshop demonstrations initially to tutorial/studio oriented sessions in which the students will develop a short ABM program generating architectural space and form as a result of interaction.

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AR855 Discourse and Theory of Bio Digital Architecture						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 36 hours
 Private study hours: 264 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 of theories of space and spatiality.
- 2 An ability to establish a position and to reflect critically on different theories in relation to the student's idiosyncratic perspective.
- 3 An awareness and comprehensive understanding of contemporary biological theory and its relevance to architecture.
- 4 A comprehensive understanding of theories and models in the sciences, and influence on art and design.
- 5 A comprehensive understanding of the relationship between people and buildings/their environment.
- 6 An ability to think critically and cross-disciplinarily about the relevance and transfer of concepts and theory between disciplines.

The intended generic learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 A comprehensive ability to think in terms of space, form and order from both a biological and architectural perspective.
- 2 An ability to undertake independent cross-disciplinary research in the areas of biology and architecture and to formulate reasoned and critical judgements.
- 3 Ability to independently define and appraise ideas and make reasoned judgements.
- 4 An ability to write an essay and present a coherent argument dealing with knowledge and understanding of complex issues.

Method of Assessment

Main assessment methods

Essay (5000 words) (100%)

Reassessment methods

Like for like

Preliminary Reading

Indicative Reading List

Gruber, P. (2011). *Biomimetics in Architecture - Architecture of Life and Buildings*. Springer-Verlag, Wien.
 Mertins D. 2007 Where Architecture Meets Biology: An Interview with Detlef Mertins. In *Interact or Die!* (eds J Brouwer, A Mulder), pp. 110–131. V2 Publishing
 Kwinter, Sanford. (1992). "Emergence: Or the Artificial Life of Space", in *Anywhere*. New York: Rizzoli, 1992.
 O'Keefe, J. and Nadel, L. (1978). Chapter 1. Remembrance of places past: a history of theories of space, in *The Hippocampus as a Cognitive Map*. Oxford University Press, Oxford.
 Pinter-Wollman, N., Fiore, S. M., Theraulaz, G. and Penn, A. (2018). Interdisciplinary approaches for uncovering the impacts of architecture on collective behaviour. *Philosophical Transactions of the Royal Society B*. Noa Pinter-Wollman, Stephen M. Fiore, Guy Theraulaz and Alan Penn (Eds.). Volume 373, Issue 1753. 19th August 2018.
 Terranova, C.N. and Tromble, M. (2017). *The Routledge Companion to Biology in Art and Architecture*. Charissa N. Terranova and Meredith Tromble (Eds.). Routledge.

Pre-requisites

None

Synopsis *

This module aims to develop the student's overall understanding of contemporary scientific theories pertinent to avant-garde architectural design methodologies. Students will develop an interdisciplinary and contemporary understanding of architecture, architectural design, and how people perceive and interact through the study of concepts from other fields relevant, yet traditionally separate, to architecture; such as biology, psychology, computer science and philosophy.

The module consists of lectures that introduce and describe contemporary concepts and theories applicable to bio digital architecture, and seminars in which students will debate and analyse propositions to critically reflect on architecture, architectural design and the quality of the built environment. The aim of the module is to develop the student's ability to write in a way that deals with complex issues, and that addresses the outcomes of the module.

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AR856 Morphogenetic Programming						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 36 hours
Private study hours: 264 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 of biological morphogenesis and evolution and its abstraction and systematisation for computational modelling.
- 2 A comprehensive understanding of the relationships between morphological models and parametric modelling.
- 3 Ability to demonstrate knowledge and skills of geometrical and spatial understanding of digital morphogenesis and computational design processes.
- 4 A comprehensive understanding of decentralised processes of configuration to speculate how processes of form making and pattern generation in nature may be applied
to (re)formulate and (re)articulate how we think about space, architecture and the built environment.
- 5 A comprehensive understanding of the computer as a tool to simulate bio-inspired spatial self-organisation.

The intended generic learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 Knowledge and skills in the analysis and evaluation of morphological systems for architectural design, and an ability to apply these skills appropriately.
- 2 A comprehensive understanding of generative algorithms and their applications in creating space, form and structure.

Method of Assessment

Main assessment methods

Report (100%) (3000 to 5000 words)

Reassessment methods

Like for like

Preliminary Reading

Indicative Reading List

Flake, G. W. (1998). The Computational Beauty of Nature: Computer Explorations of Fractals, Chaos, Complex Systems, and Adaptation. The MIT Press: Cambridge, Mass.
Frazer, J. (1995). Evolutionary Architecture. AA Publications: London.
Leach, N. (2009). Digital Morphogenesis, in Architectural Design, 79, 1, pp. 32–37
Reynolds, C.W. (1987). Flocks, Herds, and Schools: A Distributed Behavioural Model, in Computer Graphics, 21(4), July 1987, p25-34.
Theraulaz G. (2014). Embracing the Creativity of Stigmergy in Social Insects, in Architectural Design 84, p54–59.
Tibbits, S., van der Harten, A. and Baer, S. (2011). RhinoPython 101 Primer.

Pre-requisites

None

Synopsis *

The Morphogenetic Programming module introduces students to generative algorithms for creating structures to challenge traditional notions of designing architectural form and space, and (in tandem with the Discourse and Theory module) will cultivate a bio digital outlook to architectural design for the students research-oriented thesis project. Students will study various methods of simulating natural processes of growth and pattern formation using computational methods and explore how these may be utilised for design and the generation of architectural form and structure.

The module is taught through a blend of lectures and seminars that introduce and describe concepts and models of morphogenesis, and workshops in which students will develop their computer programming skills and exercise computational methods of form generation to explore their application to the generation of architectural space, structure and form.

Workshops will be studio based to emphasise a design ethos and promote exchange between learning concepts, methods, code and application. The module will shift from taught workshop demonstrations initially to tutorial/studio oriented sessions in which the students will exercise and adapt the modelling methods presented to develop architectonic propositions generated through bio-inspired spatial self-organisation.

AR857 Professionalism, Clients, Users and the Delivery of Services						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

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1	Canterbury	Autumn	M	15 (7.5)	60% Coursework, 40% Exam
1	Canterbury	Spring	M	15 (7.5)	100% Coursework

Contact Hours

Total Contact Hours: 15

Private Study Hours: 135

Total 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 UK architectural practice and the property and construction sectors in a wider international context, enabling graduates to adapt creatively to the challenges and opportunities of cross-border collaboration and geographical diversification in unstable political and economic climates.
- 2 Demonstrate a critical understanding of the architect's obligation to society and the profession, and a sufficient awareness of the limits of their competence and professional experience to ensure they will behave with integrity, in the ethical and professional manner appropriate, and are unlikely to bring the profession into disrepute (PC1).
- 3 Demonstrate the autonomous skills necessary to provide a competent range of services, both singly and as part of a team, including understanding of client needs, appropriate communication, programming, coordination and competent delivery (PC2).
- 4 Demonstrate a systematic understanding and knowledge of the briefing process, forms and terms of appointment, the means of professional remuneration, relevant legislation, and the execution of appropriate programmed and coordinated project tasks (PC2).
- 5 Demonstrate the skills necessary to interact autonomously with statutory and private bodies or individuals, and competently deliver projects within diverse legislative frameworks (PC3).

The above learning outcomes are cross-referenced where appropriate to the Architects Registration Board (ARB) and Royal Institute of British Architects (RIBA) criteria for Part 3 of UK architectural qualifications (PC1 and PC2). A more detailed mapping of the ARB/RIBA sub-criteria (PC1.1, PC1.2, PC1.3 etc) is provided in a schedule of teaching and assessment.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate an ability to communicate effectively and well, using a range of skills.
- 2 Demonstrate an ability to synthesise information from a number of sources in order to gain a coherent understanding of theory and practice.
- 3 Demonstrate original problem solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances.
- 4 Demonstrate the ability to use communication methods and appropriate media to represent testing, analysis, and critical appraisal of complex proposals to professional and lay audiences.

Method of Assessment

Main Assessment Methods

2,500 word essay

Reassessment methods

Like for like

Preliminary Reading

Indicative Reading List

Architects Registration Board (2017) The Architects Code: Standards of Professional Conduct and Practice
 Brookhouse, S. (2014) Part 3 Handbook (3rd Edition), London: RIBA Publishing
 Chappell, D and Willis, A (2010) The Architect in Practice (10th Edition), London: Wiley-Blackwell
 Emmitt, S (2014) Design management for architects, New York: Wiley-Blackwell
 Fisher, T. (2010) Ethics for Architects: 50 Dilemmas of Professional Practice, Princeton Architectural Press
 Foxell, S (2018) Professionalism for the built environment, Routledge
 RIBA (2018) Code of Professional Conduct and Code of Practice
 Samuel, F (2018) Why architects matter, Routledge
 Sinclair, D (2014) Design management, London: RIBA Publishing

Pre-requisites

None

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Synopsis *

This module will have a taught lecture and seminar format. Traditional and innovative approaches to the broad concept of professionalism in the context of the architectural profession, and specifically with reference to the inter-relationships between architects, co-professionals, clients, contractors and other stakeholders will be presented in lectures and analysed in seminars, with reference to both generic scenarios and situations based on the students' individual prior experience of professional practice.

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AR858 Legal Framework and Processes						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 15
Private Study Hours: 135
Total Hours: 150

Learning Outcomes

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

- 1 Demonstrate systematic knowledge and understanding of the legal system both generally and in relation to architectural practice, the processes undertaken to ensure compliance with legal requirements or standards, providing a foundation for graduates seeking to develop specialisms in construction law and/or pursuing careers as expert witnesses, adjudicators or arbitrators (PC3).
- 2 Demonstrate an understanding of the fundamental values and duties of care imposed on practicing professionals in relation to all stakeholders in the design and construction process.
- 3 Demonstrate the skills necessary to autonomously interact with statutory and private bodies or individuals, and competently deliver projects within diverse legislative frameworks (PC3).
- 4 Demonstrate systematic knowledge of the nature of legal business entities, office systems, administration procedures and the relevant legislation (PC4).
- 5 Demonstrate an understanding of contractual relationships, the obligations upon an architect acting as contract administrator, job-related administrative systems and the management of projects in the context of the candidate's autonomous professional experience (PC5).

The above learning outcomes are cross-referenced where appropriate to the Architects Registration Board (ARB) and Royal Institute of British Architects (RIBA) criteria for Part 3 of UK architectural qualifications (PC3, PC4 and PC5). A more detailed mapping of the ARB/RIBA sub-criteria (PC3.1, PC3.2, PC3.3 etc) is provided in a schedule of teaching and assessment.

- 1 Demonstrate original problem solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances.
- 2 Demonstrate an ability to synthesise information from a number of sources in order to gain a coherent understanding of theory and practice.
- 3 Demonstrate an ability to argue rationally and to draw independent conclusions based on an original, rigorous, analytical and critical approach to data, demonstration and argument.
- 4 Demonstrate an ability to produce reports which are clear, analytical and logical covering a range of technical issues and include appropriate illustrations, presenting complex proposals to professional and lay audiences.

Method of Assessment

Main Assessment Methods

2,500 word essay

Reassessment methods

Like for like

Preliminary Reading

Indicative Reading List

Building Act 1984 Legislation.gov.uk
Uff, J (2017) Construction Law (12th Edition) Sweet & Maxwell
Wevill, J (2018) Law in practice (3rd Edition), London, RIBA Publishing
Town and Country Planning Act 1990 Legislation.gov.uk
The Building Regulations 2010 Legislation.gov.uk
The Building (Amendment) Regulations 2018 Legislation.gov.uk

Pre-requisites

None

Synopsis */

This module will have a taught lecture and seminar format. The principles of criminal and civil law, with particular emphasis on contract and tort in the context of the architectural profession, and specifically with reference to the inter-relationships between architects, co-professionals, clients, contractors and other stakeholders will be presented in lectures and analysed in seminars, with reference to both generic scenarios and situations based on the students' individual prior experience of professional practice.

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AR859 Practice and Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Exam	
1	Canterbury	Spring	M	15 (7.5)	100% Exam	

Contact Hours

Total Contact Hours: 15
Private Study Hours 135
Total Hours: 150

Learning Outcomes

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

- 1 Demonstrate a systematic knowledge and understanding of the theories and practices of operational management applied in the architectural profession, potentially preparing graduates for more specialised studies or research eg MBA or PhD programmes in management
- 2 Demonstrate rational and autonomous decision-making and leadership skills, to equip graduates for senior positions in established business organisations or independent practice.
- 3 Demonstrate a systematic understanding of the range of services offered by architects and delivering those services in a manner prioritising the interests of the client and other stakeholders (PC2).
- 4 Demonstrate a comprehensive understanding of the business priorities, required management processes and risks of running an architectural practice, to autonomously resource, plan, implement and record project tasks to achieve stated goals, and the relationship between the practice of architecture and the UK construction industry (PC4).
- 5 Demonstrate the skills necessary to plan project-related tasks, coordinate and engage in design team interaction, execute effective contract communication and autonomously resolve construction-related challenges and disputes (PC5).

The above learning outcomes are cross-referenced where appropriate to the Architects Registration Board (ARB) and Royal Institute of British Architects (RIBA) criteria for Part 3 of UK architectural qualifications (PC2, PC4 and PC5). A more detailed mapping of the ARB/RIBA sub-criteria (PC2.1, PC2.2, PC2.3 etc) is provided in a schedule of teaching and assessment.

- 1 Demonstrate autonomous and original problem solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances.
- 2 An ability to argue rationally and to draw independent and autonomous conclusions based on a rigorous, analytical and critical approach to data, demonstration and argument.
- 3 An ability to evaluate research and a variety of types of information and evidence critically.
- 4 Ability to produce reports which are clear, analytical and logical covering a range of technical issues and include appropriate illustrations.
- 5 Ability to reflect on project progress and develop original and appropriate enhancement strategies.

Method of Assessment

Main Assessment Methods

Written 3 hour examination (100%)

Reassessment methods
Like for like

Preliminary Reading

Indicative Reading List

Brookhouse, S. (2014) Part 3 Handbook (3rd Edition), London: RIBA Publishing
Chappell, D and Willis, A (2016) The Architect in Practice (11th Edition), London: Wiley-Blackwell
Foxell, S (2015) Starting a Practice: A Plan of Work (2nd Edition), London: RIBA
Green, R (2001) The Architect's Guide to Running a Job, London: Architectural Press
Lupton, S (2002) Architect's Handbook of Practice Management, London: RIBA
Sinclair, D (2013) Guide to Using the RIBA Plan of Work 2013, London: RIBA

Pre-requisites

None

Synopsis <span style =

This module will have a taught lecture and seminar format. Traditional and innovative approaches to strategic and operational practice and management of organisations and projects in the context of the architectural profession, and specifically with reference to the inter-relationships between architects, co-professionals, clients, contractors and other stakeholders will be presented in lectures and analysed in seminars, with reference to both generic scenarios and situations based on the students' individual prior experience of professional practice.

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AR860 Building Procurement						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Exam	
1	Canterbury	Spring	M	15 (7.5)	100% Exam	

Contact Hours

Total Contact Hours: 15
Private Study Hours: 135
Total Hours: 150

Learning Outcomes

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

- 1 Demonstrate a systematic knowledge and understanding of the principles of building procurement enabling graduates to transcend traditional contractual arrangements and respond to the property sector's and political establishment's needs for innovative practices.
- 2 Demonstrate a comprehensive understanding of UK construction and contract law, construction procurement processes and the roles of built environment professionals (PC5).
- 3 Demonstrate the skills necessary to plan project-related tasks, coordinate and engage in design team interaction, execute effective contract communication and autonomously resolve construction-related challenges and disputes (PC5).
- 4 Demonstrate a systematic understanding of contractual relationships, the obligations upon an architect acting as contract administrator, job-related administrative systems and the management of projects in the context of the candidate's autonomous professional experience (PC5).

The above learning outcomes are cross-referenced where appropriate to the Architects Registration Board (ARB) and Royal Institute of British Architects (RIBA) criteria for Part 3 of UK architectural qualifications (PC5). A more detailed mapping of the ARB/RIBA sub-criteria (PC5.1, PC5.2, PC5.3 etc) is provided in a schedule of teaching and assessment.

- 1 Demonstrate autonomous problem solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances.
- 2 Demonstrate an ability to synthesise information from a number of sources in order to gain a coherent understanding of theory and practice.
- 3 Demonstrate an ability to argue rationally and to draw independent conclusions based on a rigorous, analytical and critical approach to data, demonstration and argument.
- 4 Demonstrate ability to produce reports which are clear, analytical and logical covering a range of technical issues and include appropriate illustrations.
- 5 Demonstrate the ability to use a diverse range of communication methods and appropriate media to represent testing, analysis, and critical appraisal of complex proposals to professional and lay audiences.

Method of Assessment

Main Assessment Methods

Written 3 hour examination (100%).

Reassessment methods
Like for like

Preliminary Reading

Indicative Reading List

Forward, F (2018) Architect's Guide to NEC4, London, RIBA Publishing
Lupton, S (2016) Guide to JCT Standard Building Contract, London, RIBA Publishing
Lupton, S (2016) Guide to JCT Intermediate Building Contract, London, RIBA Publishing
Lupton, S (2016) Guide to JCT Minor Works Building Contract, London, RIBA Publishing
Lupton, S (2018) Guide to RIBA Building Contracts, London, RIBA Publishing
Stellakis, M & Lupton, S (2019) Which Contract (6th Edition), London, RIBA Publishing

Pre-requisites

None

Synopsis <span style =

This module will have a taught lecture and seminar format. Traditional and innovative approaches to building procurement, including traditional, design-build and management contracts as found in standard and bespoke agreements, will be presented in lectures and analysed in seminars, with reference to both generic scenarios and situations based on the students' individual prior experience of professional practice.

AR861 Film & Architecture						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 80 hours
Private study hours: 220 hours
Total study hours: 300 hours

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. A comprehensive understanding of the relationship of the camera to architecture and the built environment, and of the key elements of film narrative and style, and the key processes involved in film and video production.
2. An ability to demonstrate through writing and oral presentation a systematic knowledge of the histories and theories of architecture in and of film
3. An ability to critically appraise and form considered judgements about the importance of the narrative, symbolism and aesthetic treatment of architecture in film and animation.
4. Be able to relate their work in other modules within the broader context of contemporary filmmaking theories and practices across pre-production, production, and post-production.
5. Be technically competent in the use of appropriate video production technologies and techniques.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. An ability to deal with complex issues about the cultural context of film and architecture, making sound judgements and communicate conclusions to a specialist audience through a variety of communication methods.
2. An ability to continue to advance knowledge and understanding of the history and theory of film and architecture.
3. Utilise time management skills to meet tight deadlines.
4. Communicate information effectively through audio-visual means.
5. Have the ability to reflect upon their work in a critical and analytical manner.

Method of Assessment

Main assessment methods

Seminar presentation (25%)
Essay / Video Essay (3,500 words) (25%)
Film Project (50%)

Reassessment methods

Like for like with the following clarification:

Video Presentation with associated notes on topic replacing seminar presentation (25%)

Preliminary Reading

Indicative Reading List

Cairns, G. (2013) *The Architecture of the Screen*. Bristol: Intellect.
Doughty, R. & Ehterington-Wright, C (2017) *Understanding Film Theory*. London: Palgrave
Jago, M (2019) *Adobe Premiere Pro CC*. San Jose: Adobe Press
Lamster, M. (2000). *Architecture and Film*. New York: Princeton Architectural Press.
Neumann, D. (1996) *Film Architecture: from Metropolis to Blade Runner*. Munich: Prestel
Penz, F & Thomas, M. (1997). *Cinema & Architecture: Melies, Mallet-Stevens, Multimedia*. London: British Film Institute.
Tobe, R. (2018) *Film, Architecture and Spatial Imagination*. Abingdon: Routledge

Pre-requisites

None

Synopsis <span style =

This module reviews the representation of architecture in film through history, by looking at influential cinematic depictions of the built form. With light being such an important factor in both disciplines, the links between the two industries are explored, analysing films from early German Expressionist cinema through to present-day utopian/dystopian films. Students will investigate how the cinematic depiction of architecture can alter the character of the built environment and the way in which it is portrayed. This module aims to explore the relationship of architecture to lens, and screen to audience. These relationships are then further explored and realised through the production of a film project.

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AR862 Architectural Post Production						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework with Compulsory Numeric Elements	

Contact Hours

Total contact hours: 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. Demonstrate an understanding of the role of compositing in still and moving imagery within an architectural visualisation context.
2. Demonstrate an ability to prepare computer-generated scenes ready for post-production, using industry standard software.
3. Demonstrate an understanding of the techniques needed to integrate computer-generated imagery with photographic images.
4. Demonstrate an understanding of the techniques needed to integrate computer-generated animation and video footage.
5. Demonstrate an ability to seamlessly add photographic props and elements into computer-generated architectural imagery and video.
6. Demonstrate an ability to seamlessly integrate computer-generated architecture into photographs and video.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Identify and apply the appropriate use of software programs for the required task.
2. Utilise time management skills to meet tight deadlines and manage multiple projects.
3. Communicate information effectively through audio-visual means.
4. Have the ability to reflect upon their work in a critical and analytical manner.

Method of Assessment

Main assessment methods

Project 1 – Portfolio of still composite images (50%)
 Project 2 – Show reel of composited videos (50%)
 Both of the above assessed components must be passed

Reassessment methods

Like for like.

Preliminary Reading

Indicative Reading List

Brinkman, R (2008) The art and science of digital compositing. San Francisco: Morgan Kaufmann
 Christiansen, M (2014) Adobe After Effects CC visual effects and compositing: studio techniques. Berkeley: Peachpit
 Malley, B (2017) Adobe Master Class: Advanced Compositing in Adobe Photoshop CC. US: Adobe Press
 Okun, J. and Zwerman, S (2020) The VES Handbook of Visual Effects: Industry Standard VFX Practices and Procedures. London: Routledge
 Wright, S (2018) Digital Compositing for Film and Video. New York: Routledge

Pre-requisites

None

Synopsis *

In this module, students will learn the processes and techniques used to composite computer-generated imagery into 'real' still and moving film and video footage within an architectural visualisation context, and visa versa. Through a series of lectures and workshops, students develop fundamental skills and a thorough understanding of industry standard software to enable the integration of architecture into site context to a professional standard. Learning techniques, such as compositing, camera tracking, rotoscoping, blending modes and keying, students will produce a portfolio and show reel of architectural imagery using both captured footage and computer-generated modelling.

AR896 Case Study						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	60 (30)	100% Coursework with Compulsory Numeric Elements	
1	Canterbury	Spring	M	60 (30)	100% Coursework with Compulsory Numeric Elements	

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1	Canterbury	Spring	M	60 (30)	100% Coursework with Pass/Fail Elements
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Contact Hours

Total Contact Hours: 15
Private Study Hours: 585
Total Hours: 600

Learning Outcomes

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

- 1 Demonstrate in a case study a clear understanding of the architect's obligation to society and the profession, and a sufficient awareness of the limits of their competence and professional experience to ensure they are unlikely to bring the profession into disrepute (PC1).
- 2 Demonstrate a systematic understanding of the range of services offered by architects and delivering those services in a manner prioritising the interests of the client and other stakeholders (PC2).
- 3 Demonstrate the diverse skills necessary to provide a competent service, both singly and as part of a team, including understanding of client needs, appropriate communication, programming, coordination and competent delivery and resolve construction-related challenges and disputes (PC2, PC5).
- 4 Demonstrate knowledge of the briefing process, forms and terms of appointment, the means of professional remuneration, relevant legislation, and the execution of appropriate programmed and coordinated project tasks (PC2).
- 5 Demonstrate an understanding of UK construction and contract law, construction procurement processes and the roles of built environment professionals (PC5).
- 6 Demonstrate the autonomous skills necessary to plan project-related tasks, coordinate and engage in design team interaction, execute effective contract communication

The above learning outcomes are cross-referenced where appropriate to the Architects Registration Board (ARB) and Royal Institute of British Architects (RIBA) criteria for Part 3 of UK architectural qualifications (PC1, PC2, PC3, PC4 and PC5).

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

- 1 Demonstrate the ability to communicate effectively and well, using a range of skills.
- 2 Demonstrate an ability to argue rationally and to draw independent conclusions based on a rigorous, analytical and critical approach to data, demonstration and argument.
- 3 Demonstrate problem solving skills, professional judgment, and ability to take the initiative and make appropriate decisions in complex and unpredictable circumstances.
- 4 Demonstrate an ability to produce reports which are clear, analytical and logical covering a range of technical issues and include appropriate illustrations.
- 5 Demonstrate an ability to present orally and discuss complex and contradictory issues in a structured and analytical manner.

Method of Assessment

Main assessment methods

Case Study Report incorporating illustrated CV, critical career self-evaluation and Record of Professional Practice (Professional Experience Development Record) (80%)
45 minute Oral Examination (20%)
The Oral Examination will be conducted by a minimum of two Professional Examiners. Such Examiners will be registered architects with significant experience in practice.

Both of the above assessed components must be passed.

Reassessment methods
Like for like

Preliminary Reading

Indicative Reading List

Architects Registration Board (2017) The Architects Code: Standards of Professional Conduct and Practice
Brookhouse, S. (2014) Part 3 Handbook (3rd Edition), London: RIBA Publishing
Chappell, D and Willis, A (2010) The Architect in Practice (10th Edition), London: Wiley-Blackwell
Emmitt, S (2014) Design management for architects, New York: Wiley-Blackwell
Foxell, S (2018) Professionalism for the built environment, Routledge
RIBA (2018) Code of Professional Conduct and Code of Practice
Samuel, F (2018) Why architects matter, Routledge
Schmalz, B (2014) The Architect's Guide to writing, London: Images Publishing
Sinclair, D (2014) Design management, London: RIBA Publishing

Pre-requisites

None

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Synopsis *

This module will require students to present and analyse their individual professional experience, focusing on a limited number of case study projects in which they exercised a significant level of responsibility, to record the overall progression of the design and procurement process and specifically illustrate the relationship between theory and practice with reference to professionalism, legal frameworks, practice management and building procurement. The module also requires students to present and reflect on the totality of their professional experience, as documented in their Professional Experience and Development Record (PEDR) diaries using the RIBA's standard templates, and to submit a detailed curriculum vitae. The largely self-directed outputs are guided and supported by tutorials on an individual basis or in small study groups.

AR897	Dissertation					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	60 (30)	100% Project	

Contact Hours

Total Contact Hours: 15
Private Study Hours: 135
Total Hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Design, conceptualise and write a significant individual investigative work, in-depth reading and critical discussion of appropriate key literature at the forefront of the chosen specialism;
- 2 Plan, organise and rigorously execute research using appropriate methods, an investigation of a significant issue relevant to the degree programme with a minimum of external guidance;
- 3 Organise and carry out appropriate and effective data collection (with due regard for safety and risk assessment), analysis and interpretation using appropriate statistical, textual or other types of techniques;
- 4 Communicate appropriate ideas, results and conclusions in the form of a written dissertation or research project, with a high standard of presentation, in a logical, persuasive and readily understandable manner;
- 5 Demonstrate the ability to select, apply and evaluate suitable research approaches and techniques

The above learning outcomes are cross-referenced where appropriate to the Architects Registration Board (ARB) and Royal Institute of British Architects (RIBA) criteria for Part 3 of UK architectural qualifications (PC5). A more detailed mapping of the ARB/RIBA sub-criteria (PC5.1, PC5.2, PC5.3 etc) is provided in a schedule of teaching and assessment.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Undertake independent and original research in the relevant field of study and formulate reasoned and critical arguments.
- 2 Undertake analysis of complex, incomplete or sometimes contradictory areas of theory.
- 3 Develop their ability to construct and evaluate arguments.
- 4 Reflect on their own learning, planned their use of time, and identified appropriate directions for further study, encouraged by the individual supervisor.

Method of Assessment

Main Assessment Methods

Dissertation (100%) (10,000 words)

Reassessment methods

Like for like

Preliminary Reading

Indicative Reading List

Forward, F (2018) Architect's Guide to NEC4, London, RIBA Publishing
Lupton, S (2016) Guide to JCT Standard Building Contract, London, RIBA Publishing
Lupton, S (2016) Guide to JCT Intermediate Building Contract, London, RIBA Publishing
Lupton, S (2016) Guide to JCT Minor Works Building Contract, London, RIBA Publishing
Lupton, S (2018) Guide to RIBA Building Contracts, London, RIBA Publishing
Stellakis, M & Lupton, S (2019) Which Contract (6th Edition), London, RIBA Publishing

Pre-requisites

None

Synopsis *

This module will have a taught lecture and seminar format. Traditional and innovative approaches to building procurement, including traditional, design-build and management contracts as found in standard and bespoke agreements, will be presented in lectures and analysed in seminars, with reference to both generic scenarios and situations based on the students' individual prior experience of professional practice.

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AR898 Dissertation: MSc in Architectural Conservation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	60 (30)	100% Coursework	
2	Canterbury	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:

- 1 An ability to demonstrate a holistic understanding of the conservation of historic buildings, and the ways in which conservation theory informs conservation practice.
- 2 An ability to carry out bibliographical and archival research to establish the history and significance of a heritage asset.
- 3 The ability to experiment with the use of a wide range of conservation methods and to understand the implications of their use.
- 4 An understanding of the complete process of conservation projects, from the initial survey and the development of a brief to the actual design and its specification.

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

- 1 The ability to work as part of an interdisciplinary team, to share tasks equitably and to communicate with different specialists.
- 2 The ability to carry out independent research, establishing research objectives, constructing valid research hypotheses and expressing reasoned arguments, grounded by critical reference to carefully identified existing scholarship.
- 3 The ability to express research results in an efficient, legible way, through the development of advanced presentation skills.

Method of Assessment

Main assessment methods

Dissertation/Project (100%)

Reassessment methods
 Like for like

Preliminary Reading

Indicative Reading List

Subject related – bibliography to be developed by student with the assistance of relevant supervisors and module related bibliographies. What follows is an indicative list of books on dissertation writing, management, and methodology.

Biggam, J. (2011; available as an e-book) Succeeding with your master's dissertation: a step-by-step handbook.

Maidenhead: Open University Press.

Borden, I. (2006). The dissertation an architecture student's handbook, Amsterdam: Architectural.

Charles, F.W.B. (2003) Conservation of Timber Buildings, Shaftesbury: Donhead (It includes a series of case-studies of conservation projects)

Phillips, R. (2000). The architect's plan of work: for the procurement of feasibility studies, a fully designed building project, employer's requirements or contractor's proposals. London: RIBA Enterprises.

Swetnam, D. (2004). Writing your dissertation: how to plan, prepare and present successful work. Oxford: How To Books.

Pre-requisites

Pre-requisite: all previous programme modules

Synopsis *

The dissertation will be a conservation project including fieldwork and scholarly research. It will be based on an existing historic building that will be visited during the Summer Term. Students will work in one or more groups, but each one will be asked to specify the nature of her/his contribution to the team's work from the outset. Each student will focus on one or more areas that reflect her/his background and interests. What follows is an indicative list of the areas that may be chosen and the corresponding 'dissertation product' (in parentheses):

- Historical Research and Documentation (Survey)
- Graphic Recording and Structural Survey (Structural Report)
- Analysis and Testing of Building Materials (Structural Report)
- Conservation Theory Issues (Theoretical dissertation)
- Preparation of a Conservation Plan (Theoretical dissertation)
- Repair and Structural Intervention (Conservation Project)
- Reflection on a bid for the funding of a conservation project (Theoretical dissertation)

AR899 Dissertation: Architecture and the Sustainable Environment						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	60 (30)	100% Coursework	
2	Canterbury	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 A systematic understanding of existing work along with critical evaluation of state-of-the-art literature in the chosen field to formulate research hypotheses in the field of sustainable architecture.
- 2 The ability to develop appropriate methodologies for achieving one's research objectives.
- 3 The ability to independently develop well supported critical analysis with a coherent argument based on theory and subsequent collected empirical evidence, demonstrating holistic understanding of low energy buildings.

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

- 1 The ability to critically analyse material to form independent conclusions in relation to low energy buildings.
- 2 Systematic data sourcing, acquisition and evaluation to formulate arguments.
- 3 The ability to construct research hypotheses and arguments.
- 4 The ability to independently develop the capacity to conduct research.
- 5 The ability to develop extended reports enhancing their written communications skills.

Method of Assessment

Main assessment methods

Dissertation 15,000 words (100%)

Reassessment methods
Like for like.

Preliminary Reading

Indicative Reading List

Derek Swetnam. (2004). Writing Your Dissertation: A guide to Planning, Preparing and Presenting First Class Work. Oxford: How To Books
Subject related – bibliography to be developed by student with the assistance of relevant supervisors and module related bibliographies.

Pre-requisites

Pre-requisite: all previous programme modules

Synopsis *

Students will work independently to research in-depth a topic of their own choice in the field of sustainable architecture and built environment, to produce a 15,000 word document.

They will need to critically evaluate the state-of-the-art literature and develop the methodology for answering the formulated research questions. The subsequent methodology can vary depending on the selected topic (archives, monitoring, modelling, thermal simulation, etc.)

They will be supported by their tutor, developing their methodology and discussing the research results, but ultimately they will be responsible for the development of the final document.

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AR999 Dissertation: Urban Design						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	60 (30)	100% Coursework	
2	Canterbury	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:

- 1 Have explored and researched a number of architecture and urban design related disciplines including its history and theory, cultural, social, environmental and art studies at the forefront of the academic discipline. They would have recognized the shape and importance of these fields for architecture and urban life and the role they play in urban design.
- 2 Have produced written assignments and oral arguments engaging with the emergence and future development of urban culture within the society.
- 3 Have advanced their ability to creatively analyse, criticise, present and assess architecture and urban design related arguments.
- 4 Have critically researched and designed an innovative urban design project based on original premises and research.
- 5 Have improved their ability to formulate, plan and write an original well supported critical analysis, to organise it around a coherent argument based on theory and empirical evidence.

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

- 1 Have developed their written and oral communication and presentation skills, particularly with a view to expressing complex thoughts about the application of methods, concepts and theories used in urban studies and other relevant disciplines.
- 2 Have developed their capacity to conduct research and independent study into theoretical and design aspects of urban studies.
- 3 Have developed their ability to construct and evaluate arguments.
- 4 Have reflected on their own learning, planned their use of time, and identified appropriate directions for further study, encouraged by the individual supervisor.
- 5 Produce a word-processed dissertation that is of a high scholarly standard in terms of presentation and professionalism.
- 6 Effectively research using the Library, archives and (as appropriate) the Internet, recognising their associated problems/benefits [Related to Programme Learning Outcomes D3].

Method of Assessment

Main assessment methods

Dissertation (100%)

Reassessment methods

Like for like

Preliminary Reading

Indicative Reading List

Subject related – bibliography to be developed by student with the assistance of relevant supervisors and module related bibliographies.

Pre-requisites

Pre-requisites: all previous programme modules

Synopsis <span style =

Students are asked to propose and formulate their own dissertation which could include diverse methodological approaches as well as critique of urban design. Depending on their subject, students undertake the study of specific urban contexts, archives or the interpretation of textual and visual materials, the visualisation of parametric data and formulation of results. The commitment is to develop new methodologies that challenge the boundaries of research in urban design.

The dissertation will normally be 10,000-15,000 words long and will include necessary visual material and where appropriate new urban design proposals.

01 School of Arts

ART802		Paris Internship				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Paris	Whole Year	M	20 (10)	100% Coursework	
1	Paris	Whole Year	M	20 (10)	Pass/Fail Only	

Availability

The module is open to postgraduate students on all PG-T programmes irrespective of academic school but only on the basis of internship availability.

Contact Hours

The 200 hours are devoted to the placement, to include time for private study and writing the report. Assuming a 7 hour day, and 2.5 days per week (to ensure that the student can also engage in their studies), all internships are expected to last a minimum of three months.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. deal with complex issues systematically and creatively
2. make sound judgements in the absence of complete data
3. communicate their conclusions to specialist and non-specialist audiences
4. demonstrate self-direction and originality in tackling and solving problems
5. act autonomously in planning and implementing tasks at a professional or equivalent level

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. exercise initiative and personal responsibility
2. make key decisions in complex and unpredictable situations
3. undertake independent learning for continuing professional development

Method of Assessment

Main Assessment Methods:

Placement report of 1,500 words

Written attestation de stage from the employer

The assessment of the module is Pass/Fail only

Reassessment methods:

Like-for-like

Preliminary Reading

For the purposes of assessing their development in this module we propose a process of reflective learning as recommended by UELT at <<https://www.kent.ac.uk/learning/PDP-and-employability/pdp/reflective.html>>. It will enable students to integrate their academic, personal and career development by:

1. critically evaluating their learning
2. identifying areas of their learning that require further development
3. make themselves more independent as learners

Pre-requisites

None

Synopsis */

Students will either apply for one of the advertised internships or identify an opportunity themselves. In the case of the former, the applications will be evaluated by the Career Advisor who will submit a short-list to the employer for interview. Once a candidate has been selected, the terms of the internship will be agreed between the employer and the University and a contract (convention de stage) will then be signed by all three parties; student, university, employer. Students are expected to bear all associated costs (for example, travel, insurance, accommodation) of internships themselves. In the event that the internship is remunerated the arrangements for this must be dealt with between the employer and the student. Intake to this module will be limited in accordance with the number of internships available.

DR815 Stand-Up: Comedy Club						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Whole Year	M	30 (15)	100% Coursework	

Contact Hours

Between one and three 4-hour practical classes per week; one performance per week (which you will perform in or provide technical support for)

Learning Outcomes

After completing the module, students should be able to:

- Deploy advanced skills in performing stand-up comedy
- Deploy advanced skills in writing and/or devising stand-up comedy material
- Demonstrate the development of an individual voice in their work, showing original approaches to stand-up comedy material and performance.

Method of Assessment

Series of short performances (100%)

Preliminary Reading

- Allen, Tony, *Attitude: Wanna Make Something Of It?*, Glastonbury: Gothic Image, 2002
- Barker, Clive, 'The "Image" in Show Business', *Theatre Quarterly*, Vol. VIII, No. 29, Spring 1978, pp.7-11
- Carr, Jimmy and Greeves, Lucy, *The Naked Jape: Uncovering the Hidden World of Jokes*, London: Michael Joseph, 2006
- Critchley, S., *On Humour*, London: Routledge, 2002
- Double, Oliver, *Stand-Up: On Being a Comedian*, London: Methuen, 1997
- Double, Oliver, *Getting the Joke: the Inner Workings of Stand-Up Comedy* (second edition), London: Bloomsbury, 2014
- Johnstone, Keith, *Impro*, London: Eyre Methuen, 1981
- Koestler, Arthur, *The Act of Creation*, London: Hutchinson, 1964 (Part One: The Jester)
- Lee, Stewart, *How I Escaped my Certain Fate: The Life and Deaths of a Stand-Up Comedian*, London: Faber & Faber, 2010
- Martin, Steve, *Born Standing Up*, London: Simon & Schuster, 2007
- Mintz, L.E., 'Standup Comedy as Social and Cultural Mediation', *American Quarterly*, Vol. 37, No. 1, Spring 1985, pp.71-80

Restrictions

This module is not available as a wild module.

Synopsis *

The module will provide a thorough exploration of stand-up comedy techniques at the forefront of professional discipline. Students will create and perform short routines, which they will use in regular performances in the low-key public context of Monkeyshine, a weekly comedy club set up for this purpose. As well as giving them a good deal of stage experience and allowing them to build up a body of tried and tested material, this will also give them the space to experiment and develop an individual voice, showing original approaches to stand-up.

DR817 Stand-Up: Experimental Comedy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Whole Year	M	30 (15)	100% Coursework	

Contact Hours

Individual supervision, meetings, practical classes - up to four hours per week

Learning Outcomes

By the end of the module, you will be able to:

1. Deploy advanced skills in performing stand-up comedy
2. Deploy advanced skills in writing and/or devising stand-up comedy material
3. Demonstrate the development of an individual voice in your work (original approaches to stand-up comedy, in material and performance)
4. Undertake independent research, through both traditional research methods and through creative practice, thus demonstrating knowledge of historical and/or theoretical aspects of stand-up comedy

Method of Assessment

100% Coursework: Performance (50%); Essay (50%)

Preliminary Reading

See entry for DR815

Restrictions

This module is not available as a wild module.

Synopsis <span style =

This project is better known as EXPERIMENTAL COMEDY. Throughout Spring Term, you will be engaged in research, investigating historical and/or theoretical aspects of stand-up comedy. This will culminate in a performance (perhaps recreating a historical style of stand-up; exploring the artistic possibilities of stand-up; or testing aspects of theory in performance); and an essay (which will present your findings in written form and explain how they informed your performance).

DR818 Stand-Up Comedy: Open Mike Project						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Whole Year	M	30 (15)	100% Coursework	

Availability

This module is only available to students registered on the MA Stand-Up Comedy

Contact Hours

4-hour practical classes throughout the year

Learning Outcomes

By the end of the module, you will be able to:

- Deploy advanced skills in performing stand-up comedy
- Deploy advanced skills in writing and/or devising stand-up comedy material
- Demonstrate the development of an individual voice in your work (original approaches to stand-up comedy, in material and performance)
- Document, analyse and appraise your own work, with appropriate references to historical and theoretical context
- Engage with the professional world of stand-up comedy by performing in competitions and/or open mike spots in professional comedy clubs and/or setting up and performing your own shows

Method of Assessment

100% Coursework: Portfolio (60%); Recordings of Performances with contextual notes (40%)

Preliminary Reading

Chow, Broderick (2008) 'Situations, Happenings, Gatherings, Laughter: Emergent British Stand-Up Comedy in Sociopolitical Context', *Theatre Symposium*, vol. 16, no. 1, 121-133.
 Double, Oliver (1997) *Stand-Up! On Being a Comedian*, London: Methuen.
 Lee, Stewart (2010) *How I Escaped my Certain Fate: The Life and Deaths of a Stand-Up Comedian*, London: Faber & Faber.
 Lockyer, Sharon and Lynn Myers (2011), "'It's About Expecting the Unexpected': Live Stand-up Comedy from the Audiences' Perspective', *Participations*, vol. 8, no.2, 165-88.
 Martin, Steve (2007), *Born Standing Up*, London: Simon & Schuster.
 Mintz, L.E. (1985) 'Standup Comedy as Social and Cultural Mediation', *American Quarterly*, Vol. 37, No. 1, Spring, 71-80.
 Molineux, Christopher (2016) 'Life memory archive translation performance memory archive life: textual self-documentation in stand-up comedy', *Comedy Studies*, vol. 7, no. 1, 2-12.
 Quirk, Sophie (2011), 'Containing the Audience: the "Room" in Stand-up Comedy', *Participations*, vol. 8, no.2, 219-38.

Pre-requisites

DR815, DR883, DR8**, DR995

Restrictions

This module is not available as a wild module

Synopsis *

Students will arrange, perform and document a series of open microphone spots in professional comedy clubs and/or arrange and perform their own shows (in addition to running Monkeyshine in the Spring term for DR815). This module will run throughout the academic year. Normally, students will start doing open mike spots of arranging their own shows in the Autumn Term and continue with these until early in the Summer Term. The students will be assessed through a portfolio of performance recordings, evidence of the administration of the project, etc. The module will require them to show sound judgement, personal responsibility and initiative, in complex and unpredictable professional environments.

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DR832 Performance Practices II						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Taught workshops, seminar discussions, and supervised rehearsals.

Contact hours: 78

Private study hours: 222

Total hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. deploy advanced skills in the creation of new performance (to include techniques associated with performance art, devised theatre, applied theatre, director's theatre, physical theatre, object theatre and site-specific theatre);
2. demonstrate self-direction and original application of knowledge by creating innovative performance from a variety of stimuli and sources and using appropriate techniques, structures and methodologies
3. demonstrate an ability to undertake extended research and to explore hypotheses and questions concerning contemporary theatre-making through theory and practice;
4. evaluate and critique current research and advanced scholarship in the discipline of theatre-making and performance studies;
5. continue to advance their knowledge and understanding autonomously and develop new skills to a high level, for instance in developing a creative ethos, identity and mission, as well as marketing material.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. undertake autonomous and collaborative working practices, exercising initiative and personal responsibility
2. deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
3. demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
4. continue to advance their knowledge and understanding, and to develop new skills to a high level

Method of Assessment

Main Assessment Methods:

Presentation of practical project, 20%

Practical performance, 50%

Reflective Essay, 3,500 words 30%

Reassessment methods:

Like-for-like

Preliminary Reading

Indicative Reading List:

Freeman, John (2007), *New Performance/New Writing*. Basingstoke, Palgrave Macmillan.

Goulish, Matthew (2000) *39 Microlectures: In Proximity of Performance* Routledge.

Heathfield, Adrian, ed., (2004), *Live: Art and Performance*. London: Tate Publishing.

Heddon, Deirdre & Jane Milling (2005), *Devising Performance: A Critical History*. Basingstoke: Palgrave Macmillan.

Pearson, Mike (2015), *Marking Time: Performance, Archaeology and the City*. Exeter: Exeter University Press.

Radosavljevic, Duska (2013), *The Contemporary Ensemble: Interviews with Theatre-Makers*. London; New York: Routledge.

Pre-requisites

None

Synopsis *

This module forms part of the MA Theatre Making. During the Spring term students conceive, develop and manage original practical and creative projects at an advanced level. This might involve them working for example as a director/performer and/or writer, on one project, for the duration of the term. Students will document the process, commenting and reflecting on their work as individual artists and on associated collaborations. Students are also expected to play a role within the whole student cohort, supporting the work of other students within the module. This might involve them performing in another student's show or taking responsibility within the company for publicity, stage management, technical support, Front-of House or budgeting. Teaching takes place through workshops and seminars led by members of staff, as well as workshops and mentoring with professional theatre-makers, rehearsal supervision and feedback on auto-cours.

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DR852 Creative Producing-Audience, Dramaturgy & Development						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	M	30 (15)	100% Coursework	

Contact Hours

Weekly hours: 2 X 2 hour group or individual seminars up to max of 18 hours and 130 placement hours (or equivalent) or individual research hours contact dependent on employment, 6 hours preparation of individual project

Learning Outcomes

1. Overall development and deployment of advanced skills in the creation of new performance and/or Company that will incorporate a creative idea and a detailed methodology in which to execute this using detailed business understanding and entrepreneurial methods.
2. A comprehensive understanding and knowledge of the procedures, processes and disciplines of working in a theatre company.
3. Understand and apply the basic forms of governance and incorporation that are used within Theatre.
4. Apply a general understanding of the key aspects of the legislation that impact on a theatre company and/or building, including Health and Safety, Employment and Contract law, using independent research.
5. Apply and demonstrate a general understanding of the need for, purpose and process of Marketing.
6. Evaluate and understand the component parts of a production.
7. Develop and demonstrate budgeting and costing of a proposed production.
8. Develop understanding of the analysis and evaluation of potential audiences through market research principles and communication techniques, where possible by participating in the preparation and/or execution of a marketing campaign with a placement company.
9. Develop an understanding of evaluating and considering production, programme or season of work.
10. An ability to present and defend original and independent arguments and propositions about a creative idea and execution.

Method of Assessment

100% Coursework: Individual Contribution and Research (20%); Group Pitch (30%); Industry Awareness (blog & essay 3/4,000 words) (50%)

Preliminary Reading

The Business Enterprise Handbook: The Sunday Times & IoD 2001, Colin Barrow, Robert Brown, Liz Clarke

Synopsis <span style =

The creation of theatre is often seen from the perspective of the end product. However, to have an effect, Theatre needs to be attractive and robust enough to stand up to all the other offerings available in the "leisure pound" market. It requires a portfolio of components to be effective, such as: effective and stimulating content, an interesting interpretation, competent and suitable cast, evocative design, a suitable venue, pragmatic logistics to get the set, equipment, and cast into the venue and to and from it, an effective business plan and cashflow to enable it all to happen, and most importantly, an audience to play to. It is these components that make or break a professional Theatre company. This module will look at the initial aspects needed to make theatre happen and give form to the creativity.

DR853 Creative Producing and Dramaturgy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	M	45 (22.5)	100% Coursework	

Contact Hours

Students are expected to spend a full forty hour working week on their MLevel Theatre specialism. On this module, there will be six weekly hours of intensive teaching-led contact time in lectures, seminars, and workshops over the first eight weeks of Autumn Term. These sessions include Master Classes with invited practitioners demonstrating and discussing their work. In addition, students will be expected to spend approx. ten weekly hours on set projects preparing, compiling and assessing case studies and sample material in both self-directed and team-based study and research. The remainder of the working week is required on developing their own individual knowledge base and ideas. Self-directed learning and research is indispensable for this module, including continuous theatre visits, the extensive study of playtexts old and new, and keeping up-to-date with the regional, national and international world of theatre performance.

Learning Outcomes

Successfully participating in and completing this module, students will have developed:

1. Advanced skills in the creation of original theatre of artistic quality and financial sustainability, supported by detailed understanding of artistic processes as well as entrepreneurial methods in theatre production.
2. A systematic understanding of professional procedures, processes and disciplines in the running and programming of a venue and theatre company, informed by professional practice.
3. Advanced comprehension of the realisation of original artistic ideas within frameworks of legislation, cultural policy, and professional enterprise.
4. Knowledge of contemporary regional, national, and – to certain degrees – also international contexts and networks of theatre artists, producers, companies and venues.
5. Proficiency in assessing actual professional practice, and to present and defend original, informed and competent analysis, arguments, and recommendations.

Method of Assessment

100% Coursework: Case Studies - Performance (12.50%); Case Studies - Contract Law (12.50%); Contribution to Group Production Project (30%); Individual Contribution and Research (20%); Group Presentation (25%)

Preliminary Reading

Cathy Turner and Synne Behrndt, *Dramaturgy and Performance*, Palgrave Macmillan 2007
 R Knowles, *Reading the Material Theatre*, Cambridge UP 2004
 Theaterschrift 5/6/1994: On Dramaturgy
 S Jonas, G Proehl, M Lupu, eds, *Dramaturgy in American Theater: A Source Book*, Thomson 1997
 P Dean: *Production Management: Making Shows Happen*. Crowood 2002
 C Raymond, *Essential Theatre: The Successful Management of Theatre and Venues*, Arts Council 1999
 C Raymond, *Clear Sightlines: The Successful Management of Touring Companies*, Arts Council 1993
 C Barrow, R Brown, L Clarke, *The Business Enterprise Handbook*, Sunday Times & IoD 2001

B Cardullo (ed.) *What Is Dramaturgy?*, Peter Lang 1995
 M Luckhurst *Dramaturgy: A Revolution in Theatre*, Cambridge University Press 2006

Synopsis <span style =

Making artistic and logistic ends meet is the key skill to create successful theatre. All too often, performances are mere spectacular commodities, while other projects of artistic merit fail to survive in today's leisure pound market. This M-Level module will look at basic aspects needed to make theatrical events of professional artistic quality happen successfully, such as a stimulating and interesting content, a competent and suitable artistic team, evocative design, a suitable venue, pragmatic logistics, an effective business plan, and, most importantly, an audience to play to.

DR856 Creative Producing 4 - The Creative Idea						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	30 (15)	100% Coursework	
3	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 24

Private Study Hours: 276

Total Study Hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate overall development and deployment of advanced skills in the creation of new performance and/or company that will incorporate a creative idea and a detailed methodology in which to execute this using detailed business understanding and entrepreneurial methods;
- 2 Demonstrate a comprehensive understanding and knowledge of the component parts of a production and the procedures, processes and disciplines of working in a theatre company;
- 3 Understand and apply the basic forms of law and governance that are used within theatre including the use of intellectual property rights;
- 4 Demonstrate a comprehensive marketing strategy and plan;
- 5 Demonstrate a comprehensive financial and budgeting strategy and plan;
- 6 Pitch, present and defend original and independent arguments and propositions about a creative idea and execution.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate effective communication skills using a variety of methods;
- 2 Identify health and safety issues and understanding of risk assessment;
- 3 Manage individual activity developing time management, people management, project management and self-management skills;
- 4 Demonstrate critical judgement and risk analysis;
- 5 Demonstrate active research skills.

Method of Assessment

Main assessment methods:

Portfolio (4,000 words) – 50%

Pitch Presentation (20 minutes) – 50%

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 <span style =

The creation of theatre is often seen from the perspective of the end product. However, to have an effect, Theatre needs to be attractive and robust enough to stand up to all the other offerings available in the "leisure pound" market. It requires a portfolio of components to be effective, such as: effective and stimulating content, an interesting interpretation, competent and suitable cast, evocative design, a suitable venue, pragmatic logistics to get the set, equipment, and cast into the venue and to and from it, an effective business plan and cashflow to enable it all to happen, and most importantly, an audience to play to. It is these components that make or break a professional theatre company. This module will look at the initial aspects needed to make theatre happen and give form to the creativity. This module is designed to allow the student to apply and demonstrate individual capability through working together as a group and proposing a business plan for the delivery of a creative idea. This will be assessed in the same way that a professional plan would be and the students will need to demonstrate a strong understanding of all aspects of pitching and developing an idea.

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DR867 Performance Practices						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	30 (15)	100% Coursework	

Contact Hours

Contact hours: 96
Private study hours: 204
Total hours: 300

Learning Outcomes

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

1. deploy advanced skills in the creation of new performance and performance art (to include techniques associated with, for example, performance art, directing, devising, physical theatre, puppet and object theatre and applied theatre);
2. demonstrate an ability to create original and innovative performance from a variety of stimuli and sources in a range of contexts using appropriate techniques, structures and methodologies to develop those performances;
3. plan appropriate creative processes including warm-up exercises and devising techniques drawing on the work of a variety of key practitioners;
4. use technical apparatus and associated resources necessary to realise the demands of production in live performance safely and effectively, including knowledge of risk assessment procedures;
5. demonstrate a critical awareness of the current discourses of and around contemporary performance and theatre making practices and demonstrate an ability to contextualise their work within these debates;
6. demonstrate a knowledge and understanding of the relationships between performers, space and audience in contemporary performance;

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

1. deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
2. demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
3. continue to advance their knowledge and understanding, and to develop new skills to a high level.

Method of Assessment

Main Assessment Methods:

Practical performance, 15-20 min (60%)
Reflective Essay, 3,000 words (40%)

Reassessment methods:
100% Coursework

Preliminary Reading

Indicative Reading List:

Auslander, Philip (1999), *Liveness: Performance in a Mediatized Culture*, London: Routledge,
Govan, Emma, Helen Nicholson, Katie Normington (2007), *Making a Performance: Devising Histories and Contemporary Practices*. London: Routledge.
Lehmann, Hans-Thies (2006), *Postdramatic Theatre*. London: Routledge,
Radosavljevic, Duka (2013), *Theatre-Making: Interplay Between Text and Performance in the 21st Century*. Basingstoke: Palgrave Macmillan.
Shepherd, Simon (2012), *Direction: Readings in Theatre Practice*. Basingstoke: Palgrave Macmillan.
Prentki, Tim and Preston, Sheila, eds (2009), *The Applied Theatre Reader*. London: Routledge.

Pre-requisites

None

Synopsis <span style =

This module is one of four co-requisite modules which form the MA Theatre Making. The term 'performance practices' includes a diversity of styles and approaches that extend and interrogate the boundaries between theatre forms – such as devising, directing, physical theatre, performance art, applied theatre and so on. Performance Practices I gives students the opportunity to develop advanced theatre making skills by combining techniques, processes and practices from several specialist areas of performance, reflecting the contemporary need and trend to work across genres. Students do so by responding to a range of creative commissions that also introduce them to the possibilities of the local arts scene, in preparation for Professional Practices II in Spring term. At the centre of the course is a commitment to exploring the complexity of relationships between performer, space and audience. Students work in groups, developing their skills and interests in theatre making throughout the term, and are assessed on group or individual projects, and a reflective essay. Topics covered (these are negotiated with the students in accordance with their interests) might include: place and space; site specific performance; working with found materials; object theatre; Auto/biography; the body as material and site; image based theatre; working with text; devising techniques; directing techniques; approaches to applied theatre. This programme of work is supported with workshops delivered by professional practitioners.

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DR880 Ensemble Devising and Performance						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	45 (22.5)	100% Coursework	

Contact Hours

Supervised Rehearsals: 33

Private Study Hours: 267

Total Study Hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate essential skills in the autonomous and independent composition of a collaborative performance process, with particular emphasis on the generation of physical and vocal scores, as well as on its dramaturgical and directorial dimensions
2. Demonstrate knowledge about various contexts (historical, ethical, and terminological) that characterise ensemble composition and performance
3. Demonstrate essential skills in a rehearsal process that links training with collaborative composition and performance
4. Demonstrate skills in the documentation of an artistic work as an integral part of the compositional and performance process
5. Demonstrate current discourses of and around ensemble performance and the contextualisation of their own work within these contexts
6. Demonstrate skills to reflect on their own performance practice, demonstrating how this relates to relevant contexts and theories [informed by the forefront of professional discipline]

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Undertake autonomous and independent research and creative investigations as well as develop artistic ideas in original and critically reflective ways
2. Work autonomously on a performance project within set parameters, negotiating the various creative and administrative aspects of a performance process
3. Demonstrate sophisticated communication skills, both oral and written, negotiating, communicating, discussing and documenting ideas, visions, critique, and argument in a coherent, productive, and effective way
4. Exercise initiative, take personal responsibility and discipline to define, set up, support, manage and realise a project over a sustained period of time within specified resource allocations of time, space and/or budget
5. Identify Health & Safety issues and undertake risk assessment

Method of Assessment

Main assessment methods:

60% - Ensemble Performance Presentation (approx. 40 minutes)

40% - Performance Portfolio (to include a repository of the creative and dramaturgical process, and a 4,000 word post-event evaluative critique of the whole process)

Reassessment methods:

Like for Like

Preliminary Reading

Indicative Reading List:

Barba, Eugenio, and Nicola Savarese, eds., *A Dictionary of Theatre Anthropology: The Secret Art of the Performer*, second edition, London: Routledge 2006
 Britton, John, ed., *Encountering Ensemble*, London: Bloomsbury Methuen Drama, 2013
 Govan, Emma, Nicholson, Helen and Normington, Katie, *Making a Performance: Devising Histories and Contemporary Practices*, London: Routledge 2007
 Bogart, Annd and Landau, Tina, *The Viewpoints Book*, New York: Theatre Communications Group 2005
 Graham, Scott, and Steven Hoggart, eds., *The Frantic Assembly Book of Devising Theatre*, London: Routledge 2009
 Murray, Simon, and John Keefe, eds. *Physical Theatres: A Critical Introduction*, London: Routledge 2007

Pre-requisites

None

Synopsis <span style =

This spring term module is aimed at developing advanced skills in the composition, rehearsal, and performance of an ensemble theatre piece. Students will work collaboratively to: identify a starting point, generate physical and vocal scores, and construct and act a performance score. The module will be complemented by the spring workshop and seminar sessions of DR891 Physical and Vocal Training for Actors which focus on collaborative training techniques.

Students will document the ongoing group work as an integral part of the compositional process; they will comment and reflect on their work as collaborative artists involved in an autonomous practice.

Students will demonstrate their learning towards the end of term by an Ensemble Performance Presentation. This will be accompanied by the DR891 Ensemble Technical Presentation which will take the form of a lecture-demonstration on the subject of the training processes that influenced their Ensemble Performance. In this way, students will be encouraged to link training process with artistic result.

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DR882 Creative Producing Proposal						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	15 (7.5)	100% Coursework	

Contact Hours

150 study hours

Learning Outcomes

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

- advanced critical, artistic and conceptual research paradigms in Theatre Studies in order to comprehend, interpret and intelligently engage with the work of production and performance;
- current research and critical debates, as they are undertaken within the industry, department, its research groups, departmental and cross-Faculty research centres, and the wider field of Theatre Studies;
- bibliographical and documentation techniques as well as other research methodologies in order to engage with theatre performance, production and text-based as well as visual and performed sources on an advanced level, and to apply these techniques efficiently and effectively in their own postgraduate work;
- creative and critical engagement in and independent management of their academic research, whether investigating past or present theatre practices, own production needs and/or the creation of new work;
- the inherent interdisciplinary nature of theatre, dance, performance, art, philosophy and culture, and how to apply effectively knowledge, concepts and skills from other disciplines to enhance the understanding of theatre practices.

Method of Assessment

100% coursework: 3000 word assignment/presentation (100%)

Preliminary Reading

James Seabright, *So You Want to be a Producer*, Nick Herne Books, 2010
 Pavis, P., *Analyzing Performance: Theatre, Dance, Film*. University of Michigan Press, 2003.

Synopsis *

As part of the Creative Producing taught Masters-programmes in Theatre Studies, this module introduces and expands students' knowledge and familiarity with the preparation, research and understanding of general approaches, fields, and methodologies of academic research at postgraduate level, including techniques of bibliography and documentation, and with current subject-specific discourses in the field; these may include current aspects such as theatre historiography, performance studies, theatricality, liveness, mise-en-scène and postdramatic theatre. They will gain skills in writing and describing projects in a cohesive and persuasive manner. Students can also be thoroughly introduced and integrated within the departmental networks and research groups, encountering and discussing ongoing research projects by departmental staff and fellow postgraduate students, as well as following and debating current work and thinking.

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DR883 Stand-Up Comedy: Reflect and Perfect						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Practical Workshops - 4 hours per week for 12 weeks

Learning Outcomes

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

- Reflect on their own performance practice, demonstrating how this relates to relevant contexts and theories
- Analyse the work of other comedians
- Carry out independent research and deploy this to support their analysis of their own work and that of other comedians
- Deploy advanced skills in performing stand-up comedy
- Deploy advanced skills in editing, reworking, and possibly writing/devising stand-up comedy material
- Demonstrate the ability to structure and perform a longer set of stand-up comedy material
- Demonstrate the development of an individual voice in their work (original approaches to stand-up comedy, in material and performance)

Method of Assessment

100% Coursework: 15-20 minute performance (60%); 2500 word portfolio (40%)

Preliminary Reading

Allen, Tony, *Attitude: Wanna Make Something Of It?*, Glastonbury: Gothic Image, 2002
 Barker, C., 'The "Image" in Show Business', *Theatre Quarterly*, Vol. VIII, No. 29, Spring 1978, pp.7-11
 Bradbury, D., and McGrath, J., *Now That's Funny: Writers on Writing Comedy*, London: Methuen, 1998
 Byrne, J., *Writing Comedy*, London: A&C Black, 1999
 Carr, Jimmy and Greeves, Lucy, *The Naked Jape: Uncovering the Hidden World of Jokes*, London: Michael Joseph, 2006
 Carter, J., *Stand-Up Comedy: The Book*, New York: Dell, 1989
 Cook, W., *Ha Bloody Ha: Comedians Talking*, London: Fourth Estate, 1994
 Cook, W., *The Comedy Store: the Club that Changed British Comedy*, London: Little, Brown, 2001
 Double, O., *Stand-Up: On Being a Comedian*, London: Methuen, 1997
 Double, O., *Getting the Joke: The Inner Workings of Stand-Up Comedy*, London: Methuen, 2005
 Koestler, A., *The Act of Creation*, London: Hutchinson, 1964
 Mintz, L.E., 'Standup Comedy as Social and Cultural Mediation', *American Quarterly*, Vol. 37, No. 1, Spring 1985, pp.71-80
 Murray, L., *Teach Yourself Stand-Up Comedy*, Abingdon: Teach Yourself, 2007
 Rutter, J., 'The stand-up introduction sequence: Comparing comedy comperes', *Journal of Pragmatics*, Vol. 32, 2000, pp.463-483
 Wolfe, R., *Writing Comedy*, London: Robert Hale, 1996

Restrictions

This module is not available as a wild module.

Synopsis *

Over the course of the academic year, you will be set tasks which involve reflecting on your own work, exploring the context of professional stand-up comedy, and engaging with relevant theory to develop your analytical skills. These tasks will lead towards a written assignment, in which you will, for example, reflect on aspects of your own performance, discuss the work of other comedians, accurately transcribe stand-up comedy routines, etc. The second phase of the module will move from written reflection to making practical use of this, employing the insights you have gained to revisit earlier performances. You will learn how to repeat and rework existing gags and routines, and how to structure a longer act out of them. The module will culminate with you performing a 15-20 minute set of this reworked material in a more prominent public venue, effectively a professional environment for stand-up comedy.

DR891 Physical and Vocal Training for Actors						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	45 (22.5)	100% Coursework	

Contact Hours

Total Contact Hours: 84
 Private Study Hours: 366
 Total Study Hours: 450

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Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate essential practical skills and processes of physical and laboratory theatre training within a pre-professional context;
- Demonstrate comprehensive knowledge of the various contexts (historical, ethical, and terminological) that influence and inform physical and laboratory theatre training;
- Demonstrate the ability to develop, individually and within a group, physical training processes, with particular emphasis on body flexibility and vocal range, as well as project management;
- Demonstrate conceptual understanding of the symbiotic relationship between practice and terminology, with particular emphasis on the practice-based conceptualisation of movement, space, rhythm, texture, range, and relationship with observers;
- Demonstrate complete understanding of the essential links between laboratory training and its application in acting and performance composition;
- Demonstrate the ability to document the creative processes and artistic work in effective formats;
- Demonstrate comprehensive knowledge of current discourses of and around theatre training and the contextualisation of their own work within these contexts.
- The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Undertake research and creative investigations as well as develop artistic ideas in original and critically reflective ways;
- Work autonomously and collaboratively with others in team structures, understanding and negotiating group dynamics and handling and solving interpersonal issues;
- Demonstrate sophisticated communication skills, both oral and written, negotiating, communicating, discussing and documenting ideas, visions, critique, and argument in a coherent, productive, and effective way;
- Exercise initiative, take personal responsibility and discipline to define, set up, support, manage and realise a project over a sustained period of time within specified resource allocations of time, space and/or budget;
- Identify Health & Safety issues and undertake risk assessment.

Method of Assessment

Main assessment methods:

- 40% - Solo Technical Presentation (10 minutes)
- 40% - Ensemble Technical Presentation (30 minutes)
- 20% - Contribution to Workshop

Reassessment methods:

Like-for-like

Preliminary Reading

Indicative Reading List:

- Barba, Eugenio, and Nicola Savarese, eds., *A Dictionary of Theatre Anthropology: The Secret Art of the Performer*, second edition, London: Routledge 2006
- Evans, Mark, *Movement Training and the Modern Actor*, London: Routledge 2009
- Grotowski, Jerzy, *Towards a Poor Theatre*, London: Routledge 2002
- Hodge, Alison, ed., *Actor Training*, second edition, London & New York: Routledge 2010
- Lecoq, Jacques, *The Theatre of Movement and Gesture*, London: Routledge 2006
- Murray, Simon, and John Keefe, eds. *Physical Theatres: A Critical Introduction*, London: Routledge 2007

Pre-requisites

None

Synopsis <span style =

This module directs students to investigate and develop physical and vocal actor training techniques. It is designed to complement the other modules on the Physical Acting Specialism by providing synergies between training and performance applications, with the objective of linking process with product. Autumn term focuses on individual training techniques and the development of autonomous processes for actors. Spring term will focus on ensemble training by exploring partner and group-based processes.

In both terms, students will work practically in tutor-led workshops and independently. In addition to their theatre-based work, students will be expected to practise and document other forms of training practices (e.g. dance classes, martial arts, sports), and incorporate this work in their end of term assessments.

Students will demonstrate their learning towards the end of each term by a Solo Technical Presentation in autumn and an Ensemble Technical Presentation in spring. These presentations will take the form of lecture-demonstrations on the subject of the training processes that influenced their DR895 Solo Performance (autumn) and DR892 Ensemble Performance (spring).

Three Contextual Seminars will be held per term with a focus on the theory, ethics, and history of actor training.

DR895 Solo Acting: Composition and Performance						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 36
 Private Study Hours: 264
 Total Study Hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate essential skills in the autonomous and independent composition of a solo performance process, with particular emphasis on the generation of physical and vocal scores, as well as on its dramaturgical and directorial dimensions;
2. Demonstrate comprehensive knowledge about various contexts (historical, ethical, and terminological) that characterise solo composition and performance;
3. Demonstrate essential skills in a rehearsal process that links training with solo composition and performance;
4. Demonstrate skills in the documentation of an artistic work as an integral part of the compositional and performance process;
5. Demonstrate cogent knowledge of current discourses of and around solo performance and the contextualisation of their own work within these contexts.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Undertake autonomous and independent research and creative investigations as well as develop artistic ideas in original and critically reflective ways;
2. Work autonomously on a performance project within set parameters, negotiating the various creative and administrative aspects of a performance process;
3. Demonstrate sophisticated communication skills, both oral and written, negotiating, communicating, discussing and documenting ideas, visions, critique, and argument in a coherent, productive, and effective way;
4. Exercise initiative, take personal responsibility and discipline to define, set up, support, manage and realise a project over a sustained period of time within specified resource allocations of time, space and/or budget;
5. Identify Health & Safety issues and undertake risk assessment.

Method of Assessment

Main assessment methods:

60% - Solo Performance (10 minutes)
 40% - Performance portfolio (3,000 words)

Reassessment methods:

Like-for-like

Preliminary Reading

Indicative Reading List:

Barba, Eugenio, and Nicola Savarese, eds., (2006). *A Dictionary of Theatre Anthropology: The Secret Art of the Performer*, second edition, London: Routledge
 Chekov, Michael, (2002). *To the Actor: On the Technique of Acting*, London: Routledge
 Christoffersen, Erik Exe, and Richard Fowler, (1993). *The Actor's Way*, London: Routledge
 Carreri, Roberta, (2007). *Tracce: Il training e storia di un attrice dell'Odin Teatret (Traces: The Training and Story of an Odin Teatret Actress)*, Milan: Principe Costante (translation into English by Frank Camilleri)
 Lindh, Ingemar, (2010). *Stepping Stones*, Holstebro-Malta-Wroclaw: Icarus
 Murray, Simon, and John Keefe, eds. (2007). *Physical Theatres: A Critical Introduction*, London: Routledge
 Richards, Thomas, (1995). *At Work with Grotowski on Physical Actions*, London: Routledge
 Stanislavsky, Konstantin, (2008). *An Actor's Work: A Student's Diary*, trans. Jean Benedetti, London: Routledge
 Toporkov, Vasily Osipovich, (2001). *Stanislavski in Rehearsal: The Final Years*, London: Routledge
Traces in the Snow: A Work Demonstration by Roberta Carreri, Holstebro: Odin Teatret [Film] 1994
The Dead Brother: A Work Demonstration by Julia Varley, Holstebro: Odin Teatret [Film] 1993

Pre-requisites

Co-requisites: DRAM8800 (Ensemble Devising and Performance) and DRAM8910 (Physical and Vocal Training for Actors)

Synopsis */

This module is aimed at developing advanced skills in the composition, rehearsal, and performance of a solo theatre piece. Students will identify a starting point, generate physical and vocal scores, and construct and act a performance score. The module will be complemented by the autumn workshop and seminar sessions of DRAM8910 Physical and Vocal Training for Actors. Students will document the ongoing work as an integral part of the compositional process and be encouraged to link training process with artistic result.

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DR899 Professional Study						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Contact hours: 42
Private study hours: 258
Total hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Assess contextual frameworks of theatre production and performance, such as social environment, audience demographics, institutional structures, cultural policies, artistic ideologies;
2. 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 theatre-making;
3. Engage critically, practically and effectively with processes of production and performance, drawing on a range of research methodologies to support their investigation;
4. Evaluate discourses in the field of theatre studies and their relevance within, and application to, processes of production and performance;
5. Record, document and analyse performance practices and processes, thus generating and digesting primary source material.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Interact effectively with others, through negotiation and collaboration in a professional context;
2. Exercise initiative, take personal responsibility and discipline to define, set up, support, manage and realise a project over a sustained period of time within specified resource allocations;
3. Critically synthesise and evaluate information and data to produce innovative insights and conclusions;
4. Organise, present, articulate and disseminate advanced ideas appropriately and effectively, and in a sophisticated way that advances knowledge and adds value;
5. Solve problems autonomously and identify opportunities to apply and enhance their learning independently.
6. Manage individual activity developing time management, people management, and self-management skills.

Method of Assessment

Main Assessment Methods:

Work-based Report or Research-based Report (3,500 words) - 60%
Professional Portfolio (3,000 words) - 40%

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 *

This module explores the interconnectedness between academic research and professional practice in theatre and performance. Students explore research questions through work-based learning or through an in-depth study of an individual or company operation. This can take the form of either a work placement or a report that should draw on first hand generation of research material such as through interviews. Students will analyse an individual or company operation and observe how the skills and knowledge learned are applied and put into practice within the business.

Topics covered in class will typically include basic theatre industry knowledge for emerging artists, such as theatre funding structures, fundraising strategies, writing grant applications, casting mechanisms, CV/personal statement writing, basic marketing, basic budgeting.

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DR900 European Theatre: Landscapes and Dramaturgies						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Paris	Spring	M	30 (15)	100% Coursework	

Contact Hours

Contact hours: 50
Private study hours: 250
Total hours: 300

Learning Outcomes

On successfully completing the module students will be able to:

- analyse, interpret and evaluate theatre texts and theatre performances from a wider European context, possibly including works in languages other than English, from a range of sophisticated perspectives;
- demonstrate their systematic knowledge and critical understanding of the historical emergence and contemporary manifestations of practices, traditions, and paradigms of theatre performance in Europe;
- demonstrate their comprehensive understanding of and sensitivity for the complexities of varying cultural, political, social, and intellectual contexts of European theatre practice;
- understand the wider interdependency of creative practice, critical theory, production processes and cultural policies in the creation of theatre in a variety of national, geographical, political and aesthetic contexts, and the ability to utilise this knowledge for comparative study.

Method of Assessment

30%, Performance Review (1,500 words)
50%, Research Essay (3,000 words)
20% Seminar Presentation

Preliminary Reading

Delgado, Maria M. and Dan Rebellato, eds, Contemporary European Theatre Directors. Abingdon and New York: Routledge, 2010.
Fischer-Lichte, Erika, The Transformative Power of Performance: A new aesthetics. Abingdon and New York: Routledge, 2008.
Kelleher, Joe, and Nicholas Ridout, eds, Contemporary Theatres in Europe. Abingdon and New York: Routledge, 2006.
Lehmann, Hans-Thies, Postdramatic Theatre. Abingdon and New York: Routledge, 2006.
Maanen, Hans van, Andreas Kotte and Anneli Saro, eds, Global Changes - Local Stages. How Theatre Functions in Smaller European Countries. Amsterdam: Rodopi, 2009.
Wilmer, S.E., ed., National Theatres in a Changing Europe. Basingstoke: Palgrave Macmillan, 2008.

Restrictions

This module is available as a wild module

Synopsis <span style =

The module provides an introduction into selected contexts, histories, dramaturgies, and contemporary practices of European Theatre. Students will encounter the specific institutional and cultural contexts of creating theatre and performance in a variety of (Continental European) countries and historical periods of European theatre history. The module thereby provides a selective panoramic overview, focussing on practitioners, dramaturgies and current theatre work. Students will also become familiar with prominent contemporary discourses and theoretical perspectives in European theatre and performance studies, such as the paradigms of 'post-dramatic theatre', 'mise en scène' and the 'performative'. Where possible, the module will draw on current theatre work presented at London, Canterbury, and – for the version of the module delivered at the Paris centre – at Paris, offering direct encounters with a range of different European theatre traditions, genres, and core practitioners, from Regietheater to contemporary dance performance or music theatre. Approximately three joint (compulsory) theatre visits are therefore an integral part of the curriculum.

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DR903 Theatre & Audiences						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework	

Contact Hours

Contact hours: 36
Private Study hours: 264
Total hours: 300

Learning Outcomes

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

1. Present sophisticated views of theatre audiences in all their heterogeneity, individuality and unpredictability
2. Articulate complex ideas about practices of spectating in Britain and Europe
3. Discuss different ways in which theatre-makers have engaged and interacted with audiences throughout history in Britain and Europe
4. Elaborate nuanced plans for identifying audiences, communicating with audiences and gathering audiences' opinions through qualitative methods
5. Confidently contextualise recent research approaches and developments of audience studies
6. Apply historical and theoretical knowledge on theatre audiences to theatre-making

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

1. deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
2. demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
3. continue to advance their knowledge and understanding, and to develop new skills to a high level.

Method of Assessment

Main Assessment Methods:

Research Essay 4,000 words (60%)
Group presentation on audience research (40%)

Reassessment methods:
100% Coursework

Preliminary Reading

Indicative Reading List:

Bennett, Susan (1997; 2013), *Theatre Audiences: A Theory of Production and Reception*. London; New York: Routledge.
Freshwater, Helen (2009), *Theatre & Audiences*. Basingstoke; New York: Palgrave Macmillan.
Heim, Caroline (2016), *Audience as Performer: The Changing Role of Theatre Audiences in the Twenty-First Century*. London; New York: Routledge.
Hurley, Erin, (2010) *Theatre & Feeling*. Basingstoke; New York: Palgrave Macmillan.
Kattwinkel, Susan (2003), *Audience Participation: Essays on Inclusion in Performance*. Westport: Praeger.
White, Gareth, (2013) *Audience Participation in Theatre: Aesthetics of the Invitation*. Basingstoke; New York: Palgrave Macmillan.

Pre-requisites

None

Synopsis *

This team-taught module is intended to provide a basis of shared knowledge and understanding of theatre audiences to MA Drama students. The core subject of this module will be approached from various perspectives reflecting current available expertise in the Department. Lectures and seminar discussions on various theoretical and empirical approaches to audience research (including the study of audience responses as well as the identification of and marketing to an audience) will feature next to sessions about the histories of spectatorial practices and contemporary experimental theatre productions that engage audiences in particularly compelling ways (for example, participatory practices). Typically, there will be opportunities to discuss what audiences do, how they feel, and how their brain and body responds to theatre from various perspectives. Activities such as devising audience questionnaires to gather feedback from spectators in response to a specific production, and the reading of audience reviews in newspapers, blogs and social media will enable the cohort to question the supposed homogeneity of theatre audiences and to begin to think as theatre-makers about audiences in a nuanced, sophisticated way.

DR910 Creative Producing-The Business						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 48
Private Study Hours: 252
Total Study Hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate advanced knowledge and understanding of professional procedures, processes and practices in the field of creative producing
2. Demonstrate advanced analytical capabilities in assessing professional practice.
3. Demonstrate advanced skills in Group development, working practices and group dynamics through individual analysis and reporting;
4. Document, analyse and appraise their own, and others, work, with appropriate references to contextual and theoretical concepts.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Develop, plan and present practical responses to case studies and real world situations using specific knowledge gained thus developing problem solving skills;
2. Manage group activity and collective creative and practical projects developing time management, people management, and self-management skills;
3. Communicate and negotiate with a variety of professionals, companies and agencies developing interpersonal skills;
4. Reflect on their own learning, identifying strategies for development exploring strengths and weaknesses and developing autonomy in learning;
5. Develop numeracy skills to enable the production of financial strategies and realistic budgets.

Method of Assessment

Main assessment methods:
Presentation (20 minutes) – 40%
Portfolio (4,000 words) – 60%

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 <span style =

The students will learn the skills needed to operate within the professional producing world of Theatre and Live Performance. They will work on real world projects and case studies, they will analyse and deconstruct contemporary productions, both individually and as a group. They will visit and analyse venues and understand the use of place and space in relation to production. The module runs at the beginning of the programme, through the Autumn term and will give the base from which they will develop their individual and group creative skills. The module will require them to show sound judgement, personal and group responsibility and initiative, sometimes in unpredictable professional circumstances.

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DR911 Creative Producing 3-Professional Study						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 18

Private Study/Placement Hours: 282

Total Study Hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate advanced knowledge and systemic understanding of professional procedures, processes and disciplines in the running and programming of a venue and theatre company, (including the use of Contracts, Employment and Freelance practices, developing Creative Teams, Legal Structures, Finance and Budgeting), Marketing, Audience Development, Development and Fundraising, Intellectual Property;
- 2 Demonstrate advanced analytical capabilities in assessing and delivering professional practice, and to present and defend original, informed and competent proposals with analysis, arguments, and credibility;
- 3 Demonstrate advanced skills in individual engagement in the professional world, communicating and operating at a professional level, displaying an ability to understand how companies work and deliver productions;
- 4 Document, analyse and appraise their own work, with appropriate references to professional practice and experience;
- 5 Demonstrate advanced comprehension of the custom and practice of a professional enterprise.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Develop, plan and present practical and credible creative solution to a real world project using specific knowledge gained, seek and engage with practitioners or companies on a professional level thus developing problem solving skills;
- 2 Identify health and safety issues and risk assessments;
- 3 Manage individual activity developing time management, people management, and self-management skills;
- 4 Communicate and negotiate with a variety of professionals, companies and agencies developing interpersonal skills;
- 5 Reflect on their own learning, identifying strategies for development exploring strengths and weaknesses and developing autonomy in learning.

Method of Assessment

Main assessment methods:

Professional Practice Portfolio (5,000 words) – 80%

Weekly Blog – 20%

Reassessment methods:

Like-for-like

Preliminary Reading

Indicative Reading List:

Barba, Eugenio and Savarese, Nicola (2005). 'Dramaturgy', in Barba & Savarese, eds, A Dictionary of Theatre Anthropology, pp. 68-73

Evans, Vaughn (2011). Financial Times Essential Guides Writing a Business Plan: How to win backing to start up or grow your business, FT Press

Harvie, Jen (2005). Staging the UK, Manchester University Press

Kotte, Andreas (2011). 'Dramaturgy', in Studying Theatre, Lit Verlag, 167-186

Rickman, Cheryl D and Roddick, Dame Anita (2005). The Small Business Start-Up Workbook: A step-by-step guide to starting the business you've dreamed of, How to Books

Seabright, James (2010). So, You Want to be a Theatre Producer? Nick Hern Books

Pre-requisites

None

Synopsis *

The students will experience the idea of pitching and selling an idea/concept within a short space of time, effectively communicating and answering queries credibly within a fixed time frame. They will also learn how the business operates either through the main part of the module being work placement engagement, or through an in-depth study of an individual or company operation. The students need to show initiative and persuasion to obtain a suitable placement and will understand the importance of reliability, timekeeping, adaptability and commitment through working with professionals within the professional environment. They will analyse an operation and observe how the skills and knowledge learned are applied and put into practice within the business.

DR995 Dissertation Project:(MA-T)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	60 (30)	100% Project	

2	Canterbury	Whole Year	M	60 (30)	100% Project with Compulsory Numeric Elements
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Availability

Compulsory for:

MA theatre-making, MA Creative Producing, MA Physical Acting

Contact Hours

Contact hours: 16

Private Study hours: 584

Total hours: 600

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Independently define a research topic and to autonomously undertake and complete an advanced, systematic, in-depth project, either through academic research or through practice-as-research or through practice;
- 2 Possess advanced understanding of research paradigms in Theatre Studies and how to apply these effectively in order to intelligently engage with the chosen research aspect or theatre practice, producing original insight and understanding;
- 3 Engage confidently and competently in advanced academic research at the forefront of the selected course-specific discipline, as appropriate for postgraduate Masters-level work;
- 4 Locate, produce, synthesise, and productively employ a range of primary course-specific source materials;
- 5 Possess confidence and ability to be employed in leading roles in the theatre profession, and/or to proceed into further postgraduate research in theatre and performance.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Exercise initiative, take personal responsibility and discipline to define, set up, support, manage and realise a project or target over an extended period of time within specified resource allocations;
- 2 Frame, articulate, and orally communicate in a concise and sophisticated and coherent practice and/or writing the evidence base, debate and argument of the project/research undertaken;
- 3 Recognise and solve problems encountered while undertaking a substantial project of work;
- 4 Make decisions and devise appropriate strategies, informed by sound and creative problem-solving skills;
- 5 Be skilled in independent learning required for continuous professional development.

Method of Assessment

Students will choose to be assessed through one of the following three options:

Option 1: Research

- Presentation of work in progress 20 minutes, and approx. 15 minutes Q&A/discussion –30%

- Dissertation of 12,000 words – 70%

Both elements must be passed.

Option 2: Practice-as-Research

- Presentation of work in progress, 20 minutes, and approx. 15 minutes Q&A/discussion –30%

- Dissertation – 70% comprising of:

1. Practice portfolio
2. 6000 word critical analysis of practice

Both elements must be passed.

Option 3: Dissertation by Practice

- Presentation of work in progress, 20 minutes, and approx. 15 minutes Q&A/discussion -30%

- Dissertation by practice – 70% comprising of:

1. Creative performance (directed, performed or produced by the student)
2. 3000 word written analysis contextualising the practice

Both elements must be passed.

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 <https://kent.rl.talis.com/index.html>.

Further topic and project-specific reading depends on the individual project and will be advised by Programme Convenors.

Pre-requisites

None

Restrictions

None

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Synopsis <span style =

Throughout their studies on a taught Masters-course, students will elect to develop and pursue an academic or creative project into a specific topic related to the field of study, thus increasing their potential as appropriate for a postgraduate degree. They will also develop their creative voice as a theatre practitioner, their ability to contextualise and analyse their own creative practice. Students will start shaping and preparing their project ideas supported by mandatory seminars in academic writing, research skills and resources, and practice as research (PaR). Students will present their work in progress in Summer Term at a Postgraduate Work in Progress Conference organised by the Department, and they will submit their final dissertation by 31st August.

While building on research and creative practice undertaken previously on their course, and the opportunity to extend any further aspects previously discussed, the topics and submission cannot duplicate material previously submitted for examination as part of the MA-programme.

FI811 Conceptualising Film						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

The module will be taught through screenings, lectures and seminars.

10 hours lectures, 20 hours seminars, 20 hours screenings.

Total contact over 12 weeks: 50 hours.

Average per week: 4 hours, 20 mins.

Total student 'effort' hours (including private study): 20 per week, 240 over 12 weeks.

Learning Outcomes

By the end of the course, students will be able to

- Critically analyse and make use of reading material and conceptual frameworks
- Give sustained attention and concentration in order to examine the details of texts
- Develop advanced skills of cogency, structure and presentation of arguments
- Write and talk appropriately according to purpose; use wide vocabulary; use correct spelling, syntax and punctuation; express complex ideas, arguments and subtleties of meaning; select and shape language to achieve sophisticated effects

Method of Assessment

100% coursework: 1,500-2,000 word exercise(30%); 5000 word essay (60%); Seminar performance (10%)

Preliminary Reading

Allen, Richard and Murray Smith, Film Theory and Philosophy, Oxford, 1997
Arnheim, Rudolf, Film as Art, University of California Press, 1983 (2nd edition)
Carroll, Noel, Theorizing the Moving Image, Cambridge University Press, 1996
Mast, G and Cohen, M, Film Theory and Criticism, 2004 (5th edition)
Perkins, V.F., Film as Film, Penguin, 1993 (2nd edition)

Synopsis <span style =

Conceptualizing Film will provide students both with an in-depth examination of certain key issues in film theory, as well as approaching them (predominantly) from a distinct perspective associated with an emerging 'paradigm' of theory, namely 'analytic philosophy of film'. The module will be organized around a series of sub-themes within the general domain of the philosophy of film, including emotion and film, the aesthetics and ethics of film, the nature of photographic and filmic representation, and the ways in which films might themselves act as vehicles for philosophical ideas. Throughout the course we will also consider the different styles of philosophy and their relationship to film theory. Seminars will stress the importance of examining arguments with care and rigour, and will introduce students explicitly to certain formal philosophical 'methods' of assessing arguments (eg. spotting question-begging, understanding distinctions such as that between entailment and implicature, the use of counterexamples and thought experiments). The ability to acquire and put to use such skills will be central in students achieving module objectives.

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FI812 Advanced Film Theory						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
3	Canterbury	Spring	M	30 (15)	100% Coursework	
3	Paris	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 55
Private Study Hours: 245
Total Study Hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Reflect upon the diversity of ways that film and/or cinema have been written about and theorised;
- 2 Demonstrate a sophisticated understanding of the aesthetic, cultural and commercial strategies of particular films in light of writers' and scholars' conceptualisations;
- 3 Evaluate the potential and limitations of particular conceptual frameworks in elucidating film/cinema;
- 4 Demonstrate sophisticated skills in cogent and rigorous debate about film and/or cinema and its cultural, social and aesthetic value;
- 5 Demonstrate understanding of the historical trajectory of the theory of film.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Critically analyse and make use of reading material and conceptual frameworks;
- 2 Give sustained attention and concentration to examine the details of texts;
- 3 Demonstrate advanced skills of cogency, structure and presentation of arguments;
- 4 Communicate appropriately according to purpose.

Method of Assessment

Main assessment methods:

Essay (4000 words) – 50%
Digital Portfolio – 50%

Reassessment methods:

Like-for-like

Preliminary Reading

Indicative Reading List:

Balázs, B. (1970). *Theory of the Film*, trans. Edith Bone, New York: Dover.
Barker, M. and Brooks, K. (1998). *Knowing Audiences: Judge Dredd - Its Friends, Fans and Foes*. Luton: University of Luton Press.
Mulvey, L. (2009). *Visual and Other Pleasures*, (2nd Edition), New York: Palgrave Macmillan.
Schoonover, K. & Galt, R. (2016) *Queer Cinema in the World*. Durham, NC: Duke University Press.
Stam, R. (2000) *Film Theory: An Introduction*. Chichester: Wiley.
Thornham, S. (ed) (1999). *Feminist Film Theory: A Reader*, New York: New York University Press.

Pre-requisites

None

Synopsis *

Since the advent of recorded moving images as a potent sociocultural phenomenon and aesthetic form in the late nineteenth century, film and cinema have inspired a voluminous diversity of writing: utopian celebrations of a new art and leisure activity, fan mail to stars, jeremiads of impending moral doom, reviews and critiques, and, eventually, theoretical and empirical scholarship in the context of an academic discipline. This module makes this writing and thinking about film its central focus. Although particular topics and emphases vary from year to year, responding to current public discussions and cutting-edge research, the course maintains its focus on empowering students to be able to better read, understand, test, apply and interrogate complex conceptual thinking on film; to recognise the purposes and audiences of diverse forms of writing about film; to rigorously debate and formulate theoretical questions about film and media culture; and to bring these insights to bear on exemplary film screenings.

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FI813 Film History: Research Methods						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	30 (15)	100% Coursework	
4	Paris	Autumn	M	30 (15)	100% Coursework	
5	Canterbury	Autumn	M	30 (15)	100% Coursework	
5	Paris	Autumn	M	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 55

Private Study Hours: 245

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 understanding and a critical awareness of a variety of sources, methods and methodologies currently used in film scholarship;
- 2 Critically evaluate how researchers in the discipline strategically use sources and methods to answer research questions and advance knowledge, and to be able to apply these insights in their own research and enquiry;
- 3 Demonstrate a comprehensive understanding of how primary source material can be made of use for their own film historical research;
- 4 Research and write on an aspect of film history.

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Critically analyse and make use of reading material and conceptual frameworks;
- 2 Give sustained attention and concentration to examination of the details of texts;
- 3 Demonstrate advanced skills of cogency, structure and presentation of arguments;
- 4 Communicate appropriately according to purpose.

Method of Assessment

Main assessment methods:

Digital Portfolio – 50%

Essay (3500 words) – 50%

Reassessment methods:

Like-for-like

Preliminary Reading

Indicative Reading List:

Allen, R. C. & Gomery, D. (1985). *Film History: Theory and Practice*, New York: McGraw Hill

Biltereyst, D., Maltby, R. & Meers, P. (eds.), (2011). *New Cinema History: approaches and case studies*, Cambridge:

WileyBlackwell

Bordwell, D. & Thompson, K., (2009). *Film History: an introduction*, New York: McGraw Hill

Grainge, P. et al (eds.), (2007). *Film Histories: an introduction and reader*, Edinburgh: Edinburgh University Press

Staiger, J., (1992). *Interpreting Film: Studies in the Historical Reception of American Cinema*, Princeton, NJ: Princeton University Press

Pre-requisites

None

Synopsis <span style =

Film Studies, a relatively young academic discipline, traces its origins to both the humanities and social sciences. Although some of contemporary Film Studies derives from the literary traditions of genre, thematic or textual analysis, major swathes of the field are now delving into wider and often interdisciplinary investigations of aesthetic, technological, economic and/or social formations of cinema, film and wider media culture. This module acquaints students with a variety of sources, methods and methodologies currently used in film scholarship and how to talk about them in rigorous ways. It empowers students to read and understand how researchers in the discipline strategically use sources and methods to answer research questions and advance knowledge, and to be able to apply these insights in their own research and enquiry. In carrying out this investigation students will be encouraged to work with archives and primary sources, and to critically evaluate received histories by interrogating methodological procedures and assumptions. Students will apply their acquisition of knowledge, for example, by compiling annotated bibliographies, annotated portfolios of sources, short writing exercises and then writing an essay on an aspect of film history that includes a reflection on the sources and methods used. The choice of time period(s) and case studies will differ from year-to-year, depending upon the expertise of the module convenor.

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FI815 Film and Modernity						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework	
2	Paris	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 50
 Private Study Hours: 250
 Total Study Hours: 300

Learning Outcomes

On successfully completing the module students will be able to:

- Reflect upon the specificity of film and/or the cinema, and display an awareness of its distinguishing features, in the context of modernity understood as both a cultural and an aesthetic phenomenon;
- Explore the aesthetic strategies of particular films in terms of their relationship with the broader cultural and historical milieu in which they were produced;
- Demonstrate understanding of the details of a particular cultural/historical framework shaped by questions around modernity as a context to interpret film/cinema;
- Evaluate the potential and limitations of that cultural/historical framework in elucidating the particularity of film/cinema;
- Demonstrate their skills in researching and analysing films in the context of other related visual forms and historical debates specific to given case studies;
- Demonstrate understanding of the historical significance of film as a culturally influenced medium.

Method of Assessment

Essay (6,000 words) – 90%
 Seminar Performance – 10%

Preliminary Reading

Rodowick, David N. *The Virtual Life of Film*. Cambridge, MA: Harvard University Press, 2007.
 Rushton, Richard. *The Reality of Film: Theories of Filmic Reality*. Manchester: Manchester University Press, 2011.
 Turvey, Malcolm. *Doubting Vision: Film and the revelationist tradition*. New York: Oxford UP, 2008.

Restrictions

This module is available as a wild module

Synopsis *

This course examines the medium of film, considering its specific qualities as an art and industrial-form and the particular ways in which it is influenced by other artistic and cultural forms in its historical moment. The emphasis of the course varies from year to year, responding to current research and scholarship, but it maintains as its focus the aesthetic strategies of film in contrast with other arts, technological developments, film's relationship to historical change, the interdisciplinary reach of Film Studies, and/or the particular strategies used by the cinema to communicate with its audience. The course explores both the historical place of the cinema within the development of twentieth-century culture as well as how this historical definition informs contemporary scholarship.

FI819 Filmmaking 1: Key Skills						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	30 (15)	100% Coursework	

Availability

Autumn

Contact Hours

Total Contact Hours: 40

Private Study Hours: 260

Total Study Hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Understand narrative processes, generic forms and modes of representation at work in film and how they organise understandings, meanings and affects;
- 2 Understand critical approaches to film especially in relation to short, new and emergent film forms and the methods they have learned to review, consolidate, extend and apply their knowledge
3. Understand key production processes and professional practices relevant to film and how these shape resulting films;
- 4 Demonstrate originality in the initiation of distinctive creative ideas based on secure research strategies that demonstrate an understanding of fact and/or fiction film forms, structures, audiences and specific communication registers;
- 5 Demonstrate competence in developing and writing an original screenplay/rigorously researched outline and conceiving and making a short film.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate initiative and personal responsibility;
- 2 Demonstrate sound decision-making in complex situations;
- 3 Demonstrate independent learning ability required for continuing professional or educational development;
- 4 Gather, organise and deploy ideas and information in order to develop creative ideas effectively and express them effectively.

Method of Assessment

Main assessment methods;

Screenplay: 50%

Documentary proposal portfolio and 3-min pilot film: 50%

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>

Restrictions

This module is only available to students registered on the MA Film with Practice Programme.

Synopsis *

This module explores short fact- and fiction-films, treating them as specific forms with their own aesthetic and narrative principles, and their own creative possibilities and challenges. The module combines intensive analysis of short-form films with historical contextualisation; instruction in the use of the School's technical facilities; treatment- and screenplay-writing instruction and workshops in areas such as cinematography, sound recording, sound design, production design and editing. Students are thus equipped with the key skills required to make MA-level short films and are enabled to develop creative ideas grounded in rigorous critical enquiry alongside dedicated technical and professional knowledge delivered by film practitioners. By the end of the module, students will also have completed both a screenplay and a documentary proposal portfolio (including a 3-minute pilot film). They will choose either their screenplay or documentary proposal as the basis for the short film they intend to develop for their dissertation.

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FI820 Project Development						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	M	30 (15)	100% Coursework	
4	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Contact hours: 33

Private study hours: 267

Total hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Make proficient use of production equipment (camera, lighting, sound recording) and post-production software (editing, sound mixing, colour grading)
2. Understand the creative potential of each of the above elements of the film production process
3. Work in a range of production roles on short film projects
4. Co-ordinate and carry out pre-production on a short fiction or documentary film project
5. Position their work within the broader industrial context of no-budget and low-budget film production

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate initiative and personal responsibility.
2. Demonstrate sound decision-making in complex and situations.
3. Demonstrate independent learning ability required for continuing professional or educational development.
4. Communicate effectively in a group, showing abilities at different times to listen, contribute and lead effectively.
5. Gather, organise and deploy ideas and information in order to develop creative ideas effectively and express them effectively.

Method of Assessment

Main assessment methods

Essay (2,000 words): 25%

Creative Portfolio: 75%

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

Restrictions

This module is only available to students registered on the MA Film with Practice Programme.

Synopsis *

This module provides advanced technical, creative, and logistical skills required for students to produce their dissertation films. It is divided into two sections. The first half of the module focuses on development of distinctive film language building on key technical skills such as camerawork, sound recording, lighting, and editing / postproduction gained in FI819 (FILM8190) (Filmmaking 1: Key Skills). Exercises advance practical experience in each of these elements of the filmmaking process, and take place in tandem with seminars exploring their creative potential. The second half of the module prepares students for their dissertation project and their subsequent creative careers. Workshops provide a framework for students to commence pre-production on their dissertation films, and develop their projects through activities including research, outline and synopsis writing, location scouting, casting, shot listing, budgeting, and scheduling. These are complemented by weekly seminars which place short film production within a broader industrial context. Areas explored may include short film distribution, navigating film festivals, initiating feature and documentary projects, and developing a professional profile.

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FI822 Screening Histories						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework	
2	Paris	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 50
 Private Study Hours: 250
 Total Study Hours: 300

Learning Outcomes

On successfully completing the module students will be able to:

- Examine the role of film in the representation of history;
- Consider the interface of fiction and non-fiction, narration and style in historical films;
- Contemplate the role of moving image media as historical evidence and in historical interpretation;
- Examine the different modes and labels for historical filmmaking;
- Understand how historical films function in society as cultural objects, engage with national narratives and traumas and create the possibility of empathy with both historical and contemporary human beings;
- Develop sophisticated verbal and written communication, including the communication of complex concepts about films to a variety of audiences in appropriate ways;
- Rigorously undertake research and writing on an aspect of history and film—on a level that befits scholarly MA standards.

Method of Assessment

Essay 1 (1000 words) – 20%
 Essay 2 (4000 words) – 60%
 Presentation – 20%

Preliminary Reading

Burgoyne, Robert. (1997). *Film Nation*. Minneapolis: University of Minnesota Press
 De Groot, Jerome. (2009). *Consuming History: Historians and Heritage in Contemporary Popular Culture*. London: Routledge
 Frey, Mattias. (2013). *Postwall German Cinema: History, Film History, and Cinephilia*. Oxford: Berghahn
 Sobchack, Vivian, ed. (1996). *The Persistence of History: Cinema, Television, and the Modern Event*. London: Routledge
 Stubbs, Jonathan. (2013). *Historical Film: A Critical Introduction*. London: Bloomsbury

Restrictions

This module is available as a wild module

Synopsis *

This module studies the central concerns of film history and historiography. It focuses specifically on the theoretical, textual and contextual issues of films as they are played out in representations of selected historical events (as case studies). The ways in which other critics and historians have approached these representations and the concerns they raised forms a second focus of the module. Lastly, the course will enable students to analyse the narrative conventions and concerns which mark given films' representations of the past and present. Key issues to be analysed are; the documentary film as history and film as a document of history; the status of realist representation in the search for truth of historical events; the interrelation of historical memory and public history as they are explored through representations of historical events; the ethical responsibility of the filmmaker and film viewer in the construction of historical events.

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FI823 Photography in Paris: History and Theory						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Paris	Autumn	M	30 (15)	100% Coursework	
1	Paris	Spring	M	30 (15)	100% Coursework	

Contact Hours

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 students will be able to:

- 1 Reflect upon the specificity of photography as historically determined phenomenon developed in 19th and 20th century Paris.
- 2 To understand photography as a cultural, social, technical and aesthetic phenomenon;
- 3 Comprehensive understanding of the aesthetic strategies of photography as developed in relationship to the broader Parisian cultural, political, historical milieu of production;
- 4 Comprehensive understanding of modernity in Paris as a cultural/historical context within which to interpret photography;
- 5 Apply this cultural/historical framework in elucidating the particularity of photography;
- 6 Develop familiarity with French historical writings (in translation) on photography in period of modernity, and contemporary theories that elucidate photography;
- 7 Evaluate critically historical French writing and theories of photography, and extend to develop new theories for analysing photographs and photography within modernity;

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Critically analyse and make use of reading material and cultural/historical frameworks;
- 2 Give sustained attention and concentration in order to examine the details of visual and written material;
- 3 Demonstrate advanced skills of cogency, structure and presentation of arguments;
- 4 Develop communication skills appropriate to the subject matter: develop wide vocabulary; express complex ideas, arguments and subtleties of meaning; select and shape language to achieve sophisticated effects.

Method of Assessment

Main assessment methods:

Essay one (2,000 words) – 35%

Essay two (4,000 words) – 55%

Seminar Performance – 10%

NB: all elements of the module must be passed

Reassessment methods:

Like for Like

Preliminary Reading

Indicative Reading List:

Barthes, Roland (1981) *Camera Lucida. Reflections on Photography*, London: Hill and Wang
 Bazin, André (1960) "Ontology of the Photographic Image," *Film Quarterly*, vol. 13, no. 4. 4-9.
 Hellmann, Karen (2016) *Real/Ideal: Photography in Mid-Nineteenth-Century France*, Los Angeles: J Paul Getty Trust
 Mullarkey, John & Charlotte de Mille (2013) *Bergson and the Art of Immanence: Painting, Photography, Film, Performance*, Edinburgh: Edinburgh University Press.
 Rabinow, Paul, (1989) *French Modern: Norms and Forms of the Social Environment*, Chicago: University of Chicago Press.
 Sheehan, Tanya and Andres Zervigon (2015) *Photography and Its Origins*, Oxford and New York, Routledge

Pre-requisites

None

Synopsis *

This module traces the technical and social histories of photography as the medium was developed in France from its earliest days with the inventions of Nicéphore Niepce, Louis Daguerre, and Lumières brothers through the experimental artworks of local and immigrant photographers in Paris such as Marcel Duchamp, László Moholy-Nagy and Man Ray. The module focuses on three key periods: the technical developments of the early to mid-nineteenth century, the social and political uses of photography in the 19th & early 20th centuries (eg. police documentation; colonization; cartes de visite; pornography; scientific analysis of hysterical women at l'hôpital Pitié-Salpêtrière), and early theorizations of the medium explored by French intellectuals (eg. Henri Bergson, André Bazin, Roland Barthes). Particular attention will be given to photography's relationship to other arts and sciences being explored in Paris at the same time: poetry, painting, cinema, optical visual experiments.

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FI825 Analysing Film						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 55
 Private Study Hours: 245
 Total Study Hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 analyse films using appropriate theoretical frameworks and specialist terminology
- 2 identify the function(s) of form, style and technique (mise-en-scène, cinematography, editing, sound) in films
- 3 communicate accurately, coherently, and effectively about film in a variety of professional formats
- 4 reflect on stylistic choices in films from a variety of modes, genres, historical periods and national traditions

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Critically analyse and make use of reading material and conceptual frameworks;
- 2 Give sustained attention and concentration to examine the details of texts;
- 3 Demonstrate advanced skills of cogency, structure and presentation of arguments;
- 4 Communicate appropriately according to purpose.

Method of Assessment

Main assessment methods:

Series of Presentations – (40%)
 Digital Portfolio – (60%)

Reassessment methods:

Like-for-like

Preliminary Reading

Indicative Reading List:

Bordwell, D., Thompson, K. & Smith, J. (2019) (12th ed.) Film Art: An introduction. McGraw-Hill, New York.
 Bordwell, D. (2004) (2nd ed.) The McGraw-Hill Film Viewer's Guide. McGraw-Hill, New York.
 Corrigan, T. (2015) (9th ed.) A Short Guide to Writing about Film. Pearson, London.
 Ford, Kathy. (2009) Quick Coach Guide to Creating Multi-Modal Essays. Wadsworth, Boston.
 Theobald, T. (2019) (4th ed.) Develop Your Presentation Skills: How to Inspire and Inform with Clarity and Confidence. Kogan Page, London.

Pre-requisites

None

Synopsis *

The course trains students to communicate confidently and professionally about film form, style, and technique in a variety of spoken, written, and audio-visual formats (e.g. oral presentations, writing, video-essays and/or podcasts). Students will study the theoretical frameworks and specialised terminology which they need to produce accurate, coherent, and effective film analysis. Students will also learn to reflect critically on filmmaking from a variety of modes, genres, historical periods and national traditions (including, where applicable, their own filmmaking).

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FI826 Film Studies: Innovation and Writing						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 55
Private Study Hours: 245
Total Study Hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Craft an appropriate research question to explore a specific topic within the study of film, clearly identifying an intervention in existing scholarship
- 2 Effectively organise and synthesise research in the development of a central argument and essay plan
- 3 Produce a piece of advanced academic writing appropriate to postgraduate level which effectively communicates original ideas and abides by academic, and film-specific, conventions
- 4 Reflect upon the writing process and analyse the purposes of academic writing within the discipline
- 5 Explore and engage with innovative research taking place within film studies, understanding how diverse ideas contribute to the larger research landscape of the discipline

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Critically analyse and make use of reading material and conceptual frameworks;
- 2 Give sustained attention and concentration to examine the details of texts;
- 3 Demonstrate advanced skills of cogency, structure and presentation of arguments;
- 4 Communicate appropriately according to purpose.

Method of Assessment

Main assessment methods:

Digital Portfolio – 30%
Essay (5,000 words) – 70%

Reassessment methods:

Like for Like

Preliminary Reading

Indicative Reading List:

Corrigan, T. (2015). A Short Guide to Writing About Film. Ninth Edition. Essex: Pearson Education Limited.
Scott, R., Snaith, A. & R. Rylance. (Eds.). (2001). Making Your Case: A Practical Guide to Essay Writing. Essex: Pearson Education Limited.
Scott, R. & Chapman, P. (Eds.). (2001). Grammar and Writing. Essex: Pearson Education Limited.
Zemach, D. (2005). Academic Writing: From Paragraph to Essay. Oxford: Macmillan.

The reading list for the module's research topic will vary from year to year and is dependent upon the choice of the course convenor.

Pre-requisites

None

Synopsis <span style =

This module focuses on the skills of advanced research writing, providing the training needed to research, plan and communicate with confidence for an academic audience. The course will trace the process through which research is consolidated and prepared for the academic essay, highlighting the importance of structure, signposting and clarity of expression. The course will enable students to refine and develop the skills of constructing a sophisticated argument which engages critically with appropriate scholarship and is clearly articulating an intervention. The module is research-led, meaning the topic through which such skills are developed will be chosen by the course convenor to reflect her/his own research interests. The course will therefore also engage directly with current, innovative research and allow students to gain an understanding of the discipline's larger research community and activities.

FI899 Dissertation (Filmmaking)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	M	60 (30)	100% Coursework	
3	Canterbury	Spring	M	60 (30)	100% Project	

3	Canterbury	Spring	M	60 (30)	100% Project with Compulsory Numeric Elements
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Contact Hours

Total Contact Hours: 6
Private Study Hours: 554
Total Study Hours: 600

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate originality in the application of knowledge by realising distinctive creative work in digital film that demonstrates sophisticated use of sound and image and that, where appropriate, experiments with forms, conventions, techniques and practices;
- 2 Produce work showing capability in operational aspects of digital film production technologies, techniques and, where appropriate, professional practices;
- 3 Deal with complex film practice issues both systematically and creatively, making sound judgements in the management of time, personnel and resources by drawing on planning, organisational, project-management and leadership skills;
- 4 Demonstrate a conceptual understanding that enables them to produce creative and written work that demonstrates an understanding of film forms and structures, audiences and specific communication registers;
- 5 Produce work that is informed by, and contextualised within, relevant theoretical issues and debates;
- 6 Demonstrate a systematic understanding of knowledge, and a critical awareness of, the historical evolution of particular film genres, aesthetic traditions and forms, and generate new insights into their current characteristics and possible future developments.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate initiative, personal responsibility and sound decision-making in complex and unpredictable situations;
- 2 Deliver work to a given length, format and deadline, properly referencing sources and ideas and making use, as appropriate, of a problem-solving approach;
- 3 Demonstrate independent learning ability required for continuing professional development;
- 4 Communicate clearly to specialist and non-specialist groups, showing abilities at different times to listen, contribute and lead effectively;
- 5 Deal with complex issues both systematically and creatively; gather, organise and deploy ideas and information in order to develop ideas effectively, express them effectively in written and creative forms and demonstrate flexibility and reflexivity;
- 6 Continue to advance their knowledge and understanding and to develop new skills to a high level as well as put to use a range of information communication technology (ICT) skills and proficiencies in audio-visual production technologies that can be applied beyond filmmaking.

Method of Assessment

Main assessment methods (both compulsory ie each must be passed)

Short Film (7-15 minutes) – 70%
Critical Analysis (3,000 words) – 30%

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

Successful completion of Stage 1 of the MA Film with Practice

Restrictions

This module is only available to students registered on the MA Film with Practice Programme.

Synopsis <span style =

The Dissertation (Filmmaking) is designed to develop each student's creative voice as a writer/director of fact and/or fiction film, their ability to contextualise and analyse their own creative practice and their ability to contribute constructively to films directed by others. Throughout their studies on the MA Film with Practice, students will have developed their own film idea in relation to solid research strategies and advanced knowledge of Film Studies as well as developing the technical and production management skills required to realise their creative practice. Under the supervision of an appropriate member of staff, students will then complete pre-production and production of their own film and the associated critical analysis. By also contributing to the realisation of fellow students' films and by taking up roles such as researcher, producer, costume designer, sound engineer or editor, students will graduate with a range of skills that can be applied to future professional work or post-graduate practice-led research projects.

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FI998 Dissertation:GPMS						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	60 (30)	100% Project	

Contact Hours

Total Contact Hours: 8
 Private Study Hours: 552
 Total Study Hours: 600

Learning Outcomes

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

- 1 Demonstrate their skills of formulating and undertaking a research project involving the development of an argument, critical engagement with relevant literature, and the contextualisation of the issues and materials within the framework of the film topic;
- 2 Demonstrate their knowledge of a focused area within the broad landscape of film, as well as and the historical work that has shaped it;
- 3 Demonstrate their ability to undertake further advanced postgraduate research in film.

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

- 1 Demonstrate their written communication and presentation skills, particularly regarding extended and detailed research analysis, and argumentation;
- 2 Demonstrate their capacity to identify and critically assess relevant primary and secondary literature within the context of a specific research project;
- 3 Demonstrate their ability to construct and evaluate arguments.

Method of Assessment

- Dissertation (15,000 words) – 100%

Preliminary Reading

Bibliography appropriate to the project will be developed by the student with the assistance of relevant supervisors.

Synopsis *

The dissertation is your opportunity to really explore the aspects of Film Studies that interest you most. You are encouraged to read as widely as you can. Exploit the Templeman library resources, and all the on-line facilities available to you through the library portals. Of course, watch relevant films too. The more research you do, the richer your experience.

You can begin your independent dissertation research at any point and it is good idea to do have done some groundwork before you meet your supervisor.

The main period for supervision is in the summer term, when you can expect to meet with your supervisor to discuss the progress of your reading and writing. You can expect up to four supervisory meetings, reasonably spread across the term.

You should also arrange to meet your supervisor once in the Spring term in order to discuss the focus of your project, and also the kind of research you could begin to undertake in the Spring and Summer terms.

The summer vacation period is a period of independent research, and supervision is not available.
 Your supervisor may agree to give you email feedback on a section of your draft during the summer vacation period, but you will need to arrange that with them well in advance.

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HA825 Post-Conceptual Art and Visual Arts Criticism						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	30 (15)	100% Coursework	
4	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 33
 Private Study Hours: 267
 Total Study Hours: 300

Learning Outcomes

- Demonstrate a comprehensive understanding of central trajectories and themes within a range of art criticism and practice, from the early 1990s onwards;
- Explore and evaluate the inter-relationship of examples of recent art practice to Modernist art criticism and the conceptual legacy of the Duchampian readymade;
- Demonstrate engagement and understanding of evolving art critical paradigms and agency in mediating contemporary art and curatorial practice across genres;
- Demonstrate an in-depth knowledge and understanding of a significant range of post-conceptual art and the changing institutional contexts of its production, dissemination and spectatorship;
- Demonstrate an understanding of how the emerging processes of biennialisation and globalisation and the changed contexts of spectatorship and consumption have informed and delineated new modes of arts criticism and response.

Method of Assessment

Extended Essay (2,500 words) – 50%
 Critical Review of a Contemporary Art Exhibition (2,500 words) – 50%

Preliminary Reading

Bishop, C. (2012), *Participatory Art and the Politics of Spectatorship*, London: Verso
 Bourriaud, N. (2002), *Relational Aesthetics*, Paris: Les Presses du Réel
 Costello, D. and Margaret Iverson (eds.), (2010). *Photography After Conceptual Art*, Oxford: Blackwell
 Fischer, M. (2009), *Capitalist Realism: Is There No Alternative?* Winchester: Zero Books
 Klanten, R. (eds), (2011). *Art & Agenda: Political Art & Activism*, Berlin: Gestalten
 Paul, C. (2008). *New Media in the White Cube & Beyond*, Berkeley: University of California Press
 Pooke, G. (2011), *Contemporary British Art: An Introduction*, London: Routledge
 Smith, T. (2011), *Contemporary Art: World Currents*, London: Lawrence King

Restrictions

This module is available as a wild module

Synopsis *

The construct of the post-conceptual in relation to visual arts practice has two principal inflexions. Firstly, it delineates a generation of contributors typically born in the 1960s and 1970s for whom the legacies of Modernism and conceptual art are cultural givens. Secondly, it situates a range of practice (including media art and digital platforms) in relation to expanded and evolving contexts of criticism, cultural consumption and curation.

The proposed curriculum will follow recent visual arts-based critical responses to the development of particular genres and associated shifts in cultural production. For example, this will include the attention given to emerging practices of self and group curation and the rationale for the doubling or multiplying of artistic agency variously demonstrated by collectives such as SUPERFLEX, Claire Fontaine and by a range of contemporary working partnerships.

The module will explore how several recent critics have mobilised and applied ideas of the 'political' to account for distinctive thematics within recent practice. Considering some of the recent distinctions noted by the art critic Claire Bishop, the module will evaluate different forms of sculpture and installation practice (immersive, site responsive, site independent and site specific) and how these mediate changing contexts and conditions of production and spectatorship.

2022-23 Postgraduate Module Handbook

HA826 History and Theory of Curating						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	

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 Level 7 students will be able to:

- 1 Demonstrate comprehensive knowledge of aspects of the history of collecting, including both private collections and public institutions, through relevant case studies;
- 2 Demonstrate comprehensive knowledge of aspects of the history of exhibitions and a sense of their wider cultural impact through relevant case studies;
- 3 Demonstrate full knowledge and understanding of the institutions of the museum and of the gallery in their wider historical context through relevant case studies;
- 4 Demonstrate understanding of aspects of museology, the study of various approaches to the display of collections and how such displays address their audiences, through relevant case studies;
- 5 Debate about the cultural role of museums, galleries and exhibitions in relation to wider society, and their educational, recreational and other roles;
- 6 Demonstrate an understanding of the role of the curator in relation to collections management and exhibition design and development.

The intended generic learning outcomes.

On successfully completing the module Level 7 students will be able to:

- 1 Demonstrate at an advanced level the key skills of critical reading and analysis of a range of primary and secondary texts, including visual materials;
- 2 Demonstrate at an advanced level the key skills of written communication and problem solving, and have attained responsibility for their own learning and be able to reflect on it in a critical manner;
- 3 Use relevant Information Technologies to research and present their work;
- 4 Demonstrate at an advanced level the key skills of oral communication and working with others in a group, as well as gaining confidence in participating in critical discussion and debate while remaining open to the viewpoints of others;
- 5 Use relevant learning and reference resources (including visual resources) within the Templeman Library and the internet, and be able to use them effectively to support their arguments and analyses;
- 6 Demonstrate their ability to write coherent, informed and logical arguments in a well-organised and well-presented form, and to be able to present the outcome of their work in a clear and comprehensible way – whether this is in a written form, or in the form of a display of objects.

Method of Assessment

Main assessment methods

Written Assignment 1: Essay (1500 words) – 30%
Written Assignment 2: Essay (3000 words) – 50%
Presentation – 20%

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 *

This module will introduce students to the history and theory of curating through a series of detailed case studies from the early modern period to the present day. These will focus on how collections have been formed and maintained, the nature of key institutions in the art world like museums and galleries, and in particular it will examine the phenomenon of the exhibition. Different approaches to curating exhibitions will be examined, and the responsibilities of the curator towards artists, collections, and towards the public will be analysed. Broad themes in the theory of curating and museology will be examined. Wherever possible the case studies chosen will draw on the resources and expertise of partner organisations, such as Canterbury Museums and the Institute for Contemporary Art.

2022-23 Postgraduate Module Handbook

HA827 Curatorial Internship						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	60 (30)	100% Coursework	

Contact Hours

Total Contact Hours: 72
Private Study Hours: 528
Total Study Hours: 600

Learning Outcomes

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

- 1 Undertake a broad range of tasks contributing to the operation of an arts organisation such as Studio 3 Gallery;
- 2 Demonstrate the practical knowledge, skills and experience needed to obtain employment in the visual arts industry, especially in art galleries and other visual arts related organisations in the role of curator and/or gallery and exhibition manager;
- 3 Demonstrate insight into the functioning of the visual arts industry, including an understanding of the professional opportunities available to them within the industry, and the challenges working in this industry poses, particularly in relation to the planning, management and creative challenges involved in running a gallery such as Studio 3 Gallery;
- 4 Demonstrate an understanding of a range of key theoretical and practical issues currently faced by the visual arts industry in the UK and internationally, and the challenges faced by an organisation like Studio 3 Gallery.

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

- 1 Demonstrate advanced level skills of critical reading and analysis of a range of primary and secondary texts, including visual materials;
- 2 Demonstrate an advanced level of key skills of written communication and problem solving, and have attained responsibility for their own learning and be able to reflect on it in a critical manner;
- 3 Use relevant Information Technologies to research and present their work;
- 4 Demonstrate, to an advanced level, the key skills of oral communication and working with others in a group, as well as gaining confidence in participating in critical discussion and debate while remaining open to the viewpoints of others;
- 5 Use relevant learning and reference resources (including visual resources) within the Templeman Library and the internet, and be able to use them effectively to support their arguments and analyses;
- 6 Demonstrate their ability to write coherent, informed and logical arguments in a well-organised and well-presented form, and to be able to present the outcome of their work in a clear and comprehensible way – whether this is in a written form, or in the form of a display of objects.

Method of Assessment

Main assessment methods
Group Presentation (10 minutes) – 10%
Exhibition Review (1,000 words) – 20%
Journal (10,000 words) – 70%

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

Restrictions

This module is only available to MA Curating students and cannot be taken as a Wild Module.

Synopsis <span style =

The Curatorial Internship module provides students with the core experience of participating in a team running Studio 3 Gallery in the Jarman Building. Students will undertake key tasks and projects integral to the delivery of the exhibition programme at the gallery, both individually and working in groups, under the direction of the programme convenor and of the gallery's curator and with (or as) exhibition curators. These tasks may include exhibition design and planning, negotiating loans, maintaining partnerships, managing collections, researching and writing catalogues, interviewing artists, fundraising, devising educational programmes, handling, storing and transporting art works, condition reports, designing promotional materials, marketing exhibitions, exhibition analysis and so on. A self-reflective journal will assess what has been learnt from the internship.

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HA828 Philosophical Issues in Art History and Visual Culture						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 30
 Private Study Hours: 270
 Total Study Hours: 300

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate a systematic understanding of a range of philosophical issues and concepts underpinning foundational concepts in high art, and broader visual culture;
- Demonstrate comprehensive understanding of the conceptual tools and methods necessary for independent art historical and philosophical engagement in these areas;
- Demonstrate their ability to develop arguments, engage critically with relevant literature, and contextualise issues and materials within the framework of contemporary philosophical and art historical thought.

Method of Assessment

Essay (4,000 words) – 80%
 Seminar Participation Notes – (2,000 words) – 20%

Preliminary Reading

Bois, Y-A. and Rosalind E. Krauss, (1997). *Formless: A User's Guide*, New York: Zone Books
 Dutton, D. (2009). *The Art Instinct: Beauty, Pleasure and Human Evolution*, Oxford: OUP
 Gaiger, J. (2008). *Aesthetics and Painting*, London: Continuum
 Greenberg, C. (1988-1993). *The Collected Essays and Criticism*, ed. John O'Brian, 4 vols. Chicago: University of Chicago Press
 Gombrich, E.H. (2004). *Art and Illusion: A Study in the Psychology of Pictorial Representation*, London: Phaidon Press
 Kulka, T. (1996). *Kitsch and Art*, Pennsylvania: Pennsylvania State University Press
 Meskin, A. and Roy T. Cook (eds.), (2012). *The Art of Comics: A Philosophical Approach*, London: Wiley-Blackwell
 Wölfflin, W. (1932). *Principles of Art History: The Problem and Development of Style in Later Art*, New York: Dover

Restrictions

This module is available as a wild module

Synopsis *

This module gives students an advanced understanding of a range of philosophical issues and concepts underpinning foundational concepts in high art, and broader visual culture. It seeks to apply a broadly analytic approach in philosophy to a range of subjects in high art and popular culture, often taken to be on the periphery of analytic philosophy of art. Topics of study may include: the uncanny, wonder, , concepts of genius and creativity, disgust, cuteness, interactivity, philosophical issues around teaching art, the aesthetics of cultural forms such as automotive design, and the place and nature of kitsch in low and high culture.

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HA833 Discovering Rome in Rome: Arts in Rome from Antiquity to the Present Da						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	American University, Rome	Spring	M	30 (15)	100% Coursework	

Contact Hours

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

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate an advanced knowledge of central trajectories and themes within the development of art in Rome from antiquity to the Baroque, with a principal concentration on the Renaissance;
- Demonstrate understanding of the major art-historical and critical paradigms in the scholarship on this field;
- Demonstrate an in-depth knowledge of the particular manifestation of artistic production during the period studied;
- Demonstrate skills of critical visual analysis through close study of works of art in the original, encountered in Roman sites and collections.

Method of Assessment

Essay (5,000 words) – 80%
 Presentation (30 minutes) – 20%

Preliminary Reading

Chapman, H., T. Henry, C. Plazzotta, (2004-5). Raphael: from Urbino to Rome, exh. cat., London (National Gallery)
 Henry, T. and P. Joannides, (2012-13). Late Raphael. Exhibition Catalogue, Madrid (Museo del Prado) and Paris (Musée du Louvre)
 Hibbert, C. (1985). Rome. The Biography of a City, London: Viking
 Lavin, I. (1982). Bernini and the Unity of the Visual Arts, New York and Oxford: OUP
 Montagu, J. (1992). Roman Baroque Sculpture. The Industry of Art, New Haven & London: YUP
 Wilde, J. (1978). Michelangelo, Oxford: OUP
 Ed. Wittkower, R., J. Montagu and J. Connors, (1999). Art and Architecture in Italy 1600-1750, Vol. 1: Early Baroque, New Haven & London (Yale University Press Pelican History of Art)

Restrictions

This module is taught in Rome

Synopsis *

The module has been designed to introduce HPA students to the richness and variety of art produced in Rome over the last 2 millennia. Although it will focus most of its attention on one period – the Renaissance – its starting point will be in antique art, and it will also look forward to the Baroque in order to give students a sense of the longevity of artistic production in the city and the extent to which its artists and patrons looked back to the city's past achievements. The module will place great emphasis on study from original works of art and will be based around site-visits backed up by classroom discussion. The field is rich and extensive, and the module will focus on key, symptomatic episodes within the wider narrative.

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HA836 The Art of Portraiture: Historical and Philosophical Approaches						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	

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:

- 1 demonstrate a comprehensive understanding of debates surrounding portraiture and related research areas in current study of art history and philosophy of art;
- 2 use the particular conceptual tools and methods necessary for independent art historical and philosophical engagement in these areas;
- 3 demonstrate their ability to develop argument, engage critically with relevant literature, and contextualise issues and materials within the framework of contemporary art historical and art theoretical thought.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate their written and oral communication and presentation skills particularly regarding the expression of complex thoughts
- 2 Demonstrate their capacity to listen attentively and critically to the views of others, whether spoken or written, and to make a relevant response that furthers the investigation;
- 3 Demonstrate their ability to conduct research and independent study into theoretical and historical materials;
- 4 Demonstrate their capacity to construct and evaluate arguments.

Method of Assessment

Main assessment methods

Essay (4,000 words) – 70%

Seminar Preparation Notes – (2,000 words) – 30%

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>

Restrictions

This module is available as a wild module

Synopsis */

This module aims to give students an advanced understanding of concepts and methods involved in the study of portraits. A programme of seminars will explore recent philosophical and art historical literature on portraiture and related research topics. The historical development of portraiture and its different subgenres will be traced, influential portrait artists will be discussed and their work will be critically analysed – all of which will be addressed within a broader theoretical framework, focusing on philosophical issues such as the nature of personal identity, objectification, the definition of art, and theories of representation and genre.

HA838 Key Concepts and Classic Texts in History and Philosophy of Art						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Paris	Autumn	M	30 (15)	100% Coursework	

2022-23 Postgraduate Module Handbook

Contact Hours

Total Contact Hours: 36
Private Study Hours: 264
Total Study Hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate an advanced understanding of and familiarity with basic key concepts and some classic texts in history and philosophy of art;
- 2 Demonstrate knowledge of conceptual tools and the appropriate methodology necessary for independent art historical and philosophical engagement in these areas;
- 3 Demonstrate their ability to develop argument, engage critically with relevant literature, and contextualise issues and materials within the framework of contemporary art historical and art theoretical thought.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate advanced critical reading skills and a capacity to analyse complex arguments;
- 2 Demonstrate their written and oral communication and presentation skills, particularly regarding the expression of complex thoughts about the arts;
- 3 Demonstrate their capacity to listen attentively and critically to the views of others, whether spoken or written, and to make a relevant response that furthers the investigation;
- 4 Demonstrate their ability to conduct research and independent study into theoretical and historical materials;
- 5 Demonstrate their capacity to construct and evaluate arguments.

Method of Assessment

Main assessment methods:

Essay (4,000 words) – 80%
Portfolio (2,000 words) – 20%

Reassessment methods:

Like-for-like

Preliminary Reading

Indicative Reading List:

Barthes, R., (2000). Camera Lucida. London: Vintage
Baxandall, M., (1985). Patterns of Intention: On the Historical Explanation of Pictures. New Haven: Yale University Press
Danto, A.C., (1981). The Transfiguration of the Commonplace: A Philosophy of Art. Cambridge, MA: Harvard University Press
Gombrich, E.H., (2000). Art and Illusion: A Study in the Psychology of Pictorial Representation. Princeton: Princeton University Press
Schapiro, M., (1994). Theory and Philosophy of Art: Style, Artist and Society, New York: G. Braziller
Walton, K., (1990). Mimesis as Make-Believe: On the Foundations of Representational Art, Cambridge MA: Harvard University Press
Wollheim, R., (1987). Painting as an Art. London: Thames & Hudson

Restrictions

This module is available as a wild module

Synopsis <span style =

This module will introduce you to key concepts that are central to understand fundamental debates in history and philosophy of art as well as art criticism. Some examples of key concepts are the notion of originality, influence, race, the aesthetic, fiction, beauty, gender and taste. The key concepts discussed in the seminars are subject to change.

Contact Hours

Total Contact Hours: 36
Private Study Hours: 264
Total Study Hours: 300

2022-23 Postgraduate Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate an advanced understanding of and familiarity with basic key concepts and some classic texts in history and philosophy of art;
- 2 Demonstrate knowledge of conceptual tools and the appropriate methodology necessary for independent art historical and philosophical engagement in these areas;
- 3 Demonstrate their ability to develop argument, engage critically with relevant literature, and contextualise issues and materials within the framework of contemporary art historical and art theoretical thought.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate advanced critical reading skills and a capacity to analyse complex arguments;
- 2 Demonstrate their written and oral communication and presentation skills, particularly regarding the expression of complex thoughts about the arts;
- 3 Demonstrate their capacity to listen attentively and critically to the views of others, whether spoken or written, and to make a relevant response that furthers the investigation;
- 4 Demonstrate their ability to conduct research and independent study into theoretical and historical materials;
- 5 Demonstrate their capacity to construct and evaluate arguments.

Method of Assessment

Main assessment methods

Essay (4,000 words) – 80%

Portfolio (2,000 words) – 20%

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 <span style =

This module will introduce you to key concepts that are central to understand fundamental debates in history and philosophy of art as well as art criticism. Some examples of key concepts are the notion of originality, influence, race, the aesthetic, fiction, beauty, gender and taste. The key concepts discussed in the seminars are subject to change.

2022-23 Postgraduate Module Handbook

HA842 Advanced Study of a Single Artist						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	American University, Rome	Spring	M	30 (15)	100% Coursework	
1	Canterbury	Autumn	M	30 (15)	100% Coursework	
1	Canterbury	Spring	M	30 (15)	100% Coursework	
1	Paris	Spring	M	30 (15)	100% Coursework	

Availability

This module is taught in Rome

Contact Hours

Total Contact Hours: 30

Private Study Hours: 270

Total Study Hours: 300

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate an advanced and systematic knowledge of central trajectories and themes within the development of art;
- Demonstrate a developed comprehensive understanding of the major art-historical and critical paradigms in the scholarship on this field;
- Demonstrate advanced knowledge of the particular manifestation of artistic production during the period studied;
- Demonstrate complex skills of critical visual analysis through close study of works of art in the original;
- Reflect upon the specific problems of interpretation associated with studying art in relation to the career, biography, psychology and formulate intentions of its individual maker.

Method of Assessment

- Essay (4,000 words) – 80%
- Portfolio -20%

Preliminary Reading

Baxandall, M. (1985). *Patterns of Intention: On the Historical Explanation of Pictures*, New Haven & London: Yale University Press

Burke, S. (2010). *The Death and Return of the Author: Criticism and Subjectivity in Barthes, Foucault, and Derrida*, Edinburgh: Edinburgh University Press

Lee, H. (2011). *Biography: A Very Short Introduction*, Oxford: Oxford University Press

Wollheim, R. (1987). *Painting as an Art*, London: Thames & Hudson

These works introduce broad themes relating to the study of individual artists. The reading list will change with the choice of artist.

Restrictions

This module is taught in Rome

Synopsis <span style =

The module will involve the study of a single artist of significance for the history of art. Through the in depth study of the works of art of a single artist, the interpretations made of them and the cultural significance of the artist's life and oeuvre, students will be introduced to a wide range of approaches and issues central to the theory and practice of the discipline of Art History.

HA898 History & Philosophy of Art Dissertation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	60 (30)	100% Project	

Contact Hours

Total Contact Hours: 6
Private Study Hours: 554
Total Study Hours: 600

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate their skills of formulating and undertaking a research project involving the development of an argument, critical engagement with relevant literature, and the contextualisation of the issues and materials within the framework of contemporary art historical and philosophical thought on the topic;
- 2 Demonstrate their comprehensive knowledge of a focused area within the broad landscape of contemporary history of art and/or philosophy of art, as well as and the historical work that has shaped it;
- 3 Demonstrate their ability to undertake further advanced postgraduate research in history of art and/or philosophy of art.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate their written communication and presentation skills, particularly regarding extended and detailed research analysis, and argumentation;
- 2 Demonstrate their capacity to identify and critically assess relevant primary and secondary literature within the context of a specific research project;
- 3 Demonstrate their ability to construct and evaluate arguments.

Method of Assessment

Main assessment methods
Dissertation (12,000-15,000 words) – 100%

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

Restrictions

This module is only available to MA History & Philosophy of Art students

Synopsis >*

The dissertation module gives students the opportunity to write a dissertation of around 12,000-15,000 words on a topic of their choosing relating to history of art or philosophy of art and aesthetics. The process of developing a topic and writing the dissertation is closely supported through classes during terms 2 & 3, and individual meetings with the student's dissertation supervisor. Supervision is usually by staff with direct research expertise in the student's chosen topic.

25 School of Biosciences

BI606		Pathogens & Pathogenicity				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	65% Exam, 35% 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 an understanding and knowledge of the molecular basis of microbial pathogenesis in relation to bacterial, viral, parasitic and fungal pathogens.

Comprehend, assimilate and present data and concepts on a pathogenesis-related topic.

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

Demonstrate the ability to understand, analyse and assess published scientific data.

Assess presented scientific data and concepts, providing constructive feedback.

Demonstrate written communication skills.

Method of Assessment

Written assessment (2000 - 2500 words): 35%:

Exam (2h): 65%

Academic year 2022/23 examined: In-Person Exam (Standard Exam)

Preliminary Reading

Mims, CA, The Pathogenesis of Infectious Diseases, 6th ed. (Academic Press, 2015)

Fields, BN, Knipe DM, Howley PM, Fundamental Virology, 5th ed. (Lippincott-Raven, 2007)

Wilson BA, Salyers, AA, Whitt, DD, Bacterial Pathogenesis, A Molecular Approach, 3rd ed. (ASM Press, 2011)

Wilson M, The Human Microbiota in Health and Disease: An Ecological and Community-based Approach, 1st ed. (CRC press, 2018)

NB: The rest of the suggested reading will consist of review articles and primary research publications.

Pre-requisites

BI505 Infection and Immunity

Restrictions

Biosciences Stage 3 students only

Synopsis

Eukaryotic pathogens; mechanisms of pathogenesis; transmission and diversity

Bacterial pathogens: virulence factors including toxins and adhesins.

Viral pathogens: mechanisms of pathogenesis and avoidance mechanisms; viruses and cancer.

Human fungal pathogens: mechanisms of transmission and epidemiology; virulence factors; host resistance mechanisms

BI827 Advanced Drug Design						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

The module comprises of a number of practical workshops and seminars to introduce the key concepts and practical techniques for each of the disciplines covered in the drug design module. The workshops will be aligned with a two week practical to design, express, purify, characterise a target protein in a suitable format for biophysical screening and characterisation in a drug screening process. The workshops and seminars will be complemented by a series of lectures to introduce the fundamental knowledge that underpins the techniques covered. There will be a number of guest lectures from industrialists skilled in the areas and with a broad knowledge of the multidisciplinary nature of drug design. Additionally there are planned visits to an industrial site. Students will also be expected to present a review of a relevant recent paper at a Journal club and write a short review of their findings. Additionally there will be a theoretical group task to design discover a novel approach and design a discovery program to a disease.

Seminars and workshops (including preparation time) (40 h)

Laboratory practical and write up (40 h)

Lectures (including guest lectures) (40 h)

Industrial Site visits (15 h)

Journal Club (preparation and write up) (15 h)

Self Study (150 h)

Learning Outcomes

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

- Knowledge and understanding of drug discovery and design including the techniques used in identifying and elaborating new molecular entities for therapeutic intervention.
- Practical experience of discovery programme design and a selection of approaches utilised
- Experimental design and analysis

The intended generic learning outcomes:

- Communication; the ability to organise information clearly and present both orally and in a written format for a variety of audiences including both academic and industrial scientists.
- Analytical Skills – processing, interpretation and critical analysis of information from literature and databases and experimental data sources. An ability to choose appropriate data and experimental design to test and validate hypotheses.
- Self-motivation and independence. Time and Workload management to meet targets (including experimental) and deadlines.
- Information technology. Understanding and utilisation of technology to search, retrieve and process data and scientific information.

Method of Assessment

In-class test (one problem and one essay) (40 %)

Practical and write up (40%)

Journal Club presentation and write up (20%)

Preliminary Reading

The reading list will focus mainly on the latest scientific literature including primary research articles. This will be used to exemplify taught course components through case study based approaches. Students will be provided with the majority of this reading material although in some cases retrieving additional material from journals will form the basis assignments. Key Journals for the course will be Journal of Medicinal Chemistry and Bioinorganic Medicinal Chemistry Letters, together with Nature Drug Discovery and Drug Discovery Today for review articles. Many standard biochemistry and Chemistry textbooks available within the library will also cover many elements of the course material.

Pre-requisites

Synopsis <span style =

The module will consider the key aspects of drug design providing an overview of the drug discovery process and more in depth analysis and experience of early stage drug discovery focusing on therapeutic target identification and analysis, with consideration of mode of intervention. The course will cover the development screening approaches with an emphasis on small molecule hit identification and validation with practical experience of the approaches used in lead optimisation. It will also provide an insight into molecular pharmacology, safety and concepts of formulation considerations. The module will be delivered through seminars, workshops by specialists in the techniques utilised by the pharmaceutical and biotech industry, including external specialists. It will include case studies and a practical involving screening design and in-silico follow up of hit matter.

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BI830		Science at Work				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	

Contact Hours

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 students will be able to:

Understand the principles and importance of public engagement with science.
 Demonstrate critical and practical knowledge on how to communicate science to different public, private and professional stakeholders.
 Recognise the range of scientific career structures available outside the laboratory.
 Demonstrate knowledge and understanding of the social and political impact of science

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

Marshal and critically evaluate information effectively through the use of primary and secondary sources.
 Demonstrate independence of thought.
 Work effectively as part of a team.
 Communicate science to non-scientific public and professional audiences.

Method of Assessment

New Scientist article (1,000 words) (25%)
 Essay (2,000 words) (25%)
 Scientific blog, covering topical science for a public audience (4,000 words) (50%)

Preliminary Reading

J. Gregory, S. Miller, Science in Public: Communication, Culture and Credibility (Perseus, US, 2000)

Pre-requisites

None

Synopsis <span style =

Science has a profound influence on public life. This module considers the ways in which different professional and public groups interact with science and scientists, and how this influences the work that scientists do. It considers the social roles and responsibilities of scientists beyond their own scientific research, the context in which science operates, and the careers that exist for scientists outside of the traditional laboratory environment. In considering specific scientific developments in light of ethics, policy, media and public perception, the module will develop a range of academic skills that support learning in more specialised modules. It also provides transferable skills valued in the science sector, particularly science communication.

BI835 Science Communication and Society Project						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	60 (30)	100% Project	

Contact Hours

Students will meet with their supervisors to discuss their work in progress.

They can expect a total of up to 4 hours' one-to-one contact with their supervisor in the course of preparing their work during the summer term. Meetings with a supervisor are guaranteed within term-time; over the summer vacation meetings are at the supervisor's discretion. By this time students are expected to have prepared themselves adequately to complete their dissertation without further assistance.

Students are expected to put in a total of 600 hours' work in the preparation of their project.
The dissertation should be 12,000 words long.

Learning Outcomes

The intended subject specific learning outcomes:

- a. They will have improved their appreciation of the social and cultural mechanisms that shape the production of scientific knowledge
- b. They will understand the role of communicational media in propagating and shaping scientific knowledge
- c. An appreciation of how research leads to knowledge
- d. Students will gain in-depth knowledge of a chosen episode in the history of science from the scientific revolution to the present
- e. They will understand key methods in the history of science
- f. Students will have an in-depth understanding of an advanced research topic
- g. Develop ability to simplify complex scientific information for a non-scientific audience

The intended generic learning outcomes:

- h. Through the use of primary texts as well as secondary sources, students will be able to marshal information effectively
- i. They will develop a critical, analytic perspective on such information
- j. Through encountering new critical perspectives on science, students will develop independence of thought
- k. The dissertation will improve students' communication
- l. Students will enhance their proficiency with regard to improving their own learning and performance

Method of Assessment

For dissertation projects:

The module will be 100% assessed on the basis of the written dissertation. Students are expected to include research on both primary and secondary sources. They are expected to engage with scholarship and critical debates connected with their chosen field of study.

For practical projects:

20% of the mark will be awarded for a research dissertation on the topic, to be agreed after discussion with the student and academic supervisor (10,000 words).

10% of the mark will be for a written document outlining the aims of the project, needs of the audience, and how these needs will be matched by the proposed activities (5,000 words).

50% of the mark will be for the science communication package developed. The mark will include the research undertaken on the audience, appropriateness of the material for the audience, depth of science and presentation.

20% of the mark will be awarded for evaluation strategy and the interpretation of evaluation data (5,000 words plus appendices).

Preliminary Reading

Each student's reading list will be unique, based upon their chosen area of research. They will discuss possible readings with their chosen supervisor. The supervisor will make some suggestions but it is part of the research brief that students should generate their own bibliographies.

Pre-requisites

Whilst taking this module you must take HI866 - Science and Medicine in Context, and BI830 Science@work

Synopsis *

For dissertation projects:

Following discussion with their supervisors, students will generate their own title for a dissertation. Preparation of the dissertation is described below.

For practical projects:

This extended project will be particularly suited to students who have entered the programme with a first degree in the sciences. The project will involve the development of an extensive "package", using appropriate media to communicate scientific principles, which can subsequently be used by appropriate non-specialist audiences. As part of the project, students must research their chosen audience to ascertain their needs in terms of communicating science. The project must be informed by a period of in-depth research on the scientific topic and preparation of a dissertation. Having developed a suitable package of activities, students will then develop evaluation methods to monitor their project work, and apply these methods to evaluate effectiveness. Interpretation of evaluation data will be undertaken during the final stages of the project.

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BI836 Practical and Applied Research Skills for Advanced Biologists						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Autumn	M	30 (15)	100% Coursework with Pass/Fail Elements	

Contact Hours

Total contact hours: 62
Private study hours: 238
Total study hours: 300

Learning Outcomes

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

Knowledge and understanding of key principles in molecular biology.
Practical experience of modern molecular biology and its application to solve research problems.
Experimental design within a biological research context.
Interpretation of biological data.
Organisation and presentation of experimental data.

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

Have a knowledge and understanding of:
Communication: ability to organise information clearly, present information in oral and written form, adapt presentation for different audiences.
Analytical skills: interpretation of data, marshalling of information from published sources, critical evaluation of own research and that of others.
Team work: the ability to work both independently and as part of a research group using peer support, diplomacy and collective responsibility.
Self-motivation and independence: time and workload management in order to meet personal targets and imposed deadlines.
Information technology: use of appropriate technology to retrieve, analyse and present scientific information.

Method of Assessment

Assessments associated with online workshops (Pass/Fail at 70% pass mark; multiple attempts permitted until pass mark is achieved)
Peer Review Assignment (40% of module mark)
Lab report (4,000 words) (60% of module mark)

Preliminary Reading

The reading list will be research articles, which will be used to drive a case-study based approach to learning. Students will be provided with their own copies of this reading material, but in some cases they will be set tasks for retrieving appropriate journal articles to which we already have access.

Pre-requisites

None

Synopsis *

The module aims to develop understanding and practical skills in molecular biology, based around interactive workshops, practical sessions and group work. The module will involve practical sessions covering key practical and transferable skills in molecular biology and biotechnology, in the context of an extended mini-project focused on CRISPR-Cas9-based genome editing - a cutting-edge technology with wide application in the biological sciences. These will be accompanied by interactive workshops and classes that review the theory of these techniques, and will use case studies to illustrate their impact and importance in both academic and industrial settings and in different biological contexts. Students will learn skills in experimental design using appropriate case studies that will embed them within the relevant research literature. They will also gain experience of analysis and statistical interpretation of complex experimental data.

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BI837 The Molecular and Cellular Basis of Cancer						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

Total Contact Hours: 27
Total Private Study Hours: 123
Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:
Demonstrate comprehensive understanding of the hallmarks of cancer.
Demonstrate extensive knowledge and understanding of the molecular changes that lead to the development of specific cancers.
Demonstrate wide-ranging understanding of the changes in cellular and tissue pathology in specific cancers.
Demonstrate a broad understanding of the global incidence of different type of cancer, their clinical manifestations and the risk factors in their development and treatment.
Demonstrate complete knowledge and understanding of the practical methods for distinguishing malignant and healthy tissue.

The intended generic learning outcomes. On successfully completing the module students will be able to:
Demonstrate the ability to organise information clearly, present information in a variety of forms, and adapt presentation for different audiences.
Interpret data accurately, marshalling information from published sources, and critically evaluate their own research and that of others.
Make use of constructive informal feedback from staff and peers and assess own progress to enhance performance and personal skills.
Demonstrate an ability to manage their time and workload efficiently to meet personal targets and imposed deadlines.
Demonstrate a professional ability to use appropriate technology to retrieve, analyse and present information.

Method of Assessment

Essay (2,000 words) – 50%
Examination (2 hours) – 50%
Academic year 2022/23 examined: Time-Bound Online Assessment

Preliminary Reading

Weinberg, R.A. (2014). The Biology of Cancer, Second Edition. New York: Garland Press

Pre-requisites

None

Synopsis <span style =

This module will introduce the key mechanisms, processes and factors that underpin cancer development, including oncogenes, tumour suppressor genes, growth factor signalling and angiogenesis. It will review the different types of cancer and their global incidence, comparing this with environmental and cultural risk factors. Inherited predisposition will be covered within the context of specific cancers, and the clinical and pathological manifestation of specific tumours will be explored in lectures.

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BI838 Genomic Stability and Cancer						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	50% Coursework, 50% Exam	

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:

Have a knowledge and understanding of:

Endogenous and exogenous sources of DNA damage and their relationship with cancer incidence.

Key mechanisms involved in maintaining genomic integrity.

The relevance of the biological response to DNA damage to disease incidence and therapy.

Biological investigation of DNA damage and its repair.

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

Organise information clearly, present information in oral and written form, adapt presentation for different audiences.

Interpret data, marshal of information from published sources, critically evaluate own research and that of others.

Make use of constructive informal feedback from staff and peers and assess own progress to enhance performance and personal skills.

Manage time and workload in order to meet personal targets and imposed deadlines.

Make use of appropriate technology to retrieve, analyse and present scientific information.

Method of Assessment

Critical analysis essay (2,500 words, 50%)

Exam (2 hours, 50%)

Academic year 2022/23 examined: Time-Bound Online Assessment

Preliminary Reading

DNA Repair and Mutagenesis, Friedberg et al, ASM Press (Second Edition)

The Biology of Cancer, Weinberg, Garland Science (Second Edition)

Pre-requisites

None

Synopsis *

This module introduces and develops knowledge in the key area of genomic maintenance. Students will learn how loss of genomic integrity leads to enhanced cancer incidence, and how biological processes and the environment contribute to genetic instability. Cellular mechanisms that lead to cancer incidence, together with those that protect cells from the onset of carcinogenic processes will be reviewed. This module will also examine the use of DNA damaging agents in cancer therapies, reviewing the most recent literature in this field.

BI840 Cancer Therapeutics: From the Laboratory to the Clinic						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 27
 Total Private Study Hours: 123
 Total Study Hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:
 Demonstrate comprehensive understanding and critically evaluate current clinical management of cancer.
 Demonstrate a critical appreciation of stages of pharmaceutical development in harnessing laboratory-based research through pre-clinical and in vivo evaluation and clinical trials.
 Demonstrate a broad understanding of the industrial and regulatory processes that lead to the licensing of therapeutic drugs.
 Demonstrate knowledge and understanding of the development of specific therapeutic agents and the complex processes that determine progression from the bench to the clinic, for instance small chemical entities and antibody conjugates.
 Demonstrate cutting-edge understanding and knowledge of the complexity of personalisation of medicine in the "omics" era.

The intended generic learning outcomes. On successfully completing the module students will be able to:
 Demonstrate the ability to organise information clearly, present information in a variety of forms, and adapt presentation for different audiences.
 Interpret data accurately, marshalling information from published sources, and critically evaluate their own research and that of others.
 Make use of constructive informal feedback from staff and peers and assess own progress to enhance performance and personal skills.
 Demonstrate an ability to manage their time and workload efficiently to meet personal targets and imposed deadlines.
 Demonstrate a professional ability to use appropriate technology to retrieve, analyse and present information.

Method of Assessment

Essay (1,000 words) – 50%
 Report (2,000 words) – 50%

Preliminary Reading

Ritter, J.M. et al. (2019). Rang and Dale's Pharmacology, Ninth Edition. London: Elsevier

Pre-requisites

None

Synopsis <span style =

This module provides students with critical perspectives upon current and emerging cancer therapies, how they are developed, and how they are applied in the clinical setting. The harnessing of scientific knowledge in the treatment of disease requires a complex series of highly regulated studies that must be performed under highly regulated legal and ethical frameworks. This module reviews the transition from promising cancer therapy to fully realised therapeutic agent, using specific therapies as examples. It will also discuss the emerging potential for personalised medicine based on patient-specific molecular biomarkers.

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BI841 The Science of Reproductive Medicine						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 82
 Private study hours: 218
 Total study hours: 300

Learning Outcomes

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

A broad knowledge and understanding of the scientific basis of reproductive medicine as outlined in the course content.
 The ability to synthesise and present their knowledge and understanding as a reasoned, coherent piece of work.
 The ability to search, synthesise and evaluate the scientific literature pertaining to reproductive medicine.
 The ability to analyse and apply unfamiliar data sets and apply the knowledge gained in unfamiliar situations.

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

An ability to search primary texts as well as secondary sources and marshal information effectively.
 A critical, analytical perspective on the scientific literature.
 Some independence of thought and originality in the presentation of a scientific document.
 The ability to reference the scientific literature properly and present a bibliography in a means consistent with a scientific document.
 The ability to present a range of scientific media (graphs, tables, figures, video, large datasets etc.) in an appropriate fashion.
 The ability to give a competent scientific presentation.

Method of Assessment

Ongoing assessment (~12) set by individual lecturers at the end of their teaching period, times and formats vary (50%)
 Presentation (10 minutes) (20%)
 Dissertation (3,000 words) (30%)

Preliminary Reading

Speroff L, Glass RH, Kase NG. Clinical Gynecologic Endocrinology and Infertility. Williams and Wilkins, Baltimore MD
 Shah K, Sivapalan G, Gibbons N, Tempest H, Griffin DK (2003) The genetic basis of infertility. Reproduction 126: 13-25
 Semen analysis: a new manual and its application to the understanding of semen and its pathology. Asian Journal of Andrology 12, 11-13 (January 2010)
 List of open access contemporary literature are regularly given to students before each session
 Existing Templeman Library research journal provision will be used for this module, with occasional Document Delivery service.

Pre-requisites

None

Synopsis */

The practice of reproductive medicine is underpinned by a scientific basis stretching back hundreds of years. New discoveries are being put into medical practice on a regular basis and reproductive medicine research is well known for its translational element. This module will explore the fundamentals of reproductive medicine, Obstetrics, Gynaecology, Urology, Andrology, Managing abnormal pregnancies and pre-term birth, Infectious diseases affecting reproduction, Sex determination, reproductive endocrinology, cancer and fertility, causes of infertility and Genetics. This module will be science-based, informed and led by the scientific and medical literature and modern discoveries.

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BI842 The IVF World						
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)	100% Coursework	
2	Tri-C Academy Dubai	Spring	M	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 45
Private study hours: 105
Total study hours: 150

Learning Outcomes

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

A broad knowledge and understanding of clinical and scientific aspects of IVF treatment as outlined in the course content.
The ability to search, synthesise and evaluate the scientific and medical literature pertaining to IVF.
The ability to analyse and evaluate unfamiliar scenarios and apply the knowledge gained in unfamiliar situations.
Competent practical skills similar to those practised by a clinical embryologist, (albeit using model organisms).
The ability present their skills as a well-presented laboratory notebook.

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

An ability to search primary texts as well as secondary sources and marshal information effectively.
A critical, analytical perspective of the medical literature.
Some independence of thought and originality in the presentation of a scientific document.
The ability to reference the scientific and medical literature properly and present a bibliography in a means consistent with a scientific document.
The ability to present a range of media (graphs, tables, figures, video, large datasets etc.) in an appropriate fashion.
The ability to give a competent scientific presentation.

Method of Assessment

30% - in-course assessment assignment of practical competences
70% - the quality of the reflective log and individual short tests e.g. media calculations, semen analysis, embryo grading, patient leaflet, mini-essay (1500 words), and final test (tests and calculations typically are from 20min – 1 hour)

Preliminary Reading

A Textbook of In Vitro Fertilization and Assisted Reproduction: The Bourn Hall Guide to Clinical and Laboratory Practice: Includes Bourn Hall Protocols on CD-ROM. Peter R. Brinsden Informa Healthcare; 3rd edition (August 12, 2005)
Students are given extra, current, reading lists in-course

Pre-requisites

None

Synopsis *

Around 1-2% of all babies in the UK are born by IVF, with varying figures in many other countries. Internationally, reproductive medicine generally, and IVF in particular, is an area in which the UK is world leading. This module will explore the many aspects of practical IVF (including ICSI, and PGD) and the factors that affect it. A feature of the module will be the presentation of similar issues from different perspectives e.g. that of the clinician, the counsellor and the laboratory manager.

A career as a scientist in reproductive medicine (e.g. clinical embryologist) is a popular path. Although the proposed module does not aim to address the specific goal of training prospective clinical embryologists in how to perform their operational tasks (such training is provided in-house in a highly regulated clinical environment and leads to a vocational qualification), this module will give students a realistic expectation of the likelihood of them excelling in, and enjoying, this popular career path. This module will thus explore the basics of lab technique and good practice, pipette making, egg collection and in-vitro maturation, sperm assessment, insemination, ICSI, embryo grading, assisted hatching, spreading and preimplantation diagnosis. For obvious reasons embryos from non-human model species (e.g. mouse, bovine, pig) will be used.

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BI845		MSc Project				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	M	60 (30)	100% Project	

Contact Hours

Total contact hours: 440 hours of laboratory time is available for students. The time used will depend on the nature of the project. In addition, there will be regular supervisory meetings and/or research group meetings.

Private study hours: Up to 600, depending on the balance of laboratory and non-laboratory work. This will depend on the project topic itself.

Total study hours: 600

Learning Outcomes

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

Have a knowledge and understanding of:

How to design a project based around specific research questions and hypotheses.

How appropriate technologies may be applied/adapted to address specific research questions and hypotheses.

How to design and execute experimental and/or analytical approaches to address specific research questions and hypotheses.

How to record experimental and/or analytical procedures and data appropriately.

How to present research in an appropriate, concise, informative and lucid style in keeping with high impact factor scientific journals and conference poster presentations.

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

Interpret their own laboratory data and/or data from other sources, obtain and interpret information from published sources, critically evaluate their own research and that of others.

Organise information clearly, present information in oral and written form, and adapt their presentation for different audiences.

Use appropriate technology to retrieve, analyse and present scientific information.

Work both independently and as part of a research group.

Demonstrate self-motivation and independence, including time and workload management in order to meet personal targets and imposed deadlines.

Method of Assessment

Poster (20%)

Dissertation (6,000 words: 80%)

Preliminary Reading

Required reading will be research project-dependent. Existing Templeman Library research journal provision will be sufficient for this module, with occasional Document Delivery service.

Pre-requisites

None

Synopsis *

Students will undertake an independent research project that will be designed by the student, in consultation with an academic supervisor, to address specific research questions. Students will be trained in key techniques relating to the project, and will work independently under the supervisor's guidance to design and execute experiments that will address the questions formulated earlier.

During the Spring term, students are assigned to supervisors by the project co-ordinators (members of academic staff, generally the co-ordinators of the individual MSc-T programmes). Students then meet with their project supervisor to discuss the general subject matter of the project and obtain guidance on background reading, following which the student and supervisor work together to design the project. Orientation sessions are provided covering laboratory health and safety and research ethics.

The research activities take place in the Summer term and vacation. Students are expected to dedicate 600 hours to their project work. Of this time, students taking "wet-lab" projects will spend at least 11 weeks working full time in a laboratory setting planning, carrying out and documenting experiments, with the remainder of the time allocated to background reading and report writing. There are informal opportunities to discuss the project work and relevant literature with the supervisor and other laboratory staff on an ongoing basis. Formal meetings may be arranged at the discretion of the student and supervisor.

Students undertaking "dry-lab" projects analyse published information (e.g. literature, databases) or unpublished data sets are expected to spend the same amount of time on their projects as "wet-lab" students. "Dry-lab" students are expected to meet with their supervisor at least once a week to discuss progress and ideas and to resolve problems.

At the end of the formal project time, students are allowed time to complete the final project report, although they are encouraged to start writing as early as possible during the Summer term. The supervisor provides feedback on content and style of a draft of the report, which should be in the style of a scientific report for publication in an appropriate scientific journal. In addition, students are expected to deliver their findings as a poster in a symposium organised by the School.

BI851 Advanced Molecular Processing for Biotechnologists and Bioengineers						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 62
 Private study hours: 238
 Total study hours: 300

Learning Outcomes

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

Have:

An overview of knowledge and understanding of key drivers and principles in drug design, systems biology, synthetic biology, bioenergy, cell engineering, bionanomaterials and protein/vaccine based drugs and their application to industrial biotechnology and bioengineering.

Practical experience of modern cell engineering and synthetic biology approaches.

Experimental design within a biotechnological and bioengineering research context.

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

Have:

Communication: ability to organise information clearly, present information in oral and written form, adapt presentation for different audiences including academic and industrial.

Analytical skills: interpretation of data, marshalling of information from published sources, critical evaluation of own research and that of others.

Team work: the ability to work both independently and as part of a research group using peer support, diplomacy and collective responsibility.

Self-motivation and independence: time and workload management in order to meet personal targets and imposed deadlines.

Information technology: use of appropriate technology to retrieve, analyse and present scientific information.

Scientific writing: ability to interpret and critique the findings of others and collectively develop an opinion in an area, communicating this via the presentation of theories and ideas in a review format.

Method of Assessment

Poster Assignment (20%)

Laboratory Practical Assignment (10%)

Journal Club Presentation (20%)

Mini Review Assignment, 3000 words maximum (40%)

Laboratory Practical Assignment (10%)

Preliminary Reading

The reading list will largely be the latest review and primary research articles in this area, which will be used to drive a case-study based approach to learning. Students will be provided with their own copies of this reading material, but in some cases they will be set tasks for receiving appropriate journal articles to which we already have access. Two key Journals will be Nature Biotechnology and Biotechnology and Bioengineering. Many basic biochemistry text books within the Library also cover much of the material which will be delivered.

Pre-requisites

None

Synopsis <span style =

This module will consider key areas of biotechnology and bioengineering including an introduction to drug discovery and design, systems biology and synthetic biology, gene expression and the engineering of cells to modulate cellular processes, the mechanics of cells from an engineering perspective, industrial biotechnology (specifically biofuels and small molecule systems biology), protein and vaccine based drugs, regenerative medicine and bionanomaterials. This will be delivered through workshops and seminars by specialists within the CMP and involve a number of course work assignments that will consider the most current research and thinking in these areas. This will be complemented by two three day practicals, one on mammalian cell engineering and the other on synthetic biology.

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BI852 Advanced Analytical and Emerging Technologies for Biotechnology and Bio						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 60
 Total Private Study Hours: 240
 Total Study Hours: 300

Learning Outcomes

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

- Demonstrate broad knowledge and understanding of key analytical technologies used in the analysis of cell-based expression systems in the biotechnology and bioengineering field.
- Demonstrate practical experience of modern analytical technologies utilised in academia and industry in the field.
- Display a fundamental understanding of the principles underlying spectroscopic, chromatographic, sequencing, microscopy, and physical methods of analysis.
- Demonstrate confidence when interpreting data from analytical analysis of products and samples.
- Demonstrate an assured ability to design appropriate analytical experiments to answer questions to be addressed.
- Demonstrate an appreciation of the importance of analysis for quality assurance, process monitoring and fundamental understanding of biological systems.

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

- Demonstrate an ability to organise information clearly, present information, and adapt presentation for different audiences including academic and industrial.
- Demonstrate confidence in interpreting data, marshal information from published sources, critically evaluate their own research and that of others.
- Demonstrate effective time and workload management in order to meet personal targets and imposed deadlines.
- Demonstrate use of appropriate technology to retrieve, analyse and present scientific information.

Method of Assessment

Data Handling and Interpretation (6-10 pages, including calculations/data handling/supporting material) – 25%
 Practical and Write-up (approx. 6 pages, including tables and figures)– 30%
 Presentation (10 minutes) – 25%
 In-Course Test (45 minutes) – 20%

Preliminary Reading

The reading list will largely be the latest review and primary research articles in this area, which will be used to drive a case-study based approach to learning. Students will be provided with their own copies of this reading material, but in some cases, they will be set tasks for receiving appropriate journal articles to which we already have access. Key Journals will be Nature Biotechnology, Analytical Chemistry, Analytical Biochemistry, Biotechnology and Bioengineering, and Genetic Engineering News to which the students can subscribe free of charge. Many basic biochemistry and chemistry textbooks within the Library also cover much of the material which will be delivered.

Pre-requisites

None

Synopsis <span style =

This module considers key areas of analytical technologies used for the analysis of proteins, small molecules and cells. This will include mass spectrometry techniques (GC-MS, ESI-MS, MALDI-ToF MS), crystallography and NMR, spectroscopy (UV-vis, IR, Raman, fluorescence, ESR), chromatography, DNA and RNA sequencing, bioinformatics, microscopy (AFM, EM), electrophoresis, (qRT)-PCR, 'omics' approaches, glycosylation profiling, cell based assays, simple fermentation control and measurements. Industrial case studies will be covered to demonstrate how different techniques and approaches are integrated in a commercial environment. Students will also be expected to design and implement a protocol aim at recovering and characterising a protein molecule from mammalian cell culture within set constraints and parameters. There will also be a visit to an industrial analytical laboratory to demonstrate such technologies in the work place. This will be delivered through workshops and seminars by specialists within the Industrial Biotechnology Centre (IBC) and involve a number of course work assignments that will consider the most current research and thinking in these areas. This will be complemented by a one week practical where the students are asked to design a process to purify and characterise a molecule and then use this to setup a crystallisation screen.

2022-23 Postgraduate Module Handbook

BI853		Bacterial Pathogens				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	M	15 (7.5)	60% Coursework, 40% Exam	

Contact Hours

Total contact hours: 28
 Private study hours: 122
 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 and a critical awareness of current problems and/or new insights related to bacterial pathogens.
 Demonstrate comprehensive understanding of techniques applicable to bacterial pathogen research.
 Understanding how our current knowledge impacts upon future research to combat the spread of bacterial infections.
 Critically evaluate current research in the field of bacterial pathogens and to evaluate methodologies/research findings and develop critiques of them.

The intended generic learning outcomes. On successfully completing the module students will be able to:
 Organise information clearly and present information for different audiences.
 Interpret data, marshal information from published sources, and critically evaluate own research and that of others.
 Work both independently and as part of a research group using peer support, diplomacy and collective responsibility.
 Manage time and workload in order to meet personal targets and imposed deadlines.
 Use appropriate technology to retrieve, analyse and present scientific information.

Method of Assessment

Assignment – computer workshop (30%)
 Assignment – 10 minute presentation (30%)
 Exam - 2h (40%)

Preliminary Reading

The reading list will be research articles, which will be used to drive a case-study based approach to learning. Students will be provided with their own copies of this reading material, but in some cases they will be set tasks for receiving appropriate journal articles to which we already have access.

Pre-requisites

None

Synopsis <span style =

The module aims to develop an in depth understanding of bacterial pathogens, based around lectures and interactive workshops. Key topics include Gram-negative pathogens (e.g. *E. coli*, *Pseudomonas*), Gram-positive pathogens (e.g. *Staphylococcus aureus*, *Bacillus anthracis*, *Mycobacterium tuberculosis*), current and emerging virulence traits (e.g. adhesion, invasiveness, enhanced spread, toxin production, antimicrobial drug resistance). The module will involve a rotation of seminars covering key theoretical concepts, mechanistic insights into host: pathogen interactions, and discussion of practical approaches to combat the spread of bacterial infections. These will be accompanied by interactive workshops wherein students will analyse, present and discuss the relevant research literature. In addition, a computer workshop will provide bioinformatics training for the analysis of genomic traits pertaining to bacterial virulence. The students will gain experience in scientific design, literature analysis, scientific communication and the analysis and interpretation of complex experimental data.

2022-23 Postgraduate Module Handbook

BI854 Fungi as Human Pathogens						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	60% Coursework, 40% Exam	

Contact Hours

Total contact hours: 28
Private study hours: 122
Total study hours: 150

Learning Outcomes

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

A systematic understanding of and a critical awareness of current problems and/or new insights related to fungal pathogens.

A comprehensive understanding of techniques applicable to fungal pathogen research.

Understanding how our current knowledge impacts upon future research to combat the spread of fungal infections.

An ability to critically evaluate current research in the field of fungal pathogens and to evaluate methodologies/research findings and develop critiques of them.

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

Have:

Communication: ability to organise information clearly, present information in oral and written form, adapt presentation for different audiences.

Analytical skills: interpretation of data, marshalling of information from published sources, critical evaluation of own research and that of o.

Team work: the ability to work both independently and as part of a research group using peer support, diplomacy and collective responsibility.

Self-motivation and independence: time and workload management in order to meet personal targets and imposed deadlines.

Information technology: use of appropriate technology to retrieve, analyse and present scientific information.

Method of Assessment

Assignment (25%). Assessment consists of 7 questions. 4 questions require a concise (yes/no) answer or a numerical answer. 3 questions require a short written essay with the following word limit: Q3: 300 words; Q6: 200 words; Q7: 350 words.

Presentation (25%)

Assignment (10%) Word Limit: 1000 words including figure legends

Exam (40%)

Preliminary Reading

The reading list will be research articles, which will be used to drive a case-study based approach to learning. Students will be provided with their own copies of this reading material, but in some cases, they will be set tasks for receiving appropriate journal articles to which we already have access.

Pre-requisites

None

Synopsis <span style =

The module aims to develop an in depth understanding of fungal pathogens, based around lectures and interactive workshops. Key topics include severe, recurrent and chronic fungal diseases (such as cryptococcal meningitis, candidiasis and chronic pulmonary aspergillosis).and molecular mechanisms underlying resistance to anti-fungal drugs. The module will involve a rotation of seminars covering key theoretical concepts, mechanistic insights into host:pathogen interactions, and discussion of practical approaches to combat the spread of fungal infections. These will be accompanied by interactive workshops wherein students will analyse, present and discuss the relevant research literature. The students will gain experience in scientific design, literature analysis, scientific communication and the analysis and interpretation of complex experimental data.

2022-23 Postgraduate Module Handbook

BI855 Advances in Parasitology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	60% Coursework, 40% Exam	

Contact Hours

Total contact hours: 28
 Private study hours: 122
 Total study hours: 150

Learning Outcomes

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

Have:

A systematic understanding of and a critical awareness of current problems and/or new insights related to eukaryotic pathogens.

A comprehensive understanding of techniques applicable to research involving parasites.

An understanding how our current knowledge impacts upon future research to combat the spread of parasitic infections.

An ability to critically evaluate current research in the field of parasitology and to evaluate methodologies/research findings and develop critiques of them.

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

Have:

Communication: ability to organise information clearly, present information in oral and written form, adapt presentation for different audiences.

Analytical skills: interpretation of data, marshalling of information from published sources, critical evaluation of own research and that of others.

Teamwork: the ability to work both independently and as part of a research group using peer support, diplomacy and collective responsibility.

Self-motivation and independence: time and workload management in order to meet personal targets and imposed deadlines.

Information technology: use of appropriate technology to retrieve, analyse and present scientific information.

Practical skills: use of appropriate tools and laboratory techniques to retrieve scientific information.

Method of Assessment

Assignment (10%) – 2000 words
 Presentation (25%)
 Assignment (25%)
 Exam (40%) – 2 hours

Preliminary Reading

The reading list will be research articles, which will be used to drive a case-study based approach to learning. Students will be provided with their own copies of this reading material, but in some cases, they will be set tasks for receiving appropriate journal articles to which we already have access.

Pre-requisites

None

Synopsis <span style =

The module aims to develop an in depth understanding of eukaryotic pathogens, based around lectures and interactive workshops. Key topics include: Introduction to parasitology (parasitism as a strategy), Evolution and taxonomy of parasitic protozoa, Cell structures and functions, Molecular biology of parasitic protozoa, The unique biochemistry of parasitic protozoa, Apicomplexa (Plasmodium, Toxoplasma, Babesia, Cryptosporidium), Parasitic Excavates (Trypanosoma, Leishmania, Naegleria, Trichomonas), Overview of medically important helminths, Host-parasite-vector immune interactions. The module will involve a rotation of seminars covering key theoretical concepts, mechanistic insights into host: pathogen interactions, and discussion of practical approaches to combat the spread of parasitic infections. These will be accompanied by interactive workshops wherein students will analyse, present and discuss the relevant research literature. In addition, a laboratory workshop will provide training for the identification of medically important parasites using microscopy and molecular biology techniques. The students will gain experience in scientific design, literature analysis, scientific communication and the analysis and interpretation of complex experimental data.

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BI856		Viral Pathogens				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 28
 Private study hours: 122
 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 key principles in virology.
 Critical understand modern virology and its application to solve research problems.
 Apply principles of experimental design within a biological research context.
 Critical interpret biological data.
 Organise and present experimental data.

The intended generic learning outcomes. On successfully completing the module students will be able to:
 Organise information clearly and present information for different audiences.
 Interpret data, marshal information from published sources, and critically evaluate own research and that of others.
 Work both independently and as part of a research group using peer support, diplomacy and collective responsibility.
 Manage time and workload in order to meet personal targets and imposed deadlines.
 Use appropriate technology to retrieve, analyse and present scientific information.

Method of Assessment

Written assessment (News and Views Article, 1,500 words) (60%)
 Presentation (15 minutes, 40%)

Preliminary Reading

The reading list will be research articles from key scientific journals that address virology, which will be used to drive a case-study based approach to learning. Students will be provided with their own copies of this reading material, but in some cases they will be set tasks for receiving appropriate journal articles to which we already have access.

Pre-requisites

None

Synopsis <span style =

The module aims to develop understanding and analytical skills in virology, based around interactive seminars wherein students will analyse, present and discuss the relevant research literature. The students will gain experience in scientific design, literature analysis, scientific communication and the analysis of complex experimental data.

2022-23 Postgraduate Module Handbook

BI859 Practical Molecular Biology and Genome Editing						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Availability

Not available as an elective module

Contact Hours

Private Study: 127

Contact Hours: 33

Total: 150

Learning Outcomes

1. Demonstrate thorough understanding of key principles in molecular biology and their cutting edge developments;
2. Demonstrate extensive understanding of practical modern molecular biology and genome editing, and its application to solve discipline-specific research problems;
3. Demonstrate comprehensive understanding of the principles of hypothesis-driven experimental research design and data analysis within a biological research context.

Method of Assessment

- Lab Report (4,000 words) – 100%

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 *

The module aims to develop understanding and practical skills in molecular biology, based around interactive workshops, practical sessions and group work. The module will involve practical sessions covering key practical and transferable skills in molecular biology and biotechnology. The module will feature an extended mini-project focused on CRISPR-Cas9-based genome editing - a cutting-edge technology with wide application in the biological sciences – alongside presentation of findings in extended written report format to provide experience of the dissemination platform widely used in biological research.

BI860 Research, Ethics and Impact						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 26

Private study hours: 124

Total study hours: 150

Learning Outcomes

1. Demonstrate critical understanding of the engagement of scientists with different public, private and professional stakeholders.
2. Place current biological research and advanced scholarship within an ethical context.
3. Demonstrate systematic knowledge and understanding of the global impact of discipline-specific research.

Method of Assessment

Essay (1,500 words) (30%)

Scientific blog, covering topical science for a public audience (2,500 words) (70%)

Preliminary Reading

J. Gregory, S. Miller, Science in Public: Communication, Culture and Credibility (Perseus, US, 2000)

Synopsis *

Science has a profound influence on public life. This module considers the ways in which different professional and public groups interact with science and scientists, and how this influences the work that scientists do. It considers the social roles and responsibilities of scientists beyond their own scientific research, the context in which science operates, and the careers that exist for scientists outside of the traditional laboratory environment. In considering specific scientific developments in light of ethics, policy, media and public perception, the module will develop a range of academic skills that support learning in more specialised modules. It also provides transferable skills valued in the science sector, particularly science communication.

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BI861 Research Skills in Cancer Biology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework with Pass/Fail Elements	

Availability

Not available as an elective module

Contact Hours

Private Study: 22

Contact Hours: 128

Total: 150

Learning Outcomes

1. Demonstrate conceptual understanding, critically appraise and analyse research data comprehensively;
2. Demonstrate thorough understanding and apply computational and bioinformatics techniques to research questions;
3. Place widely-applied research skills extensively in a subject-specific context of cancer biology.

Method of Assessment

- Peer Review Assignment – 50%
- Research Proposal Presentation (20 minutes) – 50%

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 <span style =

This module will develop the advanced research skills that are required in modern biological research and transferable across biological research disciplines. This will include the development of skills in bioinformatics, statistical analysis, research publication and peer review through a combination of online exercises, seminars and group work. These skills will be discussed, enhanced and contextualised in tutorials that consider their application of these skills through consideration of literature and case studies drawn from the field of cancer biology.

BI862 Pathogen Diagnosis, Therapeutics and Vaccines						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 24

Private study hours: 126

Total study hours: 150

Learning Outcomes

1. A systematic understanding of and a critical awareness of current problems and/or new insights related to pathogen diagnosis, therapeutics and vaccines.
2. A comprehensive understanding of techniques applicable to study pathogen diagnosis, therapeutics and vaccines.
3. An understanding how our current knowledge impacts upon future research to develop new approaches for pathogen diagnosis, therapeutics and vaccines.
4. An ability to critically evaluate current research in the field of pathogen diagnosis and vaccination and to evaluate methodologies/research findings and develop critiques of them.

Method of Assessment

Presentation (30%)

Project Report (2,500 words) (70%)

Preliminary Reading

The reading list will be comprised of research articles, which will be used to drive a case-study based approach to learning.

Synopsis <span style =

As recent outbreaks of infectious diseases have illustrated, it is imperative to develop rapid diagnostics, effective therapeutics and new vaccines to combat emerging infections that are difficult to treat. This module will cover the approaches used in pathogen diagnosis as well as the cutting edge therapeutics available for the treatment of infectious diseases. The module will also focus on the biotechnological aspects of vaccine development.

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BI863 Research Skills in Infectious Diseases						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework with Pass/Fail Elements	

Availability

Not available as an elective module

Contact Hours

Private Study: 22

Contact Hours: 128

Total: 150

Learning Outcomes

1. Demonstrate conceptual understanding , critically appraise and analyse research data comprehensively;
2. Demonstrate thorough understanding and apply computational and bioinformatics techniques to research questions;
3. Place widely-applied research skills extensively in a subject-specific context of infectious disease.

Method of Assessment

- Peer Review Assignment – 50%
- Research Proposal Presentation – 50%

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 <span style =

This module will develop the advanced research skills that are required in modern biological research and transferable across biological research disciplines. This will include the development of skills in bioinformatics, statistical analysis, research publication and peer review through a combination of online exercises, seminars and group work. These skills will be discussed, enhanced and contextualised in tutorials that consider their application of these skills through consideration of literature and case studies drawn from the field of infectious disease research.

BI864 Research Skills in Biotechnology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework with Pass/Fail Elements	

Availability

Not available as an elective module

Contact Hours

Private Study: 22

Contact Hours: 128

Total: 150

Learning Outcomes

1. Demonstrate conceptual understanding , critically appraise and analyse research data comprehensively;
2. Demonstrate thorough understanding and apply computational and bioinformatics techniques to research questions;
3. Place widely-applied research skills extensively in a subject-specific context of biotechnology.

Method of Assessment

- Peer Review Assignment – 50%
- Research Proposal Presentation – 50%

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 <span style =

This module will develop the advanced research skills that are required in modern biological research and transferable across biological research disciplines. This will include the development of skills in bioinformatics, statistical analysis, research publication and peer review through a combination of online exercises, seminars and group work. These skills will be discussed, enhanced and contextualised in tutorials that consider their application of these skills through consideration of literature and case studies drawn from the field of biotechnology.

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BI865 Research Skills in Reproductive Medicine						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework with Pass/Fail Elements	

Availability

Not available as an elective module

Contact Hours

Private Study: 22

Contact Hours: 128

Total: 150

Learning Outcomes

1. Demonstrate conceptual understanding, critically appraise and analyse research data comprehensively;
2. Demonstrate thorough understanding and apply computational and bioinformatics techniques to research questions;
3. Place widely-applied research skills extensively in a subject-specific context of reproductive medicine.

Method of Assessment

- Peer Review Assignment – 50%
- Research Proposal Presentation – 50%

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 <span style =

This module will develop the advanced research skills that are required in modern biological research and transferable across biological research disciplines. This will include the development of skills in bioinformatics, statistical analysis, research publication and peer review through a combination of online exercises, seminars and group work. These skills will be discussed, enhanced and contextualised in tutorials that consider their application of these skills through consideration of literature and case studies drawn from the field of reproductive medicine.

BI866 Biology of Global Pathogens						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 23

Private study hours: 127

Total study hours: 150

Learning Outcomes

1. A systematic understanding of and a critical awareness of current problems and/or new insights related to molecular pathogenesis.
2. A comprehensive understanding of techniques applicable to microbial pathogen research.
3. An understanding of how our current knowledge impacts upon future research to combat the spread of microbial infections.
4. An ability to critically evaluate current research in the field of microbial pathogens and to evaluate methodologies/research findings and develop critiques of them.

Method of Assessment

Journal club presentations (30%)

Exam (70%)

Academic year 2022/23 examined: Time-Bound Online Assessment

Preliminary Reading

The reading list will be comprised of research articles, which will be used to drive a case-study based approach to learning.

Synopsis <span style =

As microbial pathogens pose an increasing threat to human health, it is imperative to improve our fundamental understanding of how these organisms survive during infection and cause disease. This module will cover the molecular pathogenicity of a variety of globally important microbial pathogens, and will provide students with the ability to critically analyse the molecular mechanisms that enable certain key pathogens to cause disease. Examples may be drawn from bacteria, fungi, viruses and/or eukaryotic parasites.

BI867 Outbreaks, Epidemics and Pandemics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

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

Learning Outcomes

1. A systematic understanding of and a critical awareness of current problems and/or new insights related to outbreaks, epidemics and pandemics.
2. A comprehensive understanding of techniques applicable to epidemiological research.
3. An understanding how our current knowledge impacts upon future research to combat the spread of microbial infections.
4. An ability to critically evaluate current research in the field of epidemiology and to evaluate methodologies/research findings and develop critiques of them.

Method of Assessment

Computer practical (30%)
Exam (70%)
Academic year 2022/23 examined: Time-Bound Online Assessment

Preliminary Reading

The reading list will be comprised of research articles, which will be used to drive a case-study based approach to learning.

Synopsis */

As COVID-19 has clearly demonstrated, there is an urgent need to improve our understanding of disease outbreaks and how to mitigate their impact upon human health. This module will cover the fundamentals of epidemiology, including the theory and practical approaches to study disease outbreaks. High profile examples will be analysed in terms of their human impact and disease tracking, and aspects of public health strategies and policy will be addressed.

BI868 Infection and Antimicrobial Resistance						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

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

Learning Outcomes

1. A systematic understanding of and a critical awareness of current problems and/or new insights related to infection and antimicrobial resistance.
2. A comprehensive understanding of techniques applicable to infection and antimicrobial resistance.
3. An understanding how our current knowledge impacts upon future research to combat the spread of resistant microbial infections.
4. An ability to critically evaluate current research in the field of antimicrobial resistance and to evaluate methodologies/research findings and develop critiques of them.

Method of Assessment

Journal club presentation (30%)
Exam (70%)
Academic year 2022/23 examined: Time-Bound Online Assessment

Preliminary Reading

The reading list will be comprised of research articles, which will be used to drive a case-study based approach to learning.

Synopsis */

As we face the threat of a post-antimicrobial era, it is of paramount importance that we understand the mechanisms of antimicrobial resistance in the context of infection. This module will cover the fundamentals of clinical microbiology, antimicrobials and their targets, mechanisms underpinning antimicrobial resistance, and the host:pathogen interactions that influence antimicrobial efficacy.

BI870 Molecular Cytogenetics and Preimplantation Genetic Testing						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 30

Total Private Study Hours: 120

Total Study Hours: 150

Learning Outcomes

1. Demonstrate a broad knowledge and understanding of clinical and scientific aspects Molecular Cytogenetics and Preimplantation Genetic Testing (PGT) as outlined in the course content.
2. Demonstrate the ability to search, synthesise and evaluate the scientific and medical literature pertaining to PGT.
3. Demonstrate the ability to analyse and evaluate unfamiliar scenarios and apply the knowledge gained in unfamiliar situations.
4. Demonstrate confident practical skills like those practised in the world of PGT and molecular cytogenetics.
5. Demonstrate the ability to record their practical skills and findings and present them as a well organised laboratory notebook.

Method of Assessment

- * In-Course Test x 6 (10 minutes each) – 20%
- * Reflective Log (1,000 words) – 20%
- * Karyotyping Test (60 minutes) – 20%
- * Presentation (15 minutes) – 20%
- * Final Test (45 minutes) – 20%

Both the karyotyping test and the presentation are compulsory sub-elements and must be passed to complete the module

Preliminary Reading

Griffin, D.K. and Harton, G.L., eds. (2020). Preimplantation Genetic Testing: Recent Advances in Reproductive Medicine. Boca Raton, London, New York: CRC Press.

Kuliev, A Rechitsky, S., and Simpson, J.L. (2020). Practical Preimplantation Genetic Testing. Cham: Springer.

Synopsis

The aim of this module is to give students a basic understanding of molecular and cytogenetic techniques and their applications in the field of clinical diagnosis e.g. for infertility or prenatal diagnosis and biological research. Throughout the course there will be both theoretical and practical elements to the course enabling them to have hands-on experience with molecular cytogenetic tools. Students will be examined on both theoretical and practical elements to assess hands-on skills and understanding of the techniques involved. They will be provided with a lab book in which they should take notes during each of the sessions, the quality of this will also be assessed.

BI871 Biotechnology in Action						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework with Pass/Fail Elements	

Contact Hours

Total Contact Hours: 22
 Total Private Study Hours: 128
 Total Study Hours: 150

Learning Outcomes

1. Demonstrate critical and systematic knowledge and understanding of the biotechnology sector and its impact on sustainable development.
2. Demonstrate reflective consideration of their current and future role within the biotechnology industry.
3. Demonstrate an ability to identify current trends and advanced research findings in biotechnology and how these might be translated into application.
4. Recognise the range of scientific career structures in the biotechnology sector.

Method of Assessment

- * Reflective Written Assignment (2,000 words) – 50%
- * Essay (2,000 words) – 50%
- * Presentation (10 minutes) – Pass/Fail

Both the reflective writing assignment and the presentation are compulsory sub-elements and must be passed to complete the module.

Preliminary Reading

Generally, the reading list will consist of the latest scientific reviews and published papers in the area. Additional indicative reading may include:

- Khoobchandani, M. and Saxena, A. (2019). *Biotechnology Products in Everyday Life (EcoProduction)* 1st Edition. Cham, Switzerland: Springer International.
- Shimasaki, C.D.D. (2014). *The Business of Bioscience: What goes into making a Biotechnology Product*. New York: Springer-Verlag.
- Simon, F. and Giovannetti, G. (2017). *Managing Biotechnology from Science to Market in the Digital Age*. New Jersey: John Wiley & Sons.
- Thieman, W.J. and Palladino, M.A. (2019). *Introduction to Biotechnology*. Fourth Edition; Global edition. London: Pearson Education.
- Wittmann, C. and Liao, J. (2017). *Industrial Biotechnology Products and Processes*. New Jersey: Wiley.

Synopsis *

This module provides students with critical perspectives on the biotechnology. With a focus on the biotechnology industry, the module encourages students to harness scientific knowledge in an industrial biotechnology context, considering the transition from promising research findings into application. Specific examples will demonstrate development of findings into commercial application and the process and regulatory structure within which this takes place. Application of new scientific approaches and techniques into biotechnology and regulatory acceptance will be covered. The latest scientific developments in the wider biotechnology field in the literature will also be examined and how these might impact the field in the future. The role of biotechnology in addressing local and global health, social, economic, and environmental challenges as aligned with the UN sustainable development goals will be considered. The module provides perspective from external speakers in the biotechnology sector, providing professional insights and networking opportunities.

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CB600 Games and Networks						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	70% Exam, 30% Coursework	
2	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

CB8000 Employee Resourcing						
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 of employee resourcing and its links with organisational theory.
- Have knowledge and understanding of the development and evaluation of employee resourcing and talent management strategies, diversity management and flexible working initiatives.
- Critically assess the approaches and principle techniques and developments, both existing and emerging, of employee resourcing from the creation of a human resource plan, through recruitment, selection, socialisation, performance management, employee turnover, employee retention and review to eventual employee release.
- Understand and critically evaluate the wider environmental content, particularly the major features of employment markets from which organisations source staff, and the ways in which this external environment evolves or changes.
- Understand the requirement to secure compliance of all appropriate ethical and legal obligations and the co-operation of relevant stakeholders in the design and implementation of resourcing processes.
- Evaluate talent planning and success planning exercises, employee retention and staff retention strategies, and their links to long-term organisational performance.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Set employee resourcing in the wider context of general organisational management.
- Critically assess and evaluate the impact of employee resourcing on management and the performance of organisations.
- Develop analytical skills by linking 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:
 Case study (2000 words) (40%)
 Examination, 2 hour (60%).

Reassessment method:
 100% Exam

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Preliminary Reading

- Beardwell J. and Thompson, A. (2014) Human Resource Management: A contemporary approach, 7th Edn. Harlow: FT Prentice Hall
- Boxall P. and Purcell J. (2011) Strategy and Human Resource Management, 3rd Edn. Basingstoke: Palgrave Macmillan
- Bratton & Gold (2017) Human Resource Management: Theory & Practice, 3rd Edn. Basingstoke: Palgrave Macmillan
- Kramar R. and Syed J. (2012) Human resource management in a global context, Basingstoke: Palgrave Macmillan
- Legge, K. (2005) Human Resource Management: Rhetorics and Realities, Anniversary Edn. Portsmouth, NH: Heinemann.
- Marchington M. and Wilkinson A. (2008) HRM at Work: People Management & Development, London: CIPD
- Pilbeam, S. and Corbridge, M. (2010), People Resourcing and Talent Planning: HRM in Practice, 4th Edn. Harlow FT: Prentice Hall.
- Storey J. (2007) Human Resource Management: A Critical Text, London: Cengage
- Taylor S. (2014) Resourcing and Talent Management, 6th Edn. London: CIPD
- Torrington D., Hall, L. and Taylor S. (2014) Human Resource Management, Harlow: FT Prentice Hall

Wilkinson, A. & Redman T. (2013) Contemporary Human Resource Management: Text and Cases, Harlow: FT Prentice Hall

Synopsis <span style =

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.

Topics included may be:

- Employee Resourcing in context: the changing world of work and major features of national and international employment markets
- The Strategic Importance of employee resourcing and approaches to employee resourcing including resourcing and talent management, diversity management and flexible working initiatives.
- The role of business ethics and organisational stakeholders in the practice of employee resourcing and talent management.
- Human Resource Planning – talent and succession planning
- Recruitment, Selection and Induction
- People Management: socialisation and improving performance
- Employee turnover and employee retention
- Managing release: retirement, redundancy and dismissal.

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:

- Critically evaluate the theory of employee resourcing and its links with organisational theory.
- Have knowledge and understanding of the development and evaluation of employee resourcing and talent management strategies, diversity management and flexible working initiatives.
- Critically assess the approaches and principle techniques and developments, both existing and emerging, of employee resourcing from the creation of a human resource plan, through recruitment, selection, socialisation, performance management, employee turnover, employee retention and review to eventual employee release.
- Understand and critically evaluate the wider environmental content, particularly the major features of employment markets from which organisations source staff, and the ways in which this external environment evolves or changes.
- Understand the requirement to secure compliance of all appropriate ethical and legal obligations and the co-operation of relevant stakeholders in the design and implementation of resourcing processes.
- Evaluate talent planning and success planning exercises, employee retention and staff retention strategies, and their links to long-term organisational performance.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Set employee resourcing in the wider context of general organisational management.
- Critically assess and evaluate the impact of employee resourcing on management and the performance of organisations.
- Develop analytical skills by linking 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.

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Method of Assessment

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

Reassessment methods
100% Exam

Restrictions

Compulsory to the following courses:
MSc Human Resource Management; MSc Human Resource Management with an Industrial Placement

Synopsis <span style =

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 may include:

- Employee Resourcing in context: the changing world of work and major features of national and international employment markets
- The Strategic Importance of employee resourcing and approaches to employee resourcing including resourcing and talent management, diversity management and flexible working initiatives.
- The role of business ethics and organisational stakeholders in the practice of employee resourcing and talent management.
- Human Resource Planning – talent and succession planning
- Recruitment, Selection and Induction
- People Management: socialisation and improving performance
- Employee turnover and employee retention
- Managing release: retirement, redundancy and dismissal.

CB8001		Employment Relations				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	

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 of employment relations and its links with organisational theory.
- Develop an understanding and knowledge of the underpinning rationale for employment relations and its strategic importance to an organisation.
- Critically assess the processes and skills, both existing and emerging in employment relations and their contribution to employee commitment and organisational performance.
- Understand and critically evaluate the wider environmental context within which 'employment relations' is located and the implications for competing in a competitive global economy.
- Understand the requirement to work with all appropriate stakeholders for mutual gains in the design, enactment and implementation of employment relations.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods:
Individual report (2000 words) (40%)
Examination, 2 hour (60%).

Reassessment method:
100% Exam

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Preliminary Reading

Blyton, Paul, Turnbull, Peter, (2004), The Dynamics of Employee Relations, Basingstoke: Palgrave Macmillan

Cully, Mark, (1999) Britain at work: As depicted by the 1998 Workplace Employee Relations Survey, London: Routledge

Edwards, P. K, (2003) Industrial relations: Theory and practice, 2nd Edition, London: Blackwell Publishing

Hollinshead, Graham, (2003), Employee relations, 2nd Edition, London: FT Prentice Hall

Pre-requisites

BUSN9046 – Human Resource Management & Development in Practice

Synopsis <span style =

The curriculum will provide students with a range of theoretical and practical knowledge, providing them with the opportunity to think critically and evaluate the theory and practice of employment relations. This will enable students to develop and apply employment relations to specific organisational contexts and consider the implications of employment relations for employee commitment, organisational change and organisational performance in a competitive global economy.

Topics included may be:

- The context of employment relations: the employment relationship and the psychological contract, workplace decision making, the organisational context, the labour market, the economy, European Union and historical background.
- Theories and perspectives of employment relations
- The actors in employment relations: the roles of managers, employees and the state. Issues to be discussed include: management styles and strategies, the role of employer associations and trade unions, the role of the state as an economic manager, regulator and employer and the role of state agencies.
- Employment relations processes: employee involvement and participation, collective bargaining, individual bargaining and negotiation, joint consultation and the rise of alternative forms of representation, non-union workplaces, industrial conflict and dispute resolution, pay determination, employee commitment and organisational change.
- Employment relations outcomes: the impact of employment relations on firm performance and national economic performance and employee commitment and agreement types.
- Employment relations skills: grievances, disciplinarys, redundancies and termination of employment, negotiation, change and problem solving.
- Employment law: historical background, institutions of employment law, individual and collective employment law, implications of EU membership for employment law.
- Occupational health and safety: the legal framework, the rights and duties of employers and employees, safety management, the role and function of health and safety committees and contemporary trends in health and safety

CB8004		Auditing				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% Coursework	

CB8005		Consultancy, Negotiations and Research Skills				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
5	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
5	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 24

Private study hours: 126

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 comprehensive understanding and application of management and consultancy skills through critical thinking, appraisal and problem analysis.
- demonstrate enhanced negotiation skills through group work, case-studies exercise and role play.
- demonstrate the application of knowledge and practical understanding in order to identify a dissertation topic relevant to the programme subject in order to design a research project and write a well-crafted research proposal.

The intended generic learning outcomes:

On successfully completing the module students will be able to:

- carry out an effective literature search using electronic sources and accurately summarise the literature sources and critically evaluate their relevance.
- develop an understanding of range of qualitative and quantitative research methods and demonstrate originality in the analysis of research data with due consideration to ethical requirements.
- demonstrate effective communication skills,
- develop personal effectiveness: self-awareness and self-management; time management; sensitivity to diversity in people and in different situations.
- evaluate and develop a range of skills required to successfully engage in management consultancy and develop competencies valued by employers to enhance employability prospects.
- develop ability to plan, work and study independently and to use resources in a way which reflects best current practice and anticipated future practice

Method of Assessment

Main assessment methods

Consultancy and Negotiation Group Project (1000 words) (30%) + group presentation – 15-20 minutes (20%)

Research Project proposal (1000 words) (40%).

Attendance, participation and engagement (10%)

Reassessment methods

Reassessment Instrument: 100% coursework.

Preliminary Reading

Bryman, A. and Bell, E. (2006) "Business Research Methods", Oxford University Press

Burtonshaw-Gunn S. (2010). Essential Tools for Management Consulting: Tools, Models and Approaches for Clients and Consultants. John Wiley and Sons Ltd.

Cohen, S. (2002) Negotiating Skills for Managers, McGraw-Hill Companies

Cope, M. (2003), The Seven Cs of Consulting: the Definitive Guide to the Consulting Process, Pearson Education Ltd.

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

McMillan, K., Weyers, J. (2011). How to Write Dissertations and Project Reports. Pearson Education Limited.

Saunders, M., Lewis, P. (2012) Doing Research in Business and Management: An Essential Guide to Planning Your Project. Prentice Hall.

Pre-requisites

None

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Synopsis *

Employers are in search for individuals who possess logical thinking, analytical capability, leadership, communication and negotiation skills and the ability to work under pressure. This module will equip you with skills of consultancy, negotiation and fundamentals of research methodology. Experts from the industry will be invited to share their real-world experiences and to inspire with their success stories.

The module covers three main areas. Indicative topics include:

- . Consultancy skills: Approaches to analyse a series of real-world problems in a structured manner and then develop solution diagnosis to such problems will be taught. Consultancy and report writing skills will also be taught.
- Negotiation skills: Approaches to manage conflict, optimise beneficial compromise, fair play and improve people management skills.
- Research methodology: Fundamentals of research methodology, such as data gathering, preparation and analysis and project management skills.

CB8006 Financial Statement Analysis						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	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:

- Understand and use different valuation models to value companies.
- Analyse the annual reports and accounts of companies.
- Make critical comment on the role and usefulness of financial statements in company valuation.
- Extract, analyse and interpret corporate accounting and financial data from multiple sources.
- Understand the impact of credit analysis/debt rating in corporate financing.
- Value companies at the time of mergers/acquisitions
- Understand the implications of market-based accounting research for financial statement analysis.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Develop practical skill on the use of financial information for the valuation of a company.
- Develop ability to compute and interpret different financial ratios.
- Develop a framework to assess the usefulness of financial information in making a decision.
- Develop ability to plan, work and study independently.
- Develop ability to critically evaluate the usefulness of annual reports and accounts for the analysis of a company.
- Write a research report from the analysis of financial information reported by the companies in their annual reports and accounts.
- Develop ability to analyse and evaluate financial statements reported by the companies.
- Develop ability to work in a group environment through group assignment

Method of Assessment

Main assessment methods:

Group Presentation (20%)
 Essay (2000 words) (20%)
 Final Report (5000 words) (60%).

Reassessment method:

100% coursework

Preliminary Reading

Barker, R. (2001) Determining Value: valuation models and financial statements, Harlow: Pearson

Kim, K.A and Nofsinger, J.A. (2004) Corporate Governance, 2nd edn, New Jersey: Pearson Prentice Hall

Palepu, K.G, Healey, P.M and Peek, E. (2013), Business Analysis and Valuation. 3rd edn. IFRS Edition, Text and Cases, London: Thompson

White, G.I., Sondhi, A.C and Fried, D. (2003) The Analysis and Use of Financial Statements, 3rd edn, International edition, New Jersey: Wiley

Pre-requisites

None

Synopsis *

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

Indicative topics are:

- A framework for business analysis and valuation;
- Financial analysis/ratio analysis;
- Valuation theory and concepts;
- Quality of earnings;
- Security analysis;
- Credit analysis and financial distress prediction;
- Mergers and acquisitions.

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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 collaboratively 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 <span style =

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

CB8011 Essentials of Financial Risk Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	
4	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	
5	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	
5	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

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

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate a detailed understanding of a structured method of assessing financial risk by financial institutions;
- demonstrate knowledge and understanding to underpin the identification, measurement and management of financial risks in banks and financial firms, as well as non-financial corporations;
- develop an in-depth understanding of the nature of risk in an organisational set up involving banks, financial firms and non-financial corporations;
- demonstrate an understanding of the various techniques for financial risk measurement and management;
- demonstrate knowledge of a variety of financial markets, and with financial and statistical modelling related to trading and investment operations;
- demonstrate an in-depth understanding of the institutional and regulatory framework for supervising and monitoring financial risk management practices of banks and financial firms;
- develop and define complex arguments and provide critical insights on the financial risk management practise of banks;
- identify various types of financial risks and apply techniques for managing financial risks;
- evaluate and respond to the implications of institutional and regulatory framework that has bearing on the existing practices of financial risk management;

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- apply numerical skills to solve problems faced by financial institutions;
- read, analyse, evaluate and summarise economic, financial and business events relating to financial risk management;
- locate, extract, and analyse data from different sources, e.g. newspapers, library, internet etc. to be presented in an appropriate format relating to financial risk management;
- plan and work independently using various learning resources;
- use information technology to acquire, analyse, and communicate effectively.

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Method of Assessment

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

Reassessment method:
100% Exam

Preliminary Reading

Bessis, J. (2015) Risk Management in Banking, 4th Edition, John Wiley and Sons.
Jorion, P. (2006) Value at Risk: The Benchmark for Managing Market Risk, 3rd Edition, McGraw-Hill.
Dowd, K. (2013) Measuring Market Risk, 2nd edition, John Wiley and Sons.
Christoffersen, P. F. (2011) Elements of Financial Risk Management, 2nd edition, Academic Press.
Alexander, C. (2009) Market Risk Analysis, Volume IV: Value at Risk Models, Wiley.

Pre-requisites

None

Synopsis *

This module covers key concepts related to financial risk management, especially market risk in financial institutions. It broadly addresses the rationale for practising risk management, followed by approaches to measuring and managing risk.

The course will cover the following indicative topics:

- Taxonomy of Risks
- Essential Financial Products
- Introduction to Regulation
- Modelling Portfolio Risk
- Market Risk and VAR
- Credit Risk
- Risk-Adjusted Performance Measures

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CB8012 Financial Institutions Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	
4	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% 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 knowledge, comprehension and understanding to evaluate a specific economy as a suitable market for commercial and investment bank, drawing on knowledge of range of commercial and investment banking services.
- Demonstrate knowledge, comprehension and understanding to account for change in the commercial and investment banking sector.
- Demonstrate knowledge, comprehension, ability to critically analyse and synthesise of various concepts and principles centring the role and operations of universal banks.
- Demonstrate knowledge, comprehension, ability to critically analyse and synthesise how conflicts of interest may lead to ethical dilemmas in investment banks.
- Demonstrate knowledge, comprehension and understanding to assess factors which make the management of universal banks complex and problematic.
- Assess the role of commercial and investment bank in acting on behalf of a client in a specific situation.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods:

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

Reassessment method:

100% Exam

Preliminary Reading

Bessis, J. (2015). Risk Management in Banking. 4th edition. Chichester: John Wiley & Sons
Farquhar, J. D. and Meidan, A. (2010). Marketing Financial Services. 2nd edition, Basingstoke: Palgrave Macmillan
Hempel, G. H. and Simonson, D. G. (2008). Bank Management. 6th edition. Chichester: John Wiley & Sons
Koch, T.W. and MacDonald, S.S. (2015) Bank Management. 8th edition. Mason, Ohio: South-Western Cengage Learning
Saunders, A. and Cornett, M.M. (2018). Financial Institutions Management. 9th edition. New York: McGraw-Hill

Pre-requisites

None

Synopsis */

This module aims to develop the ability to critically analyse and synthesise banking operations and strategy, examining banks' balance sheet operations with their need to balance liquidity, risk and return. The module also aims to enable an understanding of competitive strategies and the marketing of banking services and the implementation into the real business environment. Theoretical models will be used to evaluate the rapidly evolving policy of retail, international and investment banking and to understand issues and problems related to banking operations and strategy in the context of contemporary challenges in the financial sectors like business ethics and sustainability of financial services.

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CB8013 Domestic and International Banking						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	
4	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% 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 knowledge, comprehension and understanding to evaluate a specific economy as a suitable market for commercial and investment bank, drawing on knowledge of range of commercial and investment banking services.
- Demonstrate knowledge, comprehension and understanding to account for change in the commercial and investment banking sector.
- Demonstrate knowledge, comprehension, ability to critically analyse and synthesise of various concepts and principles centring the role and operations of universal banks.
- Demonstrate knowledge, comprehension, ability to critically analyse and synthesise how conflicts of interest may lead to ethical dilemmas in investment banks.
- Demonstrate knowledge, comprehension and understanding to assess factors which make the management of universal banks complex and problematic.
- Assess the role of commercial and investment bank in acting on behalf of a client in a specific situation.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods:

Individual Report – 2500-3000 words (40%)
Examination, 2 hour (60%).

Reassessment method:

100% Exam

Preliminary Reading

Bessis, J. (2015). Risk Management in Banking. 4th edition. Chichester: John Wiley & Sons
Farquhar, J. D. and Meidan, A. (2010). Marketing Financial Services. 2nd edition, Basingstoke: Palgrave Macmillan
Hempel, G. H. and Simonson, D. G. (2008). Bank Management. 6th edition. Chichester: John Wiley & Sons
Koch, T.W. and MacDonald, S.S. (2015) Bank Management. 8th edition. Mason, Ohio: South-Western Cengage Learning
Saunders, A. and Cornett, M.M. (2018). Financial Institutions Management. 9th edition. New York: McGraw-Hill

Pre-requisites

None

Synopsis <span style =

This module aims to develop the ability to critically analyse and synthesise banking operations and strategy, examining banks' balance sheet operations with their need to balance liquidity, risk and return. The module also aims to enable an understanding of competitive strategies and the marketing of banking services and the implementation into the real business environment. Theoretical models will be used to evaluate the rapidly evolving policy of retail, international and investment banking and to understand issues and problems related to banking operations and strategy in the context of contemporary challenges in the financial sectors like business ethics and sustainability of financial services.

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CB8014 Financial Data Modelling						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	15 (7.5)	100% Coursework	
4	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	
5	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Contact Hours

Private study hours: 114

Contact hours: 36

Total hours: 150

Learning Outcomes

The intended specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate a comprehensive understanding of the major econometric methods.
- Demonstrate a comprehensive understanding of the application of traditional regression as well as the recent and on-going time series econometric techniques.
- Critically appreciate the various concepts and principles under which financial models are constructed, estimated, tested, forecasted and simulated.
- Use subject knowledge to analyse the problem and provide a reasoned response to that problem in the context of Finance, Accounting, Financial Economics and Business Studies.
- Critically interpret the econometric results by relating them to theoretical, institutional, structural and policy framework of the financial firms, industries, government, institutions and international organisations under review with a view to make statistical results plausible as well as appealing to the investors, practitioners and policy makers.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Develop and define complex arguments and provide critical insights on the practical financial, business, institutional and policy problems using appropriate financial models to estimate, test, evaluate, forecast and simulate theories and hypotheses.
- Read, critically summarise and evaluate transactions and economic events related to financial management and derivative securities.
- Apply numerical skills to solve complex numerical problems.
- Locate, extract, and critically analyse data from different sources, to be presented in an appropriate format.
- Plan and work independently using various learning resources.
- Work within groups, share ideas with each other and discuss the relevant issues/results by positively responding to constructive criticism.
- Use information technology to acquire, analyse, and communicate effectively.

Method of Assessment

Main assessment methods:

Individual report (2500 words) (70%)

Group report (2000 words) (30%)

Reassessment method:

100% coursework

Preliminary Reading

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

Brooks, C. (2019) Introductory Econometrics for Finance, 4th Edition, Cambridge University Press.

Greene, W.H. (2018) Econometric Analysis, 8th Edition, Pearson.

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

Pre-requisites

None

Synopsis *

This is an IT-oriented hands-on applied econometrics/forecasting module on research methodology. This module focuses on the financial applications of statistical and econometric techniques to develop and implement tools for financial analysis and planning models. It is designed for the post-graduate students who are interested in familiarising themselves with the traditional regression techniques as well as the most recent and ongoing modern time-series econometric and forecasting techniques in order to apply them to test models/hypotheses/topical issues.

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CB8015 Financial Regulation and Financial Crises						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	
4	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

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

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate knowledge, critical analysis and understanding of regulations and supervision of banking and non-banking financial institutions.
- Demonstrate knowledge, synthesis and understanding of the recent changes and evolution of regulatory framework of domestic and international financial institutions.
- Demonstrate knowledge and understanding of various concepts, principles and key issues centring the role, operations and working mechanism of regulation and supervision of financial institutions.
- Demonstrate knowledge and understanding of how prudential regulation and the conduct of business regulation are managed and supervised by multi-agency regulatory bodies in highly developed financial markets.
- Use subject knowledge to critical analyse and synthesise the problem and provide a reasoned response to that problem in the context of financial regulation.
- Critically evaluate and compare roots of financial crises based on the case studies.
- Demonstrate knowledge and understanding of the roots of the Global Financial Crisis and the role of Financial regulators.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Develop and define complex argument and provide critical insights on the practical financial, business, institutional and policy problems of financial services regulation.
- Read and summarise transactions, financial statement, and conduct of business operation relating to financial services regulation and supervision.
- Apply numerical skills to solve numerical problems faced by financial institutions with regards to financial services regulation.
- Read, analyse, evaluate and summarize economic, financial and business events relating to financial services regulation.
- Locate, extract, and analyse data from different sources, e.g. Newspapers, library, internet, etc., to be presented in an appropriate format.
- Plan and work independently using various learning resources.
- Plan and work within groups, share ideas with each other and discuss the relevant issues/results by positively responding to constructive criticism.

Method of Assessment

Main assessment methods:

Individual Report (3000 words) (30%)
 Group presentation (10%)
 Examination, 2 hours (60%).

Reassessment method:

100% Exam

Preliminary Reading

Barwell, R. (2013). Macroprudential Policy. Basingstoke: Palgrave Macmillan

Buckley, A. (2011). Financial Crisis: Causes; Context and Consequences. Harlow: Financial Times Prentice Hall

Rochet, J-C. (2008). Why Are There So Many Banking Crises? : The Politics and Policy of Bank Regulation, Princeton, New Jersey: Princeton University Press

Pre-requisites

None

Synopsis <span style =

This module aims to develop the ability to analyse financial crises and bank regulation, examining the roots, consequences and remedies for the financial crises with the special emphasis on the current global financial crisis. The module also aims to understand the complexity of the financial crisis and the role of bank regulation.

The module will cover topics including the Financial Crisis, banking supervision and regulation, the Basle Accord, banking failures, rating agencies and Financial Crisis, the role of international financial institutions.

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CB8016		Derivatives				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	
4	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 37
 Private study hours: 113
 Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Identify and clearly explain the fundamental concepts of derivatives.
- Apply mathematical skills in pricing derivatives to problems of risk management.
- Develop trading strategies for exploiting arbitrage opportunities.
- Demonstrate knowledge and understanding of the theory of options and futures pricing.
- Analyse various financial instruments in the context of developing portfolios for the purpose of hedging, speculation and arbitrage.
- Assess risk management strategies in terms of relevance for specific corporate applications.
- Demonstrate understanding of and ability to apply models for valuing derivative securities.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods

Group Technical Report (2000 words) (20%)

Individual Report (2000 words) (20%)

Examination, 2 hour (60%).

Reassessment methods

100% Exam

Preliminary Reading

Hull, John .C. (2011) Options, Futures and Other Derivatives, 8th edn., Prentice Hall.

McDonald , Robert (2005) Derivatives Markets, second edition, Addison Wesley, Boston.

Pre-requisites

None

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Synopsis *

Global derivative markets have exhibited spectacular growth in terms of volume of trading and use by both financial and non-financial institutions. Some of the world's large institutions—Orange County, Baring, Metallgesellschaft, Negara, AIG, and Lehman Brothers have lost billions of dollars in the financial markets. Whilst national and international authorities have agonised over the regulation of derivative markets, it generated tremendous interest on the nature, operation, working mechanism and true significance of derivative products and markets in the financial system and the economy.

Main topics:

- Forwards: No arbitrage principle
- Futures: Marking-to-market, margins call and liquidity
- Swaps: Interest rate risk and measures for risk management
- Options: Arbitrage versus speculation, options trading strategies
- Credit Default Swaps: Selling protection or printing money
- Path Dependent Products
- Exotic Options
- Real-Estate and Subprime Loans: The bubbles that always burst
- Securitization Process and Asset-Backed Securities: Derivatives as weapons from mass destruction?

The module focuses on the principles and characteristics of the main derivative markets, products and instruments, such as Futures, Forward, Options, Swaps, Credit Default Products and Structured Products. It examines the role, significance and working mechanism of various derivatives products, their valuation method and the models underpinning the pricing and hedging of derivative instruments. The module will draw from the rapidly expanding body of academic and professional literature relating to derivatives and their applications in Financial Markets.

CB8017 International Financial Reporting						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	
2	Canterbury	Spring	M	15 (7.5)	100% Exam	

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

CB8019 International Money and Finance						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	
2	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 36

Private study hours: 114

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 an understanding of the rationale underlying key International Finance models.
- Apply skills of modelling macroeconomic variables in International Finance.
- Demonstrate an understanding of key foreign exchange parity relationships and their relevance to the management of exchange rate risk.
- Demonstrate an understanding of the role of international currency markets in the determination of economic outcomes.
- Analyse events within the international monetary system and critically assess potential response policies.
- Develop some of the concepts and principles introduced in Foundations of Finance and Quantitative Methods.
- Apply quantitative techniques for solving problems within the context of international money markets.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods:

Individual Report (2000 words) (40%)

Examination, 2 hour (60%).

Reassessment method:

100% Exam

Preliminary Reading

Copeland, L. (2008) Exchange Rates and International Finance, 5th edn., Prentice-Hall

Krugman, P. and Obstfeld, M. (2008) International Economics: Theory and policy, 8th Edn., Pearson

Madura, J. (2008) International Corporate Finance, 9th Edition, Thomson South Western.

Melvin, M. (2003). International Money and Finance, 7th Edn., Pearson

Pre-requisites

BUSN8021 Foundations of Finance

Synopsis <span style =

This module analyses the key financial decisions made by multinational companies (MNCs) and provides international perspectives to financial problems facing multinational corporations. It examines topical areas, such as international financial environment; international money and capital markets; analysis of foreign exchange risk exposure. It also covers the international monetary system, and the coordination of international economic policy.

Topics that may be covered are:

- Multinational Financial Management
- International Financial Markets
- Exchange Rate Determination
- Government Influence to Exchange Rates
- International Arbitrage and Interest Rate Parity
- Relationships among Inflation, Interest Rates, and Exchange Rates
- Forecasting Exchange Rates
- Measuring Exposure to Exchange Rate Fluctuations

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CB8020		Corporate Finance				
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)	70% Exam, 30% Coursework	
2	Canterbury	Spring	M	15 (7.5)	70% Project, 30% Coursework	

Contact Hours

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

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate a systematic knowledge and understanding of various finance theories and concepts;
- demonstrate a comprehensive knowledge and understanding of empirical studies within the field of finance and the ability to interpret and evaluate results from such studies;
- identify, find, select, record, organise and manipulate complex knowledge and data relevant to issues and tasks within finance;
- apply quantitative techniques for solving complex problems within a finance context;
- demonstrate a comprehensive knowledge of the agency model and its applications in finance and the firm in general.
- recognise the sources of positive net present value and understand how financial management can create value for the firm.
- recognise the incentives for and mechanics of issuing and retiring securities.
- demonstrate a comprehensive knowledge and understanding of corporate capital structure and dividend policy and be able to critically analyse the factors that influence these corporate policies;
- demonstrate a systematic knowledge of mergers/takeovers and a critical understanding of influencing factors and acquisition funding.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- analyse compare, discuss, critically evaluate various theories. To structure, develop and defend complex arguments orally and in writing;
- plan work, use relevant sources and study independently;
- ensure appropriate formats are selected for presentation of work, which includes the acknowledgement and reference of sources;
- analyse structured and unstructured problems;
- work within groups, share ideas with each other and discuss the relevant issues/results by positively responding to constructive criticism;
- locate, extract, and critically analyse data from different sources.

Method of Assessment

Main assessment methods:

Group presentation (30%)
Individual Report (2500 words) (70%)

Reassessment method:

100% coursework

Preliminary Reading

Damodaran, A (2015). Applied Corporate Finance, 4th edition. John Wiley & Sons. ISBN-10: 1118808932
Berk and DeMarzo (2016). Corporate Finance, 4th edition, Global Edition. Pearson, ISBN-10: 1292160160
Brealey, R., Myers S., & Allen F. (2020). Principles of Corporate Finance. 13th edition. McGraw-Hill, ISBN: 978-1-260-56555-3.

Pre-requisites

None

Synopsis *

The module will develop students' understanding of corporate finance theory and its applications to the main problems faced by financial managers and corporate decision makers. The main topics that will be covered include corporate capital budgeting, investment decisions under uncertainty, cost of capital, sources of finance, capital structure, dividend policy and mergers and acquisitions (M&A) decisions.

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CB8021 Foundations of Finance						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	
2	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 37
 Private study hours: 113
 Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate a systematic knowledge and understanding of various finance theories and concepts;
- demonstrate a comprehensive and critical knowledge and understanding of empirical studies within the field of finance and the ability to interpret and evaluate results from such studies;
- demonstrate knowledge and understanding and a critical analysis of investment techniques, and ability to show how risk can be incorporated into investment appraisal techniques;
- apply quantitative techniques for solving complex problems within a finance context;
- demonstrate a systematic knowledge and understanding of the different forms of efficiency within a stock market and their implications to participants of the stock market;
- demonstrate knowledge and understanding of portfolio theory, the capital asset pricing model and the empirical tests of the CAPM and to be able to critically analyse such tests;
- demonstrate knowledge of the different forms of finance available to a company and be able to critically discuss issues relating to capital structure.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods:
 Individual Report (3000 words) (40%)
 Examination, 2 hour (60%).

Reassessment method:
 100% Exam

Preliminary Reading

Brealey, R., Myers S., & Allen F. (2008) "Principles of Corporate Finance". 9th Edition. McGraw –Hill.

Hillier D., Ross, S., Westerfield, R., Jaffe J., and Jordan B. (2010) Corporate Finance – European Edition, Mc-Graw Hill, Higher Education

Keown, A., Martin, J. and Petty, J. (2010) "Foundations of Finance: The Logic And Practice Of Financial Management (2010)" 7th Edition, Pearson Education

Ross, S., Westerfield, R. and Jaffe, J. (2007) "Modern Financial Management", 8th Edition, McGraw-Hill Higher Education

Pre-requisites

None

Synopsis *

This module will cover the following topics:

- Investment appraisal techniques and decisions
- Stock market efficiency – capital market behaviour
- Portfolio theory
- The Capital Asset Pricing Model
- Sources of finance
- Capital Structure

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CB8022 Quantitative Methods						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	
2	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 37
 Private study hours: 113
 Total study hours: 150

Learning Outcomes

The intended specific learning outcomes:

On successfully completing the module students will be able to:

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

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods:

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

Reassessment method:

100% Exam

Preliminary Reading

Required Reading:

Brooks, C. (2008) Introductory Econometrics for Finance, 2nd edition, Cambridge University Press

Gujarati, D.N. (2009) Basic Econometrics, 5th Edition, McGraw-Hill, New York and London

Supplementary Reading:

Anderson, D.R., Sweeney, D.J., Williams, T.A., Freeman, J. and Shoesmith, E. (2010), Statistics for Business and Economics (2nd edition), London: Cengage

Green, W.H. (2011) Econometric Analysis (7th edition), Harlow: Pearson

Watsham, T. and Parramore, K. (2007), Quantitative Methods in Finance, London: Thomson Learning

Pre-requisites

None

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Synopsis <span style =

This module provides a general introduction to the quantitative methods used in financial applications and topics may include:

Statistical concepts
Probability distributions
Statistical inference, estimation and hypothesis testing
Correlation, spurious correlation and general dependence measures
Linear regression
Multiple linear regression
Logistic regression
Monte Carlo simulation
Modelling in Excel

CB8023 Contemporary Topics in Logistics and Global Supply Chain Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
5	Canterbury	Spring	M	15 (7.5)	100% Coursework	

CB8025 Fixed Income Markets						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	
2	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

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

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

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

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods

Group Empirical Report (2000 words) (20%)
Individual Report (2000 words) (20%)
Examination, 2 hour (60%).

Reassessment method:
100% Exam

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Preliminary Reading

Bruce Tuckman and Angel Serrat, 2011, Fixed Income Securities: Tools for Today's Markets, 3rd Edition, Wiley.

Moorad Choodhry, 2005, Fixed Income Securities and Derivatives Handbook: Analysis and Valuation, Bloomberg Press.

Lionel Martellini, Philippe Priaulet and Stephane Priaulet, 2003, Fixed-Income Securities: Valuation, Risk Management and Portfolio Strategies, Wiley.

John Hull, 2011, Options, Futures and other Derivatives, 8th Edition, Prentice Hall.

Synopsis *

This module provides a general introduction to various aspects of the fixed income market and its instruments. Indicative topics may include:

- The structure of fixed income markets, main instruments and pricing
- Introduction to the various types of interest rate curves, and interest rate arbitrage through the Law of One Price
- Modelling the term structure
- Interest rate risk: duration,-based measures of risk, the effect of convexity, multi-factor models and key rate durations
- Passive strategies, active strategies and liability-hedging through immunization
- Funding fixed income positions through the repo rate, liquidity risk and the practical limits to arbitrage
- Interest rate derivatives: forwards, futures and swaps
- Credit scoring, credit risk models, credit risk derivatives and their applications

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.

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Method of Assessment

Main assessment methods:

VLE test (15%)

Group Presentation (15%)

Individual Report (3500 words) (70%)

Reassessment method:

100% Coursework

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 contexts 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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CB8030 Investments and Portfolio Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	
2	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

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

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate knowledge and understanding of different asset classes and asset allocation decision;
- Identify and evaluate various financial investments available globally;
- Demonstrate knowledge and understanding of security valuation models/methods and processes;
- Conduct macro- and micro-valuation of stock market, industry, and company/stocks to make investment/portfolio management decisions;
- Demonstrate knowledge and understanding of equity portfolio management and performance evaluation strategies;
- Identify, find, select, record, organise and manipulate knowledge and data relevant to issues and tasks related to investments and portfolio management;
- Demonstrate knowledge and understanding of important theoretical and empirical studies within the field of investments and portfolio management and the ability to interpret and evaluate results from such studies.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods:

Group report (2000 words) (40%)
Examination, 2 hours (60%).

Reassessment method:

100% Exam

Preliminary Reading

Bodie Z; Kane A & Marcus A.J (2014) Investments, 10th ed. New York: McGraw Hill

Elton, E.J., Gruber, M.J, Brown, S.J and Goetzmann, W.N. (2014) Modern Portfolio Theory and Investment Analysis, 9th ed. Chichester: John Wiley

Brown, K.C. & Reilly, F.K. (2012), Analysis of Investments and Management of Portfolios Independence, Kentucky: Cengage Learning

Pre-requisites

None

Synopsis *

This module assumes basic knowledge and understanding of risk-return relationship, portfolio theory, and CAPM. It considers the investment and portfolio management decision in more detail by first examining the asset allocation decision and investments in a global context. It then attempts to evaluate different types of securities (bonds and stocks) in which investments can be made using a three-step top-down approach consisting of macro- and micro-market analysis, industry analysis and finally, company analysis. It then critically examines different equity portfolio management and performance evaluation strategies.

CB8034 Supply Chain Modelling and Analytics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Contact Hours

Private Study: 117

Contact Hours: 33

Total: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Provide critical awareness of the nature of various modelling methods, stimulating students to appreciate the value of modelling in logistics and supply chain management to solve steady-state and dynamic problems.
- Apply core methodologies used in supply chain analysis and modelling, including statistics, regression, optimization and probability,
- Demonstrate an in depth knowledge of a number of Excel tools and functions that are commonly used in practice including the use of spreadsheet models for complex business decisions.
- Critically evaluate some of the software used in logistics and supply chain management and provide basic understanding and usage of such tools.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Communicate findings effectively to specialist and non-specialist audiences.
- Demonstrate integrative capabilities to co-ordinate group tasks or eventually lead a team of multifunctional individuals;
- Write a technical report that incorporates many facets of IT such as presentational and graphical devices
- Effectively employ computer tools including the use of software and coding to provide practical solutions for modern logistical problems.

Method of Assessment

Main assessment methods:

Group Project: Group presentation (10%), Group spreadsheet model (10%), Group report (1,500 – 2,000 words) (10%) (30% in total)

VLE Test (20%)

Individual computer-based project including spreadsheet model and report (1,500 – 2,000 words) (50%)

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.

Restrictions

Compulsory to the following courses:

MSc Logistics and Supply Chain Management.

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Synopsis <span style =

Today's increasingly complex global operations and new digital technologies are giving rise to a sea of data and increased need for modelling supply chain environments with the objective of measuring the performance of various strategies, methods and technologies. Supply chain modelling and analytics skills are in high demand and are a must-have for supply chain management career success. This module will cover the following indicative topics:

1. Supply chain modelling: This part aims to formulate key activities of the supply chain while emphasizing both the need for formulation and implementation. These include Networks and Routing Transportation models, Resource Allocation and Production Scheduling models, Inventory management models, Quality control models, and Project Management.
2. Spreadsheet Modelling: This part will cover the use of basic and advanced spreadsheet tools and functions (e.g., sorting, ranges, look-up tables, formatting, plotting graphs, optimisation tools, statistical functions).
3. Analytics Techniques: This part demonstrate how analytics techniques, such as Forecasting, Regression, Descriptive analytics, Probability and Decision Analysis and Optimisation, can be applied to improve supply chains' efficiency and effectiveness by enabling data-driven decisions at strategic, operational and tactical levels.

CB859 Managing the Multinational Enterprise						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

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:

- Analyse the modern multinational enterprise (MNE), its evolution and associate MNEs decisions with Where, When, and How to invest.
- Define the various ways MNEs are organised in response to their external environment and relate them with different structures of MNE networks of subsidiaries.
- Investigate how subsidiary mandates are won and lost and as managers adapt to them appropriately. Assess their unique role in the MNE network either working in the headquarters or in a subsidiary.
- Conceptualise the various information and knowledge channels within the MNE.
- Examine innovation management within the MNE and interpret the ways information and knowledge are distributed. Evaluate Innovation opportunities and propose the appropriate actions.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods:

Group presentation (20%)
Individual report (2000 words) (80%).

Reassessment method:

100% coursework

Preliminary Reading

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

Rugman, A.M. (ed.) (2009) The Oxford Handbook of International Business, Oxford: Oxford University Press

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Pre-requisites

None

Synopsis *

Understanding the Multinational Enterprise (MNE) and Foreign Direct Investment (FDI) is a key issue in economic theory and business. Since the emergence of the contemporary MNE at the end of the 19th century, changes in the macroeconomic and microeconomic environment, forced multinationals to change as a response to the rise of new technologies and products, the wider international division of labour and of course the greater integration of production, services, and – financial and other – markets. This changing process became more intense after the 1960s when U.S. and Japanese MNEs emerged as basic players in the international chessboard. Accompanied by the traditional European MNEs formed a triad that still dominates FDI in the world.

The changing geography of international production and investment reflects the dynamic interaction of many economic, organizational and policy factors. While many of these factors have long been relevant, their combination today represents the new forces influencing MNEs' location decisions. A simplistic approach of FDI towards location would not be appropriate to allow us to understand the complexity of international investments decisions. What is needed is a multidisciplinary approach of the phenomenon. It is the aim of this module to offer this multidisciplinary approach to students.

CB887 Entrepreneurship						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	15 (7.5)	100% Coursework	
4	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Contact Hours

Contact hours: 36
Private study hours: 114
Total 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 global, institutional and cultural context of enterprise and its impact on entrepreneurial activities, as well as the link of these to innovation and sustainable organizational performance
- Demonstrate detailed knowledge of the challenges associated when working within an entrepreneurial team and be able to manage effectively, ethically and responsibly.
- Conceive of and develop an attractive entrepreneurial idea, and explore strategies to exploit this opportunity
- Demonstrate a critical understanding and utilisation of the tools/ frameworks in practicing entrepreneurship
- Develop the skills required to successfully "pitch" an entrepreneurial idea

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods:

- (a) Entrepreneurial Team Pitch 15%
- (b) Team-based simulation report, 15%
- (c) Individual Essay, 3500 words, 70%

Re-assessment methods:

100% coursework.

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Preliminary Reading

This module requires students to become familiar with a mix of classics and more contemporary works in entrepreneurship.

Below is a non-exhaustive list:

Blank, S. (2013). Why the lean start-up changes everything. *Harvard Business Review*, 91(5): 63-72.

GEM Report 2016/2017. Global Entrepreneurship Report. <http://www.gemconsortium.org/report>

Isenberg, D. (2010). How to start an entrepreneurial revolution. *Harvard Business Review*, 88(6): 42-51

Miller, D. (2015). A downside to the entrepreneurial personality. *Entrepreneurship Theory and Practice*, 39(1): 1-8.

Schjoedt, L., and Krause, S. (2009). Entrepreneurial teams: definition and performance factors. *Management Research News*, 32(6): 513-524.

Spigel, B. (2015). The Relational Organization of Entrepreneurial Ecosystems. *Entrepreneurship Theory and Practice*, forthcoming.

Pre-requisites

None

Restrictions

Only available to MBA students

Synopsis *

In this module the nature of entrepreneurship and the importance of entrepreneurship for the vitality of a national economy with specific emphasis on the UK and European context will be discussed. This module is hands-on in nature and the focus is on experiential learning. Through a simulation game, students gain an understanding of the complexity of initiating a business, the array of decisions that are required based on incomplete information, and the dynamic and competitive nature of the marketplace in which new products and services are introduced. Using simulation as an educational tool, students engage in entrepreneurial core activities: Identifying and exploiting market opportunities.

Much attention will be paid to the concept of business models, the search for an appropriate business model and the validation of business models. This module also features voices from the world of entrepreneurship, i.e. entrepreneurs that speak to students in class and interaction with entrepreneurs through visits to start-ups.

A critical aspect of any entrepreneurial activity is the acquisition of resources, primarily financial and human resources. Different alternative funding mechanisms will be discussed. In addition, various strategies will be highlighted to profit from an innovation created by entrepreneurs.

Further, we discuss the internationalisation aspects of entrepreneurship, and strategies to internationalize new ventures.

Finally, the module stresses that entrepreneurial activity may not only occur through individual efforts by entrepreneurs, but may also occur in existing corporate settings.

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

Contact Hours

Private Study: 128
Contact Hours: 22
Total: 150

Learning Outcomes

The intended subject specific learning outcomes.

- Critically analyse the role of business in society.
- Demonstrate an understanding of the main ethical, economic, social and environmental challenges faced by contemporary organisations.
- Compare and contrast different theoretical perspectives behind the motivations for engaging, or not engaging, in responsible behaviour and sustainability.
- Show an comprehensive understanding of ethical theory, and be able to apply theory to a range of contemporary ethical and sustainable issues associated with managing an international business.
- Display in-depth knowledge of the relationship between sustainability, corporate responsibility and firm performance, behaviour, reporting and governance.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Negotiate and work with peers.
- Work under own initiative.
- Work with others.
- Take a synoptic view of business.
- Address complex problems.
- Present a logical case/argument.

Method of Assessment

Main assessment methods:

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

Reassessment method:

100% Coursework

Pre-requisites

None

Synopsis <span style =

Business failures in the global financial sector, and the subsequent repercussions for a range of different groups, not just shareholders, have put the spotlight on the role of business and the behaviour of managers. Is business just responsible for maximising profit for its owners, or does it have responsibilities to other groups? This raises a number of difficult questions; which groups? responsible for what? And if so, how to discharge these responsibilities?

This module has three main aims:

- To develop critical thought, insight and debate regarding the changing role of business in today's society.
- To broaden your views on the role of business in society.
- To provide you with the tools, skills and knowledge to manage responsibly.

The nature of the topic is constantly changing and evolving; therefore the module will be subject to continual refinement according to developments in industry, government and academia.

Indicative topics are:

- Definitions of Corporate Responsibility
- The Role of Business and Society
- Theories of Corporate Responsibility
- Ethics Theory
- Business Ethics and Corporate Governance
- Areas of Corporate Responsibility
- Firm Level Responses
- Social Accounting
- Criticisms of Corporate Responsibility
- Social Entrepreneurship
- Sustainability

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CB9019	Computer Tools for Simulation					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Hong Kong Baptist University	Autumn	M	15 (7.5)	100% Coursework	

CB9020	Techniques of Production and Operations	Management
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Hong Kong Baptist University	Autumn	M	10 (5)	100% Coursework	

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

CB9024	HBKU Conversion Mark					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Hong Kong Baptist University	Whole Year	M	125 (62.5)	100% Coursework	

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 <span style =

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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CB9031 Generating Theory and Presenting Research						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	15 (7.5)	100% Coursework	
2	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:

- Conduct a literature search using a wide range of sources.
- Critically review the work of others in a systematic and objective manner.
- Generate research questions and hypotheses from the review of an existing body of knowledge.
- Recognise the different types of research (design) that are appropriate for different research questions.
- Develop conceptual frameworks for the analysis of specific research questions and the testing of specific hypotheses.
- Identify strategies for working effectively with supervisors and making use of advice, guidance and expert advice from different sources (e.g. academic staff, students, sponsors and practitioners).
- Prepare a timetable with targets, outcomes and milestones, to facilitate the timely completion of their thesis.
- Present research findings to different audiences (e.g. academics, sponsors, practitioners) in different ways (e.g. written, oral, electronic/virtual).

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods:

Methodological Review and Extended Abstract (1000 words) (50%)
Presentation (50%).

Reassessment method:

100% coursework

Preliminary Reading

Russo, Federica (2009). Causality and causal modelling in the social sciences: measuring variations, Springer, ISBN: 9781402088162 (hbk.)

Oliver, Paul (2008). Writing Your Thesis, Sage, ISBN 978-1-4129-4689-6

Murray, Rowena (2008). How To Write A Thesis, Open University Press, ISBN 978-033521968-1

Phillips, Estelle & Pugh, Derek (2008). How To Get A PhD: A Handbook for Students and their Supervisors, Open University Press, ISBN 978-033521684-0

Ridley, Diana (2008). The Literature Review, Sage, ISBN 978-1-4129-3426-8

Grix, Jonathan (2001). Demystifying Postgraduate Research, University of Birmingham Press, ISBN 1-902459-35-0

Pre-requisites

None

Synopsis *

This module focuses on the process of theory generation and the presentation of research findings from a business management perspective, providing students with guidelines for:

- undertaking critical elements of their research (literature review, formulation of research hypotheses, development of conceptual frameworks), prior to the collection and analysis of primary data (covered in subsequent modules);
- presenting research findings to different audiences in different ways;
- the timely completion of their theses.

Topics are: Accessing academic literature, conducting a literature review, generating research questions and hypotheses, developing conceptual frameworks, managing supervision, preparing for the upgrade seminar, preparation for the PhD viva, reflection and reflexivity, writing papers and presenting research findings.

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

On completion of the module students will be able to:

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

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods:

Presentation (10%)
 Critique (2000 words) (20%)
 Individual essay (3000 words) (70%)

Reassessment method:

100% coursework

Preliminary Reading

Philosophy of science

Archer, M., Bhaskar, R., Collier, A., Lawson, T., & Norrie, A. (Eds.). (1998). *Critical Realism: Essential Readings*. London: Routledge. B835

Chalmers, A. (1999, 3rd ed.) *What is This Thing Called Science?* Milton Keynes: OU Press. Q175

Godfrey-Smith, P. (2003). *Theory and Reality: An Introduction to the Philosophy of Science*. Chicago: Univ. of Chicago Press. Q175

Kuhn, T. (1970). *The Structure of Scientific Revolutions*. Chicago: Chicago University Press. Q175

Ladyman, J. (2002). *Understanding Philosophy of Science*. Abingdon: Routledge. Q175

The following is a good book of readings:

Klemke, E., Hollinger, R., & Kline, A. (1988). *Introductory Readings in the Philosophy of Science*. New York: Prometheus Books. Q175

Philosophy of social science

Benton, T. and Craib, I. (2011) *Philosophy of Social Science: The Philosophical Foundations of Social Thought*, London: Palgrave, H61.15

Rosenberg, A. (2012, 2nd ed.) *Philosophy of Social Science*, Westview, H61

The following is a very good book of readings covering all the major themes and philosophers:

Delanty, G., & Strydom, P. (Eds.). (2003). *Philosophies of Social Science: The Classic and Contemporary Readings*. Maidenhead: OU Press. H61

Management research

Easterby Smith, M., Thorpe, R., & Jackson, P. (2012, 4th ed.) *Management Research* London: Sage. HD29.4

Kelemen, M. and Rumens, N. (2008) *An Introduction to Critical Management Research*, Sage. HD29.4

Mingers, J. and Willcocks, L. (eds.) (2004) *Social Theory and Philosophy for Information Systems*, Wiley. HM851

Mingers, J. (2014) *Systems Thinking, Critical Realism and Philosophy: A Confluence of Ideas*. Routledge, B67

Pre-requisites

This module is part of the KBS PhD Research Training Programme and will usually be taken along with modules BUSN9033 Qualitative Research Methods, BUSN9031 Generating Theory and Presenting Results and BUSN9129 Quantitative Research Methods

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Synopsis *

This module introduces students to the philosophical issues and paradigms that underlie research in the social sciences. Traditionally, different views about the nature of the social world have led to the development of specific paradigms, such as empiricism, interpretivism and a critical perspective. Each of these paradigms makes claims concerning ontology (what are taken to be the objects of knowledge), epistemology (what counts as valid knowledge), methodology and to some extent ethics. The syllabus will go on to discuss the relationships between these paradigms and the extent to which they can be superseded more recent approaches such as critical realism and multimethodology.

Students will be encouraged to consider how these varied paradigms can inform their own particular research project. Indicative topics are: the scientific status of social inquiry, the roles of causality and interpretation in social inquiry, the roles of values in the social sciences, the relations between paradigms and specific research methods and ethical issues in social inquiry.

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

- Demonstrate a systematic and critical understanding of the qualitative turn in management and organizational research and a critical awareness of where qualitative research fits into the management and organizational studies field.
- Understand and creatively apply a range of qualitative approaches and a variety of research methods available for the completion of a qualitative piece of research
- Comprehensively understand and make use of a range of qualitative data analysis approaches
- Critically assess the strengths and weaknesses of different qualitative research approaches used in management and organization research
- Critically evaluate the use of qualitative research approaches in published research

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Communicate and present research approaches & associated methods orally
- Communicate and present research approaches & associated methods in writing
- Evaluate research findings in the management and organizational studies field
- Evaluate data analysis approaches
- Plan and work independently using a variety of learning resources

Method of Assessment

Main assessment methods:

Individual essay (3000-3500 words) (80%)

Individual presentation (20%)

Reassessment method:

100% coursework

Preliminary Reading

Bell, E. and Thorpe, R. 2013: A very short, fairly interesting and reasonably cheap book about management research. London: Sage.

Buchanan, D. A. and Bryman, A. 2009: The Sage Handbook of Organizational Research Methods. London: Sage.

Hammersley, M. 2008: Questioning Qualitative Inquiry. London: Sage.

Myers, M.D. 2013: Qualitative Research in Business & Management, Second Edition. London: Sage.

Silverman, D. 2013: A very short, fairly interesting and reasonably cheap book about qualitative research, Second Edition. London: Sage

Symon, G. and Cassell, C. 2012: Qualitative Organizational Research. London: Sage.

Pre-requisites

BUSN9031 Generating Theory and Presenting Results, CB9032 Philosophical Issues and Paradigms and BUSN9129 Quantitative Research Methods (all co-requisites)

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Synopsis *

This module provides students with a broad knowledge of qualitative research in the management and organization studies field. In doing this it will provide students with the skills to make judgements about the appropriate use of the variety of qualitative research approaches available when producing a piece of management, organizational and business research. Topics of study are likely to include:

- Qualitative Research and Epistemology
- Interviews and other forms of qualitative data
- Grounded Theory
- Ethnography
- Case Study
- Comparative Historical Method
- Narrative Analysis
- Discourse Analysis
- Publishing Qualitative Research

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CB9034 Dissertation for the MSc Finance						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
5	Canterbury	Whole Year	M	45 (22.5)	100% Coursework	
5	Canterbury	Whole Year	M	45 (22.5)	100% Project	
7	Canterbury	Whole Year	M	45 (22.5)	100% Project	

Contact Hours

Private Study: 442
Contact Hours: 8
Total: 450

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Understand the nature of research and be able to use a variety of resources to gather information.
- Read and critically review research papers.
- Apply a range of appropriate qualitative and quantitative research methods to analyse complex data.
- Systematically apply appropriate methods and frameworks in order to produce conclusions of relevance for finance or the scholarly literature.
- Carry out a substantial research project and present the work in the form of a comprehensive written report.
- Integrate and communicate in-depth knowledge and understanding gained from individual modules in the Masters of Finance suite of courses.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods

Project (8,000 – 10,000 words) (100%)

Reassessment methods

100% project

Preliminary Reading

As appropriate for the dissertation subject under study

Pre-requisites

BUSN9199 Research Methods and Consulting Skills

Synopsis *

This module will allow students to apply the knowledge and skills gained throughout the course in order to produce an extended independent piece of work in the Finance subject area. Every student will be allocated a personal supervisor who will guide them through the research and write up process. As part of their project, students will generate a relevant research question in finance, analyse the related financial literature, and conduct their own independent research into their topic. More specifically, students will research topics in the fields of finance (MSc Finance); finance, investment and risk (MSc Finance, Investment and Risk); finance and financial management (MSc Finance and Management);; financial technology (MSc Financial Technology).

CB9038 MBA Management Skills and Career Development Report						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Project	

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

Contact Hours

Supervision/Tutorial: 20 hours
Private study: 280 hours
Total: 300 hours

Learning Outcomes

On successfully completing the module students will be able to:

- Identify and justify a problem of relevance to an appropriate business topic, mostly relevant to the underlying main overarching themes of the MBA (i.e. innovation, entrepreneurship, sustainability and CSR, and leadership).
- Critically evaluate and discuss relevant literature, identify and apply advanced analytical tools and techniques appropriately to the chosen topic.
- Undertake analysis of quantitative and/or qualitative data.
- Draw realistic and appropriate conclusions and make recommendations based on options.
- Produce a report in the required format that integrates and communicates knowledge gained from the MBA.

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

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

Method of Assessment

Main Assessment Method
100% coursework - 8000-10000 word business report

Reassessment Method
100% coursework

Preliminary Reading

Davies, M.B. (2014) Doing successful research project (using qualitative or quantitative methods), (2nd edition)
Basingstoke: Palgrave

Saunders, M., Lewis, P. (2012) Doing Research in Business and Management: An Essential Guide to Planning Your Project. London: Prentice Hall.

Saunders, M, Lewis, P and Thornhill, A. (2016), Research methods for business students, (6th edition) Harlow: Pearson.

Weyers, J. and McMillan, K. (2011) (2nd edition) "How to Write Dissertations and Project Reports" London: Prentice Hall

Pre-requisites

Completion of the taught modules of the MBA Programme

Restrictions

Only available to MBA students

Synopsis *

This module provides the opportunity for students to diagnose and investigate a complex business issue, to locate the work within the body of contemporary knowledge, to collect and analyse data, to derive supportable conclusions and to make practical and actionable recommendations. There are three options for the business report: consultancy report (problem), analyst report (company or sector overview), and entrepreneur's report (business plan).

The applied nature of the report requires a critical evaluative approach, empirical investigation and analysis and a combination of business report writing skills. It requires reflection on the implications for business from an ethical, professional and continuous professional development standpoint, including an account of what has been learned during the project and how this can be applied in the future.

CB904 Structure and Organisation of the E-Commerce Enterprise						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

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 <span style =

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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CB9044 Developing Business Skills for HRM						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
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:

- develop research and generic study skills to enable them better to benefit from a Master's programme in business and management, including enhanced IT proficiency and the ability to better manage financial information and resources;
- develop personal and management skills to enable them better to lead and influence others more effectively;
- develop competence in postgraduate study skills.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- plan, work and study independently, using relevant resources in a manner that reflects good practice;
- work with self-direction and originality in identifying and addressing problems;
- construct a personal development plan and be self-aware, identify areas for self-improvement and generate solutions;
- present ideas, arguments and results in the form of a well-structured report;
- more effectively manage interpersonal relationships.

Method of Assessment

Main assessment methods

Business Skills Portfolio (4,000 – 6,000 words) (100%).

Reassessment methods

100% coursework.

Preliminary Reading

Cameron, S. (2008) The MBA Handbook: Study Skills for Postgraduate Management Study, 6th Ed, Harlow: Pearson Education

Currie, D. (2005) Developing and applying study skills: writing assignments, dissertations and management reports. London: CIPD

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

Watson G. and Reissener S. (2014) Developing Skills for Business Leadership (2nd Ed), London: CIPD

Pre-requisites

None

Synopsis *

The main topics of study are as follows:

- Postgraduate study skills
- Time Management
- Working in groups
- Teams and team-building
- Learning and influencing others
- Interpersonal communication and relationships
- Ethical behaviours
- Decision making
- Coaching and mentoring
- Information-handling skills: Interpreting and managing financial resources, IT skills
- People management skills
- Self-awareness and personal development planning

CB9045 Human Resource Management in Context						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	

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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:

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

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

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

Method of Assessment

Main assessment methods

Individual Assignment (Case Study) (2000 words) (40%)
Examination, 2 hour (60%)

Reassessment methods

100% Exam

Preliminary Reading

Beardwell J. and Thompson, A. (2014) Human Resource Management: A contemporary approach, 7th Edn. Harlow: FT Prentice Hall

Boxall P. and Purcell J. (2003/2011) Strategy and Human Resource Management, 3rd Edn. Basingstoke: Palgrave Macmillan

Farnham, D. (2015) HRM in Context. 4th Edn. London: CIPD

Kew, J. and Stredwick, J. (2013) Business Environment: Managing in a Strategic Context, 2nd edition. London: CIPD

Kramar R. and Syed J. (2012) Human resource management in a global context, Basingstoke: Palgrave Macmillan

Redman, T. and Wilkinson, A. (2013) Contemporary Human Resource Management: Text and Cases 4th Edn. Harlow: Pearson

Wilton, N. (2013). An Introduction to Human Resource Management. 2nd Edn. London: Sage

Synopsis <span style =

This module will provide students with an in-depth and critical understanding of the major internal and external environmental contexts within which human resource managers operate in public, private and NGO sectors. It will also provide insights in terms of customising and delivering effective HR strategies consistent with the cultural or organisational contexts. The awareness of markets, products and services is now a key attribute for HR practitioners. Prospective practitioners need to be aware of the wide range of contexts in which HR work takes place, and the influence of external bodies of various kinds, and this applies to all types of practitioner, including the personnel and development generalist or specialist, line manager or consultant. The manager of people also needs to develop an analytical and critical reflective approach to the subject, to enable him or her to distinguish between the conflicting solutions put forward to human resource problems.

Topic areas are as follows:

- Contemporary organisations and their principle environments
- The managerial and business environment within which HR professionals work
- How organisational and HR strategies are shaped by and developed in response to internal and external environmental factors
- The market and competitive environments of organisations and how organisational leaders and the HR function respond to them
- Globalisation and international forces and how they shape and impact on organisational and HR strategies and HR practice
- Demographic, social and technological trends and how they shape and impact on organisational and HR strategies and practices
- Government policy and legal regulation and how these shape and impact on organisational and HR strategies and practices.
- Ethical frameworks and HRM

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CB9046 Human Resource Management and Development in Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	

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:

- Critically analyse and evaluate the aims and objectives of the HRM&D function in organisations and how these are met in practice.
- Assess the contribution made by HRM&D specialists in different types of organisation.
- Critically analyse and discuss existing literature on contemporary HR policy and practice.
- Understand the requirement to secure compliance of all appropriate ethical and legal obligations, particularly equality of opportunity and diversity in HRM&D to promote professionalism and an ethical approach to HRM and HRD practice in organisations.
- Understand the characteristics of effective leadership and development of leaders in organisations
- Evaluate the theories of motivation, commitment and employee engagement.
- Understand the roles of flexible working and effective change management in organisations.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods

Individual Assignment (2000 words) (40%)

Examination, 2 hour (60%).

Reassessment methods

100% Exam

Preliminary Reading

Armstrong, M. (2014) Armstrong's Handbook of Human Resource Management Practice 13th Edn. London: Kogan Page

Beardwell J. and Thompson, A. (2014) Human Resource Management: A contemporary approach, 7th Edn. Harlow: FT Prentice Hall

Bratton & Gold (2017) Human Resource Management: Theory & Practice, 3rd Edn. Basingstoke: Palgrave Macmillan

Kramar R. and Syed J. (2012) Human resource management in a global context, Basingstoke: Palgrave Macmillan

Marchington, M. and Wilkinson, A. (2012). Human Resource Management at Work: People and Management Development. 5th Edn. London: CIPD

Redman, T. and Wilkinson, A. (2013) Contemporary Human Resource Management: Text and Cases 4th Edn. Harlow: Pearson

Torrington, D., Hall, L. & Taylor, S., and Atkinson, C (2014), Human Resource Management, 9th Edn. London: FT Prentice Hall

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

Wilton, N. (2013). An Introduction to Human Resource Management. 2nd Edn. London: Sage

Pre-requisites

None

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Synopsis <span style =

Key elements of professional HRM&D competence in organisations are a strategic business orientation and a concern with adding value through HR practice. This module introduces students to the aims and objectives of HRM&D function in organisations and how these are met in practice

The module is designed to introduce students to the range of practical skills required by HR professionals. Building on their understanding of the basic notions in the field, students will learn current best practices and procedures within organisations.

The module will include core lectures but its focus will be on case studies, practice based workshops and directed learning activities. These will include activities around various HRM functions within an ethical and legislative framework.

Topics of study are as follows:

- Aims and objectives of HRM&D functions and current developments
- Human Resource Management & Development in different organisational contexts
- Effective leadership and methods of leadership development
- Employee motivation, commitment and engagement
- Flexible working
- Change management
- Ethical issues and practices in HRM&D
- Contemporary research and debates in Human Resource Management

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

Contact Hours

Total contact hours: 23

Private study hours: 127

Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Explain and critically analyse the theories and concepts of leadership and management and their application in organisations.
- Evaluate, select and apply a range of approaches to identifying leadership and management development needs in differing organisational contexts, cultural and international contexts.
- Critically analyse and evaluate approaches to the formulation and implementation of leadership and management development strategies to meet organisational needs and evaluate leadership performance and competence.
- Design, critically evaluate and advise on a range of leadership and management development interventions to implement leadership and management development strategies and plans.
- Critically evaluate the role of leaders in ethically managing change and the role of leaders and managers in working collaboratively, ethically and effectively to support a partnership approach to leadership and management development.
- Demonstrate a systematic understanding of how to act ethically and professionally with a demonstrated commitment to leadership and management development and continuous personal and professional development

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

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Method of Assessment

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

Reassessment method
100% Exam

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

Restrictions

Compulsory to the following courses:

MSc Leadership and Management

MSc Organisational and Business Psychology

Synopsis *

This module aims to provide students with a rigorous framework of knowledge and practical applications concerning leadership, people management and organisational change that they will need whatever the degree of specialisation they later elect to follow. It has a number of distinct learning objectives.

Firstly, the module seeks to familiarise students with major contemporary research evidence on effective approaches to leadership in various contexts. Research focusing on the links between people management practices, organisational processes and positive organisational outcomes is examined, as is research that highlights the role of leadership in addressing major contemporary challenges to sustainable development. Secondly, the module introduces students to major debates about theory and practice in the specific fields of leadership, change management, and leadership development. It aims to help them become effective leaders as well as effective managers, managing others fairly and effectively and increasing levels of engagement, commitment, motivation and performance. Finally, the module requires students to reflect critically on theory and practice from an ethical and professional standpoint and provides opportunities for applied learning and continuous professional development.

CB9048 Research Methods (HRM)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	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:

- Critically analyse and discuss existing HR literature
- Identify an appropriate Employment Relations or Human Resource Management topic on which to write the report

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Identify a dissertation topic relevant to human resource management (HRM); produce an introduction that clearly identifies the objectives of the dissertation in context; and provide an appropriate research question or hypothesis.
- Carry out an effective literature search; accurately summarise the literature sources and critically evaluate their relevance.
- Be aware of the range of qualitative and quantitative research methodologies that might be used to analyse research data.
- Be competent in time and project management.
- Develop transferable skills of independent learning.
- Be aware of the ethical issues concerning research.

Method of Assessment

Main assessment methods

Individual Presentation (20%)
 Project Plan (2000 words) (80%).

Reassessment methods
 100% Coursework

Preliminary Reading

Anderson, V. (2013) Research Methods in Human Resource Management. 3rd Edn. CIPD: London

Blumberg, B., Cooper, D.R., and P.S. Schindler (2014), Business Research Methods, 4th European Edn. London: McGraw Hill.

Cameron, S., and Price, D. (2009). Business Research Methods: A Practical Approach. London: CIPD

Horn, R. (2012). Researching and Writing Dissertations: A complete guide for business and management students. London: CIPD

Pre-requisites

None

Synopsis *

This module develops the necessary knowledge and skills for students to be able to successfully complete a scholarly dissertation under the supervision of a member of staff.

Topics are as follows:

- Introduction to the HRM Project
- Identifying suitable project topics
- Literature search and Literature Review
- Data collection and questionnaire
- Research Methodologies
- Preparing the dissertation proposal
- Structuring a Project Report
- Data Analysis

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CB9050 Reward & Performance Management						
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 conceptual apparatus and theoretical debates informing reward & performance management.
- Critically analyse the relationship between the environment, strategy and systems of reward & performance management.
- Systematically decide and communicate strategic reward & performance aims, objectives, priorities and targets.
- Plan effective reward/performance management policies and practices to improve organisational and employee performance.
- Design internally consistent reward structures that recognise labour market and equity constraints.
- Critically evaluate key issues in the effectiveness of reward & performance management.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods

Individual essay (2000 words) (40%)
 Examination, 2 hours (60%)

Reassessment methods

100% Exam

Preliminary Reading

Armstrong, M. (2015). *Armstrong's Handbook of Reward Management Practice: Improving Performance through Reward*. 5th Edn. London: Kogan Page

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

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

Pre-requisites

BUSN9046 – Human Resource Management & Development in Practice

Synopsis <span style =

This module will provide students with a range of theoretical and practical knowledge, providing them with the opportunity to think critically and evaluate the theory and practice of reward and performance management. This will enable students to develop and apply reward and performance management tools and techniques to specific organisational contents in which they might operate.

Topics of study are:

- Theories of reward/performance management in context:
- Understanding the role of internal and external labour markets in reward/performance management: the changing world of work and major features of national and international employment markets.
- Understanding strategic reward/performance management practices.
- Understanding the role of paying for performance
- Understanding the linking practices for reward and performance management: job evaluation and the balanced scorecard
- Evaluating the success of reward/performance management practices

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CB9051 Human Resource Strategy						
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:

- Explain and critically analyse the concept of strategy in shaping the HR function.
- Identify a number of approaches by which the HR function can enhance strategic capability within organisations.
- Critically analyse and evaluate the relationship between the HR function and strategic implementation.
- Show a knowledge of how the HR function can enhance overall organisational capability with reference to improving employee engagement.
- Demonstrate an improved awareness of how contextual factors and forces shape business strategy and the HR response.
- Appreciate how HR policies are developed, and impacted by organisational structures, to meet changing contextual pressures.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods

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

Reassessment methods

100% Exam

Preliminary Reading

Armstrong, M. (2016). Armstrong's Handbook of Strategic Human Resource Management. 6th Edn. London: Kogan Page.

Boselie, P. (2014). Strategic Human Resource Management. 2nd Edn. Columbus: OH, McGraw-Hill Higher Education.

Boxall, P., Purcell, J., & Wright, P. (2008). The Oxford Handbook of Human Resource Management Oxford: Oxford University Press.

Boxall, P., & Purcell, J. (2015). Strategy and Human Resource Management. 4th Edn. London: Palgrave Macmillan.

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

Synopsis *

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

Topics of study are as follows:

- Fundamentals of strategy and its defining characteristics. Differences between strategy and implementation.
- The role of context in shaping strategy
- How the HR function supports the process of strategy development and implementation
- How enhanced people management skills and processes support the management of change and foster a culture of adaptability
- Leading culture change, and the key challenges that organisations and individual managers face
- History and origins of Strategic Human Resource Management (SHRM)

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

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

Contact Hours

Total contact hours: 42
 Private study hours: 108
 Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes:

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

The intended generic learning outcomes:

On successfully completing the module students will be able to:

- demonstrate analytical skills necessary for the analysis of problems and the identification of appropriate solutions
- communicate effectively to specialist and non-specialist audiences;
- effectively employ computer software such as Excel solver and VBA for modelling purposes.

Method of Assessment

Main assessment methods

In-Course Test (20%)

Written report on case study (15%)

Presentation (5%)

Individual report (2000 words) (60%)

Reassessment method:

100% coursework.

Preliminary Reading

Bartholdi, J.J. (2011) Warehouse and Distribution Science (version 0.95), free download, Georgis Institute of Technology, USA, <http://www2.isye.gatech.edu/~jjb/wh/book/editions/history.html>

Crocker, B., Jessop, D., Morrison, A. (2012) Inbound Logistics Management: Storage and Supply Chain of materials for the modern supply chain (7th edition), London: Pearson..

Richards, G. (2015) Warehouse Management, (2nd edition) London: Kogan Page

Rushton, A., Croucher, P., and Baker, P. (Eds) (2014) The Handbook of Logistics and Distribution Management (5th edition), CILT (UK), London: Kogan Page

Wild, R. (latest ed), Production and Operations Management, London: Cassell

Pre-requisites

BUSN9960 Introduction to Logistics and Supply Chain Management.

Synopsis *

The aim of this module is to enable students to critically evaluate the roles warehouses, transportation centres and the different modes of transport have on the logistic and supply chain systems. It will also provide the student with an understanding of warehouse management activities, such as picking strategies and warehouse layout, packaging, etc and of distribution decisions, such as transport modes and single-, multi- or omni-channel planning. Students will be able to appreciate the use of appropriate methods that are used in practice and their impact in generating the company competitive advantage.

Indicative topics are as follows:

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

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CB9059 Ethics of International Business						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	
3	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
3	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 critical awareness and understanding of the purpose, importance and relevance of corporate governance and corporate ethical behaviour to organisations and society;
- critically evaluate the practice and implementation of corporate governance, including board structure and independence, in business organisations worldwide;
- critically evaluate the role of institutional investors in promoting standards of good corporate governance and ethical policies in international context;
- critically evaluate, analyse and apply a variety of ethical paradigms to corporate governance issues.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate critical thinking;
- select, organise, develop and synthesise complex material;
- demonstrate problem solving ability;
- plan, work and study independently;
- conduct in-depth research into issues on corporate governance and business ethics;
- identify, find, record, organise and manipulate relevant knowledge;
- communicate effectively to a variety of audiences and/or using a variety of methods.

Method of Assessment

Main assessment methods:

Individual report (2000 words) (50%)
Individual Project (2000 words) (50%)

Reassessment method:

100% coursework.

Preliminary Reading

Monks, R. A. G. and Minow, N. (2011) Corporate Governance, 5th Edition. (ISBN: 978-0470972748)
Edmans A. (2020) Grow the Pie: How Great Companies Deliver Both Purpose and Profit, Cambridge University Press. (ISBN: 978-1108494854)
Griseri, P. and Seppala, N. (2010) Business Ethics and Corporate Social Responsibility, 1st Edition. (9781408007433)
Ferrell O.C., Fraedrich, J., and Ferrell, L. (2019) Business Ethics: Ethical Decision Making & Cases, 12th Edition. (ISBN: 9781337614436)

Pre-requisites

None

Synopsis *

The module provides the knowledge required to understand issues in corporate governance and business ethics. Indicative topics are as follows:

- Corporate governance
- Shareholder versus stakeholder view of the firm
- Board of directors
- Role of institutional investors
- Performance and remuneration
- Corporate purpose and corporate communications
- Ethics and corporate social responsibility
- Key ethical theories and practical ethical reflections

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

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:

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

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods

Individual Coursework (2000 words) (30%)

Excel Based Project (70%)

Reassessment method:

100% coursework

Preliminary Reading

Benninga, S. (2008) Financial Modelling, third edition, MIT Press.

Alexander, C. (2008) Market Risk Analysis, Vol 1: Quantitative Methods in Finance, Wiley.

Holden, C.W. (2012) Excel Modelling in Investments, fourth edition, Pearson.

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

Pre-requisites

None

Synopsis <span style =

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

Subjects are:

Excel Essentials

Basic Financial Calculations with Excel (PV and FV, with applications to stock valuation; building loan tables)

Essential Probability and Statistics with Excel

Bond & Stock Analysis (bond pricing, duration and convexity, the yield curve, stock valuation using the DDM)

Portfolio Optimization (building efficient frontiers; constrained optimization)

Derivatives Modelling in Excel

Advanced Modelling: VBA for Financial Applications

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CB9062 Leadership and Change						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	15 (7.5)	100% Coursework	
2	Canterbury	Whole Year	M	15 (7.5)	60% Exam, 40% Coursework	
2	Canterbury	Whole Year	M	15 (7.5)	100% Coursework	

Contact Hours

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

Learning Outcomes

On successfully completing the module students will be able to:

- Critically evaluate existing leadership and change theories and their links to the broader issues of innovation, creation and growth of new ventures and sustainable organisational performance.
- Undertake advanced communication and negotiation skills that are essential to leading people and organisations, appreciating thereby their global and complex dimensions
- Comprehensively understand and apply the drivers of individual behaviour and performance for creating a motivated and productive workforce.
- Develop and apply leadership skills to manage change in an effective, ethical and responsible way.
- Construct, manage, and evaluate a personal development plan through skills development to achieve and support their career and strategic leadership ambitions.

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

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

Method of Assessment

Main assessment method:
Assignment, 2,500 words (100%)

Reassessment method:
100% coursework

Preliminary Reading

Bryman, A., Collinson, D., Grint, K., and Jackson, B. (2011) The SAGE Handbook of Leadership, London: SAGE.

Nikolopoulos, A. (2011). Negotiating Strategically: One versus All. Palgrave MacMillan.

Holbeche, L. (2006). Understanding Change: Theory, Implementation and Success. Oxford: Butterworth-Heinemann.

Northouse, P. (2015) Leadership: Theory and Practice (7th Edition), London: SAGE.

Pre-requisites

None

Restrictions

Only available to MBA students

Synopsis <span style =

The objective of this module is for participants to understand the nature of effective leadership in the context of a complex and dynamic organisational environment. Participants will acquire the practical, communication and negotiation skills that they need to become effective leaders. They will engage in several negotiation exercises, which will serve as common touchstones toward understanding the negotiation process. Effective leadership is also about understanding what motivates and inspires people to perform at their best. Thus, participants will critically evaluate alternative HRM approaches to unleashing the productive potential of employees for superior organisational performance and to managing organisational change effectively.

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CB9063 Innovation Management and New Product Development						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

CB9065 Buyer Decision Making						
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 knowledge and understanding of the nature of consumer behaviour and organisational consumption behaviour.
- Explain and apply principles and theories from psychology, sociology and consumer cultural theory to consumer behaviour and organisational consumption behaviour (where appropriate).
- Show a critical awareness of ethical and social dimensions of consumer behaviour theories for business and wider society.
- Critically evaluate the implications of macro influences such as culture, social class and micro influences such as motivation, learning, perception and attitudes.
- Understand the main psychological and socially orientated perspectives on personality and self.

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
- Demonstrate in-depth problem solving and decisions making skills through the analysis of problems and identification of appropriate solutions
- Apply critical thinking skills, also when working with complex material and utilise resources effectively
- Scan and organise data, extract meaning from information and share knowledge with others to present a logical case/argument

Method of Assessment

Main assessment methods

Individual report (2000 words) (80%)

Group Vlog (Short for video blog or video log) (20%).

Reassessment methods

100% coursework through individual report

Preliminary Reading

Szmigin, I., and Piacentini, M. (2018) Consumer behaviour. 2e Oxford University Press. (ISBN: 9780198786238)

Solomon, M. R. (2019) Consumer Behaviour: Buying, having and being. 13e London: Prentice Hall (0135225698)

Arnould, E. J., and Thompson, C. J. (Eds.). (2018). Consumer culture theory. Sage. (ISBN 9781526420725)

Pre-requisites

None

Synopsis *

According to the traditional marketing concept, the Consumer is at the heart of all marketing activities. Thus, how consumers and organisations buy, own, consume and dispose of products, brands, marketplace communities, and experiences is the heart of marketing. Consumption is researched by a diverse array of disciplines including economics, anthropology, psychology, sociology and cultural studies, (human) geography, history and linguistics and political science. This interdisciplinarity has brought great depth and complexity to marketing's understanding of consumption.

Although the focus of this module is consumer behaviour, organisational behaviour will also be explored. Students will develop an understanding of how theories relating to consumer and organisation decision-making, and buyer behaviour inform marketing practice. There will be an emphasis on (i) a micro-level analysis, which relates to more immediate or individual aspects of Consumer and organisational buying behaviour; and (ii) the macro-level, relating to how the broader environment and cultural issues influence consumption.

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CB9066 Applied Marketing Research						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	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:

- understand, apply and critically appraise the steps involved in the research process to marketing problems (including problem definition, data collection, data analysis and communicating the findings);
- critically evaluate the different research designs and understand their application to marketing problems;
- understand and appraise the nature and operation of the marketing research industry;
- apply the different marketing research tools available to solve marketing problems, and critique the benefits and costs involved in their use.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods:

Group Project (2,500-3000 words) (20%)
 Individual Research Proposal (3500 words) (80%)

Reassessment methods:

100% coursework through Individual Research Proposal

Preliminary Reading

Babin, B.J. and Zikmund, W.G. (2016) Exploring Marketing Research, 11th Edition, Cengage. ISBN: 9781305263529
 Malhotra NK, Nunan, D. and Birks DF (2017) Marketing Research: An Applied Approach, 5th Edition, Pearson. ISBN: 9781292103129
 McGivern, Y. (2013), The Practice of Market Research: An Introduction, 4th Edition, Pearson. ISBN: 9780273773115
 Wilson A (2018) Marketing Research: Delivering Customer Insight, 4th Edition, Red Globe Press. ISBN: 9781352001112

Pre-requisites

None

Synopsis *

This module provides an overview of key topics within the domain of marketing research and will provide students the platform to understand the importance and use of information for making marketing decisions. While this module will cover concepts in marketing research, its focus will be on i) providing students with an understanding of how marketing research fits into the contemporary marketing framework, and ii) understanding and interpreting the use of marketing research information and tools for the purposes of understanding information use.

Indicative topics may include:

- What is marketing research
- Buyers and sellers in the research process
- The marketing research industry
- Qualitative and quantitative techniques in marketing research
- Secondary data and marketing intelligence
- Observational techniques in marketing research
- Experiments and test marketing
- Questionnaire design and implementation
- Cross cultural issues in marketing research
- Communicating marketing research results

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

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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 the role of the Internet and other digital technologies in marketing
- Assess the threats faced in the digital marketing environment
- Appraise the crucial issues in the implementation of digital marketing across different business sectors
- Critically analyse the nature of digital products and the implications this has for marketing
- Evaluate the different methods of attracting and retaining online customers
- Critically evaluate the role of social media marketing and its limitations.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods

Extended Essay (3000 words) (70%)

Moodle Quiz 1 (7.5%)

Moodle Quiz 2 (7.5%)

Group Presentation (15%)

Reassessment method:

100% coursework

Preliminary Reading

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

Reynolds, J. (2010) E-Business: A Management Perspective, Oxford University Press

Chaffey, D. (2009) E-business and e-commerce management strategy, implementation and practice, Financial Times-Prentice Hall.

Shapiro, C. and Varian, H.R. (1999), Information Rules: A Strategic Guide to the Network Economy, Boston, Massachusetts, Harvard Business School Press

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

Pitt, L.F., Parent, M., Junglas, I., Chan, A., and Spyropoulou, S. (2011) 'Integrating the smartphone into a sound environmental information systems strategy: Principles, Practices and a research agenda', The Journal of Strategic Information Systems, 20(1), pp27-37.

Pre-requisites

None

Synopsis *

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

Topics are:

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

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CB9068		Marketing Report				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	45 (22.5)	90% Project, 10% Coursework	

Contact Hours

Total contact hours: 8
Private study hours: 442
Total study hours: 450

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- conceptualise a research topic or question on marketing, design and apply an appropriate research methodology and clearly articulate this within a report;
- identify and apply appropriate marketing tools and techniques to support the report;
- produce a report in the required format that integrates and communicates knowledge gained from the MSc Marketing programme;
- gain a deeper understanding of and competency in their individual marketing project domains.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods
Marketing Report (8000 – 10000 words) (100%)

Reassessment methods
Reassessment Instrument: 100% project.

Preliminary Reading

Babbie ER (2013) The Practice of Social Research, 13th Edition, Cengage Learning. ISBN: 9781133050094.
Blumberg B, Cooper DR, Schindler PS (2011) Business Research Methods, 3rd European Ed, McGraw Hill. ISBN: 19780077129972.
Moisander J, Valtonen A (2006) Qualitative Marketing Research: A Cultural Approach, Sage Publications. ISBN: 9781412903813.
Sekaran U, Bougie R (2013) Research Methods for Business: A Skill Building Approach, 6th Edition, Wiley. ISBN: 9781119942252.
Weyers J, McMillan K (2007) How to Write Dissertations and Project Reports, Prentice Hall

Pre-requisites

None

Synopsis *

This module will enable students to write a high quality Marketing Report on a marketing and/or business related issue which both supports their immediate career objectives and satisfies the examination requirements first time.

Indicative topics are:

- Conducting research in marketing
- Identification of marketing management issues and relevant research objectives
- Preparation of a marketing report
- Literature reviews
- Marketing and business research methodologies
- Data collection and interpretation
- Structuring and writing a marketing and management report
- Communication of findings from the marketing report
- Ethics in the research process

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

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CB9072 Human Resource Management Business Report						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	45 (22.5)	100% Project	

Contact Hours

Total contact hours: 8
Private study hours: 442
Total study hours: 450

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Identify and justify a business issue that is of strategic relevance to the organisation.
- Critically analyse and discuss existing literature, contemporary HR policy and practice relevant to the chosen issue.
- Undertake analysis of quantitative and/or qualitative data.
- Draw realistic and appropriate conclusions and make recommendations based on costed options.
- Produce a report in the required format that integrates and communicates knowledge gained from the MSc in HRM programme.
- Understand what has been learned during the project and how this can be applied in the future.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Compare and contrast the relative merits of different research methods and their relevance to different situations.
- Undertake a systematic analysis of quantitative and/or qualitative information and present the results in a clear and consistent format.
- Write a reflective account of what has been learned during the project and how this can be applied in the future.

Method of Assessment

Main assessment methods
Project (12000 – 15000 words) (100%)

Reassessment method:
100% project

Pre-requisites

BUSN9048 Research Methods

Synopsis *

This module provides the opportunity for students to demonstrate the ability to diagnose and investigate a complex business issue from an HR perspective, to locate the work within the body of contemporary knowledge, to collect and analyse data, to derive supportable conclusions and to make practical and actionable recommendations for change, improvement or enhancement of current practice.

The applied nature of the report requires a critical evaluative approach, empirical investigation and analysis and a combination of academic research and business report writing skills. It requires reflection on the implications for professional practice from an ethical, professional and continuous professional development standpoint, including an account of what has been learned during the project and how this can be applied in the future.

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

CB9074 Credit Risk						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	
2	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	

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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:

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

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods

Group Written Essay (2000 words) (40%)

Examination, 2 hour (60%)

Reassessment method;

100% Exam

Preliminary Reading

Ashcroft, A.B and Schuermann, T (2008). Understanding the Securitization of Subprime Mortgage Credit. Federal Reserve Bank of New York Staff Reports, No. 318.

Cont, R. (Ed.) (2008). Frontiers in quantitative finance. New Jersey: John Wiley & Sons Inc de Servigny, A. and Renault, O. (2004) Measuring and Managing Credit Risk. New York: McGraw-Hill

Gregory, J. (2010). Counterparty Credit Risk: The New Challenge for Global Financial Markets. Chichester: John Wiley & Sons

Malz, A.M. (2011). Financial Risk Management: Models, History, and Institutions. New Jersey: John Wiley & Sons

Stulz, R.M. (2002). Risk Management & Derivatives. Kentucky: Cengage Learning South-Western.

Pre-requisites

None

Synopsis *

Topics are:

Introduction of default risk concept and credit risk-related securities.

Credit rankings (internal and external rating) and the role of credit rating agencies, credit migration.

Default prediction and credit scoring models.

Default dependencies.

Credit risk portfolio models (risk-adjusted performance, stress-testing portfolio losses).

Corporate bonds and yield spreads.

Default risk pricing models (structural models and reduced-form models).

Market default models: (CreditRisk+, Credit Metrics™, KMV model).

Credit derivatives and credit risks of derivatives.

CB9075 International Financial Markets and Instruments						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	
2	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 37
 Private study hours: 113
 Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Understand how exchanges and other financial markets operate.
- Compare the range of financial instruments being offered through the financial markets and for what purpose.
- Critically discuss the differences between financial markets in different countries.
- Understand the constraints of similar financial instruments in different countries.
- Select the appropriate financial instrument for the needs of a bank or multinational company.
- Propose solutions for identification of the advantages and disadvantages associated with particular financial instruments from a managerial perspective.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods
 Individual essay (2000 words) (40%)
 Examination, 2 hour (60%)

Reassessment method:
 100% Exam

Preliminary Reading

Chacko, G. Dessain, V. Hecht, P. and Sjoman, A. (2006), Financial Instruments and Markets: A Casebook. Singapore: Wiley.

Melicher, R.W. and Norton, E.A. (2011), Introduction to Finance: Markets, Investments, and Financial Management. 14th edn. Singapore: Wiley.

Pre-requisites

None

Synopsis

Topics are:

- Financial markets and their role for economic activity
- Historical overview of financial markets
- Financial markets in US, UK, Europe and Japan
- Emerging financial markets (BRICS)
- Equity
- Bonds
- Derivatives
- Alternative Investments
- Credit Markets
- Asset Backed Securities and securitization
- Energy markets (oil, gas, CO2, weather, electricity)
- Exchange rate markets

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CB9077 Business Research Methods						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	M	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 12
 Private study hours: 138
 Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate comprehensive understanding of the principles underlying the use of the various statistical techniques and their limitations
- demonstrate strong numeracy and quantitative skills in the selection of appropriate techniques and application
- use subject knowledge to critically assess the strengths and weaknesses of different qualitative research approaches used in management and organisation research
- comprehensively understand and make use of a range of qualitative data analysis approaches
- distinguish between different optimisation and forecasting techniques and critically examine how these are applicable within the accounting decision making process

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate critical thinking and problem solving
- select, organise, develop and synthesise complex material
- identify and apply appropriate research methods (quantitative or qualitative) to independent research
- research and work effectively with minimal supervision
- conduct and communicate research effectively as appropriate

Method of Assessment

Main assessment methods
 Business Report Proposal (1000 words) (100%).

Reassessment methods
 100% coursework.

Preliminary Reading

Beattie, V., Ryan, B., Scappen, R. W. and Theobald, M. (2002), "Research Methods and Methodology in Finance and Accounting", Cengage Learning

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

Bryman, A. and Bell, E. (2006) "Business Research Methods", Oxford University Press

Hussey, J. and Hussey, R. (1997) "Business Research: A Practical Guide for Undergraduate and Postgraduate Students, Palgrave

Weyers, J. and McMillan, K. (2007) "How to Write Dissertations and Project Reports", Prentice Hall

Pre-requisites

None

Synopsis <span style =

This module develops the necessary knowledge and skills for students to be able to successfully complete a business report proposal. Indicative topics are:

- Choosing a company for analysis
- Identifying suitable accounting issues relevant to the chosen company
- Searching and reviewing the literature and Bloomberg
- Choosing suitable methods and approaches for analysing the chosen company
- Preparing the business report proposal
- Structuring the business report

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CB9078 Research Methods and Skills (Finance)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	15 (7.5)	100% Coursework	
2	Canterbury	Whole Year	M	15 (7.5)	Pass/Fail Only	
2	Canterbury	Spring	M	15 (7.5)	100% Project	
2	Canterbury	Spring	M	15 (7.5)	Pass/Fail Only	

Contact Hours

Total contact hours: 12
 Private study hours: 138
 Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- identify a topic on which to write a research proposal which is appropriate to the student's degree;
- identify and apply appropriate tools and techniques to support the proposal;
- carry out an effective literature search using electronic sources such as Web of Knowledge and Business Source Complete; accurately summarise the literature sources and critically evaluate their relevance;
- specify what data they will need to collect to carry out the report/dissertation and how they will go about obtaining it;
- be aware of a range of qualitative and quantitative research methods that might be necessary to analyse the data.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate critical thinking;
- select, organise, develop and synthesise complex material;
- demonstrate problem solving;
- plan, work and study independently;
- demonstrate competence in numeracy and quantitative skills including the use of models of finance; qualitative research skills;
- conduct research into finance and management issues;
- identify, find, record, organise and manipulate and communicate knowledge relevant to the evaluation of the financial performance and management of organisations.

Method of Assessment

Main assessment methods
 Project proposal (1000 words) (100%)

Reassessment method:
 100% coursework

Preliminary Reading

Beattie, V., Ryan, B., Scappen, R. W. and Theobald, M. (2002), "Research Methods and Methodology in Finance and Accounting", Cengage Learning

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

Bryman, A. and Bell, E. (2006) "Business Research Methods", Oxford University Press

Hussey, J. and Hussey, R. (1997) "Business Research: A Practical Guide for Undergraduate and Postgraduate Students, Palgrave

Weyers, J. and McMillan, K. (2007) "How to Write Dissertations and Project Reports", Prentice Hall

Pre-requisites

None

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Synopsis <span style =

This module develops the necessary knowledge and skills for students to be able to successfully complete a business report/dissertation proposal. Topics are:

- Choosing a company for analysis/ the finance topic of interest
- Identifying suitable finance issues relevant to the chosen company
- Searching and reviewing the literature and Bloomberg
- Choosing suitable methods and approaches for analysing the chosen company
- Preparing the business report/dissertation proposal
- Structuring the business report/dissertation

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

Contact Hours

Total contact hours: 8
Private study hours: 442
Total study hours: 450

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- identify an appropriate Finance topic on which to write the report;
- identify and apply appropriate tools and techniques to support the report;
- produce a report in the required format that integrates and communicates knowledge gained from the relevant MSc programme;
- gain a deeper understanding of and competency in their individual project domains.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate critical thinking;
- select, organise, develop and synthesise complex material;
- demonstrate problem solving;
- plan, work and study independently;
- demonstrate competence in numeracy and quantitative skills including the use of models of finance; qualitative research skills;
- conduct research into finance and management issues;
- identify, find, record, organise and manipulate and communicate knowledge relevant to the evaluation of the financial performance and management of organisations.

Method of Assessment

Main assessment methods
Business Report (8000 - 10000 words) (100%)

Reassessment method:
100% project

Preliminary Reading

Beattie, V., Ryan, B., Scappen, R. W. and Theobald, M. (2002), "Research Methods and Methodology in Finance and Accounting", Cengage Learning

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

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

Bryman, A. and Bell, E. (2006) "Business Research Methods", Oxford University Press

Hussey, J. and Hussey, R. (1997) "Business Research: A Practical Guide for Undergraduate and Postgraduate Students, Palgrave

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

Weyers, J. and McMillan, K. (2007) "How to Write Dissertations and Project Reports", Prentice Hall

Pre-requisites

None

Synopsis <span style =

By applying appropriate research methods, students employ relevant finance techniques to evaluate a chosen company. Analysis about the company's financial practices and performance is then drawn together and presented in a report format.

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

Contact Hours

Total contact hours: 8
Private study hours: 442
Total study hours: 450

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- identify an appropriate Accounting topic on which to write the report;
- identify and apply appropriate tools and techniques to support the report;
- produce a report in the required format that integrates and communicates knowledge gained from the MSc International Accounting programme;
- gain a deeper understanding of and competency in their individual project domains.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate critical thinking;
- select, organise, develop and synthesis complex material;
- demonstrate problem solving;
- plan, work and study independently;
- demonstrate in-depth competence in numeracy and quantitative skills
- conduct research into accounting and management issues;
- identify, find, record, organise and manipulate and communicate knowledge relevant to the evaluation of the financial performance and management of organisations.

Method of Assessment

Main assessment methods
Business Report (8000-10000 words) (100%).

Reassessment methods
100% project.

Preliminary Reading

Beattie, V., Ryan, B., Scappen, R. W. and Theobald, M. (2002), "Research Methods and Methodology in Finance and Accounting", Cengage Learning

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

Bryman, A. and Bell, E. (2006) "Business Research Methods", Oxford University Press

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

Pre-requisites

None

Synopsis <span style =

By applying appropriate research methods, students employ relevant accounting techniques to evaluate a chosen company. Analysis about the company's accounting practices and financial performance is then drawn together and presented in a report format.

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CB9083 Dissertation in International Business						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	60 (30)	100% Project	

Contact Hours

Total contact hours: 12
 Private study hours: 588
 Total study hours: 600

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- demonstrate understanding of ontological, epistemological, and methodological issues involved in the research design of dissertation projects in international business, and the relationship between these concepts;
- demonstrate awareness of the difficulties involved in formulating a meaningful and feasible research question, as well as of the ways of overcoming these difficulties;
- demonstrate awareness of the need to be methodical and systematic in their studies, and to be critical in their use of the work done by other international business scholars;
- demonstrate familiarity with learning resources in international business;
- demonstrate familiarity with the literature, theories, concepts and methods relevant to their research topic;
- critically engage with international business phenomena, including the terminology, concepts, theories and methods of international business analysis;
- examine and evaluate different interpretations of international business issues, events and solutions to problems;
- describe, evaluate and apply different approaches involved in collecting, analysing and presenting data relevant to international business;
- demonstrate familiarity with the various conventions of academic writing (style, citation, bibliography, etc.).

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- work with theoretical knowledge at the forefront of their discipline;
- be aware of the ethical dimensions of the scholarly work done in their discipline in general as well as of their own work in particular;
- develop a comprehensive understanding of methods and methodologies in their discipline;
- undertake analysis of complex, incomplete or contradictory areas of knowledge;
- develop a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches;
- become reflective and self-critical in their research work;
- engage in academic and professional communication;
- develop independent learning ability required for continuing professional study.

Method of Assessment

Main assessment methods

Project (10000 - 15000 words) (100%)

Reassessment methods

100% project

Preliminary Reading

The research reading list will vary according to topic, but the following list is of general readings offered to students:

Biggam, J. (2011) Succeeding with your Master's Dissertation: a Step by Step Handbook, (2nd edition), Open University Press: Maidenhead, UK

Bryman, A. & Bell, E. (2011) Business Research Methods, (3rd edition), Oxford University Press: Oxford, UK

Saunders, N. K. (2012) Research Methods for Business Students, (6th edition), Pearson Education Limited: Harlow, UK

Wisker, G. (2007) The Postgraduate Research Handbook: Succeed with your MA, MPhil, EdD and PhD, (2nd edition), Palgrave: Basingstoke, UK

Pre-requisites

None

Synopsis *

This research project forms a major assessed element of the course. The dissertation must be on a topic relevant to the MSc in International Business and Economic Development, as proposed by the individual student and approved by the relevant supervisor. Students are assigned a supervisor upon submission of the dissertation proposal to topic and staff expertise. Supervision of work on the dissertation is concentrated in the second half of the academic year.

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CB9084 Managing Organisational Performance						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	

CB9085 Corporate Social Responsibility and Sustainability Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Contact Hours

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

Department Checked

Yes

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Critically analyse the concept and key elements of Corporate Social Responsibility (CSR) and Sustainability Management, its role in strategic decision making and its links to the broader issues of innovation, creation and growth of new ventures, sustainable organisational performance.
- Systematically apply a range of tools and frameworks to assess the design, implementation and management of CSR in organisations to develop requisite knowledge and practical skills needed for the current global business environment.
- Demonstrate a comprehensive understanding of theories of leadership, change management and ethical and responsible approaches to people management needed for the implementation and evaluation of CSR in contemporary organisations.
- Demonstrate critical awareness of the wider issues of CSR and Business Ethics and engage with complex sustainability related business issues that affect key stakeholders and are needed by ethical and responsible business managers.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Critically analyse complex issues systematically and creatively.
- Comprehensively understand and self-manage work in a complex and interdisciplinary context.
- Plan and implement solutions that can deliver actionable results to tackle and solve problems.
- Learn through reflection and to develop new skills to a high level.
- Communicate effectively to a variety of audiences and/or using a variety of methods

Method of Assessment

Main assessment methods:

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

Re-assessment methods:

100% coursework.

Preliminary Reading

- Crane, A and Matten, D (2016), Business Ethics: Managing corporate citizenship and sustainability in the age of globalization; 4th Edition; Oxford: Oxford University Press
- Blowfield, M., & Murray, A. (2014). Corporate responsibility. Oxford: Oxford University Press.
- Cannon, T., & Cannon, T. (2012); Corporate Responsibility: Governance, Compliance and Ethics in a Sustainable Environment. 2nd Edition. Harlow: Pearson Education
- Chandler, D., and Werther Jr, W. B. (2013); Strategic Corporate Social Responsibility: Stakeholders, Globalization, and Sustainable Value Creation. 3rd Edition. London: Sage Publications
- Crane, A., Matten, D., & Spence, L. J. (Eds.). (2008). Corporate Social Responsibility: Readings and Cases in a Global Context. 2nd Edition. London: Routledge.
- Visser, W., Matten, D., Pohl, M., & Tolhurst, N. (2010). The A to Z of Corporate Social Responsibility. Chichester: John Wiley & Sons
- Relevant journal articles from Harvard Business Review, Academy of Management Review, Journal of Business Ethics, Journal of Management etc

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Pre-requisites

None

Restrictions

Synopsis <span style =

This module adopts the perspective of studying Corporate Social Responsibility (CSR) and sustainability management within the context of corporate strategy. Using lectures, case study illustrations and content analysis, practice-oriented class exercises and group presentations, the module's learning and teaching objectives are intended to provide students with a broad range of technical and general skills areas.

CB9087	Models for Decision Making					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Contact Hours

Private Study: 117

Contact Hours: 33

Total: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate a comprehensive understanding of analytics models and their importance for delivering management innovation and drive organisational change.
- Demonstrate conceptual understanding of the use of modern scientific management techniques and how real-world complex problems can be represented and solved analytically using computer software such as Microsoft Excel®.
- Recognise and deal with managerial problems that can be modelled and analysed using quantitative techniques such as optimization, decision analysis, simulation and statistical models.
- Demonstrate critical awareness of how managers and executives utilise analytics models for business value creation by improving their operational, social, and financial performance.
- Address various real-world complexities and incorporate these into the modelling framework in order to prescribe actionable recommendations.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate highly developed analytics, critical and intellectual skills, which enable them to solve complex business/management/industry problems in a rapidly changing environment.
- Demonstrate an ability to select the most appropriate analytics technique for a particular business/management/industrial problem
- Independently analyse the outcome of an analytics model and present their findings in a clear and rigorous manner.
- Communicate effectively to a variety of audiences and/or using a variety of methods.

Method of Assessment

Main assessment methods

30% Group project including presentation (10%), spreadsheet model (10%) and 1500-2000 word report (10%)

20% VLE Test

50% Individual computer-based project including spreadsheet model and report (1500-2000 words)

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.

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Restrictions

Compulsory to the following courses:

MSc Leadership and Management

Optional to the following courses:

MSc Marketing, MSc International Business and Management, MSc Finance and Management.

Synopsis <span style =

The aim of this highly practical module is to give students an intensive grounding in analytics modelling and hands-on experience in using industry-standard spreadsheet software (Microsoft Excel®) to structure, analyse and solve a variety of problems encountered in business and management.

Students will learn how to build practical analytics models using descriptive analytics techniques to visualise and interpret data; predictive analytics techniques to predict future outcomes and trends; and prescriptive analytics techniques, such as optimisation and decision analysis, to support decision making in complex situations.

Students will be exposed to a variety of case studies that will prepare them to be data-driven managers and executives capable of utilising analytics for business value creation. Practical demonstrations will include examples in finance (e.g., optimal investment strategies, portfolio optimisation), human resources (e.g., staff scheduling, workforce planning, employee performance management), marketing (e.g., product development, customer classification, marketing campaigns optimisation), supply chain management (e.g., optimal transport routing, production scheduling) and project management (e.g., task scheduling, resource planning, project completion time optimisation).

CB9088 Business Analytics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	M	15 (7.5)	100% Coursework	
3	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 42

Private study hours: 108

Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate a comprehensive understanding of the current state-of-the-art business analytics' models and their importance for decision-making within a global context.
- Critically identify the links between the tools and techniques of business analytics and the broader issues of innovation and sustainable organisational performance within a global context.
- Demonstrate a comprehensive understanding of the use of modern scientific management techniques and how real-world systems may be represented and solved quantitatively using computer software such as Excel Solver.
- Recognise and address complex managerial problems that can be modelled and analysed using quantitative techniques such as optimization, project scheduling, simulation, decision analysis and statistical models.
- Demonstrate a practical understanding of Excel model-building and problem solving techniques to solve complex business problems and support ethical and responsible management decisions.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate highly developed quantitative, critical and intellectual skills, which enable them to solve complex business problems in a rapidly changing environment.
- Demonstrate an ability to select the most appropriate technique for a particular business/management/industrial problem.
- Independently analyse the outcome of an analytical model and present their findings in a clear and rigorous manner.
- Use creativity and independent thinking in building models to analyse complex situations and support decision making.

Method of Assessment

Main assessment method:

VLE Quiz (10%)

Group computer project (40%): Excel Model (15%), Report (1500-2000 words, 15%), Presentation (10%)

Individual computer project (50%): Excel model, Report (1500-2000 words)

Reassessment methods:

100% individual computer project

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Preliminary Reading

Evans, J. R. (2017). Business Analytics, Global Edition, 2/E. Pearson Education.
Albright S.C. and Winston, W.L. (2020) Business analytics: data analysis and decision making. (7th Ed.) Cengage Learning.
Clemen, R.T. and Reilly, T. (2013) Making Hard Decisions with Decision Tools. (3rd Ed.) Cengage Learning.
Hillier, F.S. and Hillier, M.S. (2014) Introduction to Management Science: A Modelling and Case Studies Approach with Spreadsheets. (5th Ed.) New York: McGraw-Hill.
Winston, W.L. and Albright S.C. (2016) Practical Management Science. (5th Ed.) Duxbury: Thomson Learning.
Winston, W.L. (2019) Microsoft Office Excel 2019: Data Analysis and Business Modelling. O'Reilly Media.

Pre-requisites

None

Restrictions

Only available to MBA students

Synopsis <span style =

The use of data and analytics has become the corner stone for generating business value, supporting innovation and driving sustainable change in global companies. The aim of this module is to give students an intensive grounding in analytics modelling and hands-on experience in using industry-standard spreadsheet software (Microsoft Excel®) to structure, analyse and solve a variety of problems encountered in business and management.

Topics covered in the module include:

- Descriptive analytics: How to visualise, analyse and interpret data to gain business insights.
- Predictive analytics: Using statistical models, such as regression and forecasting, to make predictions about the future from historical data.
- Prescriptive analytics: How to determine optimal strategies in situations involving several decision alternatives using optimisation and decision analysis techniques.

Students will learn how to build analytics models for a variety of complex business problems, including problems in finance, marketing, human resources, production planning and project management among others.

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CB9090 Marketing Across Cultures						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	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:

1. Demonstrate an in-depth understanding of culture and the cultural components that exhibit across different markets
2. Critically evaluate cultural assumptions and arguments that may impact Marketing Strategy across cultures
3. Critically appraise appropriate frameworks and concepts suited to the formulation of marketing strategies in different cultural contexts, and apply them accordingly
4. Demonstrate a systematic understanding and a critical awareness of current challenges in the implementation of marketing strategy across cultural contexts
5. Demonstrate an in-depth understanding of the impact of culture on consumer behaviour.
6. Demonstrate a comprehensive understanding of techniques applicable to cross-cultural market research methods
7. Evaluate critically the cultural and ethical issues of marketing activities in different countries.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Think critically and creatively about the impact of culture in international markets
2. Collect, organise and summarise relevant information from secondary data sources
3. Organise, analyse information gathered individually and/or in collaboration with other colleagues and write a business report or an academic essay demonstrating an understanding of marketing strategies across cultural contexts;
4. Communicate to an audience of peers a business report or academic essay of topics in intercultural marketing;
5. Recognise and summarise the concepts, processes and institutions relevant to intercultural marketing of goods and/or services;
6. Assist and cooperate and coordinate with other individuals in learning and discussion activities.

Method of Assessment

Online VLE MCQ Test (20%)
Group Presentation (20%)
Individual report (3000) (60%).

Reassessment methods
100% coursework

Preliminary Reading

Hollensen, S. (2017). Essentials of Global Marketing, 7th Edition. Harlow: Pearson.

Usunier J. and Lee J. A. (2005) Marketing Across Cultures, 7th Edition, Essex, Prentice Hall

Academic articles from the Journal of Marketing, Journal of International Marketing, International Marketing Review, Harvard Business Review

Pre-requisites

CB9330 Strategic Marketing

Synopsis *

This module will combine lectures and seminars to present, transfer, discuss and summarise intercultural marketing concepts and frameworks. Indicative topics are:

- Analysis of cultural conditions in global markets
- Cross-cultural Marketing research
- Identification of International segments and niche markets
- Executing marketing mix strategies across different cultures
- Consumer Behaviour across cultures
- Making ethical decisions across cultures

CB9099 Delivering Innovation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	
1	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% Coursework	

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1	Canterbury	Spring	M	15 (7.5)	100% Coursework
1	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% Coursework

Contact Hours

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

Learning Outcomes

On successfully completing the module students will be able to:

- Critically evaluate key innovation management approaches and tools for improving management practice within a global context
 - Apply comprehensive knowledge and a systematic understanding of recent innovation management research and practice to address specific organisational challenges, including the creation and growth of new ventures, and sustainable organisational performance
 - Develop and critically reflect on an implementation plan for an innovation management project.
- Develop a systematic understanding of ethical and responsible approaches to the management of innovation

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

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

Method of Assessment

Assessment methods
Main assessment methods:
Group presentation, 20 minutes (20%)
Examination, open book, 2 hours (80%)

Re-assessment method:
100% examination

Preliminary Reading

Core Texts

Cameron, S. (2011), The MBA Handbook: Academic and Professional Skills for Mastering Management 7th Ed, Harlow: Pearson Education (ISBN-13: 978-0273749998)

Flowers, S, Meyer, M., Kuusisto, J (2017) Capturing the Innovation Opportunity Space: creating business models with new forms of innovation, Cheltenham: Edward Elgar (ISBN-13: 978-1783475513)

Tidd, J. and Bessant, J. (2013), Managing Innovation: Integrating Technological, Market and Organizational Change, 5th Edition. London: John Wiley & Sons Ltd (ISBN-13: 978-1118360637)

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

Von Hippel, E, (2016) Free Innovation, Boston, MA: MIT Press (ISBN-13: 978-0262035217)

Pre-requisites

None

Restrictions

Only available to MBA students

Synopsis <span style =

Delivering Innovation is an exploration of the conception, creation and diffusion of new products and services within modern economies. It examines the many challenges faced by firms and others in the process and the solutions and management practices that have been developed to deal with potential innovation barriers. The module also explores the evolving nature of innovation itself and outlines how firms and others can benefit from new and different forms of emerging opportunity.

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CB9101 Simulation Modelling						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Hong Kong Baptist University	Spring	M	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 30
 Private study hours: 120
 Total study hours: 150.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Have a comprehensive understanding of the theoretical foundations of stochastic simulation, including random number generation, sampling from discrete and continuous distributions, and statistical analysis of transient/steady-state outputs.
- Build realistic discrete-event simulation models using industry-standard software.
- Apply simulation model building and analysis skills to systematically frame and solve complex business planning problems.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods
 Individual Report (2000-2500 words) – 100%

Reassessment methods
 100% coursework

Preliminary Reading

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

Pidd, M. (2004) Computer Simulation in Management Science. John Wiley & Sons.

Robinson, S. (2014) Simulation: The Practice of Model Development and Use (2nd Edition). Palgrave Macmillan.

Pre-requisites

None

Synopsis */

The aim of the module is to give students hands-on experience in using industry-standard simulation modelling software in order to structure and solve complex and large-scale managerial decision problems.

The module will cover the following topics.

- Queuing theory: Students will be introduced to the basic underpinnings of queuing theory, including key assumptions, benefits, and limitations.
- Discrete-event simulation: Core theory of discrete-event simulation will be covered, including a review of simulation mechanics, how to incorporate randomness into a simulation, and the systematic analysis of simulation model results. This will be supplemented with practical training in how to build and run simulation models using commercial software. Example applications will be drawn from a variety of sectors, such as manufacturing/production, transportation, healthcare, and other service industries (e.g. banking, retail, customer service).

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CB9102 Digital Innovation and New Media Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	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:

- 1 Demonstrate advanced understanding of the opportunities of the digital economy and effectively convert opportunities into viable business models..
- 2.Critically apply relevant knowledge, skills and creativity in evaluating strategic choices to effectively convert digital opportunities into competitiveness.
- 3 Demonstrate a comprehensive understanding of critical theories and concepts to analyse and differentiate the strategic values of emerging technologies, and evaluate different methods of aligning technological opportunities with business strategy.
- 4 Demonstrate a critical awareness of the main innovations and research directions in digital research.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Analyse complex business situations by synthesising a variety of sources and pitch solutions.
- 2 Demonstrate effective transferable skills and professionalism.
- 3 Effectively present information and formulate and deliver logical and precise arguments.
- 4 Work effectively as part of a group, and use self-direction, initiative and planning in the context of independent learning and the management of assignments.

Method of Assessment

Main assessment methods

Group Digital Project Presentation (30%)
Individual Written Report (3000 words) (70%)

Preliminary Reading

Essential Reading

Jordan, J.M. (2012), Information, technology, and innovation: resources for growth in a connected world, Hoboken, N.J.: Wiley.

Tidd, J, and Bessant, J. R. (2013), Managing innovation: integrating technological, market and organizational change, 5th Edn, Chichester: Wiley.

Recommended reading

Day, G.S., Schoemaker, P.J.H., Gunther, R. E. (2000), Wharton on managing emerging technologies, Hoboken, N.J.: Wiley.

Holmquist, L. E. (2012), Grounded innovation: strategies for creating digital products, Boston: Morgan Kaufmann.

Kressel, H. and Lento, T.V. (2007). Competing for the Future: How Digital Innovations are Changing the World, Cambridge: Cambridge University Press

Synopsis <span style =

This module introduces students to the concepts of digital innovation and digital media. The module covers relevant theories and concepts to analyse the strategic value of emerging technologies.

Indicative topics are:

Digital Innovation: Cloud computing, social media, big data, sensor web technologies, language technology and analytics
Digital Media: Mobile business; e-commerce; m-commerce, social media marketing; digital innovation in business.
Creativity and communication: creative thinking, communication skills, start-ups

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CB9103		Business Analytics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 37
 Private study hours: 113
 Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate an advanced and comprehensive knowledge and understanding of core concepts and analytical frameworks in business analytics.
- 2 Critically apply IT to solve complex business and management problems.
- 3 Critically apply relevant knowledge, skills and creativity in modelling and analysing business and management problem using quantitative techniques, such as optimization, project scheduling, network design, decision analysis and statistical models.
- 4 Evaluate arguments or propositions and make judgments that can guide the application of appropriate analytical approaches to complex business/management problems.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Select and critically apply a variety of problem solving techniques, both autonomously and collaboratively.
- 2 Propose solutions to complex business/management problems.
- 3 Effectively communicate information, arguments and analysis in a variety of forms.
- 4 Work effectively as part of a group, and use self-direction, initiative and planning in the context of independent learning and the management of assignments.

Method of Assessment

Main assessment methods

Individual Written Report (2000 words) (40%)
 Examination, 2 hours (60%)

Preliminary Reading

Albright, S.C. and Winston, W.L. (2014) Business Analytics: Data Analysis and Decision Making. (5th Ed.), Cincinnati, OH: South-Western College Publishing.

Anderson, D.R. Sweeney, D.J. Williams, T.A. and Martin, K. (2008) An Introduction to Management Science: Quantitative approaches to decision making. (12th Ed.) Cincinnati, OH: South-Western Cengage Learning

Hillier, F.S. and Hillier, M.S. (2013) Introduction to Management Science with Student CD and Risk Solver Platform Access Card: A Modeling and Cases Studies Approach with Spreadsheets. (5th Ed.), Columbus: OH: McGraw-Hill Higher Education.

Synopsis *

This module aims to provide an understanding of the importance of business and management modelling in practice and hand-on experience to apply current quantitative techniques and tools to a variety of problems encountered in business and management. Special emphasis will be given to the analysis of international case studies related to real-world business and management problems.

Indicative topics are:

- Introduction to Business Analytics
- Descriptive statistics and statistical inference.
- Probability theory and decision making under uncertainty.
- Sensitivity analysis.
- Markov processes.
- The use of statistical models in practice, such as regression, time series analysis and forecasting.
- Optimization and simulation techniques.
- Analysing complex decisions: How to determine optimal strategies in situations involving several decision alternatives.
- The applications of suitable techniques for analysing and solving business/management problems.

CB9104		Marketing Management and Communications				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	M	15 (7.5)	100% Coursework	

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Contact Hours

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

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate advanced understanding of the strategic role of marketing, including their primary functions in the context of the organisation and wider environment.
- 2 Identify and critically evaluate the trends in the environment and use innovative market research techniques, both qualitative and quantitative, to understand customer behaviour.
- 3 Demonstrate a comprehensive understanding of the marketing mix principles and how the marketing mix is managed, including marketing communications.
- 4 Evaluate arguments or propositions and to make judgments that can guide the development of marketing plans that effectively addresses the challenges of businesses in different contexts.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Critically evaluate argument, assumptions and data to make reasoned judgments and to frame appropriate questions to achieve a solution.
- 2 Apply a variety of problem solving tools and methods both autonomously and collaboratively.
- 3 Effectively communicate the solutions arrived at, and the thinking underlying them, in verbal and written form.
- 4 Work effectively as part of a group, and use self-direction, initiative and planning in the context of independent learning and the management of assignments.

Method of Assessment

Main assessment methods

Group Podcast (5 minutes of audio) (30%)
Individual Written Report (2000 words) (70%)

Preliminary Reading

Essential reading

Hookey, G. J., Saunders, J. A., and Piercy, N. (2011). Marketing strategy and competitive positioning: Fifth edition. Harlow, England: Prentice Hall Financial Times.

West et al. (2015) Strategic Marketing: Creating Competitive Advantage. 3rd edn. Oxford: Oxford University Press.

Background Reading

Blythe, J., and Megicks, P. (2010). Marketing planning: Strategy, environment and context. Harlow, England: Prentice Hall.

Keller, K. L. (2015). Strategic brand management: Building, measuring, and managing brand equity. 4th Ed. Boston: Pearson.

Kerin, R. A. and Peterson, R. A. (2013). Strategic marketing problems: Cases and comments. Boston: Pearson.

Kotler, P., and Keller, K. L. (2015). A framework for marketing management, 6th Ed. Boston: Prentice Hall.

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

It is also expected that students engage with key academic marketing journals (examples include Journal of Marketing, Harvard Business Review, Journal of Marketing Management, Psychology and Marketing) and key marketing practitioner oriented journals (examples include Marketing Week, Marketing News).

Synopsis *

This module examines recent developments in marketing thinking and market strategy development. Students will acquire a theoretical foundation through the lectures and discussions on marketing management and communications concepts and frameworks. The use of case studies will allow the student to explore the process of marketing decision-making and strategy development as well as enhancing the ability to apply marketing theory to a wide range of problems.

Indicative topics are:

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

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CB9105 Strategic Operations and Supply Chain Excellence						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	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:

- 1 Demonstrate advanced understanding of the strategic contribution of operations to support business objectives.
- 2 Synthesise and critically evaluate the role of supply chain dynamics, lean and agile supply chains and supply chain integration.
- 3 Demonstrate a critical awareness of the dynamic nature of the relationship between technology and efficient operations and supply network processes.
- 4 Make informed judgments about the unpredictable and ambiguous relationship and impact of operations and supply chain management on the performance of an organisation.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Communicate effectively both orally and in writing.
- 2 Develop understanding about strategic operations.
- 3 Identify, critically analyse and address both academic and practical problems.
- 4 Critically formulate a considered outline of a logical case/argument.

Method of Assessment

Main assessment methods

Moodle MCQ test (30%)
 Individual Written Report (2000 words) (70%)

Preliminary Reading

Greasley, A., (2009/2013). Operations Management 2nd or 3rd Ed., Hoboken, NJ: John Wiley and Sons.

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

Meredith JR. and Shafer, SM. (2009). Operations Management for MBAs (4th Ed), Hoboken, NJ: John Wiley and Sons.

Slack, N, Chambers, S, and Johnston, R. (2015) Operations Management, 7th edition, Harlow, Essex: FT Prentice

Additional material from guided reading of learned journals (specific papers provided).

Synopsis <span style =

This module aims to equip students with a global view of the strategic and operational processes that transform inputs into value-added finished products and services across a range of industries, across the globe. Advanced theory teaching with practical skills training using case studies from global organisations provides students with an understanding of the contemporary issues and programs used in global supply chain management.

Indicative topics are:

- Introduction to Operations and Supply Chain Management
- Strategic role and Operations Strategy
- Design of Products & Services
- Process Type and Layout
- Planning and Control
- Sequencing and Capacity Planning
- Supply/Demand Management
- Lean and agile supply chains
- Quality Management and Business Improvement

CB9107 Strategic and Sustainable Procurement						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	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 advanced understanding of the strategic role and benefits of procurement within an organisation and examine its influences upon other supply chain management activities.
- demonstrate holistic understanding of the relevance and impact of sustainability throughout the procurement cycle.
- critically evaluate information from buyers and suppliers to devise strategic and sustainable sourcing and marketing decisions.
- demonstrate a deep and elaborate understanding of key motivating factors for offshoring decisions and how to evaluate and source from international suppliers.
- understand the theoretical and practical nature of outsourcing negotiations and contract management.
- evidence understanding of the effects of Industry 4.0's cutting-edge technologies and data management on strategic and operational procurement

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate the ability to research a topic independently to extract and synthesise information from a range of academic and online sources.
- Critically evaluate and interpret information from a variety of sources to formulate and support a well- reasoned and structured line of argument;
- Demonstrate an in-depth and practical understanding of how the above theories and techniques are used to create and interpret knowledge in business/management/industrial problems.
- Communicate effectively through group discussion and oral presentations.

Method of Assessment

Main assessment methods

Group Presentation – 15-20 minutes (20%)
 Group Report (1000 words) (10%)
 Individual Essay (2000 words) (70%).

Reassessment method:

100% coursework.

Preliminary Reading

Baily, P.; Farmer, D.; Crocker, B.; Jessop, D. and Jones, D. (2015). Procurement, Principles & Management (11th ed.), Harlow: Pearson Education

Alexander Batran, Agnes Erben, Ralf Schulz, Franziska Sperl (2017), Procurement 4.0: A survival guide in a digital, disruptive world, Campus Verlag, Frankfurt/New York

Burt, D. N.; Petcavage, S. D. and Pinkerton, R. L. (2012). Proactive Purchasing in the Supply Chain, New York: McGraw Hill

Axelsson, B.; Rozemeijer, F. and Wynstra, F. (2005). Developing Sourcing Capabilities: Creating Strategic Change in Purchasing and Supply Management, Hoboken, NJ: Wiley

Monczka, R. M.; Handfield, R. B.; Giunipero, L. C. and Patterson, J. L. (2016). Purchasing and Supply Chain Management (6th Ed.), Independence, KY: Cengage

Oshri, I., Kotlarsky, J., & Willcocks, L. P. (2011). The handbook of global outsourcing and offshoring. London: Palgrave Macmillan.

Sollish F. and Semanik, J. (2011). Strategic Global Sourcing Best Practices, Hoboken, NJ: Wiley

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Synopsis *

Procurement is often the most significant source of immediate and long-term value creation available to any organisation. This module explores the trends and challenges of procurement and discusses its strategic role in supply chain management in today's global and digital environment. The module will also discuss the importance of sustainable procurement in creating new sales opportunities, reducing supply chain risks and providing cost savings. The module will cover the following indicative aspects of procurement:

- Procurement strategy, tactics and operations: the dynamics of make-or-buy decisions, ways of building sourcing competences and capabilities, strategical selection of suppliers and the effective management of their relationship, the ways technology enables access to data on cost structures, supply availability, lead times, financial and operational risks, and service and quality metrics.
- Key procurement issues: pitfalls in outsourcing and protectionism and de-globalisation trends, pressures for time compression, sustainability and corporate social responsibility, Procurement 4.0 as an innovation catalyst and competitive advantage.
- Procurement applications: case studies in projects, services, manufacturing and retail operations from both private and public sectors.

Weekly seminars will utilise contemporary case studies and students will be encouraged to present and explore different procurement strategies in practice.

CB9108 Quantitative Business Analysis and Forecasting						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Hong Kong Baptist University	Autumn	M	15 (7.5)	100% Coursework	
1	Hong Kong Baptist University	Spring	M	15 (7.5)	100% Coursework	
2	Hong Kong Baptist University	Autumn	M	15 (7.5)	100% Coursework	
2	Hong Kong Baptist University	Spring	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 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 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

Individual Data Analysis Report (2000-2500 words) – 100%

Reassessment method:

100% coursework

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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)

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

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

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 <span style =

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 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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CB9111 Global Business Analysis						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	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:

- 1 Demonstrate advanced understanding of the dynamics and effects of the global business environment.
- 2 Critically apply relevant knowledge and judgement in identifying, analysing and designing strategies to respond to contemporary challenges in doing business around the globe.
- 3 Demonstrate a systematic understanding of the factors that influence how business activities are conducted internationally.
- 4 Critically apply appropriate frameworks to devise and recommend distinctive global business strategies and market entry strategies.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Communicate and present, both orally and in writing or other formats, in a professional manner.
- 2 Critically apply underlying concepts and principles outside the context in which they were first studied.
- 3 Critically apply analytical frameworks to identify and respond to business problems in a global context.
- 4 Work effectively as part of a group, and use self-direction, initiative and planning in the context of independent learning and the management of assignments.

Method of Assessment

Main assessment methods

Group presentation (30%)
 Individual Written Report (2000 words) (70%)

Preliminary Reading

Recommended Textbook

Peng, M. W. (2014), Global Business. 3rd edition. Cincinnati: Cengage Learning.

Additional Reading

Cavusgil, S.T, Knight, G., and Riesenberger, J. (2012). International business: strategy, management, and the new realities. Upper Saddle River, NJ: Prentice Hall.

Dickens, G. (2011) Global Shift. Mapping the Changing Contours of the Global Economy. Sage, London, 6th edition.

Useful Journals include: Journal of International Business Studies, Journal of World Business, Harvard Business Review, Strategic Management Journal, Management International Review, Thunderbird International Business Review, Journal of International Management, Academy of Management Perspectives etc.

Synopsis <span style =

This module will focus on domestic and international companies and therefore allows students to gain understanding of contemporary global business issues and subjects covered will typically include

- Introduction to global business and global strategy
- Globalisation, regionalisation and economic development
- Industry dynamics and competition
- Institution-based view
- Global business failures: determinants of international success and failure of companies
- Internationalisation and strategising for global markets

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CB9112 Management Consultancy Report						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	M	30 (15)	90% Project, 10% Coursework	

Contact Hours

Private Study: 292
Contact Hours/Supervision: 8
Total: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate an advanced understanding of how to conduct qualitative and quantitative research in a business context.
- Produce a report in the required format that integrates and communicates knowledge and understanding gained from the MSc Management programme and internship.
- Critically apply appropriate consultancy/research principles and techniques for effective project management.
- Demonstrate a systematic understanding of research philosophies.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate competence in numeracy and qualitative management skills, including the use of models of business situations, qualitative and quantitative research skills.
- Identify, find, record, organise, interpret and communicate knowledge relevant to the development and management of organisations.
- Critically apply the underlying principles of social science research and research ethics.
- Demonstrate an ability to design and implement a social science research project.

Method of Assessment

Main assessment methods

Management Consultancy Report/Dissertation (8000-10000 words) (100%)

Reassessment method:

100% project

Preliminary Reading

Recommended Textbook

Centre for Reviews and Dissemination (2008) CRD Guidance for undertaking reviews in health care (2018). University of York.

Additional Reading

Bryman, A. (2021). Social Research Methods. Oxford: Oxford University Press.

Synopsis <span style =

This module will build on the module: Research Methods and Consultancy Skills and supervise health care students during their Management Report/ Dissertation Project.

Individual support will be provided regarding the following subjects:

- Formulating and clarifying the management consultancy/dissertation topic.
- Theoretical approaches and literature review.
- Philosophy of social science research.
- Research design.
- Research ethics.
- Secondary and primary research methods.
- Quantitative method and data analysis.
- Qualitative method and data analysis.
- Library resources: online sources and searching journal databases.
- Writing and presenting a research project/ management consultancy report/dissertation.

CB9113 Programme and Project Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	15 (7.5)	100% Coursework	

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Contact Hours

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

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate a systematic and comprehensive knowledge and understanding of key theories, strategies and techniques in project management and their application (PRINCE2 and PMP).
- 2 Critically apply the principles of life cycle methodology to programme and project management.
- 3 Describe and provide a critique of the relationship between Project Management, Benefits Realisation Management, Programme Management and Portfolio Management and be able to define the responsibilities of key players.
- 4 Critically apply relevant knowledge, skills and creativity for appropriate governance in project and programme management.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate transferable skills in project and programme management.
- 2 Deal with complex projects both systematically and creatively.
- 3 Demonstrate a detailed understanding of a variety of sources of information and data, including those typically used in business contexts, and an ability to evaluate their relevance and applicability to a project.
- 4 Work effectively as part of a group, and use self-direction, initiative and planning in the context of independent learning and the management of assignments.

Method of Assessment

Main assessment methods

VLE Quiz, 1 hour (40%)
Group Written Project (2000 words) (60%)

Preliminary Reading

Axelos (2011), Managing successful programmes, 4th ed., London: TSO Shop, United Kingdom.

Bradley, G. (2010), Benefit Realisation Management: A Practical Guide to Achieving Benefits through Change, 3rd ed., Farnham: Gower Publishing Company, UK.

Jenner, S. and APMG International (2014), Managing benefits: optimizing the return from investments, 2nd ed., London: Stationery Office

Letavec, J. (2014), Strategic Benefits Realization: Optimizing Value through Programs, Portfolios and Organizational Change Management, Plantation, FL: Ross Publishing

Martenili, Waddell, Rahschulte, Program Management for Improved Business Results, 2nd ed., Chichester: Wiley

Project Management Institute (2013). A Guide to the Project Management Body of Knowledge: PMBOK® Guide, 5th ed., Philadelphia, PA. : Project Management Institute, US.

Project Management Institute (2013). The Standard for Program Management. 3rd ed., Montvale, NJ. : Institute of Management Accountants, US.

Zwikael, O. and Smyrk, J. (2011), Project management for the creation of Organisational value, New York: Springer

Synopsis <span style =

This module will provide students with a good understanding of key concepts and theories in the field of Programme and Project Management. Students will learn about key practices and techniques and gain a good understanding of how they might be applied in real business contexts.

Indicative topics are::

- Project, programme and portfolio management concepts.
- Bodies of knowledge and methodologies (APM, PRINCE2, P2M, PMP, MSP, MoP).
- Role of the project / programme support office/ Project Management Office (PMO)
- Project and programme organisation structures and roles.
- Life cycle, principles and processes.
- Business case and investment appraisal.
- Scheduling.
- Budgeting and cash flow.
- Earned value management.
- The use of MIS in project management
- Measurement, control and risk management in projects.
- International Project Management: Multi-cultural management.
- Agile project management versus traditional project management.
- Researching Projects.

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

Contact Hours

Total contact hours: 8
Private study hours: 292
Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate a comprehensive knowledge and understanding of the theories in finance and risk, and the techniques used to analyse and solve problems in major areas of finance and risk.
- 2 Demonstrate advanced theoretical application of concepts in mathematics, statistics and finance to real life cases in finance and risk.
- 3 Apply a range of mathematical, statistical and financial techniques to real life cases related to finance and risk.
- 4 Select and use a range of financial modelling and computing techniques in the context of the particular topic.
- 5 Demonstrate a critical understanding of current research and advanced scholarship in finance and risk and demonstrate how to research and select material relevant for the research topic/case study.
- 6 Write a research report/case report of a standard comparable to research/professional documents.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Interpret complex quantitative information
- 2 Exhibit computing skills required to analyse data to inform sound judgement
- 3 Demonstrate self-direction and originality in the pursuit of independent research
- 4 Exhibit effective communication skills

Method of Assessment

Main assessment methods

Individual Report (10,000 words) (100%)

Preliminary Reading

Bruner, R. F., (2010) How to Study and Discuss Cases, Charlottesville, VA: Darden Business Publishing

Brunner, R. F., Eades, K. M., and Schill, M. J., (2010) Case Studies in Finance, Managing for Corporate Value Creation, 7th Edn. New York: McGraw-Hill

Synopsis <span style =

Students select from a range of research topics or case studies covering a variety of financial subjects. Students use their knowledge of the theory and techniques of finance, to explore particular topics or

analyse selected cases. The emphasis is on application of the financial techniques using real life data, producing results and analysis and interpretation of the results. Students are introduced to the methodology to carry out research/case studies in the lectures. Students use relevant specialist computing software and specialist market data platforms.

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CB9117 Investment Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 37
 Private study hours: 113
 Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate a systematic knowledge, understanding and critical awareness of the theory in the areas of the syllabus relating to debt securities, bond investment strategies, equity analysis, macroeconomic and industry analysis, equity analysis methods, equity portfolio management, hedge funds and performance management.
- 2 Demonstrate a comprehensive understanding of the complex techniques applicable to solve problems in the areas of the syllabus relating to debt securities, bond investment strategies, equity analysis, macroeconomic and industry analysis, equity analysis methods, equity portfolio management, hedge funds and performance management.
- 3 Comprehensive understanding of recent developments and methodologies in investment management and the links between the theory and its practical application and to critically evaluate such methodologies.
- 4 Demonstrate a systematic understanding of the complex current issues relevant to the investment market.
- 5 Demonstrate an ability to conceptually understand, select and critically apply appropriate methods in portfolio management.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Adopt a logical mathematical approach to solving complex problems and decision making in complex situations.
- 2 Effectively communicate to both technical and non-technical audiences.
- 3 Use the relevant information technology.

Method of Assessment

Main assessment methods

Individual Essay (2000 words) (40%)
 Examination, 2 hours (60%)

Preliminary Reading

Bodie, Z., Kane, A. and Marcus, A. (2011), Investments and Portfolio Management, Columbus, OH: McGraw-Hill
 Damodaran, A. (2012) Investment valuation: Tools and techniques for determining the value of any asset, Chichester: John Wiley & Sons
 Fabozzi, F. J. (2007) Fixed Income Analysis (2nd Edition), CFA Institute, Hoboken, NJ: John Wiley & Sons Inc.
 F.K. Reilly and K.C. Brown (2002) Analysis of Investments & Management of Portfolios, 10th Edn, Mason, OH: Cengage Learning

Synopsis *

Indicative topics include:

- Overview of the Investment Industry
- Characteristics of debt securities and bond investment strategies
- Equity analysis
- Macroeconomic and industry analysis
- Equity valuation methods
- Equity portfolio management
- Hedge Funds
- Performance measurement

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CB9118 Fundamentals of Financial Economics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Exam	
2	Canterbury	Spring	M	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

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

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Show a systematic knowledge, understanding and critical awareness of portfolio theory.
- 2 Show a comprehensive understanding of the complex techniques applicable to solve problems in portfolio theory and asset pricing modes.
- 3 Appreciate recent developments and methodologies in economics and the links between economic theory and its practical application and to critically evaluate such methodologies.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Adopt a logical mathematical approach to solving complex problems including cases where information/data is not complete.
- 2 Exhibit skills in written communication to both technical and non-technical audiences
- 3 Use of relevant information technology.
- 4 Implement effective time management, organisation and studying so that tasks can be planned and implemented at a professional level.

Method of Assessment

Main assessment methods
Individual Report (2000 words) (50%)
Examination, 2 hours (50%)

Reassessment method:
100% examination

Preliminary Reading

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

Danthine, J-P.; J. Donaldson (2015), Intermediate Financial Theory, Third edition, MA: Academic Press.

Elton, E. J.; Gruber, M. J., Brown, S.J. and Goetzmann, W.N. (2014) Modern portfolio theory and investment analysis, 9th Edition, Hoboken, NJ; Wiley.

Pre-requisites

None

Synopsis <span style =

The module will review the principles of financial economics in the form of approaches required to understand the value of risky assets. It will then provide the foundations for understanding and evaluating asset pricing models, using both equilibrium and no arbitrage approaches. Finally, it will introduce students to new developments in the field of asset pricing and the challenges that lie ahead for the discipline of financial economics.

CB9119 Contemporary Fund Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

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

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate in-depth knowledge and systematic understanding of the investment management process from the client take-on through to performance evaluation
- 2 Apply knowledge in order to make appropriate asset allocation decisions, and critically evaluate performance
- 3 Demonstrate a critical awareness and conceptual understanding of complex current issues in Fund Management in the context of current professional practice
- 4 Critically apply appropriate models in asset allocation and security selection
- 5 Demonstrate a systematic understanding the key operational risk factors and steps that fund managers can take to manage and control the risks

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Solve high-level problems creatively, relating to qualitative information, exercise self-direction and originality of thought
- 2 Communicate clearly, orally and in writing, to specialist and non-specialist audiences using the appropriate information technology
- 3 Exercise initiative and demonstrate effective time-management and organisational skills, as evidenced by the ability to plan and implement efficient and effective modes of working, and to act autonomously
- 4 Exercise independent learning ability needed for continuing professional development

Method of Assessment

Main assessment methods

Individual Essay (2000 words) (30%)
 Examination, 2 hours (70%)

Preliminary Reading

Darnell, M. (2007), The Changing Nature and Role of Tactical Asset Allocation, SFA Conference Proceedings
 Ibbotson R. and Kaplan, P. (2000), Does Asset Allocation explain 40, 90 or 100 Percent of Performance?, Financial Analyst Journal, (56, 1, pp 26-33)
 "Risk Principles for Asset Managers" Buy Side Risk Managers' Forum and Capital Market Risk Advisors, 2008.
 Downloadable from www.cmra.com
 Case study: "Multifactor models" Harvard Business School, 9-207-056

Pre-requisites

None

Synopsis *

Indicative topics are:

- The size and structure of security markets
- The industry's value chain
- The distinction between policy risk and active risk
- The fundamental law of active management
- Implementation shortfall, transaction costs and the transfer coefficient
- Investment management processes
- Asset allocation
- Multi-factor models
- Operational risk
- Styles of equity and bond management
- Behavioural finance
- Hedge funds
- Performance measurement
- Analysis of fund reports

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CB9121 Mathematics of Finance						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 37
 Private study hours: 113
 Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Show a systematic knowledge, understanding and critical awareness of financial mathematics theory.
- 2 Show a comprehensive understanding of the complex techniques applicable to solve mathematical problems in the area of finance.
- 3 Appreciate recent developments and methodologies in financial mathematics and the links between the theory of financial mathematics and their practical application and to critically evaluate such methodologies.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Exhibit a logical mathematical approach to solving complex problems.
- 2 Exhibit skills in written communication to both technical and non-technical audiences.
- 3 Use relevant information technology.
- 4 Apply effective time management, organisation and studying so that tasks can be planned and implemented at a professional level.

Method of Assessment

Main assessment methods

Individual Essay (2000 words) (40%)
 Examination, 2 hours (60%)

Preliminary Reading

Adams, A., Booth, P., Bowie D., & Freeth D. (2003). Investment Mathematics. Chichester: John Wiley & Sons.
 Cvitanic, J., & Zapatero, F. (2004). Introduction to the Economics and Mathematics of Financial Markets. Boston, Mass: Massachusetts Institute of Technology.
 Voitle, J. (2002) Vault Guide to Advanced Finance and Quantitative Interviews. New York: Vault Inc.
 Wilmott, P. (2007). Paul Wilmott on Quantitative Finance. 2nd Edn. Chichester : John Wiley & Sons.
 Wilmott, P. (2009). Frequently Asked Questions in Quantitative Finance. 2nd Edn. Chichester: John Wiley & Sons

Synopsis *

Indicative topics are:

- Interest rates and discount factors
- Time value of money
- Level annuities, increasing annuities, and perpetuities.
- Valuation of investments, net present value, internal rates of return.
- Term structure of interest rates.
- Stochastic interest models for investment returns.
- Foreign currency investments.
- Modern portfolio theory and asset pricing.
- Optimal consumption / portfolio Strategies. Utility Maximization in discrete/continuous time. Utility indifference pricing and hedging. Market indices. Portfolio performance measurement. Bond analysis. Option pricing models. Stochastic investment models.

CB9122		Leadership and Change Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	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:

- 1 Demonstrate advanced understanding of principles, concepts, and methods of change management in organisations; the change management process and change planning.
- 2 Demonstrate an ability to critically evaluate the role of a leader in change management.
- 3 Critically evaluate change management plans in different business environments.
- 4 Critically evaluate contemporary issues in managing and leading change.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Critically apply analytical frameworks to make decisions in complex and unpredictable situations and environments.
- 2 Effectively apply analytical models to demonstrate problem solving skills and originality in tackling and solving problems.
- 3 Demonstrate an ability to work pro-actively with others to formulate solutions.
- 4 Effectively communicate their conclusions, and the thinking underlying them.

Method of Assessment

Main assessment methods

Group Presentation (30%)

Individual Written Report (2000 words) (70%)

Preliminary Reading

Burnes, B. (2014) Managing Change, (6th Edn.), Harlow: Pearson.

Shaw, P. (2002) Changing Conversations in Organizations: A Complexity Approach to Change. London: Routledge.

Synopsis <span style =

This module will utilise domestic and international companies to shed light on change management issues, and models of change and therefore allows students to gain understanding of leadership and change in organisations and subjects covered will typically include:

- Understanding change management.
- The role of change agents including management consultants.
- Examine the core issues involved in leading change.
- Organisations and key stakeholders to deliver change and organisational success.
- Contemporary issues in change management.

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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

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

Contact Hours

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

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate advanced understanding and critical awareness of accounting principles and apply these to complex accounting issues.
- 2 Demonstrate an ability to analyse critically and interpret financial reports.
- 3 Demonstrate an advanced understanding and critical awareness of well-established concepts, principles, and theories that underlie financial management decisions.
- 4 Apply relevant knowledge and judgment in structuring, developing, and defending complex arguments/problems in the context of financial management, such as dealing with investment and financing decisions.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Analyse complex business situations by synthesising a variety of sources and pitch solutions.
- 2 Demonstrate an ability to critically apply quantitative, problem solving, and decision making tools
- 3 Effectively present information and formulate and deliver logical and precise arguments.
- 4 Research, plan and work independently.

Method of Assessment

Main assessment methods

Individual report (2000 words) (40%)
 Examination, 2 hour (60%)

Reassessment Method:
 100% Exam

Preliminary Reading

Atrill, P. and McLaney, E. (2014) Accounting and Finance for Non-Specialists, 9th edn. Harlow, United Kingdom: Pearson Education.

Atrill, P. and McLaney, E. (2014) Accounting and Finance for Non-Specialists, 9th edn. Harlow, United Kingdom: Pearson Education.

Collier, P.M. (2012). Accounting for managers: Interpreting accounting information for decision making. 4th edn. United States: Wiley, John & Sons.

McLaney, E. (2014) Business finance: Theory and practice. 10th edn. Harlow, United Kingdom: Pearson Education.

Palepu, K.G., Healey, P.M. and Peek, E. (2016) Business Analysis and Valuation: IFRS Edition, (4th Edition), Hampshire: Cengage Learning EMEA.

Synopsis <span style =

The module aims to cover key accounting and financial management aspects of a business. The module begins by learning about the use of accounting principles in measuring and reporting financial position of a business for external stakeholders. It then moves on to analysing and interpreting financial reports for decision making. Under the financial management aspect, the module covers key capital investment decision making techniques such as NPV and IRR. Finally, the major aspects related to long term financing decisions such as sources of long term finance, capital structure, and costs of debt, equity and capital are covered.

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CB9125 Consultancy Skills and Practice						
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	

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 an advanced and comprehensive knowledge and understanding of the nature of consultancy, clients and the consulting process, and theories associated with facilitating change in organisations.
- Critically apply relevant knowledge, skills and creativity in selecting and implementing consulting and intervention styles and client-centeredness.
- Demonstrate a comprehensive understanding of managing relationships with clients using the consultancy cycle, including managing risk, productive relationships, expectations, handling problems, barriers to implementation and evaluation initiatives / projects.
- Critically apply appropriate consultancy principles and techniques for effective project management.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Plan, manage and complete a consulting project to a brief, budget and timescale.
- Demonstrate effective relationship skills and professionalism (including negotiation, facilitation, communication and relationship-building skills).
- Effectively present information and formulate and deliver logical and precise arguments.
- Use self-direction, initiative and planning in the context of independent learning and the management of assignments.

Method of Assessment

Main assessment methods
Individual Reflective Report (1500 words) (30%)
Individual Project Presentation (70%)

Reassessment methods
Reassessment Instrument: 100% coursework

Preliminary Reading

Synopsis <span style =

The module content includes business consultancy skills that are transferable into the business consulting profession, internal consultancy positions within organisations, and senior management roles.

Indicative topics are:

- Approaches to management consulting.
- Negotiating a scope of work.
- Developing a client proposal.
- Data collection and analysis.
- Preparing and presenting a consulting report.
- Working as an effective team member in a consulting team.
- Managing client relationships and expectations.
- Consulting project management.

CB9126 Business Decision Modelling						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Hong Kong Baptist University	Autumn	M	15 (7.5)	100% Coursework	
2	Hong Kong Baptist University	Autumn	M	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 30
Private study hours: 120
Total study hours: 150.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Have an advanced and systematic understanding of how complex real-world systems can be represented in mathematical form.
- Exhibit a systematic knowledge of some classic business, management, and industry problems, formulate them mathematically, and solve them.
- Demonstrate an ability to deal with various real-world complexities and incorporate these into the modelling framework in order to prescribe actionable recommendations.
- Implement such models using industry-standard software and perform analyses to support business planning and management.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods

Individual Report (2000-2500 words) – 100%

Reassessment methods

100% coursework

Preliminary Reading

Anderson, D.R., Sweeney, D.J., Williams, T.A., Martin, R.K. (2012) An Introduction to Management Science: Quantitative Approaches to Decision Making, 13th Edition. Mason: Cengage.

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

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

Reeves, C.R. (1995) Modern Heuristic Techniques for Combinatorial Problems. New York: Blackwell Scientific.

Williams, H.P. (1990) Model Building in Mathematical Programming. New York: Wiley.

Williams, H.P. (1993) Model Solving in Mathematical Programming. New York: Wiley.

Pre-requisites

None

Synopsis <span style =

The aim of this module is to introduce students to optimisation modelling and solution techniques, typical applications areas within strategic/operation business planning, and the use of commercial optimisation software.

The module covers the following topics:

- Linear Programming: Students will be introduced to the building blocks of optimisation (i.e. decision variables, objectives, constraints), how to mathematically formulate linear programming (LP) models, LP solution techniques, sensitivity analysis (e.g. range of optimality reduced costs, dual prices), and typical applications like production planning, scheduling, and portfolio selection.
- Network Models: This topic includes a range of concepts and modelling techniques for formulating classic network models, including transportation and assignment, shortest path, maximum flow, and minimum spanning tree problems, and common solution approaches.
- Integer Programming: This will cover integer linear programming (ILP) models, including binary integer models, classic exact and heuristic solution methods (e.g. branch and bound, greedy heuristics), and typical application areas of ILP, including capital budgeting, fixed charge production, and facility location.

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CB9127		Business Economics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

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

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Show a systematic knowledge, understanding and critical awareness of the theory in business economics
- Show a comprehensive understanding of the complex techniques applicable to solve problems in business economics
- Appreciate recent developments and methodologies in economics and the links between economic theory and its practical application in business and to critically evaluate such methodologies

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Adopt a logical mathematical approach to solving complex problems including cases where information/data is not complete
- Exhibit skills in written communication to both technical and non-technical audiences
- Use of relevant information technology
- Implement effective time management, organisation and studying so that tasks can be planned and implemented at a professional level

Method of Assessment

Main assessment methods
Individual Essay (2000 words) (30%)
Examination, 2 hours (70%)

Reassessment method;
100% Exam

Preliminary Reading

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

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

Pre-requisites

None

Synopsis <span style =

The module looks at the working of competitive markets, consumer demand and behaviour, product selection, marketing and advertising strategies, costs of production, production function, revenue and profit, profit maximisation under perfect competition and monopoly, imperfect competition, business strategy, the objectives of strategic management, firms' growth strategy, pricing strategies, government intervention, international trade, balance of payment and exchange rates, the role of money and interest rates in the economy, the level of business activity, unemployment, inflation, and macroeconomic policy.

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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 <span style =

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).

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CB9129 Quantitative Research Methods						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
1	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 a systematic knowledge and understanding of the use of quantitative techniques for application to problems in a social science context.
- Demonstrate a comprehensive understanding of techniques applicable to undertake statistical investigation of financial data.
- Identify and utilise appropriate statistical techniques to apply to complex social science research problems.
- Critically evaluate and apply quantitative techniques for solving problems within a social science context.
- Analyse and interpret results derived from complex statistical models / quantitative techniques.
- Critically evaluate the use of quantitative research approaches in published research.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods

Presentation (20%)

Individual Empirical Project (3000 words) (80%)

Reassessment method:

100% project

Preliminary Reading

Anderson, D.R., Sweeney, D.J., Williams, T.A., Freeman, J. and Shoesmith, E. (2014) Statistics for Business and Economics, 3rd Edition, Andover: Cengage

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

Gujarati, D.N. (2009) Basic Econometrics, 5th Edition, New York and London: McGraw-Hill

Greene, W.H. (2012) Econometric Analysis, 7th Edition, Harlow: Pearson

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

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

Pre-requisites

None

Synopsis */

This module introduces students to quantitative research in social sciences. It will provide advanced quantitative training within this field. Topics of study include:

- Key concepts and research process of quantitative methods
- Statistical concepts
- Probability distributions
- Statistical inference, estimation and hypothesis testing
- Sampling approaches, sampling error and the problems of missing data
- Linear regression
- Multiple linear regression
- Data reduction and grouping methods
- Time-series models
- Panel data and longitudinal data
- Introduction to econometric software (Eviews, MatLab, Stata)

CB9130		Socially Responsible Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	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:

- 1 Demonstrate advanced understanding of the role of businesses in society and the key ethical, economic, social and environmental challenges faced by contemporary organisations.
- 2 Critically apply relevant concepts, theories and framework of responsible behaviour to different contexts.
- 3 Critically assess the suitability and applicability of contemporary business and societal responses to environmental, social and economic challenges for sustainable development.
- 4 Demonstrate a comprehensive understanding of the key issues that organisations face in the design and implementation of socially responsible programmes.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate initiative and personal responsibility in working and studying independently.
- 2 Demonstrate competence in time and project management of independent research demonstrating transferable skills of independent learning.
- 3 Demonstrate ability to address problems relating to conflicting interests by developing accountable priorities.
- 4 Effectively present information and formulate and deliver logical and precise arguments.

Method of Assessment

Main assessment methods

Individual Reflective Report (1500 words) (30%)
 Individual Report (2000 words) (70%)

Preliminary Reading

Austin, J.E. & Seitanidi, M.M., (2014). Value Creation in Nonprofit-Business Collaborations: New thinking in Collaborative Value Creation, San Francisco: Jossey-Bass.

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

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

Seitanidi M.M. & Crane A., (2014). Social Partnerships and Responsible Business. A Research Handbook, London: Routledge.

Synopsis *

The module focusses on managing organisations in a responsible way by looking at the ethical issues that emerge in the interactions of a business with its stakeholder groups. Subjects covered will typically include:

- Corporate Social Responsibility
- Sustainability
- Social responsibilities of sectors and industries
- Ethical issues in the interaction with stakeholders
- Implementation of socially responsible and sustainable programmes and initiatives

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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

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CB9133		Digital Marketing 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 systematic understanding of how to conduct qualitative and quantitative research in the digital marketing context.
- Produce a satisfactory academic report in the required format that integrates and communicates knowledge and understanding gained from the MSc Digital Marketing and Analytics.
- Identify and critically apply appropriate conceptual frameworks, analytical tools and techniques to support the report.
- Demonstrate a systematic understanding of research philosophies.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate competence in numeracy and qualitative data analysis skills, including the use of models of digital data mining and analytics, qualitative and quantitative research skills.
- Identify, find, record, organise, manipulate and communicate knowledge relevant to the development of digital marketing strategies and plans.
- Critically apply the underlying principles of social science research and research ethics.
- Demonstrate an ability to design and implement an academic social science research project.

Method of Assessment

Main assessment methods:

Individual research project - 8000-10000 words (100%)

Reassessment methods:

100% project

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

BUSN9201 Research Methods & Consulting Skills

Restrictions

Compulsory to the following courses:

MSc Digital Marketing and Analytics.

Synopsis <span style =

This module will focus on both qualitative and quantitative approaches to digital marketing research and allows students to gain knowledge of the various research techniques and research design issues. Subjects covered will typically include:

- * Identification of digital marketing management issues and relevant research objectives
- * Literature review and theoretical framework development
- * Research ethics
- * Digital marketing data collection sources
- * Qualitative and quantitative methods and data analysis
- * Writing and presenting a digital marketing report.

CB9134		Web Marketing and Analytics				
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

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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 the role of web analytics within the digital marketing landscape.
- Demonstrate a comprehensive understanding of the strategic and operational aspects of Web analytics tools and technologies and how Web analytics can influence and create new marketing levers.
- Demonstrate creativity in the application of web/social/mobile analytics platforms to monitor and track of web-based marketing activities.
- Critically apply web intelligence to improve the outcomes of marketing or business plans within the context of the modern business and its international context.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate an ability to work pro-actively to formulate business plan and problem solutions.
- Exhibit analytical and evaluative skills.
- Plan work and study independently.
- Effectively communicate information, arguments and analysis in a variety of forms.

Method of Assessment

Main Assessment methods

VLE test, 70 questions in 90 minutes (pass mark 80%) (20%)

Individual website development report, 1500 words (30%)

Individual video presentation, 5 minutes (50%)

Reassessment methods

100% coursework

Preliminary Reading

Essential reading

Kaushik, A. (2009). Web analytics 2.0: The art of online accountability and science of customer centricity. 1st ed. Sybex. ISBN-10: 0470529393.

Beasley, M. (2013). Practical web analytics for user experience: How analytics can help you understand your users, 1st ed. Morgan Kaufmann. ISBN-10: 0124046193

Background Reading

Sharma, H. (2017). Maths and stats for web analytics and conversion optimization, 1st ed Optimize Smart. ISBN-10: 1364849186.

Clifton, B. (2012). Advanced web metrics with Google Analytics, 3rd ed., Sybex. ISBN-10: 1138191701

Tools and Research

Adobe Analytics

Google Analytics

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Synopsis <span style =

The Internet and web applications have fundamentally changed nearly every aspect of our daily lives. Marketing practitioners have shifted their efforts online. This module aims to help students recognise the role of web analytics within the digital marketing landscape, and practically apply web analytics tools and technologies to monitor performance of web based marketing activities.

Indicative topics to be covered are likely to include:

Introduction to web analytics and web data driven marketing

Web server log analysis

Web metrics and key web performance Indicators

Web monitoring and trends analysis

Dashboard design

Navigation analysis

Online advertising

Future trends of web analytics

Ethics of web analytics

CB9135 The Digital Consumer						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	M	15 (7.5)	100% Coursework	

Availability

2018/19

Contact Hours

22 hours lectures and seminars

Learning Outcomes

Demonstrate a systematic understanding of the impact of the digital marketplace on consumers and consumer behaviour, from both theoretical and practical perspectives; Demonstrate a comprehensive understanding of the role of consumer insight in marketing practices and building of strategic consumer relationships; Demonstrate an advanced understanding of the underlying theories and concepts explaining consumer behaviour and their application across cultures; Critically evaluate the use of digital marketing communication tools for acquiring, converting and retaining customers.

Method of Assessment

100% coursework

Group Podcast - 10 minutes (30%)

Individual Written Report (3000 words) (70%)

Synopsis <span style =

This module examines the key factors that influence the digital consumer, including social networks and virtual communities. It identifies the importance of developing campaign content aimed at specific market segments and how campaigns can be measured. Topics to be covered are likely to include: Introduction to consumer behaviour across cultures; The digital marketplace and its impact on consumers; Online consumer behaviour; e-CRM and managing the customer experience; Generational differences in digital responsiveness; the psychology of Internet behaviour and communication; democracy in the digital age: the rise of digital political marketing.

CB9136		Social Media Analytics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	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 a systematic understanding of multiple social media platforms and think critically about how organisations use social media as a communications tool.
- Critically apply techniques from social media analytics, text mining and social network analysis to recognise and explain network patterns in social data.
- Create data visualisations and identify features of social networks.
- Access social media data from multiple social media platforms and understand the many ethical issues related to privacy and information use online.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Become an informed social media producer and consumer aware of the ethical issues involved in digital marketing.
- Retrieve information from multiple social media platforms.
- Critically evaluate arguments and evidence.
- Effectively communicate information, arguments and analysis in a variety of forms.

Method of Assessment

Main assessment methods:

Individual report, 3000 words (80%)
Group presentation, 20 minutes (20%)

Reassessment methods:

100% coursework

Synopsis <span style =

Social media not only provides practitioner with a means of communicating with their customers, but also a way to better understand their customers. This module helps students to explore multiple social media platforms for data collection and apply analytical methods to convert social media data to digital marketing insights.

Indicative topics to be covered are likely to include:

- Basics of social media and the role and structures of social media conversations
- Collecting and extracting social media data
- Social media data analysis, visualisation, and exploration
- Key metrics used for analysing social media
- Social media case studies
- Methods for identifying trends in social data
- Theories of social networks

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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

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CB9138 Digital Marketing Data Mining and Analytics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	15 (7.5)	100% Coursework	
1	Medway	Spring	M	15 (7.5)	60% Exam, 40% Coursework	

Availability

2018/19

Contact Hours

24 hours lectures and labs

Learning Outcomes

Demonstrate a systematic understanding of the potential of data mining for gaining marketing insight and supporting marketing decision making; Critically evaluate concepts and tools needed to analyse and interpret digital marketing data; Practice with leading data mining methods and their application to marketing challenges in a variety of contexts; Critically apply the practical experience and the theoretical insights needed to reveal patterns and valuable information embedded in large data sets to support digital marketing decision-making and activities.

Method of Assessment

Individual Assignment (2000 words) (40%)

Individual Data Analysis Excel Project (60%)

Preliminary Reading

Grigsby, M (2015). Marketing analytics: A practical guide to real marketing science. 1st ed. Kogan Page. ISBN-10: 0749474173.

Witten, I. H., Frank, E., Hall, M. A., Pal, C. J. (2016). Data Mining: Practical Machine Learning Tools and Techniques. 4th ed. Morgan Kaufmann. ISBN-10: 0128042915

Synopsis *

This module covers data mining techniques and their use in marketing decision making. In this module students will gain practical experience and will critically apply software commonly used in contemporary organisations to support marketing strategies based on marketing data.

Topics to be covered are likely to include: Introduction to data mining (e.g., cluster analysis, PCA/factor analysis) for digital marketing; Data pre-processing, visualisation and exploratory analysis used to provide insight into marketing activities; Key marketing tasks: e.g., segmentation, profiling; Data Mining Methods for Classification; Data mining predictive models and their application; Accessing and collecting data from the Web and introduction to text mining; Web-analytics and data mining models in real-world applications.

CB9139 Emerging IT Trends for Digital Marketing						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	M	15 (7.5)	100% Coursework	

Availability

2018/19

Contact Hours

24 hours lectures and seminars

Learning Outcomes

Demonstrate a systematic understanding of emerging information technologies, applications in digital marketing, limitations and future trends; Critically examine a series of case study approaches to how businesses have attempted to incorporate emerging information technologies to support digital marketing decision-making; Develop and design academic arguments around key future trends in information technologies most likely to impact upon business and digital marketing practices; Critically examine and operationalise strategies for the likely impact of emerging information technologies for digital marketing in contemporary organisations.

Method of Assessment

Group poster presentation (20%)

Individual applied/industry report (80%)

Preliminary Reading

Wright, T. and Snook, C. J. (2017). Digital sense: The common sense approach to effectively blending social business strategy, marketing technology, and customer experience, 1st ed, John Wiley & Sons. ISBN-10: 1119291704.

Schwalbe, K. (2013). Information Technology Project Management. 7th ed. Course Technology. ISBN-10: 1285847091.

Synopsis <span style =

Marketing has become a digital process, blurring the lines between IT and marketing, and making IT an essential ingredient. Technology is becoming the fundamental essence for supporting digital marketing activities. This module aims to introduce the emerging and on-going IT trends and the applications of these technologies.

Topics to be covered are likely to include: Micro and Edge computing environments; IT applications and customer experience; Decision support systems; Internet of Things (IoT); Blockchain technology; Cyber security; Cloud computing; Social technology; Virtual reality.

CB9140 Digital Marketing Strategy and Planning						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	15 (7.5)	100% Coursework	

Contact Hours

24 hours lectures and seminars

Learning Outcomes

Demonstrate a systematic understanding of the macro- and micro- digital marketing environments, and propose sustainable performance plans in the digital marketplace; Critically evaluate digital marketing propositions and strategies from both theoretical and practical perspectives; Critically evaluate and apply effective digital marketing campaign strategies to different business scenarios, reflecting on strategic marketing implementation issues; Demonstrate a critical awareness of corporate social responsibility and business ethics when developing digital marketing strategies in different contexts.

Method of Assessment

Group written report (3000 words) (40%)

Individual written report (3000 words) (60%)

Preliminary Reading

Chaffey, D. and Ellis-Chadwick, F. (2015). Digital marketing: Strategy, implementation and practice. 6th ed. Harlow: Pearson. ISBN-10: 1292077611

Chaffey, D. and Smith, P. R. (2017). Digital marketing excellence: Planning, optimizing and integrating online marketing. 5th ed. New York: Routledge. ISBN-10: 1138191701

Synopsis <span style =

Digital marketing has evolved from a set of tactical actions into a significant element of strategy. This module aims to develop understanding on how organisations can implement digital marketing capabilities into strategic marketing planning.

Topics to be covered are likely to include: Introduction to twenty-first century marketing; The changing micro- and macro-online market environment; Segmentation, targeting and positioning strategies in online markets; Forecasting future online market demands and requirements; E-commerce and online trading; Strategic online customer analysis and management; Strategic alliance and networks; Digital marketing plan establishment; Digital marketing project management and implementation; Corporate social responsibility; New product development.

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CB9141		Digital Marketing Research				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	M	15 (7.5)	100% Coursework	

Contact Hours

Private Study: 126
Contact Hours: 24
Total: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate a systematic and comprehensive knowledge and understanding of core concepts and analytical frameworks in digital marketing research and digital marketing intelligence.
- Critically apply relevant knowledge, skills and creativity in modelling and analysing business and management problem using qualitative and quantitative digital data.
- Evaluate arguments or propositions and make judgments that can guide the application of appropriate analytical approaches to complex business/management problems in a digital context.
- Appreciate the ethical issues associated with the digital marketing research process.
- Critically apply IT to solve complex business and management problems.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Critically evaluate arguments, assumptions and data, and to frame appropriate questions and pitch solutions.
- Enhance their bibliographic and computing skills, by using the library and electronic sources in the course of their reading, and individual project.
- Effectively communicate information, arguments and analysis in a variety of forms.
- Work effectively as part of a group, and use self-direction, initiative and planning in the context of independent learning and the management of assignments.

Method of Assessment

Main assessment methods:

Individual report, 3000 words (70%)
Group video presentation, 10 minutes (30%)

Reassessment methods:

100% coursework

Preliminary Reading

Synopsis <span style =

In day-to-day life, consumers and companies generate large amounts of data all over the web that could provide valuable and useful business insights. The data collected through digital marketing research and market intelligence processes help companies with data-driven strategic decision making. Digital marketing intelligence refers to the wider market, and the information that can be gleaned from its various sources. Digital marketing research provides a link between the consumer and public, through information that is used to identify and define marketing opportunities and problems, to initiate marketing action, and to improve marketing performance. This module aims to provide students with an understanding of the methods used in digital marketing research and intelligence, and their roles in supporting marketing decisions.

Indicative topics to be covered are likely to include:

- a. Digital marketing research process and contemporary digital marketing intelligence
- b. Introduction to digital marketing data sources and data collection tools
- c. Qualitative digital marketing research methods and its applications
- d. Quantitative digital marketing research methods and its applications
- e. Introduction to online analytics solutions (e.g., Google analytics)
- f. Ethical issues in digital marketing studies

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CB9143 Financial Analysis for Decision Making						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	15 (7.5)	100% Coursework	

Contact Hours

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

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate a comprehensive knowledge and understanding of finance theories and concepts and their application to a range of decisions, including strategic management and the creation, growth, transformation and performance of firms, considering the risky operating environment.
- Demonstrate advanced knowledge of how to use financial data received so as to generate relevant information that will provide comprehensive guidance for decision-making and responsible management, whilst recognising the limitations of its usefulness.
- Analyse complex data, using a range of financial tools available to support investment appraisal and be able to interpret the implications for decision-making.
- Demonstrate understanding of a range of stakeholders' perspectives
- Structure analyses with respect to organisational goals, including to maximise resources.

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

- Structure, develop and defend complex and original arguments.
- Critically analyse structured and unstructured problems.
- Apply quantitative techniques for solving complex problems within a finance context.
- Communicate effectively, using appropriate formats
- Work effectively in a team environment

Method of Assessment

Main assessment methods
Group presentation, 20 min (30%)
Individual report, 2,000 words (70%)

Re-assessment method:
100% coursework.

Preliminary Reading

Atrill, P. & McLaney, E. (2017) Accounting and Finance for Non-Specialists 10th edn., Pearson Education. ISBN 9781292135601

Watson, D and Head, A (2016), Corporate Finance: Principles and Practice, 7th Edition, Financial Times/Prentice Hall. ISBN 9781292103037

Pre-requisites

None

Restrictions

Only available to MBA students

Synopsis *

The module will introduce various tools for conducting financial analyses that will support management decision-making. There will be emphasis on the relevance of each tool in the context of decision-making and assumed objectives. There will be emphasis given to discussions on the interpretations of outcomes, the complex interrelationships involved and the implications of an uncertain decision-making environment.

Although further development of numerical competency is likely to be one outcome of this module it is not a key focus. The module has been designed to capture the financial perspective of Strategic thinking that underlies management decision-making.

The module will include macro and micro focuses for decision-making, as well as considering the necessary adjustments for the risky environments in which managers operate.

CB9144 Global Strategic Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Contact Hours

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

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate systematic understanding of areas which are fundamental to the development of successful strategy in the global context and a critical awareness of the macro-economic variables and other aspects of organisational context, structure and culture on global strategy implementation for innovation, creation and growth of new ventures, and sustainable organisational performance.
- Integrate global strategic thinking into the holistic management of a multinational organisation informed by understanding of relevant economic theories and context
- Critically analyse the complexity and the interconnections between various dimensions of multinational enterprises engaged in international activities such as international finance and accounting, international HRM, ethics, sustainability and government-business relations
- Demonstrate an ability to assess the complexities of strategic decision making and effectively play their part in managing resources across national boundaries
- Develop strong ability to construct logical economic arguments as they apply to international strategic decisions

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
- Problem solve and making decisions through the analysis of problems and identification of appropriate solutions
- Apply critical thinking skills, also when working with complex material and utilise resources effectively
- Scan and organise data, extract meaning from information and share knowledge with others

Method of Assessment

Main assessment methods

Group presentation, 25-30 min (20%)
Individual Report, 3,000 words (80%)

Re-assessment method:

100% coursework

Preliminary Reading

- CORE (2020) The Economy, the online, open access textbook, available at: <https://core-econ.org/the-economy/index.html>
- Philips. P. and Moutinho L (2018) Contemporary Issues in Strategic Management, Routledge, New York
- Dicken, P. (2015) Global Shift: Mapping the Changing Contours of the World Economy, (7th edition) New York: Guilford Publications
- Peng, M. (2013) Global Strategic Management, (3rd Edition), South-Western College Publishing
- Mintzberg, H., Lampel, J., Quinn, J. B. and S. Ghoshal (2003) The Strategy Process, (4th edition), Prentice Hall Publishing.
- Rugman, A.M. (ed.) (2009) The Oxford Handbook of International Business, Oxford: Oxford University Press
- Selected articles from Journal of World Business, Global Strategy Journal, Journal of International Business Studies, Strategic Management Journal and Harvard Business Review

Pre-requisites

None

Restrictions

Only available to MBA students

Synopsis <span style =

The module will cover a variety of aspects imperative for a strategic analysis at a global level underpinned by economic rationales focusing on the business environment and the way firms interact either as multinational organisations or uni-national organisations that compete with multinationals. It will cover the following areas:

- Globalisation and the global business environment
- Global strategies and their determinants
- The economic rationale for globalisation and international expansion
- Building a global organisation through the successful creation of new ventures
- Risk analysis, country risk, political risk institutional environment and organisational responses
- Non-market strategies
- Ethics and corporate social responsibility in the global context
- Managing strategic Innovation and change

CB9146 Global Value Chains, Strategy and Development						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	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 comprehensive understanding of the structure, governance dynamics, and regulatory environment of global value chains
- Critically analyse the techniques of mapping different global value chains through application of real-world industries.
- Demonstrate a conceptual understanding of the economic, social, and environmental implications of GVCs on developing economies through illustration of real-world examples
- Develop a critical awareness of the policy related issues that shape the dynamics and developmental implications of GVCs

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Critical thinking and capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately
- Select, organise, develop and synthesise complex material
- Demonstrate analytical skills necessary for the analysis of problems and the identification of appropriate solutions.
- Plan, work and study independently and to use resources in a way which reflects best current practice and anticipated future practice
- Communicate effectively to a variety of audiences and/or using a variety of methods.

Method of Assessment

Main Assessment Methods:

Individual Report, 3000 words. (60%)
Group presentation (20%)
VLE Quiz, (20%)

Reassessment Method:

100% coursework

Preliminary Reading

Ponte, S., Gereffi, G., & Raj-Reichert, G. (Eds.). (2019). Handbook on Global Value Chains. Edward Elgar Publishing Ltd.

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

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

Kawakami, M., Sturgeon, T. J., & Ajia Keizai Kenkyūjo (Japan). (2011). The dynamics of local learning in global value chains: Experiences from East Asia. Basingstoke: Palgrave Macmillan.

It is expected that students will engage with key academic articles on global value chains in following journals:

- a. Journal of International Business Studies
- b. Journal of World Business
- c. International Business Review
- d. Management International Review
- e. Journal of Economic Geography
- f. World Development

Pre-requisites

Business in an International perspective (while beneficial, it is not a compulsory pre-requisite)

Synopsis <span style =

This module introduces students to the area of global value chain (GVC) and its implications for different types of business enterprises (multinational enterprises (MNEs), suppliers, small, large), with a special focus on key theoretical and empirical academic publications as well as available datasets. GVCs are transforming the nature of trade, and it has brought both opportunities and challenges for business enterprises around the world. Such an understanding of GVCs is vital for managers to develop optimal relationships with their value chains partners, adapt to changing business circumstances, and make responsible decisions.

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CB9163 Business Skills and Personal Development						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	15 (7.5)	Pass/Fail Only	

Contact Hours

Workshops – 120 hours
Private study – 30 hours

Learning Outcomes

On successfully completing the module students will be able to:

- Analyse and reflect on a range of key business, consultancy, employability, and volunteering skills in the context of personal and transformational leadership development;
- Demonstrate an in-depth understanding of the issues and barriers surrounding responsible management and developing the capacity and innovative mindset to engage with complex change, and sustainability related business issues that affect key stakeholders;
- Critically reflect upon own personal preferences and practice skills allowing for enhanced personal insight into coping with and managing change responsibly;
- Critically evaluate the links between facilitation, personal preferences and group dynamics and transformational leadership.

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

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

Method of Assessment

Main assessment method:

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

Workshop participation – pass/fail (20%)

Reassessment method:

100% coursework

Preliminary Reading

Arthur, M., Khapova, S., Richardson, J. (2017) *An Intelligent Career: Taking Ownership of your Work and your Life*, Oxford: Oxford University Press

Gratton, L. and Scott, A. (2016) *The One Hundred Year Life: Living and Working in an Age of Longevity*, London: Bloomsbury

Ibarra, H. (2015). *Act Like a Leader, Think Like a Leader*. Boston, Mass: Harvard Business Review Press.

Horowitz, B. (2015). *The Hard Thing About Hard Things: Building a Business When There Are No Easy Answers*. New York: Harper Business

Kahneman, D. (2012). *Thinking, fast and slow*. London: Penguin

Pre-requisites

None

Restrictions

Only available to MBA students

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Synopsis *

The Business skills and Personal Development programme provides a firm foundation for continuing managerial development within your chosen career. The programme will help you enhance your business skills, define your career goals and create a personalised career action plan. It also offers you the opportunity to acquire life-skills to attain the jobs that are relevant to your career plan immediately after graduation and in the future.

The module comprises the following activities:

Business Skills:

- Consultancy Week
- Business Simulation

Personal Development:

- Induction
- 1 to 1 executive coaching
- Careers and Employability, and volunteering events
- International trip
- Guest Speaker Series (in collaboration with various organisations and clubs)

CB9164		Business Report				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	45 (22.5)	90% Project, 10% Coursework	

Contact Hours

Total contact hours: 8
 Private study hours: 442
 Total study hours: 450

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Conceptualise a research topic or question on international business and management, design and apply an appropriate research methodology and clearly articulate this within a report.
- Identify and apply advanced tools and techniques to support the report.
- Produce a report in the required format that systematically integrates and communicates knowledge gained from the MSc International Business and Management programme.
- Demonstrate a deep understanding of and competency in their individual international project domains.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate advanced competence in numeracy and quantitative skills including the use of models of business situations and qualitative research skills.
- Conduct critical research into business and management issues.
- Identify, find, record, organise and manipulate and communicate knowledge relevant to the development and management of organisations.

Method of Assessment

Main assessment methods:
 Business Report (8000 - 120000 words) (100%)

Reassessment methods:
 Reassessment Instrument: 100% Project

Preliminary Reading

Core reading:

Blumberg, B., Cooper, D.R., and P.S. Schindler (2014), Business Research Methods, 4th European Edition. London: McGraw Hill.

Recommended reading:

Bryman, A. and Bell, E. (2012) Business Research Methods, 3rd Edition. Oxford: Oxford University Press
 Easterby-Smith, M., Thorpe, R. and Lowe, A. (2012). Management Research: An Introduction. 4th Edition, London: Sage.
 Field, A. (2012). Discovering Statistics Using SPSS. 4th Edition. London: Sage.
 Fisher, C. (2010). Researching and Writing a Dissertation: An Essential Guide for Business Students, 3rd Edition, London: Prentice Hall.
 Saunders, M., Lewis, P. and Thornhill, A. (2012). Research Methods for Business Students. 6th Edition. Harlow: Pearson.

Synopsis <span style =

This module will enable students to write a high quality Business Report on a management and/ or business related issue which both supports their immediate career objectives.

The module will typically include:

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- The Literature Review
- Electronic Literature Searching and On-Line Sources
- Using Literature Effectively
- Research Design
- Writing a Business Report
- Communicating Findings to Different Audiences

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CB9165 Big Data Analytics and Visualisation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	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:

- Display conceptual understanding of big data analytics and visualisation techniques.
- Critically evaluate and apply big data techniques using software such as Apache Spark and Python.
- Develop a systematic understanding in order to build and apply skills in big data network analytics, text mining, and social media data mining.
- Demonstrate critical awareness of how managers and executives utilise big data analytics for business value creation by improving their operational, social, and financial performance and create opportunities for new business development.
- Demonstrate a systematic understanding of database management concepts and their connections with big data analytics.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Work on complex issues associated with big data analytics and business value creation.
- Scrutinize different types of data for solving complex business problems and produce reports to support business planning.
- Systematically, critically, and creatively present findings to both technical and non-technical managers and executives.
- Use computer tools to solve complex practical problems of direct relevance to contemporary business operations and management.

Method of Assessment

VLE test: 20%
Individual Report (3000 words): 80%

Reassessment methods
100% coursework

Preliminary Reading

Specially written reading materials will be provided in lectures and seminars/tutorials. Students will also be required to read academic research papers available through the library (e.g. International Journal of Data Science, Big Data Research, Big Data & Society, Big Data Analytics, MIS Quarterly, Journal of Operations Management). Specific references will be provided at the end of each lecture. Although there are no required texts, the following are recommended.

Lemahieu, W., vanden Broucke, S., Baesens, B. (2018). Principles of Database Management: The Practical Guide to Storing, Managing and Analyzing Big and Small Data. Cambridge University Press.
Kane, F. (2017). Frank Kane's Taming Big Data with Apache Spark and Python. Packt Publishing Ltd.
Wexler, S., Shaffer, J., & Cotgreave, A. (2017). The big book of dashboards: visualizing your data using real-world business scenarios. John Wiley & Sons.
Knaflic, C. N. (2015). Storytelling with data: A data visualization guide for business professionals. John Wiley & Sons.

Pre-requisites

None

Restrictions

Core module for MSc Business Analytics, optional module for MSc Logistics and Supply Chain Management.

Synopsis <span style =

This module aims to introduce students to the power of big data analytics and data visualisation techniques in contributing to business value creation. The module will also enable students to solve a variety of complex data centred business problems using computer software tools like Apache Spark and Python.

The module covers two main themes as follows.

1. Theoretical understanding of big data analytics: This part involves learning about the theoretical foundations of big data analytics, text mining, and social media data mining. It also introduces the effective use of data visualisation and database management concepts and their links with big data analytics. Example applications of big data analytics and visualisation techniques discussed within the module will focus on addressing contemporary challenges faced by industry.
2. Building practical skills and managerial insights: In this part of the module, students will learn how to interact with both SQL and NoSQL databases and how to solve business problems using advanced functions within the Apache Spark and Python software platforms. Students will be guided through demonstrations involving a variety of exercises that will prepare them to be data-driven managers and executives capable of utilising big data analytics for business value creation.

CB9166 Big Data Analytics and Visualisation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Hong Kong Baptist University	Spring	M	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 30
Private study hours: 120
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Display conceptual understanding of big data analytics and visualisation techniques.
- Critically evaluate and apply big data techniques using software such as R and Gephi.
- Develop a systematic understanding in order to build and apply skills in big data network analytics, text mining, and social media data mining.
- Demonstrate critical awareness of how managers and executives utilise big data analytics for business value creation by improving their operational, social, and financial performance and create opportunities for new business development.
- Demonstrate a systematic understanding of database management concepts and their connections with big data analytics.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Work on complex issues associated with big data analytics and business value creation.
- Scrutinize different types of data for solving complex business problems and produce reports to support business planning.
- Systematically, critically, and creatively present findings to both technical and non-technical managers and executives.
- Use computer tools to solve complex practical problems of direct relevance to contemporary business operations and management.

Method of Assessment

Main assessment methods

In-Course Test: 20%

Individual Project (up to 3000 words): 80%

Reassessment methods

100% coursework

Preliminary Reading

Specially written reading materials will be provided in lectures and seminars/tutorials. Students will also be required to read academic research papers available through the library (e.g. International Journal of Data Science, Big Data Research, Big Data & Society, Big Data Analytics, MIS Quarterly, Journal of Operations Management). Specific references will be provided at the end of each lecture. Although there are no required texts, the following are recommended.

Lemahieu, W., vanden Broucke, S., Baesens, B. (2018). Principles of Database Management: The Practical Guide to Storing, Managing and Analyzing Big and Small Data. Cambridge University Press.

Luke, D.A. (2015). A User's Guide to Network Analysis in R. Springer

Kolaczyk, E.D., Csárdi, G. (2014) Statistical Analysis of Network Data with R. Springer.

Sanders, R.N. (2014) Big Data Driven Supply Chain Management: A Framework for Implementing Analytics and Turning Information into Intelligence. Pearson FT Press.

Danneman, N., Heimann R. (2014) Social Media Mining with R. Packt Publishing.

Pre-requisites

None

Synopsis <span style =

This module aims to introduce students to the power of big data analytics and data visualisation techniques in contributing to business value creation. The module will also enable students to solve a variety of complex data centred business problems using computer software tools like R and Gephi.

The module covers two main themes as follows.

- Theoretical understanding of big data analytics: This part involves learning about the theoretical foundations of big data analytics, text mining, and social media data mining. It also introduces the effective use of data visualisation and database management concepts and their links with big data analytics. Example applications of big data analytics and visualisation techniques discussed within the module will focus on addressing contemporary challenges faced by industry.
- Building practical skills and managerial insights: In this part of the module, students will learn how to solve business problems using advanced functions within the R and Gephi software platforms. Students will be guided through demonstrations involving a variety of exercises that will prepare them to be data-driven managers and executives capable of utilising big data analytics for business value creation.

CB9167 HR Analytics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	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 advanced knowledge and understanding of core concepts and analytical frameworks in HR analytics with the aim to influence and shape people and business strategy by aiding strategic decision making.
- Critically identify links between HR analytics and sustainable organisational performance by aligning people data with business intelligence data.
- Critically apply relevant knowledge, skills and creativity in analysing HR data using advanced quantitative techniques.
- Evaluate opportunity costs and/or propositions to build capability within an organisation using evidence based practice
- Demonstrate a practical understanding of model building and problem-solving techniques to support ethical and responsible HR policies using specialised software.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Select and critically apply a variety of problem solving techniques, both autonomously and collaboratively.
- Aiding strategic decision making through applying HR people and business analytics
- Effectively communicate information, arguments and analysis in a variety of forms (e.g. storytelling)
- Work effectively as part of a group, and use self-direction, initiative and planning in the context of independent learning and the management of assignments

Method of Assessment

Main assessment methods

VLE Test (20%)

Individual presentation – 15-20 minutes (20%)

3000 word individual report (60%)

Reassessment method:

100% coursework

Preliminary Reading

Bhattacharyya, D. K. (2017). HR Analytics: Understanding Theories and Applications. London: Sage.

Edwards, M. R., & Edwards, K. (2018). Predictive HR Analytics: Mastering the HR Metric. London: Kogan Page Publishers

Marr, B., (2018). Data-Driven HR: How to Use Analytics and Metrics to Drive Performance. London: Kogan Page Publishers

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:

Journal of Applied Psychology; Employee Relations; Human Resource Management Journal; International Journal of Human Resource Management; Personnel Psychology; Psychometrika

Pre-requisites

None

Synopsis *

This module aims to provide an understanding of the importance of HR analytics in practice. It will also ensure that students have hand-on experience to apply current quantitative techniques and tools to a variety of problems encountered in HR. Special emphasis will be given to the analysis of diversity within companies and how HR analytics can contribute to a better understanding on how this relates to performance, retention and the wider organisational climate.

Topics are:

- Introduction to HR Analytics
- HR Systems, Data Databases and their usage
- Diversity Analytics
- Engagement and Workforce Perceptions
- Predicting Employee turnover and performance
- HR analytics – recruitment and selection
- HR Analytics to mentor training and interventions
- Critical HR Analytics – ethical and moral implications for Organisations and Employees

CB9168 Industrial Placement Experience						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	Pass/Fail Only	

Contact Hours

Total contact hours: 0

Private study hours will vary depending on the duration of placement and corresponding module code. Typical hours are provided below.

- BUSN9168 (CB9168): 150

Total study hours: same as private study hours

Learning Outcomes

The intended subject specific learning outcomes (SLO).

On successfully completing the module students will be able to:

- Enhance subject-specific skills developed earlier within the programme.
- Apply business analytic techniques within an industrial context.
- Appreciate the challenges involved with working on real-world problems, including adapting existing models to perform analyses, acquiring essential data, and appreciating the nuances/limitations of analytical models.

The intended generic learning outcomes (GLO).

On successfully completing the module students will be able to:

- Deal with complex issues both systematically and creatively.
- Plan, work, and study independently and use relevant resources in a manner that reflects good practice.
- Manage their own learning and development, including time management and organisational skills.
- Apply knowledge and skills gained through academic study within a working environment.

Method of Assessment

Main assessment methods

Portfolio and logbook (pass/fail)

Performance evaluation (pass/fail)

Students must pass both assessment element

Reassessment method:

Like-for-like

In the event that reassessment is not feasible, the student will be transferred to the standard degree programme without an industrial placement.

Preliminary Reading

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

Pre-requisites

Co-requisite: BUSNxxxx (CBxxxx) Industrial Placement Report

Synopsis >*

Students will spend a period of time working in an industrial or organisational setting, applying and enhancing the skills and techniques they have learned on the MSc in Business Analytics programme. Work will be carried out under the direction of an industrial supervisor and supported by a dedicated Placement Support Officer within the School. This support will include ensuring that the work they are expected to do within the placement company/organisation meets the learning outcomes of the module.

CB9169 Industrial Placement Experience						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	45 (22.5)	Pass/Fail Only	

Contact Hours

Total contact hours: 0

Private study hours will vary depending on the duration of placement and corresponding module code. Typical hours are provided below.

BUSN9169 (CB9169): 450

Total study hours: same as private study hours

Learning Outcomes

The intended subject specific learning outcomes (SLO).

On successfully completing the module students will be able to:

- Enhance subject-specific skills developed earlier within the programme.
- Apply business analytic techniques within an industrial context.
- Appreciate the challenges involved with working on real-world problems, including adapting existing models to perform analyses, acquiring essential data, and appreciating the nuances/limitations of analytical models.

The intended generic learning outcomes (GLO).

On successfully completing the module students will be able to:

- Deal with complex issues both systematically and creatively.
- Plan, work, and study independently and use relevant resources in a manner that reflects good practice.
- Manage their own learning and development, including time management and organisational skills.
- Apply knowledge and skills gained through academic study within a working environment.

Method of Assessment

Main assessment methods

Portfolio and logbook (pass/fail)

Performance evaluation (pass/fail)

Students must pass both assessment element

Reassessment method:

Like-for-like

In the event that reassessment is not feasible, the student will be transferred to the standard degree programme without an industrial placement.

Preliminary Reading

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

Pre-requisites

Co-requisite: BUSNxxxx (CBxxxx) Industrial Placement Report

Synopsis <span style =

Students will spend a period of time working in an industrial or organisational setting, applying and enhancing the skills and techniques they have learned on the MSc in Business Analytics programme. Work will be carried out under the direction of an industrial supervisor and supported by a dedicated Placement Support Officer within the School. This support will include ensuring that the work they are expected to do within the placement company/organisation meets the learning outcomes of the module.

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CB9171 Industrial Placement Experience						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	75 (37.5)	Pass/Fail Only	

Contact Hours

Total contact hours: 0

Private study hours will vary depending on the duration of placement and corresponding module code. Typical hours are provided below.

BUSN9171 (CB9171): 750

Total study hours: same as private study hours

Learning Outcomes

The intended subject specific learning outcomes (SLO).

On successfully completing the module students will be able to:

- Enhance subject-specific skills developed earlier within the programme.
- Apply business analytic techniques within an industrial context.
- Appreciate the challenges involved with working on real-world problems, including adapting existing models to perform analyses, acquiring essential data, and appreciating the nuances/limitations of analytical models.

The intended generic learning outcomes (GLO).

On successfully completing the module students will be able to:

- Deal with complex issues both systematically and creatively.
- Plan, work, and study independently and use relevant resources in a manner that reflects good practice.
- Manage their own learning and development, including time management and organisational skills.
- Apply knowledge and skills gained through academic study within a working environment.

Method of Assessment

Main assessment methods

Portfolio and logbook (pass/fail)

Performance evaluation (pass/fail)

Students must pass both assessment element

Reassessment method:

Like-for-like

In the event that reassessment is not feasible, the student will be transferred to the standard degree programme without an industrial placement.

Preliminary Reading

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

Pre-requisites

Co-requisite: BUSNxxxx (CBxxxx) Industrial Placement Report

Synopsis <span style =

Students will spend a period of time working in an industrial or organisational setting, applying and enhancing the skills and techniques they have learned on the MSc in Business Analytics programme. Work will be carried out under the direction of an industrial supervisor and supported by a dedicated Placement Support Officer within the School. This support will include ensuring that the work they are expected to do within the placement company/organisation meets the learning outcomes of the module.

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CB9172 Industrial Placement Experience						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	105 (52.5)	Pass/Fail Only	

Contact Hours

Total contact hours: 0

Private study hours will vary depending on the duration of placement and corresponding module code. Typical hours are provided below.

BUSN9171 (CB9172): 1050

Total study hours: same as private study hours.

Learning Outcomes

The intended subject specific learning outcomes (SLO).

On successfully completing the module students will be able to:

- Enhance subject-specific skills developed earlier within the programme.
- Apply business analytic techniques within an industrial context.
- Appreciate the challenges involved with working on real-world problems, including adapting existing models to perform analyses, acquiring essential data, and appreciating the nuances/limitations of analytical models.

The intended generic learning outcomes (GLO).

On successfully completing the module students will be able to:

- Deal with complex issues both systematically and creatively.
- Plan, work, and study independently and use relevant resources in a manner that reflects good practice.
- Manage their own learning and development, including time management and organisational skills.
- Apply knowledge and skills gained through academic study within a working environment.

Method of Assessment

Main assessment methods

Portfolio and logbook (pass/fail)

Performance evaluation (pass/fail)

Students must pass both assessment element

Reassessment method:

Like-for-like

In the event that reassessment is not feasible, the student will be transferred to the standard degree programme without an industrial placement.

Preliminary Reading

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

Pre-requisites

Co-requisite: BUSNxxxx (CBxxxx) Industrial Placement Report

Synopsis *

Students will spend a period of time working in an industrial or organisational setting, applying and enhancing the skills and techniques they have learned on the MSc in Business Analytics programme. Work will be carried out under the direction of an industrial supervisor and supported by a dedicated Placement Support Officer within the School. This support will include ensuring that the work they are expected to do within the placement company/organisation meets the learning outcomes of the module.

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CB9173 Project Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	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:

- systematically understand fundamental project management tools and techniques for managing projects in both local and global contexts;
- critically analyse contemporary project management issues and employ a range of established and innovative methodologies for adequate project plan, execution and control;
- critically examine common challenges in managing complex projects, with regards to project time, quality and cost, resources, sustainability, stakeholder power, cultural diversity and teamwork.
- analyse risks of projects, develop sustainable contingency plans and set reasonable and achievable deadlines and milestones across different project tasks, considering economic, social, and environmental aspects surrounding a project.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate analytical skills by linking theoretical perspectives to practical situations;
- evidence creativity and originality in selecting and applying appropriate project management techniques for problem formulation and solving;
- communicate effectively using appropriate media for an appropriate audience;
- work and study independently and demonstrate learning through argumentative discussions on project management issues that are current and timely.

Method of Assessment

Main assessment methods

VLE Quiz – 60 questions in 60 minutes (50%)
Individual Report (2000 words) (50%)

Reassessment method:
100% coursework.

Preliminary Reading

Burke R, (2018) Fundamentals of Project Management, 2nd edn. Burke Publishing

Cleland, D. L. and Gareis, R. (2006) Global Project Management Handbook: Planning, Organizing and Controlling International Projects, New York: McGraw-Hill

Larson, E.W. and Gray, C.F. (2018). Project Management: the Managerial Process. 7th edn. New York: McGraw-Hill

Lientz, B. and Rea, K (2012) International Project Management, San Diego, CA: Academic Press Elsevier Science

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

Pre-requisites

None

Synopsis <span style =

In today's competitive and global economy, companies are turning to project management to consistently deliver business results. Increased number of international and complex projects brings with it a growing demand for project management specialists, according to Project Management Institute (PMI). This module introduces the principles and practice of project management in a global context. The module aims to:

Equip you with project management tools, techniques and management issues, focusing on key challenges that arise from managing complex projects, such as with regards to project time, quality and cost, resource constraints, stakeholder analysis, cultural diversity and teamwork.

Analyse contemporary project management issues and employ a range of established and innovative methodologies for adequate project plan, execution and control;

Critically analyse risks in projects, develop sustainable contingency plans and demonstrate ability to set reasonable and achievable deadlines and milestones across different project tasks with due consideration to economic, social, and environmental aspects surrounding a project.

CB9174 Supply Chain Finance and Blockchain Technology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	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 critical awareness of the impact that supply chain management decisions have on financial statements of organisations
- Comprehensively understand the cash-to-cash cycle and choose appropriate methods for managing working capital in order to improve efficiency in supply chains;
- Evidence understanding on Blockchain concepts and capabilities for supply chain finance, traceability and transparency;
- Critically evaluate the different supply chain finance options, consider the role of financial service providers and examine the disintermediating potential of Blockchain technology in the flow of cash through supply chains.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate the ability to independently research a topic to extract and synthesise information from a range of academic and online sources.
- Critically evaluate and interpret information from a variety of sources to formulate and support a well- reasoned and structured line of argument;
- Communicate effectively both orally and in writing using appropriate media for an appropriate audience;
- Demonstrate initiative and personal responsibility in working and studying independently;

Method of Assessment

Main assessment methods
Group Presentation – 15-20 minutes (20%)
Individual Report (2000 words) (80%)

Reassessment method:
100% coursework.

Preliminary Reading

Hoffman, E., Strewé, M. and Bosia, N. (2018) Supply Chain Finance and Blockchain Technology, Berlin: Springer Nature

Malaket A, (2014) Financing Trade and International Supply Chains: Commerce across borders, finance and across frontiers, London: Routledge Taylor and Francis Group.

Templar, S., Findlay, C., Hofmann, E. (2016) Financing the End-to-end Supply Chain: A Reference Guide to Supply Chain Finance, London: Kogan Page.

Pre-requisites

None

Synopsis *

As global supply chains stretch across the globe with buyers from numerous countries on one side and multinational suppliers on the other, corporations are under pressure to unlock the working capital trapped in their supply chains. In this module, we will explore a set of traditional and technology-driven solutions that optimise cash flow by allowing businesses to lengthen their payment terms to their suppliers while providing the option for their suppliers to get paid early, resulting in a win-win outcomes and risk minimisation across the supply chain. The module will cover the following indicative topics:

- Working capital and cash-to-cash cycle approaches as indicators of supply chain efficiency and methods for improving cash flow
- Transitional stages of supply chain finance, its barriers, challenges and opportunities, the new role of financial service providers, supply chain finance options, platforms, costs, benefits and risks
- Blockchain technology and its application in supply chain financing and traceability, through smart contracts, peer-to-peer value exchange, transparent private and public distributed validation.

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CB9175 Dissertation and Industry-based Project						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	45 (22.5)	100% Coursework	

Contact Hours

Private Study: 435

Contact Hours: 15

Total: 450

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate an advanced in-depth understanding of the issues associated with supply chain management planning, development and implementation.
- Understand the complexity of a real-world problem and select the appropriate methods to be used through appropriate literature review and recent articles in specific areas of logistics and supply chain management.
- Think critically, analyse and evaluate information, and provide possible solution scenarios for further investigation.
- Produce written report that critically explains findings
- Demonstrate a systematic understanding and knowledge of complex statistical, computational tools and packages and/or qualitative and soft skills.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Carry out an effective literature search using electronic sources such as Web of Knowledge and Google Scholar; accurately summarise the literature sources and critically evaluate their relevance.
- Specify what data they will need to collect to carry out the project and how they will go about obtaining it.
- Demonstrate advanced research skills and understanding of qualitative and quantitative research methods that might be necessary to analyse the data and to solve problems that arise in Supply Chain Management.
- Demonstrate a critical awareness of the ethical issues that may arise during the research.

Method of Assessment

Main assessment methods

Project Report (8000 – 10000 words) (100%).

Reassessment methods

100% project

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

BUSN9960 Logistics and Supply Chain Planning

BUSN9200 Research Methods & Consulting Skills

Restrictions

Compulsory to the following courses:

MSc Logistics and Supply Chain Management

MSc Logistics and Supply Chain Management with an Industrial Placement

Synopsis <span style =

This module provides the opportunity to specialise in a topic of your interest and to develop transferable intellectual and employability skills to enter the logistics and supply chain management job market. Working under the guidance of an academic supervisor, students will be offered the opportunity to work on an industry-based project to solve practical problems that require an application-oriented thinking. The problems are varied and interesting, such as routing and distribution, supply chain systems design, strategic role of procurement within an organisation, warehouse layout optimisation, strategic and sustainable sourcing and marketing decisions, offshoring decisions and evaluation and sourcing from international suppliers, contract management, demand forecasting and bus route network design. Students may opt to contact companies and arrange access themselves to collect relevant primary data or to conduct secondary research using documentary records, case notes, archives and other secondary data sources.

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CB9176 Industrial Placement Report						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 0
 Private study hours: 150
 Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes (SLO).

On successfully completing the module students will be able to:

- Enhance subject-specific skills developed earlier within the programme.
- Utilise programme specific skills techniques within an industrial context.
- Demonstrate an in-depth understanding of the challenges involved with working on real-world problems.

The intended generic learning outcomes (GLO).

On successfully completing the module students will be able to:

- Deal with complex issues both systematically and creatively.
- Plan, work, and study independently and use relevant resources in a manner that reflects good practice.
- Manage their own learning and development, including time management and organisational skills.
- Apply knowledge and skills gained through academic study within a working environment.

Method of Assessment

Main assessment methods
 Reflective report (3000 words) (100%)

Reassessment methods
 Like-for-like

Preliminary Reading

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

Pre-requisites

Co-requisites: one of the following

BUSN9168 (CB9168): Industrial Placement Experience (3 months)

BUSN9169 (CB9169): Industrial Placement Experience (6 months)

BUSN9171 (CB9171): Industrial Placement Experience (9 months)

BUSN9172 (CB9172): Industrial Placement Experience (12 months)

Synopsis <span style =

Students will spend a period of time working in an industrial or organisational setting, applying and enhancing the skills and techniques they have learned on the programme. Work will be carried out under the direction of a placement supervisor. This support will include ensuring that the work they are expected to do within the placement company/organisation meets the learning outcomes of the module.

CB9177 Audit and Assurance						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% 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:

- Critically evaluate the concept and functions of auditing and internal control systems
- Demonstrate an in-depth understanding of corporate governance, ethics and professional conduct
- Evaluate audit procedures within audit assignments
- Appraise the nature of the audit report and its limitations
- Explain and be aware of the extending audit horizons in the current business environment
- Appraise and critically review audit risk, audit procedures and audit evidence

The intended generic learning outcomes.

On successfully completing the module students will be able to

- Identify and synthesize complex argument and provide critical insights on conceptual issues
- Analyse, critically evaluate and propose appropriate actions in complex scenarios
- Plan and work independently using various learning resources.
- Communicate effectively to a variety of audiences and/or using a variety of methods
- Undertake research tasks using appropriate sources with the minimum of guidance

Method of Assessment

Main assessment methods

Individual essay, 2500 words (30%)
Examination, 3 hours (70%)

Reassessment methods

Exam 100%

Preliminary Reading

ACCA (2018). Audit and Assurance-Study Text: Kaplan Publishing UK.

Arens, A.A., Elder, R.J., Beasley, M.S. and Hogan, C.E. (2016). Auditing and Assurance Services, Global Edition, 6th Edition, Harlow: Pearson Education Ltd.

Louwers, T., Blay, A., Sinason, D., Strawser, J. and Thibodeau, J. (2018). Auditing & Assurance Services, 7th Edition, Berkshire: McGraw-Hill Education Ltd.

Pre-requisites

None

Synopsis <span style =

This module introduces and develops the concepts of auditing techniques and other audit assurance engagement.

Topics may include:

- The concept of audit and other assurance engagements
- External audits
- Corporate governance
- Acceptance and continuation of audit engagements
- Assessment of audit risks
- Internal control tests
- Differences between internal audit and external audit
- Audit evidence and procedures
- Reviewing and reporting of audit engagements

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CB9178 Advanced Corporate Performance Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% 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:

- Apply and critically evaluate a variety of cost and management accounting techniques
- Use both financial and non-financial information to critically evaluate organisational performance
- Critically evaluate divisional performance and the associated problems
- Analyse the performance of non-for-profit organisations and the public sector
- Understand the impact of external uncertainty upon effective application of cost and management accounting techniques
- Identify and apply budgeting techniques and methods for planning and control
- Apply decision making techniques in formulating business decisions
- Understand the complexities of the rationales for efficient and effective use of scarce business resources

The intended generic learning outcomes.

On successfully completing the module students will be able to

- Analyse, synthesise and critically evaluate arguments and evidence
- Undertake research tasks with the minimum of guidance
- Manipulate and interpret complex data to evaluate different types of organisations
- Plan, work and study with minimal supervision
- Communicate effectively to a variety of audiences and/or using a variety of methods

Method of Assessment

Main assessment methods

Group presentation - 20 minutes (20%)
 Individual report - 1500 words (10%)
 Examination, 3 hours (70%)

Reassessment methods

Exam (100%)

Preliminary Reading

ACCA (2019). Performance Management – Study Text: Kaplan Publishing Ltd

Drury, C. (2018). Management and Cost Accounting, 10th Edition: Cengage

Seal W., Rohde, C., Garrison R.H. and Noreen, E.W. (2019). Management Accounting, 6th Edition: McGraw-Hill Education Ltd.

Merchant, K. A. and Van der Stede W. A. (2017). Management Control Systems: Performance Measurement, Evaluation and Incentives, 4th Edition: Pearson

Pre-requisites

None

Synopsis <span style =

This module provides an in-depth understanding and a critical evaluation of cost and management accounting techniques employed for managerial decision-making and organisational performance evaluation in complex modern organisational contexts. Indicative topics include:

- Sources and managing management accounting information
- Information systems and data analytics
- Cost management techniques
- Decision making techniques and analysis
- Quantitative budgeting systems
- Standard costing, Variance analysis
- Management control and performance analysis in private sector, not-for-profit and public institutions organisations
- Transfer pricing
- Strategic performance management

CB9179 Advanced Strategic Financial Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	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:

- Demonstrate a systematic understanding of the role and purpose of the financial management function
- Critically evaluate the impact of economic environment on financial management
- Identify, apply and critically evaluate different sources of business finance including working capital management techniques
- Analyse and critically evaluate effective investment appraisals including the techniques of risk management in business
- Critically evaluate the value relevance of management accounting to corporate performance

The intended generic learning outcomes.

On successfully completing the module students will be able to

- Analyse and critically evaluate conceptual problems
- 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 report, 2000 words (20%)
 Group presentation (10%)
 Examination, 3 hours (70%)

Reassessment methods:

Exam (100%)

Preliminary Reading

ACCA (2019). Financial Management Study Text: Kaplan Publishing UK

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

Pre-requisites

None

Synopsis <span style =

This module will develop advanced knowledge and skills in the calculation, analysis and interpretation of financial figures for financial planning, control and decision-making. In this ever-changing world of business, this module will equip students with the required understanding of the different sources of finance and the various avenues through which funds may be deployed efficiently and effectively for higher corporate growth and performance. Indicative topics include:

- raising short and long-term finance
- managing working capital
- making capital investment decisions
- nature and types of risk management
- hedging techniques for foreign currency and interest rate risks.

CB9181 Business Law, Ethics and Governance						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	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:

- Identify the main sources of law and demonstrate an in-depth understanding of the important elements of the legal system
- Identify and critically evaluate the appropriate legal rules relating to the law of obligations
- Demonstrate a comprehensive understanding of the different forms and constitutions of business organisations
- Effectively explain and critically evaluate the management, administration and regulation of companies
- Demonstrate a systematic understanding of the problems in corporate governance
- Critically evaluate the main theoretical approaches in corporate governance
- Critically assess the ethical implication of organisational choices in the area of corporate governance
- Demonstrate an in-depth understanding of the cultural and social determinants of governance structure and practices

The intended generic learning outcomes.

On successfully completing the module students will be able to

- Analyse and critically evaluate conceptual problems in complex business scenarios
- Apply complex theoretical frameworks to problem-solve
- Act autonomously and work independently using appropriate learning resources
- Use digital media to analyse, critically evaluate and communicate relevant information effectively to a target audience
- Work constructively with others in a group environment

Method of Assessment

Main assessment methods

Examination, 2 hours (60%)

Individual report, 2500 words (30%)

Group presentation (10%)

Reassessment methods

Exam (100%)

Preliminary Reading

ACCA (2019). Corporate and Business Law (English) – Study Text: Kaplan Publishing UK

MacIntyre, E. (2015) Essentials of Business Law. 5th edn. London: Pearson

Roach, L. (2014). Business Law for Business, Accounting & Finance Students. 3rd edn. Oxford: OUP

Solomon, J. (2013). Corporate Governance and Accountability (4th edition), Chichester: Wiley.

Tricker, B. (2015). Corporate Governance: Principles, Policies and Practices (3rd edition), Oxford: Oxford University Press

Pre-requisites

None

Synopsis <span style =

This module introduces theoretical and historical aspects of corporate governance. Topics may also include:

- The theoretical and historical aspects of corporate governance
- The costs and value relevance of corporate governance
- Law and the legal system
- The law of obligations
- The formation of partnerships
- The formation and constitution of corporations and legal personality
- The formation and constitution of a company
- Sources and maintenance of companies capital
- The management of companies including the role and duties of company directors and other officers
- Corporate fraudulent and criminal behaviour

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CB9182 Principles and Practice of Taxation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 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:

- Identify and critically evaluate the operation and scope of taxation system
- Critically explain and define the obligations of tax payables and their agents
- Demonstrate an in-depth understanding of the implications of noncompliance
- Compute and analyse income tax liabilities of individuals
- Critically evaluate the implications of national insurance contributions on employees, employers and self-employed
- Compute and analyse chargeable gains for individuals
- Compute and analyse inheritance tax liabilities of individuals
- Compute and analyse corporation tax liabilities of single entities and business combinations
- Compute and analyse the effects of value added tax on incorporated and unincorporated entities

The intended generic learning outcomes.

On successfully completing the module students will be able to

- Identify and synthesize complex argument and provide critical insights on conceptual issues
- Analyse, critically evaluate and propose appropriate actions in complex scenarios
- Plan and work independently using various learning resources
- Communicate effectively to a variety of audiences and/or using a variety of methods
- Undertake research tasks using appropriate sources with the minimum of guidance

Method of Assessment

Main assessment methods:

Individual essay, 2500 words (30%)
 Examination, 3 hours (70%)

Reassessment methods:

Exam 100%

Preliminary Reading

ACCA (2019). Taxation – Study Text: London, Kaplan Publishing Ltd
 Lymer, A. and Oats, L. (2019). Taxation: Policy and Practice 2019/20, 26th Edition: Fiscal Publications

Pre-requisites

None

Synopsis <span style =

This module will develop advanced knowledge and skills in the calculation and analysis of tax liability including:

- The UK tax system and its administration
- Income tax and NIC liabilities
- Chargeable gains for individuals
- Inheritance tax
- Corporation tax liabilities
- Value added tax (VAT)

CB9184 Advanced Financial Accounting and Reporting						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 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 institutional frameworks and standards
- Critically evaluate the conceptual frameworks for financial reporting
- Critically analyse and interpret final financial statements of both national and multinational corporations including the use of ratio analysis
- Apply the requirements of international accounting standards to account for complex corporate transactions and events in financial statements
- Prepare financial statements for single entities in compliance with International Financial Reporting Standards
- Prepare and present financial statements for business combinations in compliance with International Financial Reporting Standards

The intended generic learning outcomes.

On successfully completing the module students will be able to

- Develop and refine skills in synthesizing information, constructing complex arguments and critically evaluating accounting issues
- Identify and apply appropriate techniques for corporate decision making
- Plan and work independently using various learning resources
- Demonstrate advanced technological ability in acquiring, analysing and communicating effectively on accounting issues
- Communicate accounting information as appropriate for a business audience
- Work effectively in a group environment

Method of Assessment

Main assessment methods:

Individual Report, 2000 words (20%)
 Group presentation (10%)
 Examination, 3 hours (70%)

Reassessment methods:

Exam (100%)

Preliminary Reading

ACCA (2019). Financial Reporting (FR)-Study Text: Kaplan Publishing UK.

Elliott B. and Elliott J. (2019). Financial Accounting and Reporting. Pearson Education Ltd

Melville A. International Financial Reporting: A Practical Guide (7th Ed 2019), Pearson. Harlow, Pearson Education Limited

Pre-requisites

None

Synopsis *

This module will develop advanced knowledge and skills in understanding and applying accounting standards and the conceptual framework underpinning financial statement preparation.

Topics may include:

- Conceptual and regulatory frameworks and the qualitative characteristics of useful accounting information
- The concepts and principles of groups and consolidated financial statements
- Non-current assets
- Current assets
- Impairment of assets
- Financial instruments
- Leasing
- Provisions and events after the reporting period
- Taxation
- Reporting financial performance
- Revenue recognition and measurement
- Not-for-profit and public sector accounting
- Computation and interpretation of accounting ratios
- Preparation of single entry financial statements
- Preparation of consolidated financial statements

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CB9185 Financial and Management Accounting						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	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 an in-depth understanding of the purposes, structures and functions of different types of business entities and their interactions with key stakeholders within the external environment
- Understand and critically evaluate the importance of people and team management within business entities
- Recognise the appropriate technologies and systems necessary for effective communication in the accounting and auditing profession
- Demonstrate an in-depth understanding of accounting conceptual frameworks for the preparation and presentation of basic financial statements
- Record transactions and events using double entry and accounting systems and Prepare basic financial statements
- Demonstrate a systematic understanding of the nature, source and role of management accounting information including for planning and control
- Evaluate and monitor business performance with the use of appropriate measurements

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

- Develop and refine skills in synthesizing information, constructing complex arguments and critically evaluating accounting issues
- Identify and apply appropriate techniques for corporate decision making
- Plan and work independently, and in a group, using various learning resources
- Use information technology to acquire, analyse, and communicate effectively on financial and management accounting issues
- Communicate accounting information as appropriate for a business audience

Method of Assessment

Main assessment methods:

In-course test (20%)

Group presentation (20%)

Examination, 2 hours (60%)

Reassessment methods:

Exam (100%)

Preliminary Reading

ACCA (2019). Financial Accounting (FA)–Study Text: Kaplan Publishing UK

ACCA (2019). Management Accounting (MA)–Study Text: Kaplan Publishing UK

Atrill, P. Management Accounting for Decision Makers. (9th Edn. 2018). Pearson Education

Weetman, P. Financial and Management Accounting: An Introduction (8th Ed 2019), Pearson

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Synopsis *

This module introduces the business environment and the role of accounting. Topics may include:

The business organisation, its stakeholders and the external environment

Business organisational structure, functions and governance

Accounting and reporting systems, compliance, control and technology

The management of individuals and teams, and effective communication

The scope, elements and regulatory framework of financial reports

Qualitative characteristics of accounting information

The recording of transactions and events using double entry and accounting systems

The preparation and interpretation of financial statements

The preparation of simple consolidated financial statements

The nature, source and purpose of management accounting information

Data analysis and statistical techniques

Cost accounting techniques

Budgeting and standard costing in planning and control

Performance measurement

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CB9186 Agile Project Management						
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	

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 comprehensive understanding of the theoretical perspectives of Agile project management.
- Develop critical awareness regarding the appropriateness and applicability of the Agile principles and techniques.
- Demonstrate innovative, creative and analytical thinking when applying theory to practical scenarios.
- Provide critical evaluation of current research in the field in an application-oriented manner and with academic rigour.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Develop a creative and systematic approach to decision making and problem solving in complex situations.
- Demonstrate professional and transparent team ethic, which is essential for running successful project.
- Develop an ability to communicate outcomes and solutions to specialist and non-specialist audiences.

Method of Assessment

Main assessment methods:

Group Project – 2500-3000 words (40%)
VLE Test 1 (30%)
VLE Test 2 (30%)

Reassessment methods:

100% Coursework

Preliminary Reading

Carroll, J. (2015) Agile Project Management with easy steps, (2nd edition), Leamington Spa, Warwickshire

Gruver, G. (2015) Leading the transformation: applying Agile DevOps principles at scale, (1st edition), Portland

Measey, P. (2015) Agile foundations: principles, practices and frameworks, (1st edition), Swindon, United Kingdom

Synopsis <span style =

Agile project management is an iterative approach to delivering a project throughout its life cycle, providing innovative solutions in a sustainable manner. This module considers the theoretical perspectives and the application of appropriate principles and techniques with regard to Agile Project Management. The module will consider aspects such as prioritisation and time boxing; controlling an agile project; anticipating and managing risk and building in quality.

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CB9187 Projects Benefits Management						
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	

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 systematic understanding of Benefits Management and Value Management,
- Demonstrate a comprehensive understanding of techniques applicable to the learners' research on Value and benefits management
- Systematically apply Management of Value MoV® on operational environment
- Deal with complex value management issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate critical thinking and problem solving skills
- Demonstrate a systematic understanding and application of evidence-based decision making
- Deconstruct complex problems
- Demonstrate comprehensive analytical skills by linking theoretical perspectives to practical situations

Method of Assessment

Main assessment methods:

VLE Test 30%

Individual Essay 3000 words (70%)

Reassessment methods:

100% coursework

Preliminary Reading

APMG International (2014), Managing benefits: optimizing the return from investments, UK
Barclay and Osei-Bryson (2015), Strategic Project Management: Contemporary Issues and Strategies for Developing Economies, Taylor and Francis Group, US (Chapter 4, 6, 15 and 17)
Office of Government (2010), Management of value, Stationery Office; UK ed. edition
Project Management Institute (2018), Benefits Realization Management: Standard Guide, PMI Publications, US
Zwikaël and Smyrk (2019), Project Management: A benefits Realization Approach, Springer, Switzerland

Synopsis */

Benefits management defines benefits, implements the necessary change and ensures the benefits are realised. From an application perspective, this module combines a set of principles, processes and techniques for a student to master and execute when managing projects. This module proposes a definition of value that embraces both monetary and non-monetary benefits, and argues that the subjectivity of value increases the need for it to be actively managed. It provides a method, supported by techniques, for allocating scarce funds as effectively as possible. This module will cover real-life case studies on organisations adopted Benefits Management successfully and less successfully. This module will help candidate to take MoV foundation and Practitioner Exam. This module will cover hands on training on strategic benefits management dashboards for projects (e.g. Wovex and Amplify) and it will equip students with skills to design their own Benefits Management and Management of Value methodologies including their dashboards.

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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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CB9189 Project Management Office						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	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:

- Develop and apply Project Management Methodologies
- Demonstrate the best-practices Project, Programme, and Portfolio Maturity Models
- Demonstrate comprehensive understanding of the control and governance mechanisms to improve organisations competitive advantage
- Demonstrate in-depth understanding of different project management software applications (project, programme, and portfolio)

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate effective evidence-based decision making
- Demonstrate a comprehensive understanding of how to improve creativity and originality in selecting and applying appropriate governance mechanisms for problem formulation and solving;
- Apply the systematic use of latest technologies in the project management field
- Demonstrate Intercultural and ethical competency

Method of Assessment

Main assessment methods:

Portfolio Assessment report (briefs and final framework) (3000 words) (60%)
 VLE test (40%)

Reassessment methods:

100% coursework (100%)

Preliminary Reading

Axelos (2013), Portfolio, Programme and Project Offices, 2nd Edition, The Stationery Office Ltd, UK
 Duggal (2018), The DNA of Strategy Execution: Next Generation Project Management and PMO, John Wiley & Sons, UK
 Kerzner (2017), Project Management Metrics, KPIs, and Dashboards: A Guide to Measuring and Monitoring Project Performance, 3rd edition, John Wiley & Sons
 Project Management Institute (2016), Governance of Portfolios, Programs, and Projects: A Practice Guide, PMI Publications, US

Synopsis <span style =

Project Management Office (PMO) is a group or department within the organisation whose job it is to define and maintain the standards for project management within that business. This module is aligned with P3O ® guidance and gives hands on training on The Portfolio, Programme, and Project Management Maturity Model (P3M3). An advanced Project Management Office may have wide-ranging responsibilities for the setting up and development of the project management function within the organisation and this module will delve into how processes, procedures and other mechanisms are developed, implemented, monitored and communicated to enable the operation of common standards of project management within all projects undertaken by the organisation. This module will help learners to develop their PMOs. Students will study different real life case studies on successful PMOs in different international contexts.

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CB9191 Project Risk Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	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:

- Identify, critically assess and make informed judgements in relation to possible project risks
- Critically evaluate the roles and responsibilities in the risk management process
- Reflect, analyse and evaluate complexity factors in real life project environments
- Demonstrate a systematic understanding of the relationship between risk management and complexity in the project environments

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate creativity and originality in selecting and applying appropriate project risk management techniques for problem formulation and solving;
- Demonstrate communication skills required to manage risk effectively
- Work and study independently and demonstrate learning through argumentative discussions on project risk management issues that are current and timely;
- Demonstrate analytical skills by linking complex theoretical perspectives to practical situations

Method of Assessment

Main assessment methods:

VLE Test 30%
 2 hour Case study-based exam (70%)

Reassessment methods:

100% examination

Preliminary Reading

Cooper, Bosnich, Grey and others (2014), Project Risk Management Guidelines: Managing Risk with ISO 31000 and IEC 62198, 2nd edition. John Wiley & Sons; UK
 Hopkin (2018), Fundamentals of Risk Management: Understanding, Evaluating and Implementing Effective Risk Management, 5th edition. Kogan Page; UK
 Office of Government and Commerce (2010 edition), Management of risk: guidance for practitioners, The Stationery Office Ltd, UK
 Project Management Institute (2019), The Standard for Risk Management in Portfolios, Programs, and Projects, PMI Publications, US

Synopsis */

Project risk management is the process used by project managers to minimise any potential problems that may negatively impact a project's timetable. This module covers the area of risk management in the strategic, tactical, and operational project contexts. It aims to help learners developing a new project management methodology aligned with Management of Risk (MoR) framework. The module contains essential risk management theory and concepts as applicable to project environments including project risk planning, preparation and response and will combine the professional body of knowledge with the professional and academic case studies applied in the real context. The areas of risk identification, assessment, monitoring and control will also be reviewed. This module is aligned with Management of Risk (MoR) guidance.

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CB9192 Strategic Portfolio Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	15 (7.5)	100% Coursework	

Contact Hours

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

Learning Outcomes

On successfully completing the module students will be able to:

- To provide a systematic and comprehensive understanding of the strategy development process and the required governance arrangements
- Select and apply complex Management of Portfolios (MoP) principles, practices and techniques to suit different organisational environments
- Critically evaluate examples of MoP information (including documents and role descriptions)
- Critically analyse and reflect on the solutions adopted in relation to a given scenario.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate critical thinking and problem-solving skills
- Demonstrate an advanced level of intercultural and ethical competency
- Work and study independently and demonstrate learning through argumentative discussions on the strategic portfolio management issues that are current and timely;
- Demonstrate effective teamwork skills

Method of Assessment

Main assessment methods:

Group Presentation (15-20 minutes) 30%
Individual Reflective Essay (3000 words) 70%

Reassessment methods:

100% coursework

Preliminary Reading

Barclay and Osei-Bryson (2015), Strategic Project Management: Contemporary Issues and Strategies for Developing Economies, Taylor and Francis Group, US
Levine and Wideman (2008), Project Portfolio Management: A Practical Guide to Selecting Projects, Managing Portfolios, and Maximizing Benefits, Jossey-Bass, US
Lock and Wagner (2018), The Handbook of Project Portfolio Management (Project and Programme Management Practitioner Handbooks), Routledge, UK
Office of Government Commerce (2011), Management of Portfolio, The Stationery Office Ltd, UK
Project Management Institute (2018), The Standard for Portfolio Management, 4th Revised edition, US

Synopsis *

Strategic Portfolio Management enables senior management to create, define and manage the portfolio of strategic options that best delivers the organisation's vision, balancing short and long term objectives, risks and cost. This module aims to support students with an overview of portfolio management, the principles on which it is based, complex and best-in-practice techniques used, and how to get started and sustain progress. This module addresses the key concepts of portfolio management, its benefits to organisations and how it fits in with the organisation strategy development and implementation. This module is aligned with the Management of Portfolio Professional Certificate and its ethical aspects and will apply a mix of academic and empirical literature with the professional body of knowledge. World class real life case studies will be discussed.

CB9193 MBA Challenge						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	30 (15)	100% Coursework with Pass/Fail Elements	

Contact Hours

Interactive workshops combined with one to one coaching and supervision and private study and reflection.

Personal Development Challenge: 36 hours

Consultancy Challenge: 36 hours

Business Start Up Challenge: 36 hours

International Challenge: 36 hours

MBA Report Supervision 8 hours

Total contact hours 152 hours

Private study and reflection: 148 hours

Total: 300 hours

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Critically analyse and reflect on a range of key leadership, consultancy and employability skills in the context of personal and transformational leadership development.
- Critically reflect upon own personal preferences and practice skills allowing for enhanced personal insight into coping with and managing change responsibly.
- Identify, justify and provide a solution to a problem of relevance to an appropriate business topic, mostly relevant to the underlying main overarching themes of the MBA (i.e. innovation, entrepreneurship, sustainability and CSR, and leadership).
- Critically evaluate and discuss relevant literature, identify and apply advanced analytical tools and techniques appropriately to the chosen topic.
- Undertake a systematic analysis of quantitative and/or qualitative data and draw realistic and appropriate conclusions and make recommendations based on options.
- Produce a report in the required format that integrates and communicates knowledge gained from the MBA.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Critically evaluate and develop personal objectives for academic and career development.
- Critically evaluate their own learning for the development of professional and employability skills.
- Synthesise complex information and make sound judgements to communicate to a range of audiences.
- Demonstrate competence in numeracy and quantitative skills including the use of models of business situations and/or qualitative research skills.

Method of Assessment

Main Assessment Method:

MBA report (8,000-10,000 words) - 80%
Self-reflection report (2,000 words) - 20%

Reassessment Method:

Like for Like

Synopsis <span style =

This module is a unique capstone module which provides students the opportunity to apply and explore key areas of learning relating to the MBA priorities of developing transformational leadership through sustainable innovation and entrepreneurship.

This is achieved with four MBA Challenges and a final MBA Report:

1. Personal Development Challenge

This challenge runs throughout the student's time on the MBA. It allows students to step back from their busy lives and self-reflect on their current skills, learning preferences and leadership styles and to support their MBA learning journey with the following activities:

- Induction leadership workshop
- One to One Executive Coaching
- Knowledge transfer & Networking opportunities by engaging with the MBA Lecture series and Business Summit events
- Academic mentorship

2. Consultancy Challenge

A week's programme developing consultancy skills and applying these to a live company brief. The students work in a team to provide a solution to the business issue and present recommendations to the organisation. The involvement and commitment of the students adds value to local business owners and students benefit from the opportunity to apply academic and practical skills to real-world situations.

3. Business Start Up Challenge

A week's programme working with our Aspire team and external entrepreneurs to explore and develop a Business plan for a new business/new business development within a current role/industry.

4. International Challenge

This is the opportunity to work with our European Business connections to explore the practicalities of doing business in Europe and working with International organisations. The week involves workshops and seminars, cultural visits and an international consultancy project to develop consultancy skills further

5. MBA Report

This final report provides the opportunity for students to diagnose and investigate a complex issue related to their interests or their career aspirations after completing their MBA. The applied nature of the report requires a critical evaluative approach, academic investigation to locate the work within the body of contemporary knowledge, to collect and analyse data, to derive supportable conclusions and to make practical and actionable recommendations. It requires reflection on the implications for business from an ethical, professional and continuous professional development standpoint, including an account of what has been learned during the project and how this can be applied in the future.

There are three options for the MBA report:

1. Consultancy report

This report identifies a specific company challenge or opportunity which you will research and provide a recommended solution to impact change.

2. Analyst report

This report identifies a specific challenge or opportunity in a sector or a community which you will research and provide a recommended solution to impact change.

3. Entrepreneur's report (business plan).

This report explores a new business idea which you will research and provide a Business Plan for implementation.

CB9194		Algorithmic Trading				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	70% Project, 30% Coursework	

Contact Hours

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

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate knowledge and understanding of the advanced concepts and theory within the field of finance and financial technology, and their application to a company's financial decisions
- Apply the research methodologies required to test and evaluate complex finance models
- Demonstrate an in-depth knowledge and understanding of theoretical and practical aspects of algorithmic trading in financial markets
- Demonstrate knowledge and understanding of up-to-date empirical literature in the fields of algorithmic trading and investing
- Apply complex quantitative and statistical methods on financial data

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Interpret complex financial data and perform quantitative analysis
- Interpret and systematically evaluate the results obtained from quantitative analysis
- Demonstrate and apply in-depth problem-solving skills
- Analyse complex issues relevant to companies' financial decisions
- Conduct systematic research in the area of finance and financial technology

Method of Assessment

Main assessment methods:

- Individual report - 1,500 words (30%)
- Individual research project – 3,000 words (70%)

Reassessment methods:

- Individual research project (100%)

Preliminary Reading

- E. Chan, "Algorithmic Trading: Winning Strategies and their Rationale", 2013, Wiley, ISBN: 9781118746912
- I. Aldridge, "High-Frequency Trading: A Practical Guide to Algorithmic Strategies and Trading Systems", 2009, Wiley, ISBN: 9780470579770
- P. Kaufman, "A Guide to Creating a Successful Algorithmic Trading Strategy", 2016, Wiley, ISBN: 9781119224754

Synopsis <span style =

This module will provide students with a core understanding of algorithmic trading, and specifically how to develop and implement quantitative trading strategies. The module will cover the following indicative topics

- High-frequency trading and tick data
- Backtesting and automated execution
- Mean reversion strategies
- Momentum strategies
- Arbitrage strategies
- Risk management
- Performance evaluation

CB9195 Financial Technology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

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

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate knowledge and understanding of the advanced concepts and theory within the field of finance and financial technology, and their application to a company's financial decisions
- Demonstrate knowledge and understanding of complex theoretical and practical aspects of key areas of finance and financial technology
- Demonstrate systematic knowledge and understanding of up-to-date empirical literature in the fields of finance and financial technology
- Demonstrate an in-depth knowledge and understanding of financial systems and the technology that supports them

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Apply theories to complex practical and theoretical problems
- Demonstrate advanced problem-solving skills
- Analyse important issues relevant to companies' financial decisions
- Conduct research in the area of finance and financial technology

Method of Assessment

Main assessment methods:

2 hour examination (70%)

Individual report – 2000 words (30%)

Reassessment methods:

Exam (100%)

Preliminary Reading

- N. Pedersen, "Financial Technology", 2020, KoganPage, ISBN 9781789665437
- S. Chishti and J. Barberis, "The FINTECH Book: The Financial Technology Handbook for Investors, Entrepreneurs and Visionaries", 2016, Wiley, ISBN 9781119218876R.
- Freedman, "Introduction to Financial Technology", 2006, Elsevier, ISBN 9780123704788

Synopsis <span style =

This module will provide students with a core understanding of Financial Technology applications, and specifically how a wide range of disruptive innovations are reshaping the financial system. Particular emphasis will be placed on understanding how banks and other financial institutions can benefit from using these technologies. The module will cover the following indicative topics

- Introduction to FinTech
- Payments, cryptocurrencies and blockchain
- Digital finance
- New forms of lending and crowdfunding
- Data and technology in financial services
- The role of artificial intelligence and machine learning

CB9196 Programming for Finance in Python						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Contact Hours

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

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate knowledge and understanding of the advanced concepts and theory within the field of finance and financial technology, and their application to a company's financial decisions
- Apply the research methodologies required to test and evaluate complex finance models
- Demonstrate knowledge and understanding of complex theoretical and practical aspects of key areas of finance and financial technology
- Demonstrate systematic knowledge and understanding of up-to-date empirical literature in the fields of finance and financial technology
- Apply quantitative and statistical methods on financial data

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Interpret complex financial data and perform quantitative analysis
- Interpret and comprehensively evaluate the results obtained from quantitative analysis
- Demonstrate advanced problem-solving skills
- Analyse important and complex issues relevant to companies' financial decisions
- Conduct in-depth research in the area of finance and financial technology

Method of Assessment

Main assessment methods:

Individual Report – 2000 words (30%)

Individual Research Project – 3000-3500 words (70%)

Reassessment methods:

100% coursework

Preliminary Reading

- Y. Hilpisch, "Python for Finance", 2nd edition, 2018, O'Reilly, ISBN 9781492024330
- S. Fletcher and C. Gardner, "Financial Modelling in Python", 2010, Wiley, ISBN 9780470747896
- Y. Hilpisch, "Derivatives Analytics with Python: Data Analysis, Models, Simulation, Calibration and Hedging", 2015, Wiley, ISBN 9781119037996
- M. Dawson, "Python Programming for the Absolute Beginner", 3rd edition, 2011, Cengage, ISBN 9781435455009

Synopsis <span style =

This module will introduce students to Python, a programming language that has become the industry standard. Students will learn how to use Python in order to conduct financial and econometric analysis. Particular emphasis will be placed on programming for specific financial applications such as portfolio optimization, asset valuation, and derivatives pricing.

Indicative topics include

- Data types and structures
- Input/output operations
- Data visualization
- Summary statistics
- Regression
- Optimization
- Valuation and risk
- Derivatives

CB921 Advanced Spreadsheets and Decision Support Systems						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
7	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 36

Private study hours: 114

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:

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

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods

Assignment - Group Spreadsheet Modelling (2000 words) (40%)

Assignment – Developing VBA Support System (40%)

VLE VBA Test (20%).

Reassessment method:

100% coursework

Preliminary Reading

Albright, S.C. (2015) VBA for Modellers: Developing Decision Support Systems Using Microsoft Excel. 5th Edn. Pacific Grove, CA: Duxbury Press.

Hillier, F.S. (2013) Introduction to Management Science: A Modelling and Case Studies Approach with Spreadsheets. 5th Edn. New York: McGraw-Hill.

Savage, S.L. (2002) Decision Making with Insight. Pacific Grove, CA: Duxbury Press.

Winston, W.L. (2003) Operations Research: Applications and Algorithms, 4th Edn. Pacific Grove, CA: Duxbury Press.

Pre-requisites

None

Synopsis <span style =

The aim of this module is to enable students to use spreadsheets (Microsoft Excel) to structure, analyse and solve a variety of business problems. It will also provide the students with a basic knowledge of Visual Basic for Applications (VBA) as a means to automate Excel functionalities and create user-friendly applications.

The module will cover two main topics:

- Spreadsheet Modelling. This part will involve learning about modelling techniques to represent the real world in a structured and logical way; how to use basic and advanced spreadsheet facilities to organize, visualise, query and summarise data; how to use spreadsheets to analyse and solve managerial problems in a variety of organisations (e.g. scheduling, forecasting, inventory, optimisation, financial analysis, and project management problems).
- Visual Basic for Applications. In this part of the module, students will learn how to take their Excel abilities to the next level by wrapping their spreadsheet models into friendly applications for the end users. Through guided demonstrations, students will develop a variety of applications, including financial, logistics and business management applications.

The module will be subject to continual refinement to ensure the content is kept relevant to industry's usage of spreadsheets.

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CB924		Heuristic Methods				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Hong Kong Baptist University	Whole Year	M	10 (5)	100% Coursework	
4	Hong Kong Baptist University	Whole Year	M	10 (5)	80% Exam, 20% Coursework	

Contact Hours

Lectures and Seminars: 32 hours total

Learning Outcomes

Develop models of problems for which Classical Optimisation or Heuristic Optimisation may be suitable techniques. Analyse such models and hence solve problems.

Method of Assessment

Examination (80%) and Coursework (20%) comprising one component: an 2000 word essay.

Preliminary Reading

- Aarts, E. and Lenstra, J. K. (1997). Local Search in Combinatorial Optimisation, Wiley-Interscience.
- Glover, F. and Laguna, M. (1997). Tabu search, Kluwer Academic Publishers.
- Reeves, C. R. (1995). Modern Heuristic Techniques for Combinatorial Problems, Blackwell Scientific.
- Winston, W. L. (2004). Operations Research: Applications and Algorithms (4th ed.), ITP-Duxbury, Belmont.

Pre-requisites

None

Synopsis *

Mathematical formulation of the structured OR problems: logical and continuous variables, model building, scope and limitations of a model, interpretation of models, and their practical applications. Computational Complexity of combinatorial optimisation problems. Solutions to combinatorial optimisation problems.

Heuristics: a brief history and definition; need for heuristics; advantage and disadvantage of heuristics; computational complexity (polynomial reducibility, NP-completeness, worst case analysis, probabilistic analysis, empirical analysis); classification of heuristics (constructive, local search improvement, composite procedures, decomposition and relaxation procedures, mathematically based heuristics); meta-heuristics (simulated annealing, tabu search, genetic algorithms and neural networks). We also discuss the design of each type of heuristics, analysis of algorithms and provide examples.

CB927		Heuristics & Optimisation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	

CB932		Operations Management and Digital Transformation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
4	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 24
Private study hours: 126
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 comprehensive understanding of operations management theories and techniques and how operations are being transformed by digital technologies.
- demonstrate creativity and originality in applying a variety of techniques and analysis frameworks to make informed decisions on operations strategy and lead digital transformation in businesses.
- systematically employ different approaches to operations design and effectively contribute to the organisation's objectives
- comprehend the challenges of operations management to leverage the principles of Industry 4.0 to drive efficiency into the creation and delivery of products and services.
- through case study and exercise work, be able to investigate problems, evaluate solutions and present recommendations for operations design, delivery and development.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate self-direction and originality in tackling and solving problems
- work and study independently and demonstrate learning through argumentative discussions on operations management theory and practice
- demonstrate integrative capability to negotiate and co-ordinate or eventually lead a team of multifunctional individuals.
- demonstrate analytical skills necessary for the analysis of problems and the identification of appropriate solutions.
- critically evaluate and interpret information from a variety of sources to formulate and support a well-reasoned and structured line of argument;

Method of Assessment

Main assessment methods:

Group Presentation (20%)

Individual written report (2000 words) (80%).

Reassessment method:

100% coursework

Preliminary Reading

Cordon, C., Garcia-Milà, P., Vilarino, T. F., Caballero, P. (2016), Strategy is Digital: How Companies Can Use Big Data in the Value Chain, Springer

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

Ustundag, A and Cevikcan, E. (2018), Industry 4.0: Managing The Digital Transformation, Springer

Pre-requisites

None

Synopsis *

The operations management function has always been of vital importance in a wide variety of organisations and industries whether manufacturing- or service-oriented, public or private, small or large. With the rise of Industry 4.0, managers are expected to continuously optimise operations to enable even faster, more flexible, and more efficient processes to create and deliver higher-quality goods and services at reduced costs. This digital revolution means that operations managers need to be prepared to face extraordinary levels of complexity and competitive pressures. Indicative topics include:

1. Provide with fundamental knowledge in operations management and understanding of how operations are being transformed by digital technologies, such as Blockchain, IoT, Big data, Cloud computing, driverless vehicles and 3D printing.
2. Inform and debate how operations management can deliver real competitive advantage by managing and leading digital transformation in businesses
3. Discuss the challenges of operations management to leverage the principles of Industry 4.0 to drive efficiency into the creation and delivery of products and services

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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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CB934		Strategy				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	
3	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 compare and contrast the main conceptual strategy frameworks.
- Apply these frameworks appropriately to complex global strategy formulation, implementation and evaluation.
- Demonstrate a comprehensive understanding of the complexity of global strategy value creation formation.
- Demonstrate a systematic understanding of contemporary issues in global strategic management.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate and evidence effective negotiation skills
- Communicate effectively to a variety of audiences and/or using a variety of methods
- Address complex problems in a structured and logical way.
- Demonstrate critical thinking around the subject area of global strategic management

Method of Assessment

Main assessment methods

Multiple Choice Test (20%)

Group Case Analysis (3000 words) (20%)

Examination, 3 hour (60%)

Reassessment method:

100% Exam

Preliminary Reading

The core text for this module is:

Phillips, P. and Moutinho, L. (2018). Contemporary Issues in Strategic Management, Routledge, Oxon, ISBN 978-1-138-93964-6, 295 pages

Students are recommended to follow up the further readings and references from the core text.

Richard P. Rumelt (2017). Good strategy, bad strategy: the difference and why it matters, Profile Books Ltd. London ISBN 978 1 78125 6176

Pre-requisites

None

Synopsis *

The Global Strategy module has two main learning components:

- Acquiring theory and concepts in global strategy and value creation in today's dynamic environment.
- Application of theory and concepts to the formulation, implementation and evaluation of global strategy.

The aim is to critically examine and provide insights into the practice and process of strategic management within a variety of private and public sector organisations globally.

This course is designed to allow students to develop their skills of strategic analysis and their ability to think about the selection and implementation of appropriate strategies in different industry and geographic contexts and in different types and styles of organisations, including non-profit and public sector organisations.

Indicative topics may include:

- What is Strategy, and Why is it Important?
- The Context of Global Strategy and Value Realisation
- Competitive Global Strategy and Strategic Choices
- Business models
- Digital Strategy
- Contemporary Issues in Strategic Management

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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

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CB936 Business in an International Perspective						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	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:

- identify the main differences between domestic business and business in an international perspective;
- review the main implications of globalisation on countries, companies and consumers;
- define and explain main concepts in international business such as "multinational corporation", "internationalisation process";
- recognise the major ideas and theories from international business and apply these to selected real world cases;
- identify the main screening tools in choosing a target market for internationalisation;
- review the main modes of entry in a foreign market, their advantages and disadvantages and the factors that influence the choice of one mode or another;
- identify and explain the role and impact of international organisations on international business;
- analyse the connections between the various dimensions of international business activity such as international finance, international trade, government-business relations, international HRM and international operations;
- use the analytical tools provided in analysing data and making decisions for practical issues such as: choosing an entry mode into a country, choosing the marketing strategy for a certain product in a given market;
- discuss and evaluate contemporary issues in international business such as the impact of terrorism on international business, the impact of trade wars on multinationals, the recent failures of corporate governance.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods

VLE Test (20%)

Group Report (3500 words) (20%)

Examination, 3 hours (60%).

Reassessment method:

100% exam

Preliminary Reading

Ball, D.A., McCulloch W.H., Geringer, J.M., Minor M.S., McNett, J.M. (2008) International Business: The Challenge of Global Competition, 11th edition, London: Irwin McGraw-Hill

Cavusgil, S.T., Knight, G. and Riesenberger, J.R. (2008) International Business. Strategy Management, and the New Realities, Upper Saddle River, NJ, Pearson Prentice Hall,

Daniels, J.D. and Radebaugh, L.D. (2011) International Business: Environments and Operations, 13th edition, Upper Saddle River, NJ, Pearson Prentice Hall,

Dicken, P. (2011). Global Shift. 6th edition. London: Sage

Griffin, R.W and Pustay, W. (2010) International Business, Upper Saddle River, NJ, Pearson Prentice Hall

Hill, C. (2011) International Business. Competing in the Global Market, 8th edition, London: Irwin McGraw-Hill

Pre-requisites

None

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Synopsis *

The aims of the module are to:

- Develop an appreciation of the complexity and diversity associated with doing business internationally.
- Provide an overview of the major theories and concepts which have been developed by academics and practitioners in order to understand the international business arena.
- Offer some practical solutions to the problems faced by the international business community.
- Derive insights which will enable students to effectively play part in managing resources across national boundaries within their organisation, at present or in the future.

Business in an International Perspective is an exploration of an area that is highly topical within the practice of management and scholarly research. The chances are high indeed that, at some time during their career, today's MSc graduates will work for an international organisation, an international market research company or a multinational enterprise. The notion of purely domestic organisation is becoming more and more difficult to substantiate. The module adopts an analytical and critical perspective to the somewhat prescriptive literature which is associated with this contentious problem area.

The topics addressed in this module will include:

- International business and international trade theory
- Cultural factors and their impact on business, including human resource management
- Risk analysis, country risk and the consequences for trade and investment
- Government-business relations and market regulation
- International organisations and international business: GATT/WTO and multilateral trade issues
- The world financial environment and the multinational finance function: foreign exchange markets, business implications of exchange rate changes
- Corporate social responsibility and the impact of international business on various stakeholders

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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 <span style =

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

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CB941 Strategic People Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
4	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Contact Hours

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

Learning Outcomes

On successfully completing the module students will be able to:

- Critically assess and evaluate the key concepts, theories, policies and procedures that are commonly used by organisations in managing diverse stakeholder groups.
- Critically identify the links between HRM strategies and policies and the broader issues of innovation, creation and growth of new ventures, sustainable organisational performance and the business environment in differing organisational settings, including international HRM.
- Critically evaluate the roles of non-HRM specialists in the management of people
- Develop a systematic understanding of the organisational processes relevant for employment of people in a variety of work settings
- Develop a systematic understanding of ethical and responsible approaches to people management

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

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

Method of Assessment

Main assessment methods
Group presentation, 15 min (20%)
Individual report, 3,000 words (80%)

Reassessment methods
100% coursework.

Preliminary Reading

Henderson, I. (2017) Human Resource Management for MBA and Business Masters. London: Kogan Page.

Kramar, R. and Syed, J. (2017) Human Resource Management: A Global and Critical Perspective. Basingstoke: Palgrave MacMillan.

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

Pre-requisites

None

Restrictions

Only available to MBA students

Synopsis <span style =

The focus of the module is on the strategic aspects of managing people within an organisational context. Specifically, the module will focus on the following key topic areas:

Human resource management, strategy, and corporate performance
Managing and motivating individual and group performance
Employee engagement, involvement and participation
Managing diversity
Employee resourcing
Employee relations
Job and work design
Organisational design and development
Individual development and careers
Managing knowledge and talent in organisations
Ethical and sustainable approaches to people management

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CB942 Accounting and Financial Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	
3	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	

CB943 Operations Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	
3	Canterbury	Autumn	M	15 (7.5)	80% Exam, 20% Coursework	
3	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
3	Canterbury	Autumn	M	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

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

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate an in-depth understanding of the main issues in the management of operations in local and global context
- Demonstrate a comprehensive understanding of the current roles of operations managers within an international, complex, and constantly changing context
- Apply operations management concepts, techniques and tools successfully.
- Critically identify the links between Operations Management concepts, techniques and tools and the broader issues of innovation, creation and growth of new ventures, and sustainable organisational performance
- Develop a systematic understanding of ethical and responsible approaches to Operations management

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

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

Method of Assessment

Main assessment methods
Group presentation, 20 minutes (20%)
Examination, open book, 2 hours (80%)

Re-assessment method:
100% examination

Preliminary Reading

Nigel Slack, Alistair Brandon-Jones, Robert Johnston (2016). Operations Management (Pearson, 8th Edition)

Greasley, A., (2009/2013). Operations Management 2nd or 3rd Ed., John Wiley and Sons.

Meredith JR. and Shafer, SM., (2009). Operations Management for MBAs (4th Ed), John Wiley and Sons.

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

Nigel Slack, Stuart Chambers, Robert Johnston, Alan Betts, (2012). Operations and process Management: principles and practice for strategic impact. (3rd edition), Prentice Hall.

Pre-requisites

None

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Restrictions

Only available to MBA students

Synopsis <span style =

The focus of the module is to look at the importance of customer orientation, its strategic and operational role in gaining competitive advantage together with the interrelationship between operations and marketing. The module will focus on the following key topics:

The management of processes in:

- * Services
- * Manufacturing

Key processes in operations management, including:

- Fitting operations into the organisation's strategy
- Competing through operations
- New Product and process design and analysis
- Supply network design and performance
- Capacity management
- Quality Improvement towards excellence
- Project management
- Sustainable operations management
- The application of information technology in operations

CB944 Strategic Marketing and Communication						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Contact Hours

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

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Critically appraise the role of marketing, marketing for innovations and especially communications (including digital marketing ones) in sustaining organisational success in a variety of global market and business environments.
- Identify and critically evaluate marketing data and marketing information sources and interpret their impacts on strategic and operational marketing for innovation decisions and strategic communication issues.
- Discriminate between local and global complex and dynamic market environments and be able to systematically analyse marketing opportunities including customer analysis, competitor analysis and analysis of marketing investments and innovative marketing (including digital marketing) approaches and marketing for innovation solutions.
- Critically assess, and draw selectively from, the toolkit of marketing concepts and analytical frameworks in order to formulate marketing strategies and implementation plans with an emphasis on strategic communications, CSR and sustainability.
- Develop creative and sustainable marketing and digital marketing for innovation solutions to sustainability challenges as part of a team.
- Defend and justify proposals for marketing plans and actions, which are suitable for board level discussion and aim at further growth, transformation and performance of firms and industries.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

Effectively and efficiently work in senior management groups and teams

- Demonstrate advanced research skills in the business and management area
- Systematically apply critical thinking skills to provide solutions at senior level to organisational strategic marketing and strategic communication problems
- Analyse complex problems and identify appropriate solutions in the field of strategic marketing and strategic communication problems
- Work and study independently and demonstrate learning through reflection on marketing and communication (including digital marketing) senior managerial practice and experience
- Demonstrate advanced communication and report writing skills at senior management level

Method of Assessment

Main assessment methods:

Group presentation -20-25 mins (20%)
Individual report – 3000 words (80%)

Reassessment method:

100% coursework

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Preliminary Reading

Kotler, P., Keller, K. L., Brady, M., Goodman, M., & Hansen, T. (2019). Marketing management (4th European ed.). Harlow: Pearson Education.
Chaffey, D. (2019). Digital marketing. Pearson UK.

Pre-requisites

None

Restrictions

Only available to MBA students

Synopsis *

The curriculum aims at providing the students with the latest thinking and practice in strategic marketing and communications, with a particular twist on marketing of innovation, and growth and sustainable performance of firms. Topics will typically include:

- Company marketing analysis and planning
- Segmentation, targeting, positioning and marketing mix
- Product/services, branding and product packaging decisions
- Brand/product and market portfolios and positioning of individual brands/products
- Rejuvenating the Product/Brand Portfolio, new product development /elimination decisions
- Distribution issues
- Market research methods/approaches. Deciding on innovation/new product attributes
- Consumer behaviour theories and relevant topics including CSR and responsible management
- Strategic Communications - Integrated communications strategy and particularly digital marketing communications and applications
- Risk and marketing communications: Transparency, trust, risk/ hazards, crises and their management
- Stakeholders and stakeholder management and Critical Systems Heuristics

CB945 Contemporary Issues in Strategic Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor

4	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	
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4	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	
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CB946 International Business						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor

2	Canterbury	Spring	M	15 (7.5)	100% Coursework	
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2	Canterbury	Spring	M	15 (7.5)	100% Coursework	
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CB950 Personal Skills Development MSc Suite						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor

4	Canterbury	Whole Year	M	15 (7.5)	100% Project	
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CB951 Business Report MSc Suite						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor

4	Canterbury	Whole Year	M	30 (15)	90% Project, 10% Coursework	
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4	Canterbury	Spring	M	30 (15)	100% Project	
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2022-23 Postgraduate Module Handbook

CB952 Integrated Marketing Communications						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	15 (7.5)	100% Coursework	
4	Canterbury	Spring	M	15 (7.5)	80% Project, 20% Coursework	
5	Canterbury	Spring	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 systematic understanding of marketing communications theories and concepts;
- deploy techniques to advertise new products to the market based on a case study;
- write a Marketing Communications Plan which integrates the advertisement into a comprehensive new-product launch campaign;
- integrate the theory-based marketing decisions with budget management, operational planning, group management and decision-making;
- critically evaluate marketing communications tools using a variety of case studies;
- apply the theory to develop analytical and decision-making skills in marketing communications applications;
- set and prioritise marketing communications outcomes and prepare plans for the achievement of these outcomes in the light of available resources;

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate self-management skills;
- exercise personal responsibility and decision-making;
- work with others people from different cultural backgrounds;
- analyse and synthesise marketing communication issues;
- identify and critically analyse topics in marketing communications;
- communicate effectively to a variety of audiences and/or using a variety of methods

Method of Assessment

Main assessment methods

Group presentation (20%)

Individual report (4500 words) (80%).

Reassessment method:

100% coursework

Preliminary Reading

Fill, C. and Turnbull, S. (2019) Marketing Communications: touchpoints, sharing and disruption, 8th ed, London, Pearson.

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

D. Chaffey, F. Ellis-Chadwick (2019) Digital marketing: strategy, implementation and practice, 7th ed, Harlow, Pearson.

Pre-requisites

BUSN9330 Marketing

2022-23 Postgraduate Module Handbook

Synopsis *

The module examines the main methods of marketing communications. Strengths and weakness of marketing communications channels will be analysed as well as their suitability and effectiveness. The module systematically evaluates the principles, methods and strategies of marketing communications. The role of message content, format and source will be discussed as well as psychological processes involved in consumers' processing of and response to advertising. The module will discuss how different marketing communications platforms can be combined to reach specific objectives.

Indicative topics are:

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

2022-23 Postgraduate Module Handbook

CB953 International Marketing Strategy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	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:

- understand international markets' socio-economic, legal and technological conditions;
- identify international market trends and consumer preferences in different cultural and socio-economic environments;
- recognise and appraise appropriate frameworks and concepts suited to the formulation of marketing strategies for international contexts;
- develop and evaluate alternative marketing programmes to suit specific international marketing contexts;
- understand the cultural and ethical issues of marketing activities in different countries;
- develop the ability to conduct an international marketing audit to evaluate market potential.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- think critically and creatively about opportunities emerging in international markets;
- collect, organise and summarise relevant information from secondary data sources;
- organise, analyse information gathered individually and/or in collaboration with other colleagues and write a business report or an academic essay demonstrating an understanding of marketing strategies in international market contexts;
- communicate to an audience of peers a business report or academic essay of topics in international marketing;
- recognise and summarise the concepts, processes and institutions relevant to international marketing of goods and/or services;
- assist and cooperate and coordinate with other individuals in learning and discussion activities.

Method of Assessment

Main assessment methods

MCQ Test (30%)

Group Presentation (20%)

Individual report (3000-3500 words) (50%).

Reassessment method:

100% coursework.

Preliminary Reading

Doole, I., Lowe, R. and Kenyon, A. (2016) International Marketing Strategy. 7th edition Andover (UK), Cengage Learning

Ghauri, P. and Cateora (2010) International Marketing, 3rd European Edition, Maidenhead (UK). McGraw-Hill Higher Education

Hollensen, S. (2017). Essentials of Global Marketing, 7th Edition. Harlow: Pearson.

Keegan, W. J., and Green, M. C. (2011) Global Marketing 6th edition, Harlow: Pearson

Academic articles from the Journal of Marketing, Journal of International Marketing, International Marketing Review, Harvard Business Review

Pre-requisites

BUSN9330 Marketing

Synopsis *

This module will combine lectures and seminars to present, transfer, discuss and summarise international marketing concepts and frameworks. Specifically the module will cover the following topics:

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

2022-23 Postgraduate Module Handbook

CB964 The Fundamentals of Corporate Finance & Investment						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	
2	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	

2022-23 Postgraduate Module Handbook

CB966		Business Simulation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
6	Canterbury	Spring	M	15 (7.5)	100% Coursework	
7	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Contact Hours

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

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Recognise the types of business and organisational problems that can be appropriately formulated and analysed using stochastic simulation.
- Demonstrate a conceptual understanding of the basis of queuing theory.
- Build realistic simulation models using industry-standard software and acquire a systematic understanding of the flexibility that simulation based approaches provide managers in terms of dealing with risk and other real-world complexities.
- Demonstrate a comprehensive understanding of the theoretical foundations of stochastic simulation, including random number generation, sampling from discrete and continuous distributions, and statistical analysis of transient/steady-state outputs.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods:

VLE test 1: Queuing Theory Exercises: 20%

VLE test 2: 20%

Simulation Modelling Report (up to 2500 words): 60%

Reassessment methods:

Reassessment Instrument: 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.

Restrictions

Compulsory module for MSc Business Analytics and MSc Logistics and Supply Chain Management

Synopsis *

The aim of the module is to give students hands-on experience in using industry-standard simulation modelling software in order to structure and solve complex and large-scale managerial decision problems.

The module will cover the following indicative topics.

- Queuing theory: Students will be introduced to the basic underpinnings of queuing theory, including key assumptions, benefits, and limitations.
- Discrete-event simulation: Core theory of discrete-event simulation will be covered, including a review of simulation mechanics, how to incorporate randomness into a simulation, and the systematic analysis of simulation model results. This will be supplemented with practical training in how to build and run simulation models using commercial software. Example applications will be drawn from a variety of sectors, such as manufacturing/production, transportation, healthcare, and other service industries (e.g. banking, retail, customer service).

2022-23 Postgraduate Module Handbook

CB969		Business Statistics with R				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
5	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
6	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Contact Hours

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

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Display conceptual understanding of the nature of data analysis and probability modelling.
- Critically evaluate managerial problems that can be framed as data analysis problems.
- Perform advanced statistical analyses and communicate results in written reports.
- Demonstrate effective use of Python statistical packages.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate conclusions clearly to specialist and non-specialist audiences.
- Demonstrate self-direction and originality in tackling and solving problems through research design, data collection, analysis, and reporting.
- Demonstrate effective use of statistical software.

Method of Assessment

Main assessment methods:

In-course Test 1 (45 minutes): 20%
In-course Test 2 (45 minutes): 20%
Exam (2 hours in PC lab): 60%

Reassessment methods:

Reassessment Instrument: 100% examination

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 <span style =

The aim of this module is to enable students to apply basic statistical inference methods for tackling real-world business questions and equip them with basic knowledge of the R statistical programming package.

The module covers two indicative areas:

1. Business Statistics: Students will learn about descriptive analysis of quantitative data, focusing mainly on how to effectively summarise data, and inferential analysis of quantitative data, which includes identifying key properties of a given dataset, deriving point and interval estimates, hypothesis testing, correlation analysis, and simple linear regression.
2. Python programming package: This will cover the Python programming language and introduce students to basic and more advanced concepts within Python, as well as how to use Python for performing statistical data analyses.

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CB986		Dissertation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Whole Year	M	45 (22.5)	100% Project	

Contact Hours

Private Study: 442
Contact Hours/Supervision: 8
Total: 450

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Identify a dissertation topic relevant to Business Analytics. Provide an introduction that clearly identifies the objectives of the dissertation and places it in context; and, provide an appropriate title.
- Select an appropriate Business Analytics technique applicable to the dissertation topic and represent it in a mathematical or structured form (develop a model).
- Provide a critical analysis of the results obtained from the model and develop a coherent, properly structured and extended argument from the analysis undertaken that justifies conclusions of relevance to practitioners.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Carry out an effective literature search, particularly refereed journals; accurately summarise the literature sources identified and critically evaluate them, and, collect primary and secondary data appropriate to the dissertation topic.
- Learn research skills and a range of qualitative and quantitative research methods that might be necessary to analyse the data
- Demonstrate an in-depth understanding of the ethical issues that may arise during the research.
- Produce a dissertation report that shows the ability to write acceptable English, which conforms to commonly accepted standards for reports, and whose standard of presentation is appropriate to a business report

Method of Assessment

Main assessment methods
Research Project (8000-10000 words) (100%)

Reassessment method:
100% Project

Pre-requisites

BUSN9199: Research Methods and Consulting Skills

Synopsis <span style =

This module allows students to put into practice the knowledge and skills gained in the other modules on the MSc Business Analytics. Working under the guidance of an academic supervisor and possibly with a company, students solve practical problems that require an application-oriented thinking. The problems are varied and interesting, such as analysing marketing campaigns, ranking credit risks, optimising capital investments, forecasting sales trends, simulating patient flow through hospitals and extracting patterns from large datasets.

CB990		A Systems Approach to Managing Complexity				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

CB996		Introduction to Logistics and Supply Chain Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
6	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
7	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 42
Private study hours: 108
Total study hours: 150

2022-23 Postgraduate Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- understand the complexity and dynamics of the different logistics and supply chain management activities, by identifying, analysing and deconstructing problems and improvement opportunities;
- demonstrate a comprehensive understanding of the suitable quantitative and qualitative approaches used in logistics systems and supply chain and provide means of solving real-world problems;
- evidence critical understanding of how supply chain management theories and techniques can be applied in practice for competitive advantage.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- demonstrate analytical skills necessary for the analysis of problems and the identification of appropriate solutions;
- demonstrate integrative capability to negotiate and co-ordinate or eventually lead a team of multifunctional individuals;
- write technical reports and give oral presentation individually and in groups on supply chain using real life case studies;
- use computer software such as Excel solver for modelling to systematically analyse the impact of each supply chain function decision on the overall performance.

Method of Assessment

Main assessment methods

Individual Mini Project (1000 words) (20%)

Group presentation – 10-15 minutes (5%)

Group Report Part 1 (1000 words) (15%)

Individual Report Part 2 (2000 words) (60%)

Reassessment method:

100% coursework.

Preliminary Reading

Chopra, S. and Meindl, P. (2014) Supply Chain Management: Strategy, Planning and Operations (6th edition) London: Pearson

Christopher, M. (2012) Logistics and Supply Chain Management, London: Prentice Hall

Rushton, A., Croucher, P., and Baker, P. (Eds) (2017), The Handbook of Logistics and Distribution Management (6th edition) CILT (UK), London: Kogan Page

Pre-requisites

None

Synopsis <span style =

This module will cover the design, planning, execution, control, and monitoring of supply chain activities, such as supplier relationship, production, inventory, transportation and demand management. Strategic questions regarding efficiency versus responsiveness will be addressed with the objective of creating net value, building competitive strategies, leveraging worldwide logistics and synchronizing supply with demand. The module will equip students with appropriate methods that are adopted in practice.

The module will be given in two parts with indicative topics to include:

- An overview of logistic systems and supply chain management, the various activities involved, the main supply chain drivers, responsiveness vs. efficiency, pull versus push strategies and global supply chain management strategies.
- Appropriate techniques to enhance the efficiency and responsiveness of supply chain activities, including the distribution design and planning (e.g., where to locate facilities and how to transport goods), the inventory control (to guarantee high customer service levels) and the forecasting activity (to plan operations capacity levels).

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

Contact Hours

Total contact hours: 42
Private study hours: 108
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate a comprehensive understanding of quantitative models for decision making.
- Demonstrate conceptual understanding of how complex real-world systems can be represented in mathematical form.
- Exhibit a systematic knowledge of some classic business, management, and industry problems, formulate them mathematically, and solve them.
- Demonstrate an ability to deal with various real-world complexities and incorporate these into the modelling framework in order to prescribe actionable recommendations.
- Implement such models using industry-standard software and perform analyses to support business planning and management.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

Method of Assessment

Main assessment methods:

In-Course Test (45 minutes): 20%
Optimisation Modelling Exercises: 20%
Exam (2 hours): 60%

Reassessment methods:

Reassessment Instrument: 100% Exam

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 <span style =

The aim of this module is to introduce students to optimisation modelling and solution techniques, typical applications areas within strategic/operation business planning, and the use of commercial optimisation software.

The module covers the following indicative topics:

- Linear Programming: Students will be introduced to the building blocks of optimisation (i.e. decision variables, objectives, constraints), how to mathematically formulate linear programming (LP) models, LP solution techniques, sensitivity analysis (e.g. range of optimality reduced costs, dual prices), and typical applications like production planning, scheduling, and portfolio selection.
- Network Models: This topic includes a range of concepts and modelling techniques for formulating classic network models, including transportation and assignment, shortest path, maximum flow, and minimum spanning tree problems, and common solution approaches.
- Integer Programming: This will cover integer linear programming (ILP) models, including binary integer models, classic exact and heuristic solution methods (e.g. branch and bound, greedy heuristics), and typical application areas of ILP, including capital budgeting, fixed charge production, and facility location.

2022-23 Postgraduate Module Handbook

MA819		Business Economics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
5	Canterbury	Autumn	M	15 (7.5)	75% Exam, 25% Coursework	

Contact Hours

Total contact hours: 48
Private study hours: 102
Total study hours: 150

Learning Outcomes

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

- 1 show a systematic knowledge, understanding and critical awareness of economic theory
- 2 show a comprehensive understanding of the complex techniques applicable to solve problems in economics
- 3 appreciate recent developments and methodologies in economics and the links between economic theory and its practical application in business and to critically evaluate such methodologies

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

- 1 demonstrate a logical mathematical approach to solving complex problems including cases where information/data is not complete
- 2 demonstrate skills in written communication to both technical and non-technical audiences
- 3 demonstrate skills in the use of relevant information technology
- 4 demonstrate skills in time management, organisation and studying so that tasks can be planned and implemented at a professional level

Method of Assessment

75% Examination, 25% Coursework

Preliminary Reading

John Sloman, Dean Garratt, Jon Guest and Elizabeth Jones (2016), Economics for Business 7th Ed (Pearson)

The Actuarial Education Company Subject CB2 study notes support the above text.

Synopsis *

The aim of this module is to introduce students to core economic principles and how these could be used in a business environment to understand economic behaviour and aid decision making, and to provide a coherent coverage of economic concepts and principles. Indicative topics covered by the module include the working of competitive markets, market price and output determination, decisions made by consumers on allocating their budget and by producers on price and output, and different types of market structures and the implication of each for social welfare, the working of the economic system, governments' macroeconomic objectives, unemployment, inflation, economic growth, international trade and financial systems and financial crises.

This module will cover a number of syllabus items set out in Subject CB2 – Business Economics published by the Institute and Faculty of Actuaries.

MA930		Investment Analysis and Portfolio Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	M	30 (15)	80% Exam, 20% Coursework	

MA931		Financial Risk Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	M	30 (15)	80% Exam, 20% Coursework	

MA933		Contemporary Fund Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
5	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% Coursework	

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MA935		Mathematics of Finance				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	15 (7.5)	75% Exam, 25% Coursework	

MA936		Financial Modelling and Analysis				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	M	15 (7.5)	100% Coursework	

MA937		Communications in Finance and Investment Writing				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	M	15 (7.5)	60% Exam, 40% Coursework	

MA938		Fixed Income Analysis				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% Coursework	

MA939		Case Studies in Finance				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	M	15 (7.5)	100% Coursework	

04 School of European Culture and Languages

CL805 Contemporary Archaeology: Theories, Methods and Issues						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	30 (15)	100% Coursework	

Availability**Contact Hours**

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

Department Checked

Yes

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate a systematic understanding of contemporary issues, approaches and thinking in archaeology and how its various constituent areas can be used to interpret past cultures;
- 2 Firmly locate archaeological theories and interpretations within conceptual frameworks and understand their intellectual origins;
- 3 Demonstrate a systematic understanding of the value and contribution of particular methods in archaeological study and a comprehensive understanding of the history and direction of theoretical and practical approaches in the 21st century;
- 4 Demonstrate familiarity with critical issues in archaeology and be able to evaluate the strengths and weaknesses in archaeological work and its presentation;
- 5 Demonstrate a rounded understanding of methods in contemporary archaeology, their relationship to theoretical approaches and their appropriateness in particular circumstances;
- 6 Demonstrate a strong awareness of the nature of archaeological remains and other sources of information upon the past, how these have survived or otherwise ('taphonomy') and how their survival impacts upon archaeological thinking.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate and initiate skills in independent research and presentation of material;
- 2 Show a robust awareness of the contrasting academic issues and discourses in a particular intellectual domain;
- 3 Demonstrate their ability in critical analysis and argument through engagement with the module content;
- 4 Demonstrate their researching, data handling, IT and library skills;
- 5 Show responsibility and autonomy in learning, debate and presentation of evidence.

Method of Assessment

Main assessment methods

Presentation (30 minutes) – 35%

Research Paper (5,000 words) – 65%

Reassessment methods

Reassessment Instrument: 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:

<https://kent.rl.talis.com/index.html>

Progression

This module is compulsory for students studying on the MAs in Archaeology, Roman History and Archaeology, and Roman History and Archaeology with a term in Rome.

Synopsis

The Module is designed with training, knowledge enhancement and skills acquisition to the fore. The module begins with an introduction to the origins and development of theoretical perspectives in archaeology (e.g. 'cultural history', the 'New Archaeology', 'Post-Processualism'), and assesses the contributions of these approaches. A central question is how we may use material evidence to study and define past society. The value of material evidence of the past is then considered within a contemporary intellectual framework. We examine particular approaches to understanding the morphology, elements and the identity of archaeological sites as lived environments; spatial approaches are considered here too. Approaches to the archaeology of landscape are in turn examined, this being a dynamic field in contemporary archaeological understanding. How archaeological data is assessed, organised, and published is then examined from a theoretical and methodological angle. Finally, how the various strands of archaeological data can be brought together to assemble a coherent picture of past human life and society are critically examined and reviewed.

2022-23 Postgraduate Module Handbook

CL807 Roman Archaeology: Northern Provinces of the Empire from their Iron Age						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	30 (15)	100% Coursework	
4	Canterbury	Spring	M	30 (15)	100% Coursework	

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:

- 1 Demonstrate a full awareness of the character, quality and experience of human social life within the settlement types and forms of the period;
- 2 Confidently and accurately critically assess a range of sources and interpretations and relate these to the archaeological evidence;
- 3 Demonstrate a comprehensive understanding of the relationship of the module subject to the contemporary social and cultural world and trends in the Transmanche and wider regions of Temperate and Mediterranean Europe;
- 4 Demonstrate detailed knowledge of long-term processes of change and development, and of abrupt contrasts, in society, settlement and economy through the transitional era of the later Iron Age into the Roman period in north-west Europe.

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

- 1 Demonstrate confidence and independence to carry out study and research, and in identifying areas for further learning;
- 2 Demonstrate substantive awareness of the academic discourse in areas relevant to the subject;
- 3 Demonstrate the ability to carry out professional critical analysis, writing and argument through engagement with the material;
- 4 Demonstrate confident IT and data handling abilities;
- 5 Demonstrate complete responsibility and autonomy in learning and debate;
- 6 Demonstrate skills in the classification and interpretation of particular forms in relation to wider structures of understanding.

Method of Assessment

Main assessment methods
Essay 1 (3,000 words) – 40%
Essay 2 (3,000 words) – 40%
Research Presentation (20 minutes) – 20%

Reassessment methods
Reassessment Instrument: 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: <https://kent.rl.talis.com/index.html>

Pre-requisites

None

Synopsis <span style =

The module examines the varied, rich and extensive archaeological (and historical) evidence for settlement and social life in the area of the northern provinces of the Roman Empire and its near neighbours during the Late Iron Age and Roman eras. The module structure is thematic and explores a range of inter-related topic areas. Particular emphasis is placed on new ideas and approaches. It is expected that there will be site and museum visits related to this module, undertaken in the South East of England and/or on the near continent.

Topics typically covered include: the nature of the archaeological record for the era and approaches to its study; material culture and society in the Iron Age; regional patterns and identity in the Iron Age; continuities into the Roman era and the civitates system; the historiography of Roman studies in North West Europe; the archaeology of Roman London; the character and morphology of settlement in the Roman era: towns and cities, smaller centres and the countryside; material culture and society in the Roman period: production and consumption; regional civitas capitals; the archaeology of the Roman era in The Netherlands (Lower Germany); the Roman 'Saxon-Shore' and military society; religion and ritual; society in the later Roman era and the end of 'urban life'; burial evidence and patterns; the archaeologies of people: gender, status, ethnicity and biography.

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CL820 The Political, Social and Economic History of the Hellenistic World						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 20

Learning Outcomes

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

Show in-depth knowledge of a selected theme, region or period in the ancient world;

Show knowledge of the contacts (political, social, economic and cultural) between the Greek World and the Near East during the Hellenistic period;

Assess the uses of different types of evidence (historiographical, literary, epigraphic, papyrological, archaeological) in the study of an ancient, more specifically Hellenistic, civilization, and to show familiarity with the different methodologies employed;

Assess and analyse the nature and extent of interaction between the incoming Graeco-Macedonians and the indigenous Near Eastern populations (e.g. in politics, society, the economy, religion and in cultural life);

Demonstrate a critical perspective on the current debates about the nature of interaction and social stratification between the Graeco-Macedonian conquerors and the native peoples and cultures;

Demonstrate significant knowledge of an appropriate and diverse range of primary source materials and appropriate methods of interpretation, and will be able to analyse, evaluate and interpret them in an independent and critical manner;

Listen and take notes;

Carry out analytical reading;

Synthesise arguments and identify key issues;

Identify, recall and deploy material relevant to a particular question;

Acquire awareness of controversy in academic literature;

Make written expositions with structured and coherent arguments, following accepted academic conventions;

Deliver succinct oral presentation and discussions of prepared material with efficiency and confidence;

Manage time efficiently and effectively;

Use academic websites and other IT resources as investigative tools.

Method of Assessment

Essay 1 (3000 words) - 40%;

Essay 2 (3000 words) - 40%;

Presentation (15 minutes) - 20%

Preliminary Reading

Austin, M.M. (2006) *The Hellenistic World from Alexander to the Roman Conquest, A Selection of Ancient Sources in Translation*, 2nd edn., Cambridge University Press, Cambridge;

Crook, J.A., Lintott, A. and Rawson, E. (eds.) (1994) *The Cambridge Ancient History*, 2nd edn., Vol. IX: *The Last Age of the Roman Republic, 146-43 B.C.* Cambridge University Press, Cambridge;

Errington, R.M. (2008) *A History of the Hellenistic World*, Blackwell, Malden, Oxford, Carlton;

Erskine, A. (ed.) (2003) *A Companion to the Hellenistic World*, ed., Blackwell, Oxford;

Shipley, G. (2000) *The Greek World after Alexander, 323-30 B.C.*, Routledge, London;

Walbank, F.W., Astin, A.E., Frederiksen, M.W. and Ogilvie, R.M. (eds.) (1984) *The Cambridge Ancient History*, 2nd edn., Vol. VII, Part I: *The Hellenistic World*, Cambridge University Press, Cambridge;

Walbank, F.W., Astin, A.E., Frederiksen, M.W. and Ogilvie, R.M. (eds.) (1990) *The Cambridge Ancient History*, 2nd edn., Vol. VII, Part II: *The Rise of Rome to 220 BC*, Cambridge University Press, Cambridge.

Synopsis *

This module aims to provide a detailed overview of the most important events and trends of the political, social and economic history of the Hellenistic period, based on the most recent results of research. Its objective is to make the students familiar with both the diverse ancient sources and the secondary literature, not just from the perspective of the conquering Macedonians and Greeks but also from that of the conquered native civilisations, such as Persians, Jews, Syrians and Egyptians. The module will be taught on the basis of a wide variety of sources, including historical, literary, epigraphic, papyrological and archaeological. Particular attention will be paid to the interaction of different political, social and economic systems and to the emergence of new structures as a consequence.

CL821 Ancient Greek Science: Astronomy and Medicine						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	

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3	Canterbury	Autumn	M	30 (15)	100% Coursework
3	Canterbury	Spring	M	30 (15)	100% Coursework

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:

- 1 Seal with complex academic issues for the study of cosmological theories, astronomy and physics based on their systematic understanding of these areas, and have a critical awareness of current research questions within the academic study of Ancient Greek Sciences;
- 2 Interpret a comprehensive range of primary sources primarily for the study of ancient cosmology, astronomy and physics utilising techniques that are appropriate for their interpretation and critical evaluation;
- 3 Understand and articulate the complex relationship between Ancient Greek Philosophy and the Sciences (including astronomy, cosmology, mathematics, and physics);
- 4 Critically evaluate the philosophical thinking that links the cosmos to human existence in ancient Greece;
- 5 Demonstrate self-direction and originality in tackling and solving problems raised in the study of the complex intersection between philosophy, science and the cosmos in Ancient Greece ranging from the Geometric to the Hellenistic periods.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Exercise initiative and have taken personal responsibility for the development of their studies;
- 2 Respond to views and criticisms of others with the aim of improving their own working methods and techniques;
- 3 Make judgements independently in relation to the development of their studies in relation to new or challenging tasks;
- 4 Demonstrate their comprehensive knowledge and understanding, and to develop new skills to a high level.

Method of Assessment

Main assessment methods

Commentary Review (1,000 words) – 20%

Presentation Portfolio (1,500 words) – 40%

Essay (3,500 words) – 40%

Reassessment methods

100% Coursework (4,500 words)

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 <span style =

Ancient Greek concepts of 'rational science' were vastly different from modern perceptions and discipline classifications. Its foundation was grounded in philosophical discussions that considered the nature of the cosmos and all that existed within it. This module demonstrates how the subjects were interlinked through a close analysis of the development of ancient astronomy, mathematics, cosmology and physics, from the Geometric to the Hellenistic periods. It discusses literary, philosophical and archaeological material.

The module begins with a discussion of the pre-Socratic philosophers' introduction of the theory of the four elements: earth, air, fire and water that were present within everything, including the stars and the body. From here, students will examine how the theories on the primary cosmological elements were transformed into entire cosmological theories, which included the stars, animals and the human body. The module will finally proceed to discuss how advances in astronomical knowledge, mathematics and geography influenced the development of the sciences and engineering in the Hellenistic period.

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CL828 Rome-The Imperial City						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Availability

Contact Hours

Total contact hours: 20

Learning Outcomes

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

Demonstrate transferable skills, which will equip them for a further career either for doctoral research in Roman History and/or Archaeology or in employment;
 Demonstrate competence in applying skills to analysis of a diverse body of ancient evidence including that of study of standing remains and museum collections;
 Demonstrate critical and analytical powers of the student in relation to ancient texts, excavation reports, standing remains and publications associated with these forms of evidence;
 Demonstrate critical, analytical problem-based learning skills in relation to the sites of the city of Rome, as well as modern scholarship on the subject matter;
 Command a range of techniques and methodologies, such as bibliographical and library research skills, a range of skills in reading and textual analysis, the varieties of historical method, the visual skills characteristic of art criticism, use of statistics (e.g. in archaeology or the study of ancient demography), academic argumentation and analysis;
 Communicate effectively with a wide range of individuals using a variety of means in seminars;
 Evaluate their own academic performance;
 Manage change effectively and respond to changing demands including the access to sites in Rome;
 Take responsibility for personal and professional learning and development (Personal Development Planning);
 Manage time, prioritise workloads, recognise and manage personal emotions and stress;
 Demonstrate information management skills, e.g. IT skills.

Method of Assessment

Presentation blog (1000 words) - 20%;
 Itinerary design (3000 words) - 20%;
 Itinerary presentation (120 minutes) - 40%;
 Itinerary blog (2000 words) - 20%

Preliminary Reading

Claridge, A. (2010) Rome: An Oxford Archaeological Guide, Oxford: OUP;
 Coarelli, F. (2008) Rome and Environs: An Archaeological Guide, Berkeley: University of California Press;
 Dyson, S.L. (2010) Rome: Portrait of a Living City, Baltimore: Johns Hopkins;
 Edwards, C. (1996) Writing Rome: Textual Approaches to the City, Cambridge: CUP;
 Favro, D. (1998) The Urban Image of Augustan Rome, Cambridge, CUP;
 Galinsky, K. (1998) Augustan Culture: An Interpretive Introduction, Princeton University Press.

Restrictions

This module is taught at the Rome School of Classical and Renaissance Studies, and is therefore only available to students studying on an MA programme with a term in Rome.

Synopsis *

The module introduces students to sites and museum resources in the City of Rome through a series of weekly study blocks. Each block has been developed to ensure that classroom based learning (including the study of primary sources), and library based research by the students are fully integrated as a thematic package.

CL832 Researching Ancient Rome						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	American University, Rome	Spring	M	30 (15)	100% Coursework	

Availability

This module is compulsory for students studying on the MA in Ancient History with a term in Rome and the MA in Roman History and Archaeology with a term in Rome.

Contact Hours

Total contact hours: 20

Learning Outcomes

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

Demonstrate the effective utilisation of the research libraries based in Rome;

Demonstrate the application of library research to the interpretation of standing remains surviving from antiquity;

Demonstrate critical, analytical problem-based learning skills in relation to the sites of the city of Rome, as well as modern scholarship on the subject matter;

Command a range of techniques and methodologies, such as bibliographical and library research skills, a range of skills in reading and textual analysis, the varieties of historical method, the visual skills characteristic of art criticism, use of statistics (e.g. in archaeology or the study of ancient demography), academic argumentation and analysis;

Communicate effectively with a wide range of individuals using a variety of means in seminars;

Evaluate their own academic performance;

Manage change effectively and respond to changing demands including access to sites in Rome;

Take responsibility for personal and professional learning and development (Personal Development Planning);

Manage time, prioritise workload, recognise and manage personal emotions and stress;

Demonstrate information management skills, e.g. IT skills.

Method of Assessment

Fortnightly diary (3000 words) - 20%;

Literature review (2000 words) - 35%;

Interpretive essay (2500 words) - 45%

Preliminary Reading

DeRose Evans, J. (2013.) A Companion to the Archaeology of the Roman Republic, Oxford: Wiley-Blackwell;

Dyson, S.L. (2010) Rome: Portrait of a Living City, Baltimore: John Hopkins;

Erdkamp, P. (2013) The Cambridge Companion to the City of Rome, Cambridge: CUP;

Laurence, R. and Newsome D. (2011) Rome, Ostia, Pompeii: Movement and Space, Oxford: OUP;

Östenberg, I.; Malmberg, S. & Bjørnebye, J. (2015) The Moving City: Processions, Passages and Promenades in Ancient Rome, London: Bloomsbury;

Zanker, P. (1988) The Power of Images in the Age of Augustus. Ann Arbor: University of Michigan Press.

Restrictions

This module is taught at the Rome School of Classical and Renaissance Studies, and is therefore only available to students studying on an MA programme with a term in Rome.

Synopsis

This module enhances the student's ability to undertake research on the sites and in the museums focusing on ancient Rome using research libraries, on-line resources and on-site visits. Students will select monuments to research each week and discuss their findings in seminars, alongside their experience of locating information on which they will reflect. This is done to ensure students identify and develop a series of research methods identified as 'good practice'. In addition, they will work on their critique of modern scholars and evaluate the intersection between textual evidence and the standing remains of ancient Rome. Finally, research in libraries will also necessitate the checking and identification of key features on-site in Rome.

CL836 Ancient History from Inscriptions						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework	
1	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 20
Total Private Study Hours: 280
Total Study Hours: 300

Department Checked

Yes

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate a comprehensive understanding of the role and value of epigraphic evidence in relation to other types of evidence in the study of Ancient History;
- 2 Demonstrate critical, analytical problem-based research skills in relation to the ancient evidence and modern scholarship on the subject matter;
- 3 Command a range of techniques and methodologies, such as bibliographical and library research skills, a range of skills in reading and textual analysis, the varieties of historical method, and the use of statistics.
- 4 Demonstrate the capability to design and carry out a research project and collect evidence in support.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Communicate effectively with a wide range of individuals using a variety of means in writing;
- 2 Evaluate their own academic performance and develop an ability to learn independently to ensure ongoing professional development;
- 3 Exercise initiative and take responsibility for personal and professional learning and development;
- 4 Manage time, prioritise workloads and recognise and manage stress;
- 5 Utilise appropriate information management skills, e.g. IT skills.

Method of Assessment

Main assessment methods

Research Proposal 1 (750 words) – 20%
Research Proposal 2 (750 words) – 20%
Research paper (2,500 words) – 45%
Presentation (15 minutes) – 15%

Reassessment methods

100% Coursework (3,000 words)

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 – although a basic understanding of ancient languages (Greek, Latin, Aramaic, etc.) would be helpful

Synopsis <span style =

Inscriptions are crucial for the study of ancient history. Straddling the divide between material evidence and literary sources, they are challenging to read because of their (often) fragmentary state and formulaic language.

This module will train students to handle epigraphic evidence and exploit its potential to the fullest extent. Key themes include but are not limited to textual problems, statistical approaches, and the confrontation of epigraphic and literary sources. Each theme will be explored in the context of a topic from political and/or social history (e.g. status, migration, multiculturalism, religion, law, the military). No knowledge of an ancient language is required.

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CL897 CL Dissertation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	60 (30)	100% Project	
2	Canterbury	Spring	M	60 (30)	100% Project	

Contact Hours

Total Contact Hours: 5
 Private Study Hours: 595
 Total Study hours: 600

Department Checked

Yes

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate skills in initiating and carrying forward a programme of independent research;
- 2 Display detailed and comprehensive knowledge of a specialist area(s) of research within the field of antiquity (Related their particular study to the broad perspective of the MA Programme);
- 3 Demonstrate the relevance of their research study to wider themes within their field of study;
- 4 Demonstrate wide-ranging familiarity with a range of primary and secondary literature in the field of the study.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate comprehensive skills in independent research and presentation of material;
- 2 Demonstrate complete awareness of the academic discourse in the areas relevant to their research interest;
- 3 Demonstrate comprehensive skills in critical analysis and argument through engagement with module materials;
- 4 Demonstrate professional research, IT and library skills;
- 5 Demonstrate responsibility and autonomy in learning, debate and the presentation of evidence and interpretation.

Method of Assessment

Main assessment methods
 Dissertation (15,000 words) – 100%

Reassessment methods
 Reassessment Instrument: 100% Project

Preliminary Reading

To be determined by the individual student in consultation with the supervisor, but broadly based on the year's work across the whole programme of study.

Pre-requisites

Successful completion of Stage 1 MA modules.

Synopsis *

The Dissertation module comprises supervised research undertaken by the student, in the broad area of the history, literary sources and archaeology of the ancient world. A curriculum will be developed by the student around their own particular research interests.

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CL898 Rome: The Myth of the Eternal City						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Availability

Autumn or Spring

Contact Hours

Total Contact Hours: 22
Private Study Hours: 278
Total Study Hours: 300

Department Checked

Yes

Learning Outcomes

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

Demonstrate comprehensive understanding of the skills/techniques of historical analysis to equip them for a further career either for doctoral research in Ancient History or in employment through the use of these transferable skills;

Demonstrate competence in applying skills to analysis of a diverse body of ancient evidence and to be critically aware of the current problems of interpretation within the area of reception studies and in the interpretation of the past of ancient Rome;

Demonstrate critical and analytical powers in relation to the ancient material and its reception in the context of how established techniques are utilised to understand within the disciplines associated with Classical and Archaeological Studies;

Demonstrate critical and appropriate analytical problem-based learning skills in relation to the ancient evidence, the reception of antiquity and modern scholarship on the subject matter;

Command a range of techniques and methodologies, such as a bibliographical and library research skills in reading and textual analysis, the varieties of historical method, the visual skills characteristic of art criticism, use of statistics (e.g. in archaeology), philosophical argument and analysis, as well as an understanding of the role of public engagement in the context of research;

Communicate effectively in writing with a wide range of individuals using a variety of techniques;

Evaluate his/her own academic performance and develop and ability to learn independently to ensure for ongoing professional development;

Exercise initiative and take responsibility for personal and professional learning and development;

Manage time, prioritise workloads and recognise and manage personal emotions and stress;

Demonstrate information management skills (e.g. IT skills).

Method of Assessment

Main assessment methods;

Blog post 1 (1000 words) - 20%;

Blog post 2 (1500 words) - 30%;

Interpretive essay (4000 words) - 50%

Reassessment methods ;

Reassessment Instrument: 100% Coursework

Preliminary Reading

Bondanella, P. (1987) *The Eternal City: Roman Images in the Modern World*. University of North Carolina Press: Chapel Hill;

Galinsky, K. (1998) *Augustan Culture: An Interpretive Introduction*. Princeton University Press;

Jenkyns, R., ed. (1992) *The Legacy of Rome*. Oxford: Oxford University Press;

Maraniss, D. (2008) *Rome 1960: The Olympics That Changed the World*. New York: Simon & Schuster;

Millon, H. & L. Nochlin, eds. (1978) *Art and Architecture in the Service of Politics*. Massachusetts: MIT Press Cambridge;

Wyke, M. (1997) *Projecting the Past: Ancient Rome, Cinema and History*. London: Routledge.

Synopsis <span style =

The module introduces students to key skills for the study of the mythology of Rome as an eternal city. The focus will be on group work that will investigate how we can gain greater knowledge of key aspects of the creation of myths of the city of Rome and how mythology can be adjusted through reception and incorporation of new ideas, yet proclaiming a continuity with the past. The curriculum is designed to develop students' research skills and the development of their awareness of public engagement with research. The seminars will also focus on the development of blogs as well as the research skills to develop a longer piece of academic writing in the form of an essay. Students will learn new skills ranging from researching bibliographies, writing succinctly, using hyperlinks in blog formats, through to the development of a sustained research project to underpin their essay.

CL900 Research Skills in Ancient History - Understanding the City in Antiquit						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	

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:

1. Demonstrate a comprehensive understanding of the skills/techniques of historical analysis to equip them for a further career either for doctoral research in Ancient History or in employment through the use of these transferable skills;
2. Demonstrate competence in applying skills to analyse a diverse body of ancient evidence and to be critically aware of the current problems of interpretation within the discipline of Ancient History;
3. Demonstrate critical and analytical abilities in relation to the ancient material in the context of how established techniques are utilized within the discipline of Ancient History;
4. Demonstrate critical, analytical problem-based research skills in relation to the ancient evidence and modern scholarship on the subject matter;
5. Command a range of techniques and methodologies, such as bibliographical and library research skills, a range of skills in reading and textual analysis, the varieties of historical method, the visual skills characteristic of art criticism, use of statistics (e.g. in archaeology), philosophical argument and analysis;

The intended generic learning outcomes

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

1. Communicate effectively with a wide range of individuals using a variety of means in writing;
2. Evaluate their own academic performance and develop an ability to learn independently to ensure ongoing professional development;
3. Exercise initiative and take responsibility for personal and professional learning and development;
4. Manage time, prioritise workloads and recognise and manage stress;
5. Utilise appropriate information management skills, e.g. IT skills.

Method of Assessment

Main assessment methods

Literature Review (2,000 words) – 30%

Research Paper (4,000 words) – 70%

Reassessment methods

100% Coursework (5,000 words)

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 <span style =

This module trains students in key research skills needed for the study of ancient history in all its facets. Working from a multidisciplinary perspective, students will gain extensive experience in the analysis of texts, objects and data related to the ancient world. In addition, students will learn skills ranging from researching bibliographies to the development of a sustained research project, with a particular focus on critically interrogating modern scholarship on the basis of historical, epigraphic, archaeological, numismatic and visual sources. Students will hone their research skills and advance their understanding of ancient history not simply through the weekly classes but also by developing their own research projects (on any aspect of ancient history).

CL901 Practical Archaeology Report						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	30 (15)	100% Coursework	

Availability

This module is compulsory for students studying on the MA in Archaeology.

Contact Hours

Total contact hours: 6

Learning Outcomes

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

- Demonstrate skills in initiating and carrying forward an independent programme of practical archaeological research;
- Students will be able to demonstrate comprehensive and critical knowledge of a specialist area, category of evidence or theme within archaeology (including heritage);
- Demonstrate their particular study to the broad perspective of their MA Programme;
- Demonstrate the relevance of their research project to studies in archaeology/Roman history and archaeology;
- Demonstrate professional and confident skills in collecting, handling and processing archaeological data/evidence in a manner that reflects contemporary professional and specialist (vocational) practice in archaeology;
- Demonstrate professional and confident skills in using and applying, for instance, specialist archaeological equipment, computing programmes, and related research methods, such as the use of geophysical survey equipment, digital scanners, microscopes, materials characterization tools, GIS and excel software;
- Demonstrate skills in independent research and presentation of material;
- Show full awareness of the academic discourse in the areas relevant to their research interest;
- Demonstrate their skills in critical analysis;
- Demonstrate their research, IT and library skills;
- Demonstrate skills in data/evidence handling and presentation;
- Demonstrate responsibility and autonomy in learning and debate.

Method of Assessment

Report (8000 words) - 100%

Preliminary Reading

Students will be expected to familiarize themselves with the reading material specified for the core modules of their programmes of study. Beyond this requirement, relevant reading will be suggested by the module supervisor and other staff such as the Departmental Archaeological Technician, geared towards the student's particular area of interest. Students will be expected to seek out other relevant literature on the subject and the methodology/equipment used.

Synopsis <span style =

This module consists of supervised research undertaken by the student. The module offers students the timescale, scope, support and opportunity to explore in detail an area or body of evidence of interest to them and to present the results in a format reflecting standards and conventions seen in publications in professional and academic archaeology. Work in the field may include the first hand gathering of data employing professional methods and equipment within a guided framework, with an emphasis on student skills acquisition. Students will develop skills in handling and assessing this evidence and, in turn, presenting it in a manner that mirrors present best vocational practice, with innovative approaches encouraged where suitable. It is of primary importance that students demonstrate a critical appreciation of the methods, evidence and related issues in the report they submit. The module will allow students to develop a curriculum around their own research and vocational interests and training needs.

CP810 Comparative Literature in Theory and Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 20
Total 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:

- 1 Demonstrate familiarity with the theory and practice of Comparative Literature as an academic discipline;
- 2 Demonstrate knowledge of the cultural and historical contexts out of which various influential conceptions of Comparative Literature have emerged;
- 3 Examine the relation between Comparative Literature as a discipline and other approaches to the literary (including Translation Studies);
- 4 Appreciate the importance for Comparative Literature of reflections upon multiculturalism and globalisation;
- 5 Critically assess questions of literary movements, genres, topoi, and figures from a Comparative Literature perspective.

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

- 1 Demonstrate refinement in communication skills and argumentation, through one extended piece of written coursework;
- 2 Demonstrate development in close reading and analytical skills with regard to both theoretical texts and literary works from a range of historical periods and genres;
- 3 Demonstrate independent research skills.

Method of Assessment

Main assessment methods
Essay 1 (2,000 words) – 40%
Essay 2 (3,000 words) – 60%

Reassessment methods
100% Coursework (5,000 words)

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 <span style =

This module is designed to familiarise students with the history of Comparative Literature as an academic discipline, to develop their ability to analyse critically the major conceptions of Comparative Literature that have emerged over the twentieth and twenty-first centuries, and to enable them to apply theories of Comparative Literature in the analysis of literary movements, literary genres, literary topoi, and literary figures who recur at different moments in literary history.

Students will begin by studying a range of major conceptions of Comparative Literature, and will consider the implications for the discipline of Comparative Literature of theories of globalisation, multiculturalism, translation studies, and world literature. They will then proceed to analyse selected literary works within the framework of these conceptions of Comparative Literature. The module will therefore combine a theoretical with a practical literary-critical dimension, encouraging close reading and an appreciation of historical context in the analysis of theoretical and literary texts.

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CP811 Writing Unreason: Literature and Madness in the Modern World						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 20

Learning Outcomes

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

Demonstrate familiarity with the substantial interaction between modern European Literature and the theme of madness;
 Demonstrate knowledge of the cultural and historical contexts in which literature and the theme of madness have interacted since the European Enlightenment;
 Critically assess the distinctive stylistic and generic features of modern European literary works that engage with the theme of madness;
 Examine the way in which writers in the modern period have actively engaged with various forms of non-literary discourse in their depictions of madness, these discourses including the medical/scientific, the mystical and philosophical, and the psychoanalytic;
 Demonstrate refinement in communication skills and argumentation, through on extended piece of written coursework;
 Demonstrate development in close reading and analytical skills;
 Demonstrate independent research skills.

Method of Assessment

Essay (5000 words) - 100%

Preliminary Reading

Any edition of the works listed below:

Thomas Bernhard, Wittgenstein's Nephew (1982);
 Georg Büchner, Woyzeck (c. 1836–7)
 Fyodor Dostoevsky, The Double (1846);
 Nikolai Gogol, Diary of a Madman (1835)
 Sarah Kane, 4.48 Psychosis (2000);
 Vladimir Nabokov, Despair (1934);
 Gérard de Nerval, Aurélia (1855);
 Sylvia Plath, The Bell Jar (1963)

Synopsis <span style =

This module is designed to introduce students to major literary works (in various genres) from the early nineteenth century to the present day that explore the theme of madness, with a particular focus on the function of madness as a metaphor. The module will encourage students to consider the historical contexts out of which the various texts emerge, and to analyse the ways in which modern European literature takes up the theme of madness to explore social, psychological, philosophical, religious, and aesthetic questions. Particular attention will be paid to the close analysis of literary style in order to assess each writer's attempt to capture the discourse of madness. Topics for consideration will include the relation between artistic creativity and madness, madness as a form of socio-political resistance, madness and gender, the figure of the 'double', and, above all, the extent to which Michel Foucault is justified in claiming in 'The History of Madness' that in the post-Enlightenment period 'unreason has belonged to whatever is decisive, for the modern world, in any work of art'.

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CP815 Tales of the Fantastic						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework	
1	Canterbury	Spring	M	30 (15)	100% Coursework	

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:

- 1 Demonstrate a comprehensive understanding of a comparative approach to the study of literature;
- 2 Demonstrate a critical awareness of major developments in the concept of the fantastic as a literary genre with special reference to Sigmund Freud and Tzvetan Todorov;
- 3 Demonstrate systematic understanding of relevant literary, theoretical, and philosophical debates;
- 4 Demonstrate a conceptual understanding of the intersections of the literary and theories of the fantastic;
- 5 Demonstrate a critical awareness of theories of the fantastic not as disembodied sets of ideas but as forces within institutions and/or reading communities.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Deal with complex issues both systematically and creatively;
- 2 Communicate their ideas and conclusions clearly;
- 3 Demonstrate self-direction and originality;
- 4 Act autonomously in planning and implementing tasks;
- 5 Devise strategies to advance their knowledge and understanding independently;
- 6 Deploy a range of information technology skills effectively;
- 7 Comply with professional standards in their written work.

Method of Assessment

Main assessment methods

Essay (5,000 words) – 100%

Reassessment methods

Reassessment Instrument: 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: <https://kent.rl.talis.com/index.html>

Pre-requisites

None

Synopsis *

Theoretical interest in the fantastic has increasingly developed over recent decades following the acclaimed seminal study by Todorov, *The Fantastic* (1973). Students will explore major works of the genre from several European countries in conversation with a range of critical perspectives (such as discourse theory, narrative theories, and psychoanalytical theory). The comparative nature of the module will also afford an opportunity to enhance understanding of the literatures and specific texts studied in their respective cultural contexts.

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CP817 Literature and Affect						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework	
1	Canterbury	Spring	M	30 (15)	100% Coursework	

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:

- 1 Gain a critical overview and understanding of modern European Literature in light of a theory of the emotions;
- 2 Engage thematically and comparatively with a range of literary and theoretical texts from different linguistic and cultural backgrounds and in a broad chronological scope;
- 3 Demonstrate a profound understanding of key philosophical concepts through analysis of the role of affects and emotions in the texts;
- 4 Demonstrate a systematic and critical understanding of classic and recent criticism relating to texts and contexts studied on the module.

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

- 1 Demonstrate an advanced ability to undertake analysis of texts and contexts;
- 2 Demonstrate an advanced ability to read closely and critically, and to apply a range of critical terms and methodologies;
- 3 Demonstrate refined communication skills, including the structuring of a sustained and original argument;
- 4 Present ideas and arguments in a clear and structured way;
- 5 Demonstrate critical awareness of cultural and historical differences.

Method of Assessment

Main assessment methods

Essay (5,000 words) – 80%

Presentation (15 minutes) – 20%

Reassessment methods

Reassessment Instrument: 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:

<https://kent.rl.talis.com/index.html>

Synopsis *

We live, it is often said, in the 'age of affect'. Paradoxically, since Fredric Jameson's dictum on 'the waning of affect' in postmodern times, there has been a burgeoning surge of interest in our affects and emotions that has touched most academic disciplines as well as the general public. But a look at the historiography of affect shows that the current interest in our feelings and their cultural transformations, and with it the transformations of their often restrictive codes of representation, has been ongoing since the age of Romanticism at least. When we now speak of the 'emotional turn', we tend to forget that in 1882 the German philosopher Friedrich Nietzsche already complained about the absence of 'a history of love, of avarice, of envy, of conscience, of piety, or of cruelty'; that in 1941 the French historian Lucien Febvre contemplated the relation between 'sensibility and history'; and that in the 1980s the American Historian Peter Gay flirted, at least temporarily, with a concept he defined as 'psycho-history'.

The aim of this module is to reflect on this longstanding debate by addressing the following questions: What is an emotion, and what is an affect? Do emotions and affects change over time in intensity, prevalence, and character, or do they essentially remain the same while it is our attitudes towards them that change? And, most importantly to us as students of comparative literature: where or what is the subject who feels, and how can we define the relation between his or her feelings and the manifold ways in which they are represented? Our discussion will be based on critical analysis of a range of literary and autobiographical works from the eighteenth century to the present (for example by: Johann Wolfgang von Goethe, Emily Brontë, Fyodor Dostoevsky, Marguerite Duras, C.S. Lewis, and Roland Barthes). These works will be discussed in close conjunction with a selection of classic and contemporary theoretical texts (for example by: Jean-Jacques Rousseau, Arthur Schopenhauer, Ruth Leys, Helmuth Lethen, Martha Nussbaum, Amy Coplan, and Eugenie Brinkema). The module is structured according to the following three areas of inquiry: Love & Desire; Loss & Mourning; Guilt & Shame.

CP998 Comparative Literature Dissertation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	60 (30)	100% Project	

Contact Hours

Total Contact Hours: 9
 Private Study Hours: 591
 Total Study Hours: 600

Learning Outcomes

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

- 1 Demonstrate an ability to analyse literary works comparatively across a range of national and linguistic literary traditions;
- 2 Demonstrate close-reading skills through the analysis of a range of literary works from different historical moments and cultural contexts;
- 3 Demonstrate clear expression of carefully considered and carefully referenced independent views on works from distinct literary traditions;
- 4 Demonstrate skills in analytical evaluation and communicative skills;
- 5 Undertake independent research in the area of Comparative Literature.

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

- 1 Demonstrate their written communication and presentation skills, with a view to expressing complex thoughts;
- 2 Demonstrate a comprehensive understanding of techniques applicable to their own research and independent study into relevant materials;
- 3 Demonstrate their ability to construct and evaluate intricate arguments;
- 4 Continue to advance their own knowledge and understanding, and to develop new skills to a high level;
- 5 Produce a word-processed dissertation that is of a high scholarly standard in terms of presentation and professionalism.

Method of Assessment

Main assessment methods
 Dissertation (12,000 words) – 100%

Reassessment methods
 Reassessment Instrument: 100% Project

Preliminary Reading

To be determined by the individual student in consultation with the supervisor.

The following title may be of use:

Swetnam, D. and Swetnam, R. (2009). Writing Your Dissertation: A Guide to Planning, Preparing and Presenting First Class Work, revised edition, Oxford: How to Books Ltd

Pre-requisites

Satisfactory completion of Stage 1 of the MA Comparative Literature

Synopsis *

The topic of the dissertation will usually be based on, and develop from, work undertaken on one or more of the four coursework modules undertaken in the course of the MA. The dissertation must be comparative in nature, including an analysis of more than one work, from more than one national/linguistic tradition.

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FR820		Paris: Reality and Representation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Paris	Spring	M	30 (15)	100% Coursework	

Availability

This module is compulsory for students studying on the MA in Comparative Literature with a term in Paris.

Contact Hours

Total contact hours: 20

Learning Outcomes

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

Engage critically with a variety of representations of Paris in modern French culture;

Explore connections and analogies between different representations of Paris;

Appreciate the connections and analogies between cultural and historiographical accounts of the modern history of Paris;

Explore the ways in which literature and history intersect;

Demonstrate the ability to use theoretical works as the basis for the analysis of works of cultural production;

Demonstrate sophisticated literary, historical and cultural knowledge;

Demonstrate confident verbal communication and presentation skills;

Demonstrate refined written communication skills, including the structuring of an argument;

Demonstrate their ability to read critically, undertake independent research and make use of resources such as libraries and the internet;

Demonstrate their efficient and effective teamwork skills by collaborating with fellow students.

Method of Assessment

Essay (5000 words) - 100%

Preliminary Reading

Any edition of the texts listed here may be used:

Emile Zola, *The Ladies' Paradise*;

Michel Houellebecq, *Submission*;

Georges Perec, *Species of Spaces*;

Jean Rhys, *Good Morning Midnight*;

Charles Baudelaire, *Paris Spleen*;

A course anthology of poetry and prose from Paris by the Beat generation;

Didier Daeninckx, *Murders in Memoriam*;

Julio Cortázar, 'Axolotl'; 'Blow-up'; 'Letter to a Young Lady in Paris';

Gisèle Pineau, *Exile According to Julia*.

Restrictions

This module is taught at the Paris School of Arts and Culture, and is therefore only available to students studying on an MA programme taught partly or wholly in Paris.

Synopsis <span style =

The curriculum includes a selection of texts from various countries, all readily available in English and all specifically relevant to the modern history, evolving population and changing appearance of Paris and to how these aspects of the city has been perceived and represented in literary prose.

The set texts are by writers from different periods and of various nationalities and they are all set in and inspired by Paris. The texts are chosen for their high literary quality, but also because they represent essential aspects of the city's evolution and exemplify various narrative strategies and ways of engaging with the realities of life in the city, always shaped by personal preoccupations and sensibilities. This varied selection within the genre of prose fiction allows study of Zola's naturalism and his presentation of the political and aesthetic implications of baron Haussman's plans for urban renewal and control; Edith Wharton's perspective as an American incomer; André Breton's combination of oneiric urban encounters with photographic illustrations of the city, inserted into the text; Jean Rhys's clearly gendered experience of the city in the 1920s and 1930s; the identity of the city as a site for postwar liberation and literary dynamism in the work of expatriates from the Beat generation; and the representation of today's city as a centre for immigrant communities and cultural diversity. The primary texts are thus all Paris-focussed but are chosen to open an international perspective on the literary representation of an increasingly cosmopolitan city.

LL830 Quantitative Research Methods						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	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:

- 1 Knowledge and critical understanding of hypothesis formation and the ability to choose an appropriate experimental design for a research question;
- 2 Knowledge of the main methods of quantitative enquiry within linguistics, including an ability to describe and evaluate research that employs such methods;
- 3 The ability to design, conduct and report on research using quantitative methodologies;
- 4 The ability to assess the validity and reliability of findings in current articles using quantitative methodologies;
- 5 Understanding of ethical considerations which need addressing prior to the undertaking of any experimental procedure.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Communicate the results of study and work accurately, with well-structured and coherent arguments in an effective and fluent manner both orally and in writing;
- 2 Demonstrate their ability to work cooperatively with others, exercising personal responsibility and sensitivity.

Method of Assessment

Main assessment methods

- Problem Set – 30%
- Abstract (500 words) – 15%
- Research Proposal (2,000 words) – 40%
- Presentation of Research Proposal (15 minutes) – 15%

Reassessment methods

- Reassessment Instrument: 100% Coursework

Preliminary Reading

Indicative Reading List

Gravetter, F. & Lori-Ann Forzano. (2011). Research Methods for the Behavioral Sciences. Cengage Learning, 4th edition.
Harris, P. (2008). Designing and Reporting Experiments in Psychology. Open University Press.
Johnson, K. (2008). Quantitative Methods in Linguistics. Blackwell Publishing.
Litosseliti, L. (2009). Research Methods in Linguistics. London: Continuum International Publishing Group Ltd.
Meltzoff, J. (2010). Critical Thinking about Research: Psychology and Related Fields. American Psychological Association.
Rasinger, S.M. (2008). Quantitative Research in Linguistics. London: Continuum International Publishing Group Ltd.

Pre-requisites

Co-requisite: LING8370 – Research Skills

Synopsis <span style =

This module is an introduction to quantitative research methods in linguistics, with the aim of familiarising students with the main methodologies by analysis of relevant studies from the literature and hands-on experience with study design. Key topics will include: hypothesis formation; experimental design; paradigms for quantitative linguistic research; data analysis and interpretation.

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LL832		Meaning				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	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:

- 1 Demonstrate knowledge and systematic understanding of concepts and terminology used to account for the way in which meaning is conveyed;
- 2 Demonstrate systematic understanding of core topics in linguistic meaning and of how semantic and pragmatic theory explains them;
- 3 Critically evaluate accounts of meaning-related phenomena, including those that have posed challenges for traditional theories;
- 4 Develop practical linguistic research skills by analysing real data, discussing their findings, and attempting generalisations relevant to the important questions in the field.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Communicate the results of study and work accurately, with well-structured and coherent arguments in an effective and fluent manner both in speech and in writing;
- 2 Develop their skills in critical reflection and analytical discussion of their own writing and the writing of others;
- 3 Develop their ability to work cooperatively with others, exercising personal responsibility and sensitivity;
- 4 Exchange relevant information through the use of shared access to documents and web-based learning.

Method of Assessment

Main assessment methods

- Take-home Assignment 1 (1,500 words) – 40%
- Take-home Assignment 2 (2,000 words) – 60%

Reassessment methods

- Reassessment Instrument: 100% Coursework

Preliminary Reading

Indicative Reading List

Birner, B. (2012). Introduction to Pragmatics. Oxford: Wiley-Blackwell.

Chierchia, G., and S. McConnell-Ginet (2000). Meaning and Grammar. An Introduction to Semantics, Massachusetts: MIT Press.

Jaszczolt, K. (2002). Semantics and Pragmatics: Meaning in Language and Discourse, Harlow: Pearson Education.

Kearns, K. (2011). Semantics (2nd edition.). Basingstoke: Palgrave Macmillan.

Saeed, J. (2008). Semantics. 3rd edition. Oxford: Blackwell.

Pre-requisites

None

Synopsis <span style =

This module will introduce students to the study of semantic meaning. The focus will be on developing a fluency with analytical tools in semantics and pragmatics, and using these to explain a range of phenomena. Topics covered will include truth-conditional semantics, reference, presupposition, conversational implicature, and Speech Act Theory. Students will have the opportunity to reflect upon real data and analyse the processes of conveying and understanding meaning.

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LL833		Structure				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Availability

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:

- 1 Demonstrate an understanding of the central areas of linguistic theory, as well as the basics of empirical enquiry;
- 2 Use analytic techniques, the purpose of which is to provide a comprehensive representation of linguistic structure and operations;
- 3 Develop lines of argument and conduct theoretically informed cross-linguistic analyses of data;
- 4 Demonstrate their capacity for critical thought and their ability to express these thoughts accurately to others through workshop discussions, pair work and presentations;
- 5 Assess the extent to which the linguistic theory they have been introduced to can both describe and explain the linguistic properties of the data they have been presented, using data sheets given out in class.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate confident and professional written and spoken fluency through presentations, and pair work;
- 2 Demonstrate efficient management skills through weekly preparatory reading, conducting informal data analyses during the term, and handing in assessments punctually.

Method of Assessment

Main assessment methods

- Data-based Task 1 – 25%
- Data-based Task 2 – 25%
- Essay (2,000 words) – 50%

Reassessment methods

- Reassessment Instrument: 100% Coursework

Preliminary Reading

Indicative Reading List

Carnie, A. (2006) *Syntax: A Generative Introduction* (2nd edn.). Oxford: Blackwell;
 Haegeman, L. (2005). *Thinking Syntactically: A Guide to Argumentation and Analysis*. Oxford: Blackwell;
 Isac, D and C Reiss (2013) *I-Language: an introduction to Linguistics as Cognitive Science*. Oxford: OUP;
 Poole, G. (2011) *Syntactic Theory* (2nd edn.). New York: Palgrave

Pre-requisites

None

Synopsis */

This course constitutes an in-depth introduction to syntax, focusing specifically on the question of what constitutes knowledge of language. By examining a core area of linguistic investigation (syntax), students will have the opportunity to explore the form and structure of the various kinds of linguistic knowledge speakers possess. The investigation will proceed from a theoretical as well as a descriptive perspective, and students will be encouraged to evaluate theoretical claims in the light of observations drawn from a wide range of languages. As such, the module will equip students with the theoretical and methodological tools required in the specialised modules and will highlight the crucial role of description in supporting and testing theoretical claims.

LL834 Second Language Acquisition						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 20
Total 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:

- 1 Demonstrate comprehensive understanding of the theories of second language acquisition;
- 2 Review the history and most recent development of the theories of second language acquisition;
- 3 Indicate the similarities and differences between theories of second language acquisition;
- 4 Evaluate current research into Second Language Acquisition Theory;
- 5 Assess the impact of Second Language Acquisition theory on classrooms, teachers and/or Learners;
- 6 Show how a range of factors affect the efficacy of language instruction and/or learning.

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

- 1 Communicate complex ideas clearly and effectively;
- 2 Evaluate and critique complex ideas;
- 3 Identify problems and possible solutions;
- 4 Carry out study and research independently.

Method of Assessment

Main assessment methods

- Presentation (20 minutes) – 20%
- Research Essay (2,000 words) – 80%

Reassessment methods

- 100% Coursework (2,500 words)

Preliminary Reading

Indicative Reading List

Cook, V. (2008) Second Language Learning and Language Teaching, London, Routledge;
Gass, S.M. and Mackey, A. (2012) The Routledge Handbook of Second Language Acquisition, London, Routledge;
Lightbown, P.M. and Spada, N. (2013) How Languages are Learned, Oxford, Oxford University Press;
Mitchell, R., Myles, F. and Marsden, E. (2013) Second Language Learning Theories, London, Routledge;
Ortega, L. (2009) Understanding Second Language Acquisition, London, Hodder;
Saville-Troike, M. (2012) Introducing Second Language Acquisition, Cambridge, Cambridge University Press

Pre-requisites

None

Synopsis <span style =

This module will review and critique past and current theories of Second Language Acquisition from a range of theoretical perspectives: linguistic, cognitive, psychological and social. It will also examine the wide range of factors that affect the second language learner and how these might be mitigated. It will then continue by indicating the implications for teaching and learning, and how different areas of the language are acquired.

LL835 Language Processing						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	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:

- 1 Describe and critically evaluate psycholinguistic concepts;
- 2 Demonstrate a systematic understanding of the structure of the lexicon in terms of phonological and morphological components;
- 3 Show a critical awareness of the differences between comprehension and production in linguistic processing;
- 4 Demonstrate practical linguistic research skills, having undertaken independent research experiments, and analysed and discussed their findings in accordance with scientific protocol.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Clearly communicate the results of study and work to specialist and non-specialist audiences, with well-structured and coherent arguments;
- 2 Participate in discussions, analysing and critically evaluating their own contributions and those of others;
- 3 Demonstrate their ability to undertake original independent learning, by taking initiative in solving problems and reading core publications and beyond.

Method of Assessment

Main assessment methods

- Presentation of experiment (10 minutes) – 20%
- Report (3000 words) – 80%

Reassessment methods

- Reassessment instrument: 100% coursework

Preliminary Reading

Indicative Reading List

Aitchison, J. (2012) Words in the Mind: An Introduction to the Mental Lexicon. Oxford: Basil Blackwell Ltd;
 Field, J. (2005) Language and the mind. London: Routledge;
 Harley, Trevor A. (2008) (3rd ed.) The Psychology of Language: From Data to Theory. London: Psychology Press;
 Traxler, M. (2012) Introduction to Psycholinguistics: Understanding Language Science. Oxford: Blackwell Publishing.

Pre-requisites

LING8330 Structure; LING8380 Sounds

Restrictions

Not available as an elective (wild) module

Synopsis <span style =

This course will focus on the structure of lexical items, the way in which these different lexical items are stored and the nature of the relation between them. Relevant theoretical work in the fields of psycholinguistics and language processing will be outlined and discussed. Students will evaluate the efficacy of these theories on the basis of experimental investigations which they themselves will construct and conduct, for example word association experiments, lexicon decision tasks and parsing phenomena.

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LL836 English Phonetics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 20

Learning Outcomes

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

Demonstrate a systematic understanding of the central research questions, current issues and recent insights within phonetics;

Fully understand the organisation of the segmental and prosodic systems of English, its dialectal and social variation;

Demonstrate an advanced understanding of English phonology, and a critical awareness of different approaches to phonological representations of English prosody;

Demonstrate a comprehensive understanding of the experimental techniques that have contributed to our knowledge of how English speech is produced and perceived and of how this research informs our current understanding of sound system organization;

Use the International Phonetic Alphabet (IPA) to represent English speech sounds and to refer to the IPA for guidance, showing critical awareness of the problems accompanying this type of phonetic work;

Interpret visual representations of English speech using relevant software (Praat) and master its core functions (creating audio files, doing advanced acoustic measurements of duration, amplitude, fundamental and formant frequency of speech sounds);

Critically engage with the relevant published research of the field, demonstrating the ability to understand its insights as well as shortcomings and to propose new hypotheses;

Exercise initiative and personal responsibility when achieving set goals, dealing with deadlines and managing their own time and the time of others;

Demonstrate the ability to undertake independent learning and critical reading in order to advance their knowledge and to develop their skills to a higher level;

Communicate their knowledge and the results of their independent study accurately and coherently;

Competently use IT skills for assistance and problem-solving.

Method of Assessment

In-course test (equivalent to 3000 words) - 50%;

Final project report (3000 words) - 50%

Preliminary Reading

Ashby, M. & Maidment, J. (2005) *Introducing Phonetic Science*. Cambridge University Press;

Gussenhoven, C. & Jacobs, H. (1998) *Understanding Phonology*. Hodder & Arnold;

Ladefoged, P. & Johnson, K. (2011) *A Course in Phonetics* (6th edition). Wadsworth;

Ladefoged, P. (2003) *Phonetic Data Analysis*. Blackwell;

Ladefoged, P. (1996) *Elements of Acoustic Phonetics*. The University of Chicago Press;

Reetz, H. & Jongman, A. (2009). *Phonetics: Transcription, Production, Acoustics and Perception*. Wiley-Blackwell;

Zsiga, E. C. (2013). *The Sounds of Language: An Introduction to Phonetics and Phonology*. Wiley-Blackwell.

Pre-requisites

Co-requisites: LL833; LL838

Synopsis <span style =

This course is an introduction to English Phonetics. It covers how English speech sounds are produced and perceived and what their acoustic characteristics are; it covers how speech sounds are organized into the sound system of English and provides awareness of the types of dialectal variation present in English. Finally, the course will cover the differences between the traditional "static" view of speech sounds as articulatory postures and the organization of running speech, together with the repercussions that our current knowledge about running speech has for our understanding of phonological systems, their organization and formal representation.

LL837 Research Skills						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Availability

This module is compulsory for students studying on the MA in Linguistics.
Optional for MA Applied Linguistics for TESOL

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:

1. Demonstrate knowledge and critical understanding of hypothesis formation and the ability to choose an appropriate research design for a given research question;
2. Demonstrate knowledge of the main methods of academic enquiry within linguistics, including an ability to employ discernment in bibliographical search and precision in the description and evaluation of a broad range of linguistic concepts;
3. Demonstrate understanding of ethical considerations which need addressing prior to the undertaking of any study involving human subjects;
4. Demonstrate practical linguistic research skills by critiquing existing research, undertaking independent study, analysing and discussing their findings according to scientific protocol and reflecting critically upon the processes involved.

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

1. Communicate the results of their work accurately, with well-structured and coherent arguments in an effective and fluent manner;
2. Demonstrate that they have mastered the intricacies of advanced academic writing;
3. Demonstrate their ability to conduct linguistic research using a range of research methods and tools.

Method of Assessment

Main assessment methods
Abstract (300 words) 30%
Annotated bibliography (1,800 words) 50%
Presentation 20%

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:
<https://kent.rl.talis.com/index.html>

Pre-requisites

None

Synopsis <span style =

This course will equip students with the necessary training in a broad range of research skills, with the express aim of preparing them for postgraduate level writing and research, and ultimately for their dissertation. Key topics will include: academic writing in linguistics; bibliographical search; hypothesis formation; falsifiability; ethical procedures; introduction to quantitative and qualitative methodologies.

LL838 Sounds						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Availability

This module is compulsory for students studying on the MA in Linguistics

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:

1. Demonstrate systematic and comprehensive knowledge of the central areas of the study of speech, and critical understanding of the central areas of the study of speech and of the problems with the traditional separation of the study of speech into phonetics and phonology;
2. Demonstrate conceptual understanding as to how speech sounds are produced and perceived; as well as an understanding of speech acoustics;
3. Demonstrate comprehensive familiarity with the types of experimental research that contribute to our knowledge of how speech is produced and perceived and of how this research informs our understanding of sound system organisation;
4. Demonstrate a systematic understanding of the English language and its varieties;
5. Use the International Phonetic Alphabet (IPA) in a systematic and critical way to represent speech sounds and to refer to the IPA for guidance, while having a critical awareness of the controversies surrounding the use of the IPA and its limitations;
6. Interpret visual representations of speech using relevant software (Praat) and should have mastered the basic functions of Praat (recording and playing files, cutting and pasting speech, doing basic measurements of duration, amplitude and fundamental frequency of speech sounds);
7. Solve higher-level phonology problems using appropriate tests and arguments;
8. Demonstrate cognisance of fundamental concepts of phonology and of formalism within the theory of generative linear and non-linear phonology.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate imitative and personal responsibility when undertaking independent learning;
2. Communicate the results of their study accurately and coherently both orally and in writing, both in and beyond the contexts in which these skills were first acquired;
3. Use IT skills to analyse data, take exams, and present information effectively;
4. Demonstrate self-direction and originality in tackling and solving problems.

Method of Assessment

Main assessment methods

- Presentation (10 minutes) – 10%
- Take-home Test 1 – 45%
- Take-home Test 2 – 45%

Reassessment methods

- Reassessment Instrument: 100% Coursework

Preliminary Reading

Indicative Reading List

Ashby, M. and Maidment, J. (2005) *Introducing Phonetic Science*. Cambridge University Press;
 Gussenhoven, C. & Jacobs, H. (1998) *Understanding Phonology*. London: Hodder & Arnold;
 Ladefoged, P. & Johnson, K. (2010) *A Course in Phonetics* (6th edition). Boston: Wadsworth/Cengage Learning;
 Ladefoged, P. (2003) *Phonetic Data Analysis*. Oxford: Blackwell;
 Ladefoged, P. (1996) *Elements of Acoustic Phonetics*. Chicago: The University of Chicago Press;
 Zsiga, E. C. (2013) *The Sounds of Language: An introduction to Phonetics and Phonology*. Oxford: Wiley-Blackwell.

Pre-requisites

None

Synopsis <span style =

This module deals with the linguistic study of speech. It covers how speech sounds are produced and perceived and what their acoustic characteristics are (often referred to as phonetics), as well as how speech sounds are organised into sound systems cross-linguistically (often referred to as phonology). Emphasis will be placed on the sound system of English (including dialectal variation) but basics of sound systems across the world's languages will also be covered and contrasted with English so that students are familiar with the gamut of speech sounds available in the world's languages. Finally, the course will cover the differences between the traditional "static" view of speech sounds as articulatory postures and the organisation of running speech. This will be covered together with the repercussions that our current knowledge about running speech has for our understanding of phonological systems, their organisation and formal representation in phonological theory.

LL840 Course and Syllabus Design for TESOL						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Availability

This module is compulsory for students studying on the MA in Applied Linguistics with TESOL.

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:

- 1 Recognise and critically assess types of syllabus;
- 2 Adjust a syllabus based on theoretical considerations and principled judgement;
- 3 Design a course taking into consideration the language needs of groups and individuals;
- 4 Advise on appropriate methods and materials to support the course;
- 5 Present a course taking into account the different stakeholders (teachers, learners, education officers and training managers).

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Make decisions based on research, principled judgement and good practice;
- 2 Work independently, and in pairs and groups;
- 3 Provide solutions, within fixed parameters, for complex problems;
- 4 Communicate confidently and professionally both orally and in writing with a range of people

Method of Assessment

Main assessment methods

- Group Presentation (20 minutes) – 20%
- Adaption of Syllabus & Commentary (2,000 words) – 30%
- Proposal for a New Course (2,000 words) – 50%

Reassessment methods

- Reassessment Instrument: 100% Coursework

Preliminary Reading

Indicative Reading List

Christison, M.A. and Murray, D.E. (2014) What English Language Teachers Need to Know, Volume III: Devising Curriculum, London, Routledge;
 Graves, K. (1996) Teachers as Course Developers, Cambridge, Cambridge University Press;
 Huhta, M. et al (2013) Needs Analysis for Language Course Design, Cambridge, Cambridge University Press;
 Macalister, J. and Nation, I.S.P. (2011) Case Studies in Language Curriculum Design, London, Routledge;
 Mickan, P. (2013) Language Curriculum Design and Socialisation, Bristol, Multilingual Matters;
 Nation, I.S.P. and Macalister, J. (2009) Language Curriculum Design, London, Routledge

Pre-requisites

None

Restrictions

Not available as an elective (wild) module

Synopsis <span style =

The theoretical basis and different approaches to syllabus and course design will be introduced. The key concepts, principles and rationale for process, procedural, lexical, functional and task-based syllabuses will be appraised and evaluated. The influence of Second Language Acquisition theory and educational, cultural, social, economic and political factors on the syllabus will be considered when writing and adapting designs for groups of learners in a range of contexts. Ways of assessing students' needs as part of the process of planning and designing a syllabus and course will be addressed.

LL841 Language Awareness and Analysis for TESOL						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Availability

Compulsory for MA Applied Linguistics for TESOL

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:

- 1 Demonstrate how the linguistic fields of phonology, phonetics, syntax, morphology, semantics, pragmatics and discourse analysis impact on TESOL;
- 2 Apply their knowledge of these fields of linguistics to enhance their understanding of language for TESOL;
- 3 Apply their skills of language analysis to all forms of text, both spoken and written, using appropriate tools and frameworks;
- 4 Demonstrate how language awareness can improve their personal understanding of language and that of learners;
- 5 Use language awareness activities in the classroom.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Work independently, and in pairs and groups;
- 2 Solve problems quickly and efficiently;
- 3 Explain complex concepts clearly and confidently;
- 4 Apply analytical frameworks;
- 5 Use IT as appropriate efficiently and confidently.

Method of Assessment

Main assessment methods

- Individual Language Analysis Slide Presentation (15 minutes) – 40%
- Essay (2,000 words) – 60%

Reassessment methods

- Reassessment Instrument: 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: <https://kent.rl.talis.com/index.html>

Pre-requisites

None

Restrictions

Not available as an elective (wild) module

Synopsis *

This module will introduce students to language awareness, give an overview of approaches to language analysis for TESOL in the linguistic fields of phonetics, syntax, morphology, semantics, pragmatics and discourse. It will present frameworks and approaches for the analysis of a wide range of text type in both spoken and written English with the aim of sensitising students to language and cultivating their skills for their personal linguistic development and for those they teach in the English language classroom.

LL842 Materials Evaluation and Development for TESOL						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	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:

- 1 Understand and critically examine the rationales and principles behind differing approaches to materials evaluation and development;
- 2 Critically evaluate a range of published and on-line materials;
- 3 Adapt, as appropriate, teaching materials according to learners' needs;
- 4 Write original teaching materials according to learners' needs.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Critically analyse and assess theory, empirical investigations and practical application;
- 2 Work independently, in pairs and in groups;
- 3 Solve problems creatively;
- 4 Use IT as appropriate.

Method of Assessment

Main assessment methods

- Adaption of Published Teaching Materials & Rationale (2,000 words) – 40%
- Development of New Teaching Materials and & Rationale (2,000 words) – 60%

Reassessment methods

- Reassessment Instrument: 100% Coursework

Preliminary Reading

Indicative Reading List

Johnson, K. (2002) Designing Language Teaching Tasks, London, Palgrave Macmillan;
McDonough, J., Shaw, C. and Masuhara, H. (2013) Materials and Methods in ELT, Oxford, Wiley;
McGrath, I. (2002) Materials Evaluation and Design for Language Teaching, Edinburgh, Edinburgh University Press;
McGrath, I. (2013) Teaching Materials and the roles of EFL/ESL Teachers, London, Bloomsbury;
Tomlinson, B. and Masuhara, H. (eds) (2010) Research for Materials Development in Language Learning, London, Continuum;
Tomlinson, B. (ed) (2013) Developing Materials for Language Teaching, London, Bloomsbury.

Pre-requisites

None

Restrictions

Not available as an elective (wild) module

Synopsis <span style =

This module will consider the reasons for using teaching materials, who should design them and how they should be designed. Frameworks will be applied to critically evaluate commercially produced materials for their authenticity and their appropriacy for specific groups of learners and the contexts in which they are taught. Where materials are considered to be inappropriate for a specific context, students will gain the skills to adapt existing materials or create their own.

LL843 Methods and Practice of TESOL						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Availability

Compulsory for MA Applied Linguistics for TESOL

Contact Hours

Total Contact Hours: 20

Total 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:

- 1 Demonstrate professional and confident practical classroom skills that will be underpinned by pedagogic principles and linguistic knowledge;
- 2 Demonstrate assimilation and development of the principles of effective classroom practice;
- 3 Evaluate language learning and teaching in the light of research, good practice and current trends and apply this to a teaching context;
- 4 Critically review a range of language learning approaches, methods, and techniques and assess their efficacy in specific contexts;
- 5 Use appropriate approaches, methods, and techniques for specific teaching and learning contexts.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Communicate complex ideas clearly and effectively;
- 2 Evaluate complex ideas and apply them to practical situations;
- 3 Manage and organise groups;
- 4 Identify problems and possible solutions;
- 5 Show initiative and independence in planning, preparation and execution in practical situations.

Method of Assessment

Main assessment methods

- Lesson Plan 1 & Presentation (15 minutes) – 40%
- Lesson Plan 2 & Presentation (20 minutes) – 60%

Reassessment methods

- 100% Coursework (2,500 words)

Preliminary Reading

Indicative Reading List

Edge, J. and Garton, S. (2009). From Experience to Knowledge in ELT, Oxford: Oxford University Press.

Hall, G. (2011). Exploring English Language Teaching: Language in Action, London: Routledge.

Larsen-Freeman, D. and Anderson, M. (2011). Techniques and Principles in Language Learning, Oxford, Oxford University Press.

Scrivener, J. (2011). Learning Teaching, Oxford: Macmillan.

Scrivener, J. (2012). Classroom Management Techniques, Cambridge: Cambridge University Press.

Spiro, J. (2013). Changing Methodologies in TESOL, Edinburgh: Edinburgh University Press.

Pre-requisites

None

Restrictions

Not available as an elective (wild) module

Synopsis <span style =

This module will give an overview of the theories and good practice that underpin TESOL. It will show how these have developed and shaped current trends in TESOL pedagogy. Recent and up-to-date research into language learning and teaching will be reviewed, evaluated and assessed for its implications for classroom practice. Current thought on the teaching of the elements and skills of language will be reviewed and assessed, and applied to a variety of contexts in which TESOL takes place. Participants will be able to observe and evaluate TESOL teaching and develop their own practical teaching skills through peer group teaching, teaching small groups and or/one-to-one teaching under the supervision of experienced practitioners.

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LL844 Language Development in Exceptional Circumstances						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	M	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:

- 1 Consider how different linguistic components affect each other;
- 2 Understand the difference between atypical language development and atypical language acquired once development is complete;
- 3 Assess the extent to which theoretical and empirical work on atypical linguistic development inform each other;
- 4 Analyse transcripts from a variety of corpora in order to identify typical characteristics of specific disorders;
- 5 Understand the results of social, cognitive and linguistic tests against which subjects' capabilities are measured (e.g. standardised vocabulary, verbal and non-verbal reasoning tests; experimental tests designed to tap into particular aspects of linguistic knowledge).

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Engage in critical reflection, verbal discussion and written analysis of various theoretical approaches and empirical findings;
- 2 Assess different theoretical approaches and evaluate the efficacy of such approaches;
- 3 Undertake independent learning (exercising initiative and personal responsibility), use secondary texts with critical discrimination, reflect critically on their own academic work and present coherent arguments both during classroom discussion and in their written work;
- 4 Explain complex phenomena to interested yet non-specialist audiences.

Method of Assessment

Main assessment methods

- Presentation (10 minutes) – 20%
- Critical Review (2,500 words) – 80%

Reassessment methods

- Reassessment Instrument: 100% Coursework

Preliminary Reading

Indicative Reading List

Foster-Cohen, S. (2009). Language Acquisition Palgrave Advances in Linguistics. London: Palgrave Macmillan.
Guasti, M. (2004). Language Acquisition: The Growth of Grammar. Bradford: Bradford Books.
Hoff, E & M Shatz (2009). Blackwell Handbook of Language Development. London: Wiley-Blackwell.
Karmiloff-Smith, A. (1992). Beyond Modularity: A Developmental Perspective on Cognitive Science. Cambridge, Mass: MIT Press.
Marshark, M, Siple P, Lillo-Martin, D, Campbell, R & Everhart, V. (1997). Relations of Language and Thought: The View from Sign Language and Deaf Children. Oxford: OUP.
Smith, N. and Ianthi Tsimpli (1995). The Mind of a Savant: Language Learning and Modularity London: Blackwell
Ritchie, W. and T. K. Bhatia (eds) (1999). Handbook of Child Language Acquisition. London: Academic Press.

Pre-requisites

None

Synopsis <span style =

During this course, students focus on a set of case studies (e.g. Language abilities in Autistic Spectrum Disorders, Specific Language Impairment and Down Syndrome; The Aphasia; Sign Language), which provide novel insights into ongoing questions within language acquisition research. Issues considered include: the extent to which linguistic capacities interact with psychological ones; the distinction between developmental and acquired disorders; the evidence for and against linguistic principles being operative in child grammars; the distinction between language delay and language deviance, and the reliability and validity of social, cognitive and linguistic tests against which individuals' capabilities are measured.

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LL845 Sociolinguistic Theory						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	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:

- 1 Understand and use the basic conceptual terminology of variationist sociolinguistics (e.g. variable, variant, style, indicator, hypercorrection, age-grading);
- 2 Understand the significance of sociolinguistic data as presented in charts and graphs;
- 3 Demonstrate an advanced critical awareness of theories of language change;
- 4 Evaluate critically the social bases for linguistic value judgements;
- 5 Understand the technical (and ethical) problems of sociolinguistic data collection and analysis;
- 6 Test theories against language data.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Communicate the results of study and work accurately, with well-structured and coherent arguments in an effective and fluent manner, to a specialist and non-specialist audience;
- 2 Evaluate and interpret data logically and systematically;
- 3 Demonstrate their ability to undertake independent learning, by taking initiative, being organised and meeting deadlines;
- 4 Use IT skills to present information effectively; develop and exchange relevant information through the use of shared access to documents and web-based learning.

Method of Assessment

This module will be assessed by:

- Essay (3,000 words) – 100%

Reassessment methods

This module will be reassessed by 100% coursework

- Essay (3,000 words) – 100%

Preliminary Reading

Indicative Reading List

Chambers, J. (2003; 2nd ed) Sociolinguistic Theory. Oxford: Blackwell;
Chambers, J., Trudgill, P. & Schilling-Estes, N. (eds) (2002) The Handbook of Language Variation and Change. Oxford: Blackwell;
Labov, W. (1996/2001) Principles of Linguistic Change (Vols 1 and 2). Oxford: Blackwell;
Trudgill, P. (2004) New Dialect Formation: The Inevitability of Colonial Englishes. Oxford: Blackwell;
Trudgill, P. (2011) Social Determinants of Linguistic Complexity. Oxford: Blackwell.

Pre-requisites

LING8380 Sounds; LING8330 Structure

Restrictions

Not available as an elective (wild) module

Synopsis */

The module will begin with an examination of Labov, Weinreich and Herzog's early 'manifesto' for sociologically informed linguistics, and the reasons for dissatisfaction with structuralist and generative models in the 1960s/early 1970's. It will then review classic urban sociolinguistic work as exemplified by Labov (New York), Trudgill (Norwich), and the Milroys (Belfast), before exploring in turn the assumptions underpinning sociolinguistic methodology and some of its key findings (for example, the sociolinguistic gender pattern). The claims of sociolinguists regarding language change will then be considered, and some putative sociolinguistic universals, i.e. general claims about language in society which are presumed to be universally applicable, tested. The module will conclude with consideration of the relationship between social and linguistic structure, and examine some recent work in the field, which challenges the general linguistic tenet that all languages are equally complex.

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LL847 Topics in Syntax						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

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:

- 1 Demonstrate a systematic understanding of the central areas of syntactic thought, as well as the basics of empirical enquiry;
- 2 Demonstrate comprehensive skills in using syntactic tree-drawing techniques, the purpose of which is to provide a comprehensive representation of syntactic constituency and operations;
- 3 Demonstrate a critical awareness and understanding of the theory and methods used to develop lines of argument and conduct theoretically informed cross-linguistic analyses of data;
- 4 Critically evaluate the extent to which the linguistic theory they have been introduced to can both describe and explain the syntactic properties of the data with which they have been presented.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate their capacity for critical and original thought;
- 2 Demonstrate fluent writing skills, that enable them to clearly communicate ideas and analysis to specialist and non-specialist audiences;
- 3 Show honed time management skills, and the ability to take initiative and personal responsibility for their own learning.

Method of Assessment

Main assessment methods

- Exercise-based task 1 – 25%
- Exercise-based task 2 – 25%
- Critical review (1,500 words) - 50%

Reassessment methods

Reassessment instrument: 100% coursework:

Preliminary Reading

Indicative Reading List

Adger, D. (2003). *Core Syntax: A Minimalist Approach*. Oxford: Oxford University Press
 Boeckx, C. (2006). *Linguistic Minimalism: Origins, Concepts, Methods, and Aims*. Oxford: Oxford University Press
 Hornstein, N., Nunes, J. & Grohmann, K. K. (2005). *Understanding Minimalism: An Introduction to Minimalist Syntax*. Cambridge: Cambridge University Press
 Lasnik, H., Uriagereka, J. & Boeckx, C. (2005). *A Course in Minimalist Syntax: Foundations and Prospects* Oxford: Blackwell
 Van Gelderen, E. (2013). *Clause Structure*. Cambridge: Cambridge University Press.

Pre-requisites

Co-requisite: LING8330 Structure; LING8380 Sounds

Restrictions

Not available as an elective (wild) module

Synopsis <span style =

This course will explore a specific model of formal syntactic theory: Minimalism. By investigating some of the core issues developed within the Minimalist Program, such as the role of phrase structure, the central role of movement processes and the mechanisms which are responsible for them, students will have the opportunity to examine how the Minimalist framework can account for the differences and similarities found in languages, in which ways it is controversial and the assumptions it makes regarding the interaction of syntax with other linguistic components (morphology/semantics/pragmatics). Focusing on a specific model will give students the opportunity to consider in depth not only its methods and its aims, but also the proper nature of syntactic argumentation. The investigation will entail both theoretical and descriptive perspectives, thus emphasizing the importance of description in supporting and testing theory. As such, students will be encouraged to evaluate theoretical claims in the light of observations drawn from a wide range of languages.

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LL856 Teaching Portfolio						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	60 (30)	100% Project	

Contact Hours

Total Contact Hours: 8
 Private Study Hours: 592
 Total Study Hours: 600

Learning Outcomes

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

- 1 Demonstrate in-depth and advanced subject-specific knowledge of the terminology required for linguistic description and TESOL and of a particular specialized area of
 Linguistics applied to TESOL, e.g. phonetics, phonology, morphology, syntax, semantics, pragmatics, language varieties, styles and registers, second language acquisition;
- 2 Demonstrate theoretical and practical knowledge and understanding of teaching methods, strategies and techniques, needs analysis, syllabus design and materials design for TESOL;
- 3 Analyse, interpret and evaluate theories, principles, methodologies, strategies, techniques, materials, language and research findings relevant to the fields of Applied Linguistics and TESOL;
- 4 Apply linguistic and TESOL theories to enhance classroom practice and design language courses and materials appropriate to student's level, interests, needs, background and learning context.

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

- 1 Demonstrate a high level of competence in information processing using relevant databases and online research, synthesise information from a number of primary and secondary sources to formulate arguments, make sound judgements or propose new hypotheses, and communicate complex ideas clearly in written English;
- 2 Manage time, prioritise tasks and adhere to deadlines;
- 3 Demonstrate problem solving skills in a variety of contexts.

Method of Assessment

Main assessment methods

- Teaching Portfolio (equivalent to 12,000 words) – 100%

Reassessment methods

- Reassessment Instrument: 100% Project

Preliminary Reading

Indicative Reading List

Costantino, P.M., De Lorenzo, M.N. and Tirrell-Corbin, C. (2009). Developing a Professional Teaching Portfolio: A Guide for Success (Third Edition), Boston: Allyn & Bacon
 Davis, J. and Osborn, T.A. (2003). The Language Teacher's Portfolio: A Guide for Professional Development, Westport, CT: Greenwood Publishing Group.

Pre-requisites

Completion of Stage 1 of the MA Applied Linguistics with TESOL

Restrictions

Not available as an elective (wild) module

Synopsis <span style =

The aim of the Teaching Portfolio is to develop further the students' ability to independently plan, research, and develop a language course, syllabus, lesson plans, materials, etc. for a specific group of language learners, and to describe the project in a coherent manner within an extended piece of practical written work. The Teaching Portfolio functions both as the culmination of the year's work on the program and as preparation for students' professional development as language teachers.

The Teaching Portfolio will usually be based on, and develop from, work undertaken relating to the modules undertaken during Stage 1 of the MA Applied Linguistics with TESOL.

2022-23 Postgraduate Module Handbook

LL899 Research Dissertation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	60 (30)	100% Project	

Contact Hours

Total Contact Hours: 9
 Private Study Hours: 591
 Total Study hours: 600

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Put into practice, collate and write-up the results of qualitative and quantitative data collection methods for language research, including but not limited to: recording and transcribing, observation and field notes, action research, questionnaires and surveys, discourse completion task questionnaires, role plays and simulations ;
- 2 Present linguistic data appropriately by means of charts, graphs, tables, matrices, diagrams and quotations;
- 3 Evaluate and interpret data, develop lines of argument, and make sound judgments in accordance with the central theories and analytical concepts in linguistics and its sub-fields as studied in the coursework modules;
- 4 Assess the merits of contrasting theories and explanations, including those from other disciplines;
- 5 Demonstrate in-depth and advanced subject-specific knowledge of a particular specialized area of linguistics or language research, e.g. the structure and variety of language, stylistics, language learning and teaching, intercultural and intercommunity language issues, discourse analysis, conversation analysis, discourse theory;
- 6 Engage in critical reflection, verbal discussion and written and interpretative analysis of key material.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Engage in critical reflection, verbal discussion and written analysis of various core theoretical texts, gathered research data, exemplar texts, secondary critical commentary and analysis and to devise and sustain arguments relating to this analysis using ideas and techniques at the current forefront of the discipline;
- 2 Demonstrate the ability to undertake sustained and high-level independent research and learning and reflect critically on their own academic work;
- 3 Present sustained cogent arguments, predominantly in written form but also orally during tutorials and supervisions;
- 4 Deploy high-level problem-solving skills over the course of the research and its writing up.

Method of Assessment

Main assessment methods

- Dissertation (12,000 words) – 100%

Reassessment methods

- Reassessment Instrument: 100% Project

Preliminary Reading

Indicative Reading List

Litoselliti, Lia (2009) Research Methods in Linguistics. London: Continuum;
 Griffin, Gabrielle (2005) Research Methods for English Studies. Edinburgh: Edinburgh University Press.

Pre-requisites

Successful completion of Stage 1

Restrictions

Not available as an elective (wild) module

Synopsis */

The aim of the dissertation is to develop further the students' ability independently to plan, research, formulate arguments and communicate research findings in a coherent manner within an extended piece of written work. The dissertation functions both as the culmination of the year's work and as a bridge between guided and independent research, preparing (and, it is hoped, encouraging) students to continue on to carry out research at DPhil level.

The topic of the dissertation will usually be based on, and develop from, work undertaken on one or more of the four coursework modules undertaken in the course of the MA

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PL805 Knowledge and Reality						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	30 (15)	100% Coursework	
3	Canterbury	Spring	M	30 (15)	100% Coursework	

Availability

This module is compulsory for students studying on the MA in Philosophy.

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:

- 1 Demonstrate comprehensive understanding of foundational theories in epistemology and metaphysics;
- 2 Demonstrate comprehensive understanding of core issues in epistemology and metaphysics, and their history, as well as the ability to grapple with these issues.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate originality in their writing skills;
- 2 Consider the views of others, whether spoken or written, and develop a critique that furthers investigation;
- 3 Demonstrate their capacity to conduct extensive research and original, independent study;
- 4 Construct and evaluate methodologies and arguments as well as propose new hypotheses.

Method of Assessment

Main assessment methods:

Essay (4,000 words) – 100%

Reassessment methods:

Reassessment Instrument: 100% Coursework

Preliminary Reading

Indicative Reading List:

Any edition of the following:

Kripke, S. Naming and Necessity

Sosa, E. & Kim, J. Epistemology: An Anthology

Strawson, P. Individuals

Williamson, T. Knowledge and Its Limits

Pre-requisites

None

Synopsis *

This module will provide a student with the opportunity to become involved in contemporary philosophical research by means of advanced theories in epistemology and metaphysics. Topics to be discussed include the nature of knowledge and reality.

2022-23 Postgraduate Module Handbook

PL806 Norms and Values						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	30 (15)	100% Coursework	
3	Canterbury	Spring	M	30 (15)	100% Coursework	

Availability

This module is compulsory for students studying on the MA in Philosophy.

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:

- 1 Demonstrate comprehensive familiarity with advanced theories in moral and value theory;
- 2 Demonstrate expanded understanding of core issues in moral and value theory, and its history, and the ability to grapple with these issues.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate originality in their writing skills;
- 2 Consider the views of others, whether spoken or written, and develop a critique that furthers investigation;
- 3 Demonstrate their capacity to conduct extensive research and original, independent study;
- 4 Construct and evaluate methodologies and arguments as well as propose new hypotheses.

Method of Assessment

Main assessment methods:

Essay (4,000 words) – 100%

Reassessment methods:

Reassessment Instrument: 100% Coursework

Preliminary Reading

Indicative Reading List:

Any edition of the following:

Dworkin, R. Taking Rights Seriously

Hart, H.L.A. The Concept of Law

Parfit, D. On What Matters

Rawls, J. A Theory of Justice

von Wright, G.H. Varieties of Goodness

Pre-requisites

None

Synopsis <span style =

This module will provide a student with the opportunity to become involved in contemporary philosophical research by means of foundational theories in moral and value theory. Topics to be discussed include the nature of values and moral reasoning, moral realism, anti-realism and scepticism, rights and duties, freedom, justice and sovereignty, legality and legitimacy, beauty and the sublime.

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PL855		Reason				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
5	Canterbury	Autumn	M	30 (15)	100% Coursework	
5	Canterbury	Spring	M	30 (15)	100% Coursework	

Availability

This module is compulsory for students studying on the MA in Philosophy.

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:

- 1 Demonstrate comprehensive familiarity with advanced topics in theories of language, logic and reasoning;
- 2 Demonstrate advanced understanding of special issues in theories of language, logic and reasoning philosophy, and their history, and the ability to grapple with these issues.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate intellectual originality in their writing;
- 2 Consider the views of others, whether spoken or written, and develop a critique that furthers investigation;
- 3 Demonstrate their capacity to conduct extensive research and original, independent study;
- 4 Construct and evaluate methodologies and arguments as well as propose new hypotheses.

Method of Assessment

Main assessment methods:

Essay (4,000 words) – 100%

13.2 Reassessment methods:

Reassessment Instrument: 100% Coursework

Preliminary Reading

Indicative Reading List:

Any edition of the following:

Bostock, D. Intermediate Logic

Kant, I. Critique of Pure Reason

Sainsbury, M. Logical Forms

Strawson, P.F. Introduction to Logical Theory

Taylor, K.A. Truth and Meaning

Williamson, J. Lectures on Inductive Logic

Pre-requisites

None

Synopsis <span style =

This module will provide a student with the opportunity to become involved in contemporary philosophical research by means of advanced texts and theories in the philosophy of language, logic and reasoning. Indicative examples of such texts include some of the most recent monographs and articles in the area.

2022-23 Postgraduate Module Handbook

PL856 Analytic and Continental Philosophy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
5	Canterbury	Autumn	M	30 (15)	100% Coursework	
5	Canterbury	Spring	M	30 (15)	100% Coursework	

Availability

This module is compulsory for students studying on the MA in Philosophy.

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:

- 1 Demonstrate comprehensive familiarity with advanced topics in analytic and continental philosophy;
- 2 Demonstrate advanced understanding of special issues in analytic and continental philosophy, and their history.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate intellectual originality in their writing;
- 2 Consider the views of others, whether spoken or written, and develop a critique that furthers investigation;
- 3 Demonstrate their capacity to conduct extensive research and original, independent study;
- 4 Construct and evaluate methodologies and arguments as well as propose new hypotheses.

Method of Assessment

Main assessment methods:

Essay (4,000 words) – 100%

Reassessment methods:

Reassessment Instrument: 100% Coursework

Preliminary Reading

Indicative Reading List:

Any edition of the following:

Arendt, H. The Human Condition

Anscombe G. Intention

De Beauvoir, S. The Second Sex

Frege, G. Foundations of Arithmetic

Gadamer, H.G. Truth and Method

Haack, S. Philosophy of Logics

Heidegger, M. Being and Time

Quine, W. Word and Object

Ricoeur, P. The Conflict of Interpretations: Essays in Hermeneutics

Russell, B. On Denoting

Strawson, P.F. On Referring

von Wright, G.H. Explanation and Understanding

Wittgenstein, L. Tractatus

Pre-requisites

None

Synopsis *

This module will provide a student with the opportunity to become involved in contemporary philosophical research by means of advanced foundational texts in analytic and continental philosophy. Indicative examples of such texts include some of the most recent monographs and articles in the area.

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PL998 Dissertation: Philosophy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	60 (30)	100% Project	
2	Canterbury	Spring	M	60 (30)	100% Project	

Contact Hours

Total Contact Hours: 6
 Private Study Hours: 594
 Total Study Hours: 600

Learning Outcomes

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

- 1 Navigate various disciplinary approaches within Philosophy;
- 2 Display detailed and critical knowledge of a specialist area(s) of research within the chosen field;
- 3 Demonstrate clear expression of carefully considered and carefully referenced independent views;
- 4 Demonstrate the relevance of their research study to wider themes within their field of study.

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

- 1 Demonstrate their written communication and presentation skills, with a view to expressing complex thoughts;
- 2 Demonstrate their capacity to conduct research and independent study into relevant materials, using resources such as the Library and other archives as required;
- 3 Demonstrate their ability to construct and evaluate arguments;
- 4 Reflect on their own learning, planned their use of time, and identified appropriate directions for further study, encouraged by the individual supervisor;
- 5 Produce a word-processed dissertation that is of a high scholarly standard in terms of presentation and professionalism.

Method of Assessment

Main assessment methods:
 Dissertation (10,000 words) – 100%

Reassessment methods:
 Reassessment Instrument: 100% Project

Preliminary Reading

Indicative Reading

To be determined by the individual student in consultation with the supervisor, but broadly based on the year's work across the whole MA.

The following title in particular may be of use:

Swetnam, D. (2007) – Writing Your Dissertation: A Guide to Planning, Preparing and Presenting First Class Work, Oxford: How to Content

Pre-requisites

Successful completion of Stage 1 MA modules.

Synopsis */

Students will be asked to devise their own topic and question for their dissertation, with the guidance of an appropriate supervisor and MA Director. There is, therefore, no specified curriculum. This is a student-led module, designed to encourage independent learning, research and thought.

SCL800		The Idea of Europe				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Paris	Spring	M	30 (15)	100% Coursework	

Availability

This module is compulsory for students studying on the MA in European Culture.

Contact Hours

Total contact hours: 20

Learning Outcomes

Students will be able to demonstrate an understanding of the history of the theorization of Europe and the European as these concepts pertain to the idea of culture;
 Students will be able to grasp the history and changing nature of the role of Paris in relation to the idea of European culture, and its status as a capital of culture;
 Students will be able to deploy critical arguments that take account of the historical, political, literary, and philosophical discourses on the idea of Europe and crisis;
 Students will be able to make cogent critical analysis of literary and theoretical texts on the subject of Europe, the European, and the centrality of Paris in the formation of European cultural identities;
 Students will be able to show an in-depth understanding of the relation between the idea of Europe, cosmopolitanism, and modernity.

Method of Assessment

Essay (5000 words) - 100%

Preliminary Reading

Blake, W, *Europe: A Prophecy* (1794), in *The Complete Poetry and Prose of William Blake*, ed. David V. Erdman (New York: Doubleday, 1988);
 Casanova, P, *The World Republic of Letters* (Cambridge, MA: Harvard University Press, 2007);
 Habermas, J, *Europe: The Faltering Project* (Cambridge: Polity, 2009);
 Madame de Stael, *On Literature Considered in Its Relation to Social Institutions* (1800), in *Major Writings of Germaine de Stael*, trans. Vivian Folkenflik (New York: Columbia University Press, 1992);
 Milosz, C, 'Child of Europe' (1946), in *Czealaw Milosz, New and Collected Powms 1931-2001* (New York: Ecco Press, 2003);
 Nietzsche, F, *Beyond Good and Evil*, ed. Rolf-Peter Horstmann and Judith Norman ([1886]; Cambridge: Cambridge University Press, 2002);
 Novalis, 'Christendom or Europe' (1799) in *Novalis, Philosophical Writings*, ed. Margaret Mahony Stoljar (Albany: SUNY, 1997);
 Steiner, G, *The Idea of Europe: An Essay* (London and New York: Overlook Duckworth, 2015);
 Valery, P, 'The Crisis of the Mind', (1919), in *The Collected Works of Paul Valery*, volume 10, trans. Denise Folliot and Jackson Matthews (New York: Pantheon Books, 1962).

Restrictions

This module is taught at the Paris School of Arts and Culture, and is therefore only available to students studying on an MA programme taught partly or wholly in Paris.

Synopsis

From the French Revolution to the European Union, the term 'Europe' has long been a placeholder for a large number of utopian, internationalist aspirations. These aspirations are necessarily culturally and politically contingent; to trace the history of cultural constructions of Europe is to hold a mirror up to its changing intellectual faces. Focusing on a series of influential texts published at significant moments in the recent history of the continent, this module investigates how the changing 'idea of Europe' reflects the changing priorities of cultural discourse. In particular, it considers the key role – but also contested – played by Paris in particular as a European cultural capital, central to the idea of Europe and to the development of European culture. The texts studied on this module range across disciplines and genres, and include poems and pamphlets, essays and lectures, philosophy and politics. Through studying these texts in their socio-political contexts, the idea of Europe is triangulated through reference to a number of key categories (e.g. 'prophecy'; 'crisis'; 'utopia'; Europe as 'conservative'; Europe as 'progressive'). The overall aim of this module is to explore what it means to be – in Friedrich Nietzsche's words – a 'good European', and to consider the central role played by Paris in the emergence of modern European culture.

SCL801		European Culture Dissertation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Paris	Spring	M	60 (30)	100% Project	

Contact Hours

Total Contact Hours: 6

Learning Outcomes

Students will be able to navigate various complex disciplinary approaches to the idea of European culture;
 Students will be able to display detailed and systematic understanding of knowledge of a specialist area(s) of research within the chosen field;
 Students will be able to demonstrate clear expression of sound judgements and independent conclusions with respect to the emerge since the Enlightenment of ideas regarding the social, political or cultural nature of Europe;
 Students will be able to demonstrate the originality and relevance of their research to wider themes within their field of study relating to European Culture.

Method of Assessment

Dissertation (12,000 words) - 100%

Preliminary Reading

To be determined by the individual student in consultation with the supervisor.

The following title in particular may be of use:

Swetnam, D. and Swetnam, R. (2009). Writing Your Dissertation: A Guide to Planning, Preparing and Presenting First Class Work, revised edition, Oxford: How to Books Ltd

Pre-requisites

Successful completion of Stage 1 MA modules

Synopsis <span style =

Students will be asked to devise their own topic and question for their dissertation, with the guidance of the module convenor and an appropriate supervisor. There is, therefore, no specified curriculum as such. This is a student-led module, designed to encourage independent learning, research and thought.

15 School of Computing

CO832 Data Mining and Knowledge Discovery						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

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

Department Checked

Yes

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Explain the differences between the major data mining tasks, in terms of their assumptions, requirement for a specific kind of data, and the different kinds of knowledge discovered by algorithms performing different kinds of task.
- 2 Describe data mining algorithms for the major data mining tasks.
- 3 Identify which data mining task and which algorithm is the most appropriate for a given data mining project, taking into account both the nature of the data to be mined and the goals of the user of the discovered knowledge.
- 4 Use a state-of-the-art data mining tool in a principled fashion, being aware of the strengths and weaknesses of the algorithms implemented in the tool.
- 5 Evaluate the quality of discovered knowledge, taking into account the requirements of the data mining task being solved and the goals of the user.
- 6 Describe the main tasks and algorithms involved in the preprocessing and postprocessing steps of the knowledge discovery process.
- 7 Utilize the library and exploit web sites to support investigations into these areas.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Understand the major kinds of data mining tasks and the main kinds of algorithms that are often used to solve these tasks.
- 2 Understand the strengths and weaknesses of some data mining algorithms, identifying the kind of algorithm that is most appropriate for each data mining problem.
- 3 Understand the process of knowledge discovery, involving not only data mining but also preprocessing and post-processing steps

Method of Assessment

Main assessment methods
 20% Coursework and 80% Examination

One exercise with a data mining tool 10%
 One Short Essay (about 1,000 words) 10%
 Examination 80%

Reassessment methods
 Like for like.

Preliminary Reading

Witten, IH, Frank, E, Hall, MA, Pal, CJ (2016). Data Mining: practical machine learning tools and techniques, 4rd edition. Morgan Kaufmann.

Tan, P-N, Steinbach, M, Karpatne, A, Kumar, V (2018) Introduction to Data Mining, Pearson, 2nd edition.

Pre-requisites

Pre-requisite: knowledge of programming such as that provided by
 COMP5200 Further Object-Oriented Programming,
 COMP8710 Advanced Java for Programmers,
 COMP8820 Advanced Object-Oriented Programming,
 COMP3590 Programming for Artificial Intelligence or
 COMP8210 Programming for Data Handling

Synopsis

This module explores a range of different data mining and knowledge discovery techniques and algorithms. You learn about the strengths and weaknesses of different techniques and how to choose the most appropriate for any particular task. You use a data mining tool, and learn to evaluate the quality of discovered knowledge.

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CO834 Trust, Security and Privacy Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	
5	Canterbury	Spring	M	15 (7.5)	50% Coursework, 50% Exam	
6	Canterbury	Spring	M	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

Total contact hours: 30
Private study hours: 120
Total study hours: 150

Learning Outcomes

On successfully completing the module students will be able to:

- 1 Demonstrate systematic understanding and critical awareness of the importance of taking a systems-wide approach to maintaining cyber security, and the role of information security policies including those for security risk management.
- 2 Comprehensively understand the motivation, design, operation, and management of modern systems for security management, including awareness of relevant human factors especially usability issues.
- 3 Show appreciation of legal issues on security and data protection, and relevant security (management) standards.
- 4 Analyse and evaluate critically the security and data protection legal requirements of an organisation.
- 5 Demonstrate systematic understanding of appropriate processes, techniques, and tools for developing and managing security systems.
- 6 Understand the basis of business continuity planning and management, and cyber resilience.

Method of Assessment

50% Coursework and 50% Examination

Preliminary Reading

Sutton, D., "Information Risk Management: A practitioner's guide," 2014, BCS.

Burnap, P., "Risk Management & Governance," Version 1.1.1, 2021,
https://www.cybok.org/media/downloads/Risk_Management_Governance_v1.1.1.pdf

Carolina, R., "Law & Regulation," Version 1.0.2, 2021, https://www.cybok.org/media/downloads/Law_Regulation_v1.0.2.pdf

Troncoso C., "Privacy & Online Rights," Version 1.0.2, 2021,
https://www.cybok.org/media/downloads/Privacy_Online_Rights_v1.0.2.pdf
Sasse, M.A., and Rashid, A., Human Factors, Version 1.0.1, 2021,
https://www.cybok.org/media/downloads/Human_Factors_v1.0.1.pdf

Debar, H., "Security Operations & Incident Management," Version 1.0.2, 2021,
https://www.cybok.org/media/downloads/Security_Operations_Incident_Management_v1.0.2.pdf

Gollmann, D., "Authentication, Authorisation & Accountability," Version 1.0.2, 2021,
https://www.cybok.org/media/downloads/Authentication_Authorisation_Accountability_v1.0.2.pdf

Pre-requisites

None.

Synopsis *

This module investigates the whole process of information security management and associated activities including the concepts used and practices prescribed by relevant standards, such as those defined by ISO/IEC. A holistic view of information security management is taken, including risk management, the formulation of security policies, business continuity and resilience. Selected socio-technical topics that are important for information security management will also be covered. These shall include AAA (authentication, authorisation and accountability), important legal aspects especially data protection and privacy laws, data protection impact assessment, usability analysis and management, wider human factors in cyber security such as social engineering attacks and the importance of a positive cyber security culture for encouraging secure behaviours of employees and users.

CO836 Cognitive Neural Networks						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

Private Study: 111
Contact Hours: 39
Total: 150

Learning Outcomes

On successfully completing the module students will be able to:

1. Describe what is meant by neural networks, list a number of types of network and give a brief description of each together with some examples of their (actual or potential) applications.
2. Select the appropriate neural network paradigm for a particular problem and be able to justify this choice based on knowledge of the properties and potential of this paradigm. To be able to compare the general capabilities of a number of such paradigms and give an overview of their comparative strengths and weaknesses.
3. Explain the mathematical equations that underlie neural networks, both the equations that define activation transfer and those that define learning.
4. Analyse cognitive and neurobiological phenomena from the point of view of their being computational systems. To be able to take these phenomena and identify the features which are important for computational problem solving.
5. Build neural networks using state of the art simulation technology and apply these networks to the solution of problems. In particular, to select from the canon of learning algorithms which is appropriate for a particular problem domain.
6. Discuss examples of computation applied to neurobiology and cognitive psychology, both in the instrumental sense of the application of computers in modelling and in the sense of using computational concepts as a way of understanding how biological and cognitive systems function. To be able to analyse related systems not directly studied in the course in a similar fashion.
7. Discuss examples of neural networks as applied to neurobiology.
8. Demonstrate knowledge and explain the key details of one or more advanced specialised topic in cognitive neural networks

Method of Assessment

Main assessment methods
Two simulation assessments (individual; 12 hours; 20%)
Examination (2 hours; 80%)

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.

O'Reilly, R.C. and Munakata, Y. (2000) Computational Explorations in Cognitive Neuroscience, Understanding the Mind by Simulating the Brain. A Bradford Book, MIT Press.

Rumelhart, D.E., McClelland J.L. and the PDP Research Group (1986) Parallel Distributed Processing, Volume 1: Foundations. MIT Press.

Rumelhart, D.E., McClelland J.L., and the PDP Research Group (1986) Parallel Distributed Processing, Volume 2: Psychological and Biological Models. MIT Press.

Bechtel, W. and Abrahamson, A. (2002) Connectionism and the Mind, Parallel Processing Dynamics and Evolution of Networks. Blackwell Publishers.

Haykin, S. (1999) Neural Networks, A Comprehensive Foundation. Prentice Hall International Edition.

Bishop, C.M. (1995) Neural Networks for Pattern Recognition. Oxford University Press.

Ellis, R. and Humphreys, G. (1999) Connectionist Psychology, A Text with Readings. Psychology Press Publishers.

Bengio, Yoshua, Ian Goodfellow, and Aaron Courville. Deep learning. MIT press, 2017.

Sejnowski, Terrence J. The deep learning revolution. MIT press, 2018.

Pre-requisites

Pre-requisite: A-level Maths or equivalent

Co-requisite: COMP8710 Advanced Java for Programmers or COMP8270 Programming for Artificial intelligence

Synopsis <span style =

In this module you learn what is meant by neural networks and how to explain the mathematical equations that underlie them. You also familiarise yourself with cognitive neural networks using state of the art simulation technology and apply these networks to the solution of problems. In addition, the module discusses examples of computation applied to neurobiology and cognitive psychology. The module also introduces artificial neural networks from the machine learning perspective. You will study the existing machine learning implementations of neural networks, and you will also engage in implementation of algorithms and procedures relevant to neural networks.

CO837 Natural Computation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

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

Department Checked

Yes.

Learning Outcomes

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.
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.
5. critically evaluate advanced natural computation techniques based on current research.
6. have a comprehensive understanding on how to design natural computational techniques for addressing specific characteristics of a particular complex optimisation problem.

Method of Assessment

Main assessment methods
Time limited assessment (about 15 hours) (20%)
One short essay (about 1,000 words) (20%)
Examination (60%)

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.

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

An Honours degree in a computing, scientific, engineering, mathematical or other numerate discipline.

Synopsis <span style =

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. Similarly, there is now also an increasing interest in understanding how biological, chemical and other natural systems compute, and how this could be exploited for practical applications. It is therefore proposed to allow students the opportunity to become exposed to these types of methods for use in their later careers.

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CO841 Computing Law, Contracts and Professional Responsibility						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	15 (7.5)	50% Coursework, 50% Exam	
4	Canterbury	Spring	M	15 (7.5)	50% Coursework, 50% Exam	
5	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
5	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Contact Hours

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:

- 1 Demonstrate an advanced grounding in concepts, ethics, principles and rules of cyber security, data protection, consent and privacy in a legal context
- 2 Demonstrate a systematic understanding of the development of EU, UK and US laws related to cyber security, cybercrime, digital investigation, privacy and data protection, including domestic legislation and emphasising cross-boundary issues and international efforts.
- 3 Critically analyse emerging legal issues in cyber security, cybercrime, privacy and data protection, for example: big data, social media, data anonymization, data access controls, state and commercial surveillance.
- 4 Demonstrate a critical awareness of, and the ability to evaluate, legal and regulatory actions taken to ensure cyber security, privacy and data protection, including legal governance and compliance requirements.
- 5 Demonstrate a critical understanding of the public and private tensions involved in cyber security, cybercrime, privacy and data protection.

Method of Assessment

Main assessment methods

100% Coursework

Preliminary Reading

P. Carey, Data Protection: a practical guide to UK and EU Law (Oxford University Press, 2009).

M. Johnson, Cyber Crime, Security and Digital Intelligence (ePub Ashgate, 2013).

L. Katz, (2013) 'Symposium on Cybercrime'. Journal of Criminal Law and Criminology, 103 (3).

C. Kunar, International Data Privacy Law (Oxford University Press, 2013).

D. Solove, P. Schwartz, Privacy, Information, and Technology, 3rd edition (Aspen Publishing Co., 2012).

H. Tse, Cyber Security Law and Guidance (Bloomsbury Press, 2018)

Pre-requisites

None

Synopsis <span style =

The module will explore existing and emerging legal issues in cyber security, cybercrime, privacy and data protection, including the domestic and cross-boundary legal regulatory frames and their associated ethical dimensions. Topics covered include cybercrime, privacy and data protection, Internet and cyber surveillance, cross-border information flows, and legal structures. Students will be challenged to critically examine the ethics and management of cyber data. It will require students to assess emerging legal, regulatory, privacy and data protection issues raised by access to personal information.

CO843 Extended IT Consultancy Project						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	60 (30)	100% Project	

Contact Hours

Total contact hours: 16

Private study hours: 584

Total study hours: 600

Department Checked

Yes

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Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Formulate and evaluate technical alternatives to meet IT requirements arising from small businesses, including projects which have a medium-or large-scale impact on the processes of the business.
- 8.2 Estimate proposed solutions to IT-based problems in small business situations, in respect of both time and cost.
- 8.3 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.
- 8.4 Demonstrate 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.
- 8.5 Give evidence of detailed practical experience in applying selected areas of computing technology to meet the requirements of small enterprises.
- 8.6 Show experience of carrying out 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.
- 8.7 Formulate costed plans for the strategic development of an IT consultancy business, and to canvass support for such plans by reasoned argument.
- 8.8 Manage consultancy projects of at least medium scale through the project lifecycle.
- 8.9 Demonstrate a working awareness of the commercial considerations and practical steps needed for an IT consultancy to develop internally a product or service and present it for sale.

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Explore diverse sources of information to formulate and present technical alternatives to solve a given problem, and to provide guidance to clients to allow them to decide between competing solutions within an identified framework of constraints, using criteria of evaluation that they have formulated.
- 9.2 Show 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.
- 9.3 Appreciate how to deal with customers in a consulting role: skills required here include communication, presentation, negotiation and (where conflict arises) conflict resolution.
- 9.4 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.
- 9.5 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.
- 9.6 Be confident in the application of their own judgement, including developing their own criteria of evaluation, and be able to challenge received opinion.
- 9.7 Present ideas, arguments and results in the form of a well-structured report.

Method of Assessment

Main assessment methods

Performance evaluation (pass/fail, failure in this component means failure of the module)

Report with supporting materials and viva (100%)

Although KITC activities involve working in teams, each student is assessed on an individual basis.

13.2 Reassessment methods

Like-for-like.

In the event that reassessment isn't feasible, credit retrieval will involve undertaking an alternative project module

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 and Social Networks Perspective, Springer Texts in Business and Economics 2016, ISBN 978-3319362700
- Mark Norris and Steve West, eBusiness Essentials: Technology and Network Requirements for Mobile and Online Markets, John Wiley 2001, ISBN 471521833
- Tom DeMarco and Timothy Lister, Waltzing with Bears: Managing Risk on Software Projects, Dorset House 2003, ISBN 0932633609

Pre-requisites

Pre-requisite: COMP8850 (CO885) Project Research.

Admission to the module is subject to interview; these interviews normally take place at the end of the Autumn Term. The admission interview will seek to determine whether a candidate meets the criteria defined in the KITC Student Consultant job description(s), which will be available to students on request.

The maximum number to be admitted to the module, and the required mix of skills, will be determined each year by the KITC management according to the commercial prospects at the time, and published in advance of the admission interviews.

Synopsis <span style =

Students undertake several projects for the Kent IT Consultancy (KITC). Each of these will be either a commercial project for an external client, or an internal development project, e.g. developing a future service offering for the KITC.

In addition to project work, students will be expected to engage in ongoing tasks related to the operation of the consultancy, including marketing, sales and mentoring/buddying colleagues.

Each assignment will be carried out under the supervision of KITC management and in accordance with client requirements, with deliverables defined by negotiation with the client.

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CO845 New Enterprise Development						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	30 (15)	100% Coursework	

Contact Hours

The module will be delivered via a series of 6 x 1-day workshops plus individual tutorials (3 hours per student) as part of a programme of 300 learning hours for the module. Teaching methods will include interactive class discussion, case studies and exercises, lectures from entrepreneurs and visiting specialists, and individual tutorial support and coaching. Workshop delivery (as opposed to conventional lectures and seminars) has proven to be more conducive to the achievement of learning outcomes and successful development and production of a high-quality business plans, and is used extensively in the university for undergraduate and postgraduate teaching, and for delivery of high-growth start-up programmes for external entrepreneurial start-ups and early-stage businesses. Teaching will take place during the Spring Term allowing time for tutorial support for the business plan development during the Summer Vacation.

Learning Outcomes

Understand the process of producing a viable business plan for a new or proposed business venture in line with models of good practice

Analyse and evaluate the business venture and strategic options to produce a practical and comprehensive business plan that is of sufficient detail and quality to be presented to a potential lender or investor

Integrate and apply the other consultancy skills and knowledge developed within the M.Sc. programme within the business proposal

Understand the issues and constraints facing prospective entrepreneurs in terms of market entry, access to finance, and protection of intellectual property

Understand the strategies for survival and growth required to successfully establish a new business. (

Preliminary Reading

Pre-requisites

None

Restrictions

This module is only available to students registered on the MSc IT Consultancy, or MSc Computing and Entrepreneurship

Synopsis <span style =

The curriculum will include the following areas of study:

- The business plan structure and content and the importance of the business planning process.
- Initial development and evaluation of the business idea and identification of potential markets and customers.
- Identifying the appropriate management structure and potential team members, the skills and knowledge required for success, and any appropriate development needs, or professional business intervention.
- Identification of relevant Intellectual Property protection requirements and opportunities for the commercialisation of IP assets. Understanding of the processes and procedures for ensuring IP protection, and options and limitations of enforcing that protection.
- Choosing the appropriate trading status for the new business, requirements to ensure and maintain legal compliance, and policies to ensure best practice in the governance of the business.
- Market research and segmentation, competitor analysis, development of appropriate marketing strategies and distribution networks. Integration of customer care and quality monitoring systems.
- Identifying and quantifying resource requirements of the business and the implications for capital investment – physical resources (land, premises, plant & equipment, transport, materials, etc) and present and future staff requirements.
- Negotiation skills to ensure best value from suppliers, for sales and customer contracts, and for obtaining funding for the business.
- Financial planning processes: budgetary planning, cash flow and profit forecasts, break-even analysis. Formulation of financial requirements to establish the business. Credit control and financial monitoring.
- Funding requirements and capital investment - relevance of personal investment, loan capital, bank security requirements, ensuring investment readiness, accessing and bidding for business angel capital and venture capital, and managing the due diligence process.
- Obtaining share and loan capital for conventional business start-up situations, boot-strapping where funding is limited. Escalator growth funding for high-growth / high-tech companies each stage: research & development, seed-funding, development and longer-term growth.
- Implementation of the business: project planning the implementation, risk analysis of potential delays and problems, contingency plans to mitigate risks, longer-term development plans including growth and exit strategies.

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CO846		Cloud Computing				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

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

Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Understand the concepts of web services and how service-oriented architectures are driving the virtualisation of grid/cloud resources.

8.2 Have an understanding of grid computing technology and its relation with cloud computing.

8.3 Understand virtualisation technologies and how they are used in cloud computing.

8.4 Be familiar with the general details of current cloud computing technologies.

8.5 Have an understanding of security issues in grid/cloud environments.

8.6 Be able to use a range of open source tools (hadoop etc.) in the creation of a cloud infrastructure and perform basic operations in existing grid/cloud infrastructures.

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Identify, analyse and formulate criteria and specifications appropriate to a given problem;

9.2 Manage their own time effectively, individually or in groups, and work effectively as a member of a team;

9.3 Communicate technical issues with specialist and non-specialist audiences;

Method of Assessment

50% Examination, 50% Coursework

Preliminary Reading

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

M. Armbrust et al., "Above the Clouds: A Berkeley View of Cloud Computing", UC Berkley, 2009

T. White, "Hadoop: The Definitive Guide", O'Reilly, 2009, ISBN:978-0596521974

J. Varia, "Cloud Architectures", Amazon Web Services White Paper.

D. Sanderson, "Programming Google App Engine", O'Reilly, 2009, ISBN:978-0596522728

S.Song, K.Dong Ryu D.Silva, IBM, "Blue Eyes: Scalable and Reliable System Management for Cloud Computing", 2009

Pre-requisites

Prior knowledge of networks, security, and computer operating systems equivalent to an undergraduate degree in Computer Science or a closely related subject

Synopsis <span style =

Cloud computing describes a new supplement, consumption, and delivery model for IT services based on the Internet, and it typically involves over-the-Internet provision of dynamically scalable and often virtualized resources. It is a by-product and consequence of the ease-of-access to remote computing sites provided by the Internet. This frequently takes the form of web-based tools or applications that users can access and use through a web browser as if it were a program installed locally on their own computer.

CO871 Advanced Java for Programmers						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
5	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 28
 Private study hours: 122
 Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Apply the principles of the object-oriented paradigm and understand its relationship to 'traditional' methods.
- 2 Develop (design, implement and test) OO applications in Java using encapsulation, data hiding, inheritance and polymorphism to write compact, reusable, distributable code, and reuse existing class libraries to implement more complex and substantial programs.
- 3 Use online and library resources to research topics in this area, and to be able to communicate programming concepts and design ideas to other programmers.

Method of Assessment

Main assessment 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

A good working knowledge of imperative programming and of the fundamentals of structured software development is assumed.

Restrictions

This module cannot be taken with either CO881/COMP8810 Object-Oriented Programming, or CO882/COMP8820 Advanced Object-Oriented Programming.

Synopsis *

This module provides for well-qualified computer science students entering the MSc programme from a range of backgrounds. These students will have good programming skills but will not necessarily have used Java or another object-oriented language extensively. This module seeks to ensure that students have the Java and object-oriented design skills necessary for the rest of their programme.

CO874 Networks and Network Security						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
6	Canterbury	Autumn	M	15 (7.5)	75% Exam, 25% Coursework	

Contact Hours

Total contact hours: 30
 Private study hours: 120
 Total study hours: 150

Learning Outcomes

On successfully completing the module students will be able to:

- 1 Be capable of comparing and contrasting a wide range of switching, multiple access and transmission techniques used in current communication networks in order to assess their suitability for various applications;
- 2 Be aware of current developments in the Internet, especially protocols that expand the addressing space, and offer scalable routing and multicasting;
- 3 Be aware of the various protocols and architectures used by the Internet including those used to transport real time data streams and to support network Quality of Service;
- 4 Be aware of the mechanisms used to maintain basic network security;
- 5 Have a deeper and integrated understanding of selected key topics at the forefront of this field, including recent developments and outstanding issues;
- 6 Have the skills to keep abreast of future developments in networking;
- 7 Be able to undertake an investigation into areas covered by this module and report on their findings.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Time management and organisation;
- 2 Communication skills;
- 3 Report writing;
- 4 Problem solving;
- 5 Independent study and appropriate use of relevant resources;

Method of Assessment

Main assessment methods
 Report (3000 words) (15%)
 Problem solving exercises (10%)
 Examination (2-hours) (75%)

Reassessment methods
 Like for like.

Preliminary Reading

Tanenbaum, A.S. and Weatherall, D.J., "Computer Networks", (5th ed), Prentice-Hall, (2011);
 Stallings, W., "Data and Computer Communications", (10th ed), Prentice-Hall, (2014);
 Kurose, J. and Ross, K., "Computer Networking: A Top-Down Approach", (7th ed), Pearson, (2017)

Pre-requisites

None

Synopsis *

Introduction, including a review of network techniques, switching and multiple access. High speed local area networks. Network protocols, including data link, network, transport and application layers and their security issues. Problems of network security and mechanisms used to provide security such as firewalls and network security protocols. Real time data transmission and quality of service. Naming and addressing and related security concerns. Security of IEEE 802.11 networks.

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CO876 Computer Security						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	15 (7.5)	50% Coursework, 50% Exam	
4	Canterbury	Autumn	M	15 (7.5)	60% Coursework, 40% Exam	
4	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

Contact hours: 40
Private study hours: 110
Total hours: 150

Learning Outcomes

On successfully completing the module students will be able to:

- 1) demonstrate an understanding of some basic concepts of the state-of-the-art in symmetric and asymmetric key cryptography;
- 2) demonstrate a systematic understanding of the mathematical and computational principles used in cryptography and how they relate to real world applications;
- 3) demonstrate an understanding of the various techniques used in authentication, authorisation and accountability (AAA);
- 4) make informed choices of the appropriate cryptographic primitives and AAA security measures to put into place for a given application.

Method of Assessment

Main assessment methods
Programming assessment (30%)
Practical report (20%)
Written examination (50%)

Re-assessment methods
Like for like.

Preliminary Reading

- Nigel P. Smart. "Cryptography Made Simple", 2016, Springer. Available at: <https://link-springer-com.chain.kent.ac.uk/content/pdf/10.1007%2F978-3-319-21936-3.pdf>
- Jonathan Katz and Yehuda Lindell. "Introduction to Modern Cryptography", 2nd edition, 2015, CRC Press.
- Alfred J. Menezes, Paul C. van Oorschot and Scott A. Vanstone. Handbook of Applied Cryptography, 1997, CRC Press. Available at: <http://cacr.uwaterloo.ca/hac/>
- Arvind Narayanan, Joseph Bonneau, Edward W. Felten, Andrew Miller, Steven Goldfeder, Jeremy Clark. Bitcoin and Cryptocurrency Technologies. <http://bitcoinbook.cs.princeton.edu/>
- Charles P. Pfleeger and Shari Lawrence Pfleeger, "Security in Computing", 5th ed., 2015, Prentice Hall
- Dieter Gollmann, "Computer Security", 3rd Edition. 2011. John Wiley and Sons.

Pre-requisites

None

Synopsis *

This module starts with the fundamental mathematical concepts to build cryptographic primitives. A key objective is to learn to implement the primitives without using programming libraries, learn the formal security notions and models for the primitives, and the use of the primitives in practical applications like blockchains.

The second part of the module covers the key application areas of authentication, authorisation and accountability (AAA). Included here are foundational topics of user and non-user authentication (including issues with password and biometric authentications), as well as access control and authorisation, along with matters related to accountability.

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CO880 Project and Dissertation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	60 (30)	100% Project	
2	Canterbury	Spring	M	60 (30)	100% Project	

Contact Hours

Total contact hours: 25

Private study hours: 575

Total study hours: 600

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Understand the nature of research and be able to use a variety of resources to gather information.
- 2 Read and critically review research papers or technical documentation.
- 3 Plan a research or development-based project.
- 4 Carry out a substantial project containing a substantive background research component as well as possibly a development component and report the work in the form of a dissertation.
- 5 Demonstrate a deeper understanding of and competence in their individual project domains.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Deal with complex issues systematically and creatively.
- 2 Make sound judgements in the absence of complete data.
- 3 Work with self-direction and originality in tackling and solving problems.
- 4 Plan, work and study independently, and use relevant resources in a manner that reflects good practice.
- 5 Demonstrate time management and organisational skills, including the ability to manage their own learning and development.
- 6 Present ideas, arguments and results in the form of a well-structured report.
- 7 Reflect on issues of personal development and the skills needed to perform a task, and act accordingly.

Method of Assessment

Main assessment methods

Background presentation (5%)

Dissertation and supporting materials (7.000 to 10.000 words) (95%)

Although some projects may involve group work, each student is assessed on an individual basis.

Reassessment methods

Like-for-like

In the event that reassessment isn't feasible, credit retrieval will involve repeating the module

Preliminary Reading

Entirely project-dependent

Pre-requisites

None

Synopsis *

The project consists primarily of an extended period during which students undertake a substantial piece of work and a report on this in the form of a dissertation. It is usually preceded by an exploratory stage in which students review and summarise relevant literature or other technical background, and gain specific skills relevant to their project via a series of taught workshops. It may be permitted to undertake the work in groups, particularly for projects with a development focus. However, the dissertations are produced individually. The project examines the student's ability to research technical background, to understand and expand on a specific problem commensurate with their programme of study and relate it to other work, to carry out investigations and development (as appropriate), to describe results and draw conclusions from them, and to write a coherent and well organised dissertation demonstrating the student's individual reflection and achieved learning.

CO881 Object-Oriented Programming						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	Pass/Fail Only	

Availability

Autumn

Contact Hours

Total contact hours: 39

Private study hours: 111

Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Appreciate the rationale for and the basic concepts of a state-of-the-art programming paradigm and language that will be used throughout these degree programmes.
- 2 Develop simple programmes with this language that utilise built-in features for manipulating various types of data, selection, repetition and communication with users.
- 3 Appreciate the functions of and be able to make basic use of development tools for creating, editing, compiling, executing and testing such programmes.
- 4 Utilise online documentation for such tools and for the programming language API.
- 5 Appreciate the importance of good programming practice including coding style and inline documentation.

Method of Assessment

Main assessment methods

Lab exercises (Pass/Fail)

In-class test (Pass/Fail)

Preliminary Reading

Barnes, David J, and Kölling, Michael. (2016). Objects First with Java - A Practical Approach using BlueJ (6th Edition). Pearson.

Pre-requisites

None.

Restrictions

This module cannot be taken with CO871/COMP8710 Advanced Java for Programmers or CO889/COMP8890 C++ Programming

Synopsis <span style =

This module provides an introduction to object-oriented programming using the popular Java language. It is designed for beginners who have not studied computer programming before. By the end students will be able to develop simple programmes using Java.

CO882 Advanced Object-Oriented Programming						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	M	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 30
Private study hours: 120
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 develop non-trivial computer programs following recognized object-oriented principles.
- 2 critically evaluate the suitability of a commercially-relevant implementation language in the solution of particular problems.
- 3 describe concepts used in programming and to discuss programming using vocabulary from professional computer science.
- 4 choose and use appropriate data structures and algorithms in the construction of programs.
- 5 apply principled design techniques in the construction of software.
- 6 choose and use appropriate software testing strategies.
- 7 critically reflect on both the process and outcomes of software creation.

Method of Assessment

100% Coursework

Preliminary Reading

Barnes, D.J. and Kölling, M. (2017) Objects First with Java - A Practical Approach using BlueJ (6th Edition): Pearson Education

Pre-requisites

Pre-requisite: COMP8810: Object-Oriented Programming

Restrictions

This module cannot be taken with CO871/COMP8710 Advanced Java for Programmers or CO889/COMP8890 C++ Programming

Synopsis <span style =

Building upon Introduction to Object-Oriented Programming, this module covers the design and implementation of high-quality software using OO techniques. Systems are modelled as configurations of objects communicating with one another. Techniques (e.g. inheritance) are introduced which allow objects to play different roles within a system. These two concepts are key to the support for adaptation and reuse that OOP provides. Much emphasis will be placed on gaining a deep understanding of these concepts and applying them in practice by developing programs in Java. The remainder of the module will explore software component frameworks, specifically those that come packaged with Java, placing most emphasis on the frameworks to support the structuring and manipulation of data (data structures and algorithms).

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CO883 Systems Architecture						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	75% Exam, 25% Coursework	
2	Canterbury	Spring	M	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

Total contact hours: 25

Private study hours: 125

Total study hours: 150

Learning Outcomes

On successfully completing the module students will be able to:

1. Demonstrate a systematic understanding of the hardware and software components of a typical computer system, and of how they interact.
2. Demonstrate originality in applying the principles of abstraction and layering for building complex systems.
3. Identify the interfaces of abstraction layers and be able to select an appropriate layer on which to build useful systems.

Method of Assessment

Main assessment methods

25% Coursework and 75% Examination

Preliminary Reading

English, J. (2004). Introduction to Operating Systems. Palgrave Macmillan.

Patterson, D and Hennessy, J. (2013). Computer Organisation and Design, Fifth Edition. Morgan Kaufman

Nisan, N and Schocken, S. (2005) The Elements of Computing Systems: Building a Modern Computer from First Principles. MIT Press

Scott, J.C. (2009) But How Do It Know? - The Basic Principles of Computers for Everyone. John C. Scott

Pre-requisites

Co-requisites: COMP8810: Object-Oriented Programming, or

COMP8710: Advanced Java for Programmers

Synopsis <span style =

This module covers the fundamental components (hardware and software) of a typical computer system, and how they collaborate to execute programs. The module provides a comprehensive overview, from the lowest level of abstractions in hardware to the highest level of abstractions of modern programming languages. Examples of topics that may be covered include logic circuits, machine language, processor organization, memory management, processes and concurrency, file systems. Throughout, special attention is paid to abstraction, performance, and other quality requirements.

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CO884 Logic and Logic Programming						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	75% Exam, 25% Coursework	
3	Canterbury	Spring	M	15 (7.5)	50% Coursework, 50% Exam	

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:

1. Understand a problem description, and then identify, compare, and implement appropriate algorithms to solve it.
2. Demonstrate ability to formulate formal solutions to problems logically and in algorithmic form.
3. Demonstrate conceptual understanding on how to devise and sustain arguments regarding the correctness and runtime efficiency of algorithms.
4. Understand and implement basic data structures (e.g., arrays, lists, trees) and use algorithmic techniques (recursion and divide & conquer) to solve well-known problems (searching and sorting) and to newly encountered problems.
5. Understand and manipulate a variety of logical formalisms (e.g., propositional and predicate logic).
6. Understand and apply different proof methods.
7. Understand and prove several different properties of logical formulae (e.g., satisfiability, validity, equivalence, consequence).
8. Formulate statements and problems in logical form

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Communicate information, ideas, problem, and solutions to both specialist and non-specialist audiences.
2. Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution to a problem.
3. Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects

Method of Assessment

Main assessment methods

Take-home logic exercises (25%)

Take-home programming project (25%)

Examination, 2 hours (50%)

Reassessment methods

Like for like.

Preliminary Reading

Steven Skiena, "The Algorithm Design Manual", Springer, 2008.

Huth, M. & Ryan M., Logic in computer science: modelling and reasoning about systems, Cambridge University Press, 2004.

Pre-requisites

Co-requisites:

COMP8810 Object-Oriented Programming

and COMP8820 Advanced Object-Oriented Programming

or COMP8710 Advanced Java for Programmers

Synopsis <span style =

This module aims to strengthen the foundational programming-in-the-small abilities of students via a strong, practical problem-solving focus. Specific topics will include introductory algorithms, algorithm correctness, and algorithm runtime. Essential data structures and algorithmic programming skills will be covered, for example, arrays, lists and trees, searching and sorting, recursion, and divide and conquer. One part of the module will also introduce students to logical formalisms such as propositional and predicate logic and some of their applications in program development.

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CO885		Project Research				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 40
Private study hours: 110
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 start their Masters Project, both in terms of preparatory work for their specific choice of project and in terms of general skills as listed below;

8.2 understand the nature of research and be able to frame a research question;

8.3 plan a research project: this will include being able to perform an analysis of a research topic to identify (i) objectives for the research, (ii) prior research in the area, (iii) the value of the research in terms of possible outcomes and (iv) the probable methodology, action plan or approach to the research;

8.4 document their analysis in the form of a reasoned argument;

8.5 demonstrate an introductory understanding of the nature of intellectual property and be able to use a variety of resources to gather information.

8.6 understand issues arising in the design and analysis of experiments in computing, including simulation study.

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Work as part of a group;

9.2 Manage and organise their time;

9.3 Communicate effectively;

10. A synopsis of the curriculum

The crowning piece of most Masters degrees is the Masters Project in which you apply a wide range of skills learned in the taught modules to an interesting research problem or practical application of your choice. The Project Research module provides useful transferable skills for doing the project, and supports you in some preparatory tasks such as literature study and project planning.

Method of Assessment

13.1 Main assessment methods

Series of in-class exercises, may be undertaken and assessed on a group basis (total 12%)

Critical review (43%)

Mini-conference, may be undertaken and assessed on a group basis (45%)

13.2 Reassessment methods

Like for like.

Preliminary Reading

W Booth, G C Colomb & J M Williams, The craft of research, University of Chicago Press, 2nd edition, 2003.

T Greenfield (Ed), Research methods: a guide for postgraduates, Arnold, 2nd edition, 2002.

J Kirkman, Good style, E&FN Spon (1997)

J Kirkman, Guidelines for giving effective presentations, 2nd edition, Routledge, 2005.

A Fink, Conducting Research Literature Reviews, Sage, 1998

A Fink & J Kosecoff, How to conduct surveys, Sage, 3rd edition, 2005

S Toulmin, R Rieke and A Janik, An introduction to reasoning, Prentice-Hall, 1984.

Pre-requisites

None

Synopsis *

The crowning piece of most Masters degrees is the Masters Project in which you apply a wide range of skills learned in the taught modules to an interesting research problem or practical application of your choice. The Project Research module provides useful transferable skills for doing the project, and supports you in some preparatory tasks such as literature study and project planning.

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CO886 Software Engineering						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	50% Coursework, 50% Exam	

Availability

Spring

Contact Hours

Year in Computing:

Private Study: 117

Contact Hours: 33

Total: 150

All other MSc courses:

Private Study: 107

Contact Hours: 43

Total: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to demonstrate:

- 1 A critical understanding of the principles and practice of the development of software systems (broadly defined) including requirements specification, design, validation, implementation and evolution.
- 2 A comprehensive understanding of techniques for modelling software systems and their domains.
- 3 The ability to design and implement test plans, and apply a wide variety of testing techniques effectively and efficiently, and being able to evaluate their efficacy in identifying a wide range of faults.
- 4 The conceptual understanding of planning, documentation, estimation, quality, time, cost and risk evaluation in the business context.
- 5 Self-direction in the design of software systems, including design simplicity, appropriateness and styles of system thinking and focused problem solving.
- 6 Critical awareness of the deployment of certain types of software system and show an understanding of the professional and legal duties software engineers owe to their employers, employees, customers and the wider public.
- 7 Ability to use state-of-the-art tools and techniques when developing software systems.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 The ability to work effectively as a member of a team.
- 2 Effective use of IT facilities.
- 3 Time management and organisational skills, including the ability to manage one's own learning and development.
- 4 An understanding of the importance of keeping quality procedures under review, to ensure that they fulfil quality objectives cost-effectively, and in a manner understood by the project team.
- 5 Be able to analyse a problem specification and to design and implement a solution
- 6 Appreciation of the social, ethical and professional issues related to software development.
- 7 Appreciation of the importance of continued professional development as part of lifelong learning.

Method of Assessment

Year in Computing:

Case Studies, 1000 words (30%)

Examination, 2 hours (70%)

All other MSc courses:

Case Studies, 1000 words (15%)

Group Project, undertaken and assessed on group basis, 40 hours (35%)

Examination, 2 hours (50%)

Preliminary Reading

Cohn, M. (2002). User Stories Applied. Addison-Wesley.

Fowler, M (2003). UML Distilled: A Brief Guide to Standard Object Modeling Language. Addison-Wesley.

Sommerville, I. (2015). Software Engineering 10th ed. Addison-Wesley.

Craig, RD. and Jaskie, SP. (2002). Systematic Software Testing. Artech House.

Pezze, M, Young, M. (2007). Software Testing and Analysis: Process, Principles and Techniques. John Wiley & Sons.

McConnell, S. (2004). Code Complete: A Practical Handbook of Software Construction. Microsoft Press.

Hall, EM. (1998). Managing Risk: Methods for Software Systems Development. Addison-Wesley.

Martin, R. (2008). Clean Code: A Handbook of Agile Software Craftsmanship. Prentice Hall.

Brooks, F.P. (1995). The Mythical Man-Month: Essays on Software Engineering. Addison-Wesley Professional.

Ensmenger, N. L. (2010). The Computer Boys Take Over: Computers, Programmers, and the Politics of Technical Expertise. The MIT Press.

Slayton, R. (2013). Arguments that Count: Physics, Computing, and Missile Defense, 1949-2012. The MIT Press

Pre-requisites

Pre-requisite (Year in Computing):

COMP5830: An Introduction to Programming and Web Technologies

Pre-requisite (All other courses):

COMP8820 Advanced Object-Oriented Programming,

or COMP8710 Advanced Java for Programmers

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Synopsis <span style =*

- Software processes.
- Modelling techniques, and the use of these techniques throughout the project lifecycle.
- Introduction to modelling principles (decomposition, abstraction, generalization, projection/views) and types of models (information, behavioural, structural, domain and functional).
- Risk and risk management in software.
- Approaches to software testing and inspection.
- Approaches to software configuration management.
- Software engineering tools: configuration control, project management, integrated development environments and modelling tools

CO887	Web-Based Information Systems Development					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	50% Coursework, 50% Exam	
2	Canterbury	Spring	M	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

Total contact hours: 28

Private study hours: 122

Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Main types of e-business strategy supported by web-based systems
- 2 Design of dynamic web applications
- 3 HTML and CSS
- 4 Client-side programming
- 5 Server-side programming
- 6 Relational database systems and SQL
- 7 Key features in web-based design and implementation, including transactions and security issues
- 8 Key aspects of legal, ethical and professional issues affecting IS developers

And be able to:

- 9 Use appropriate methods to model the requirements and design of simple web-based systems
- 10 Choose an appropriate implementation model and apply it to build simple active web systems.
- 11 Evaluate and test small-scale, active web pages.
- 12 Use all of the above to build a complete system.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Do self-directed background research
- 2 Discuss technical issues with professionals in the field
- 3 Identify information relevant to a project and discard irrelevancies
- 4 Synthesise information collected from a variety of sources, including other modules, to produce findings
- 5 Produce abstract models from concrete situations
- 6 Adjust the pace and goals of their work to meet deadlines.

And have developed the following transferable skills:

- 7 Self-management
- 8 Oral and written communication
- 9 Internet-based information retrieval

Method of Assessment

Main assessment methods

Database programming (20%)

Web Development (30%)

Examination (50%)

Reassessment methods

Like-for-like.

Preliminary Reading

JavaScript: The Definitive Guide (Definitive Guides) by David Flanagan. 2011

Programming PHP by Kevin Tatroe, Peter MacIntyre and Rasmus Lerdorf. 2013

The Definitive Guide to HTML5 by Adam Freeman. 2011

Learning PHP, MySQL, JavaScript, and CSS: A Step-by-Step Guide to Creating Dynamic Websites by Robin Nixon. 2012

Pre-requisites

Co-requisite:

COMP8820: Advanced Object-Oriented Programming or

COMP8710: Advanced Java for Programmers

Synopsis <span style =*

Web-based information systems form the heart of e-commerce. They are also increasingly the way businesses handle all their information needs. Building such systems requires an understanding of up-to-date tools and technologies such as web page creation, client side programming, server side programming and databases; it also calls for an understanding of how to design systems that genuinely meet user and business needs.

CO892 Advanced Network Security						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	75% Exam, 25% 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:

- 1 Have a knowledge of the threats faced by computer operating systems, applications and networks that originate from network-based attacks, intrusion and misuse;
- 2 Have a knowledge of the types of countermeasures that can be put in place in computer systems, networks, and network infrastructures to identify, reduce or prevent problems caused by network attacks or misuse;
- 3 Be capable of making informed choices of the appropriate countermeasures that should be put in place to protect systems from network attacks or misuse and to maintain network security;
- 4 Have a deeper and integrated understanding of selected key topics at the forefront of this field, including recent developments and outstanding issues;
- 5 Have the skills to keep abreast of future developments in network security;
- 6 Be able to undertake an investigation into areas covered by this module and report on their findings.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Manage time and resources within a potentially complex problem domain.;
- 2 Enhance their communication skills;
- 3 Have comprehensive understanding of methods and techniques that they have learned to solve problems;
- 4 Become lifelong learner, who can set goals and identify resources for the purpose of learning.

Method of Assessment

13.1 Main assessment methods

Coursework (50%)
Examination, 2-hour (50%)

13.2 Reassessment methods

Like for like.

Preliminary Reading

Christos Douligeris & Dimitrios Nikolaou Serpanos, "Network security: current status and future directions", John Wiley and Sons (2007).

Joseph Migga Kizza, "Guide to Computer network security", 4th ed., Springer (2017).

NIST SP800-61 r2, "Computer Security Incident Handling Guide" (2012), <https://csrc.nist.gov/publications/detail/sp/800-61/rev-2/final>

Sherri Davidoff and Jonathan Ham, "Network Forensics: Tracking Hackers Through Cyberspace", Prentice Hall (2012).

Michael Bazzell, "Open Source Intelligence Techniques: Resources for Searching and Analyzing Online Information", 7th ed (2019).

Enisa, "Introduction to Network Forensics" (2019), <https://www.enisa.europa.eu/topics/trainings-for-cybersecurity-specialists/online-training-material/documents/introduction-to-network-forensics-handbook.pdf>

William Stallings, "Foundations of Modern Networking: SDN, NFV, QoE, IoT, and Cloud", Addison Wesley (2016).

Pre-requisites

COMP8740 Networks and Network Security
COMP8710 Advanced Java for Programmers
or (COMP8810 Object-Oriented Programming
and COMP8820 Advanced Object-Oriented Programming)

Synopsis <span style =

A synopsis of the curriculum

- Network security and cybercrime.
- Analysis of real world network security incident (IoT botnet).
- Email security issues (spam and phishing attacks; spam filtering systems).
- Spyware (system vulnerabilities; stealth techniques; detection and removal).
- Network-related data security (data breaches; data loss prevention; remote sniffer detection).
- Security of WiFi networks.
- IoT network security
- Network forensics and incident response.
- Emerging network protocols
- IPv6 security.
- Honeypots and honeynets.
- Software-defined networking
- Penetration testing.

CO894 Development Frameworks						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	50% Coursework, 50% Exam	

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 be able to make effective use of software development environments and frameworks for developing, debugging, testing and deploying applications;

2 have an understanding of the requirements and facilities of industry-standard software development, testing and deployment environments;

3 have an understanding of how development environments integrate into the project life-cycle, including making effective use of project and source-code management tools;

4 have an understanding of the conceptual basis and evolution of software frameworks and their relationship with software development environments.

Method of Assessment

Coursework (50%)

Examination, 2 hours (50%)

Preliminary Reading

Jim D'Anjou, Scott Fairbrother, Dan Kehn, John Kellerman, Pat McCarthy, "The Java Developer's Guide to Eclipse", Addison Wesley; 2nd ed., 2004. ISBN: 978-0321305022.

C. Pilato, Ben Collins-Sussman, Brian Fitzpatrick, "Version Control with Subversion", O'Reilly; 2nd ed., 2008. ISBN: 978-0596510336.

Peter Smith, "Software Build Systems: Principles and Experience", Addison Wesley, 2011, ISBN: 978-0321717283

Jez Humble, David Farley, "Continuous Delivery: Reliable Software Releases through Build, Test, and Deployment Automation", Addison Wesley, 201, ISBN: 978-0321601919.

Pre-requisites

Co-requisite: COMP8710: Advanced Java for Programmers or equivalent experience

Synopsis *

Introduction to software development environments and the facilities they provide. Development of simple applications in these environments, using a broad range of the facilities provided. Software libraries and frameworks, and their use in developing and testing software systems. Use of development frameworks' facilities for project and source-code management, automated testing, refactoring and profiling. Deploying applications across multiple platforms using installers and build-systems, continuous integration and deployment.

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CO899 System Security						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	50% Coursework, 50% Exam	
2	Canterbury	Spring	M	15 (7.5)	75% Exam, 25% Coursework	

Contact Hours

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

Learning Outcomes

On successfully completing the module students will be able to:

- 1 Demonstrate a systematic understanding of knowledge of a broad variety of advanced topics related to cyber security research and development.
- 2 Demonstrate critical awareness of the importance role of human factors for addressing cyber security problems.
- 3 Demonstrate knowledge and a comprehensive understanding of modern principles in modelling, developing and evaluating in cyber security systems.
- 4 Select, use and evaluate critically appropriate tools for developing and evaluating cyber security systems.
- 5 Undertake a research investigation in order to have a conceptual understanding into areas covered by this module, to evaluate critical the current research, and report on their findings.

Method of Assessment

Main assessment methods
50% Coursework and 50% Examination

Presentation (10%)
Written assessment (40%)
Examination, 2 hours (50%)

Preliminary Reading

Fridrich, J. (2009). "Steganography in Digital Media: Principles, Algorithms, and Applications". Cambridge: Cambridge University Press. doi:10.1017/CBO9781139192903.
Kipper, G. (2003). "Investigator's Guide to Steganography". CRC Press, Inc., USA.
Solving CAPTCHAs, Machine Learning vs. online services
<https://towardsdatascience.com/solving-captchas-machine-learning-vs-online-services-3596ad6f0137>
Parisi, A. (2019). "Hands-On Artificial Intelligence for Cybersecurity: Implement smart AI systems for preventing cyber attacks and detecting threats and network anomalies". Pack Publishing.
Nemec, M., Sys, M., Svenda, P., Klinec, D. and Matyas, V. (2017). "The return of coppersmith's attack: Practical factorization of widely used rsa moduli" In Proceedings of the 2017 ACM SIGSAC Conference on Computer and Communications Security, pp. 1631-1648.
Sikorski, M. (2012). "Practical Malware Analysis: The Hands-On Guide to Dissecting Malicious Software". No Starch Press

Pre-requisites

COMP8760: Computer Security,
COMP8740: Networks and Networks Security
(or equivalent knowledge of subject, eg. gained from another degree course)

Synopsis *

The module looks at a number of advanced topics in cyber security that are important for understanding, finding, researching and assessing security solutions. Example topics include:

- Digital steganography and watermarking, and its increasing role in modern malware;
- CAPTCHAs and other mechanisms to distinguish bots from humans remotely;
- AI in security, for example, the role of deep learning and adversarial examples in cyber security;
- Security in AI, for example, the protection of machine learning techniques against cyber threats;
- Random number generators and their relevance in password and nonce generation;
- Advanced malware threats such as ransomware, covering their evolution and providing some insights into likely future trends, including economic aspects.
- Advanced topics in research related to human factors and usable security, e.g., user behaviour and their relationship to cybercrime, positive security, user profiling and modelling;
- Quantum cyber security and the development of quantum-resistant cyber security systems based on quantum mechanics;
- Advanced topics in IoT security, covering new developments and trends, threats and mitigations.

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DESG7001 Creative Studio Operation						
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 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.

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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 <span style =

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.

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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.

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 <span style =

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.

45 School of Anthropology and Conservation

DI1001 Multidisciplinary Perspectives on Conservation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
4	Canterbury	Autumn	M	15 (7.5)	60% Coursework, 40% Exam	

Availability

MSc Conservation Biology
MSc Conservation and Tourism
MSc Conservation and International Wildlife Trade
MSc Conservation and Rural Development
MSc Conservation Project Management
MSc Conservation and Primate Behaviour

Contact Hours

Total contact hours: 32

Private study hours: 118

Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

1. demonstrate knowledge and understanding of the definitions of biodiversity;
2. demonstrate knowledge and understanding of population and community ecology and how these relate to biodiversity management at different spatial scales;
3. demonstrate knowledge and understanding of the principles of genetics and how this relates to biodiversity management;
4. demonstrate knowledge and understanding of practical methods that can be used to measure biodiversity at the genetic, species and ecosystem levels;
5. demonstrate a critical understanding of how natural science approaches to conservation complement social science approaches to conservation, and the challenges of working across disciplinary boundaries;
6. demonstrate an understanding of some of the major social science approaches to the environment and conservation;
7. demonstrate familiarity with, and ability to critically synthesise, several specific social science issues in conservation policy and practice, and an understanding of the processes by which such debates are negotiated. The specific issues that will be included will vary from year to year depending upon contemporary debates and upon current research activities of the contributing staff.

Method of Assessment

Three paper review, 1700 words (50%)
Consultancy report, 2000 words (35%)
Oral presentation (15%)

Reassessment Instrument: 100% coursework.

Preliminary Reading

Adams, W.M. (2004). Against extinction: the story of conservation. Earthscan.
Frankham, R., Ballou, J.D. and Briscoe, D.A. (2004). A primer of conservation genetics. Cambridge University Press.
Gaston, K.J. and Spicer, J.I. (2004). Biodiversity – An Introduction. John Wiley & Sons (2nd Ed.).
Groom, M. J., Meffe, G.K. et al. (2006). Principles of conservation biology. Third Edition, Sinauer Associates.
Hill, C.M., Webber, A.D. and Priston, N.E.C. (2017). Understanding Conflicts about Wildlife: A Biosocial Approach. Berghahn Press
Mulder, M.B. and Coppolillo, P. (2005). Conservation: linking ecology, economics and culture. Princeton University Press.
Perman, R., Ma, Y., Common, M. and McGilvray, J. (2011). Natural resource and environmental economics. Addison Wesley (4th Ed.).

Pre-requisites

None

Synopsis

This module is designed to provide students from a diverse range of disciplinary backgrounds with a broad overview of different natural and social science approaches to conservation. It will introduce students to the fundamental concepts that underpin biodiversity management, as well as facilitating the development of professional skills that will enable them to work successfully with individuals/organisations operating across the environmental and conservation sectors. The focus will be on understanding how different disciplinary perspectives can contribute to problem-solving in practice.

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DI836 Integrated Species Conservation and Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
6	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
6	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Availability

MSc Conservation and cognate pathways

Contact Hours

Total contact hours: 30

Private study hours: 120

Total study hours: 150

Department Checked

18.01.21

Learning Outcomes

On successfully completing the module students will be able to:

1. understand the concept of the species as a unit for conservation action and how this relates to wider biodiversity management within both natural and social sciences;
2. understand the use of surrogate species in conservation;
3. understand genetic management in species conservation programmes;
4. understand how to measure the risk of extinction;
5. understand recovery programme design, including translocations and captive breeding;

Method of Assessment

Written Assignment (80%)*

Class Test (20%) - 15-20 short answer questions – 1 hour.

*This element is pass compulsory and must be passed to achieve the learning outcomes of the module.

Reassessment Instrument: 100% coursework.

Preliminary Reading

Primack, R.B. (2014). Essentials of Conservation Biology, Sixth Edition. Sinauer Associates, Mass., USA.

Synopsis *

Tackling conservation problems at the species level of organisation is both attractive and popular. In order to achieve this, it is important to understand how 'species' are defined and how they have evolved and gone extinct over evolutionary time scales. Certain species may be used to provide political or financial leverage in conservation programmes, while others may play fundamental roles in ecological systems – students will evaluate the different criteria used to assign species into these categories. This will lead into an appraisal of the role of conservation genetics in conservation planning, and how genetic and population parameters can be used to build predictive models of extinction risk. Islands provide special challenges for practitioners of species conservation – these will be discussed and illustrated with the aid of case studies. Assigning priorities in species conservation is essential to the planning process when resources are in short supply, and various quantitative and qualitative methods of achieving this will be presented, including the IUCN Red List system. The role of organisations such as NGOs and zoos will be discussed and evaluated, and current protocols for captive breeding, health monitoring, translocation and reintroduction presented. The module will draw together the various approaches to species conservation by appraising the structure, function and implementation of species recovery programmes.

DI841 Managing Protected Areas						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Availability

MSc Conservation and cognate pathways

Contact Hours

Total contact hours: 18

Private study hours: 132

Total study hours: 150

Department Checked

20.06.22

Learning Outcomes

On successfully completing the module students will be able to:

1. Have a critical awareness of the current problems that relate to protected areas and their impacts on people and biodiversity;
2. Have a systematic understanding of the governance and management of protected areas, informed by insights at the forefront of their academic discipline;
3. Have a deep understanding of protected area management effectiveness and the ability to systematically and creatively make sound judgements on the advantages and disadvantages of the different assessment approaches;
4. Demonstrate self-direction and originality in tackling and solving problems by bringing together a range of biodiversity, conservation, socio-economic and social data to understand the advantages and disadvantages of the protected area approach;
5. Have a comprehensive understanding of the techniques and principles underpinning the design of effective and representative protected area networks.

Method of Assessment

Written assignment - 3000 words (100%)

Reassessment Instrument: 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 <span style =

Protected areas are a mainstay of global conservation policy, with more than 17% of the terrestrial realm and 8% of the marine realm under some type of protection. In this module students will be introduced to the key concepts needed to understand protected area management and policy at the national and international level. The following indicative topics will form the basis of lectures, seminars and field trip around which the module will be taught: the history of protected areas and relevant international policies and commitments; current definitions of protected area based on management categories and governance types; management planning and measuring protected area management effectiveness; economic issues relating to protected areas; designing protected area networks to form representative ecological networks.

DI849 Principles of Geographic Information Systems (GIS) and Remote Sensing						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Availability

MSc in Conservation Science and Management;

MSc Ethnobotany,

MA Social Anthropology: Humanitarian and Environmental Crises

Contact Hours

Contact hours: 20

Private Study hours: 130

Total hours: 150

Department Checked

18.01.21

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Learning Outcomes

On successful completion of the module students should:

1. have a systematic understanding of knowledge of the principles of GIS and a clear understanding of the application of GIS for biodiversity conservation and environmental studies using real world examples
2. be able to acquire, combine and manipulate data from multiple sources in a GIS in order to deal and solve practical problems in biodiversity conservation and environmental science
3. have a comprehensive understanding of the principals underlying the analysis of spatial data and remote sensing data and be able to produce appropriate maps of environmental data
4. have acquired practical technical skills on GIS analytical techniques
5. be able to generate and critically evaluate GIS and remote sensing outcomes and write reports on GIS mapping and analysis

Method of Assessment

Group project (20%)

Individual report (80%)

Reassessment: 100% coursework

Preliminary Reading

- Bernhardsen, T. (2002) Geographic Information Systems: an Introduction, 3rd ed. John Wiley & Sons, New York.
- Burrough, P. A. and McDonnell, R. A. (2015) Principles of Geographical Information Systems, 3rd edition. Oxford University Press, Oxford.
- Campbell, J. B. (2011) Introduction to Remote Sensing, 5th edition. Guilford Press, New York
- Chang, K.T. (2019) Introduction to Geographic Information Systems. 9th edition. McGraw-Hill, New York
- Gorr, W.L. & Kurland, K.S. (2020). GIS Tutorial for ArcGIS Pro 2.6 (GIS Tutorials). 3rd edition. ESRI Press
- Heywood, I., Cornelius, S., and Carver, S. (2011). An introduction to Geographical Information Systems. 4th edition. Pearson, Harlow.
- Jensen, J.R. & Jensen, R.R. (2012). Introductory geographic information systems. Upper Saddle River, Pearson Education
- Law, M. & Collins, A. (2019). Getting to Know ArcGIS Pro, 2nd edition. Publisher: ESRI Press
- Lillesand, T. M. , Kiefer R. W. and Chipman J. W. (2015) Remote Sensing and Image Interpretation, 7th edition. John Wiley & Sons, New York.
- Longley, P. (2015). Geographical Information science & systems. 4th edition. New York, Wiley.
- Shekhar, S., Xiong, H., Zhou, X. (2015). Encyclopaedia of GIS. Imprint: Springer (e-book)
- Tripp Corbin GISP (2020). Learning ArcGIS Pro, 2nd edition. Publisher Packt
- Webster R. and Oliver M. (2007) Geostatistics for environmental scientists. 2nd edition Chichester, Wiley. E-book

Pre-requisites

None

Synopsis <span style =

The overall aim of this module is to provide an applied introduction to the use of GIS and remote sensing in biodiversity conservation and management and more broadly in environmental sciences. This module will provide an introduction to the theory and practice of GIS and remote sensing as well as an introduction to a range of methods for collection, management and interpretation of spatial data. Particular attention is paid to the development of students' analysis skills of to deal with spatial data using GIS.

GIS are increasingly being used in biodiversity conservation and environmental sciences in general to help solve a wide range of "real world" environmental and associated social problems. As the current trend in ecological and environmental studies moves towards the acquisition manipulation and analysis of large datasets with explicit geographic reference, employers often report shortages of relevant GIS skills to handle spatial data. Thus, this module will introduce the use of GIS as a means of solving spatial problems and the potential of GIS and remote sensing techniques for biodiversity and environmental studies providing the student with marketable skills relevant to research and commercial needs.

Indicative topics:

- Principles of cartography, coordinate systems and projections
- Introduction to the fundamental principles of GIS;
- Introduction to remote sensing
- Data sources and methods of data acquisition
- Types of spatial data, working with raster and vector data
- Mapping (how to create and transform maps),
- Elementary database management
- ArcGIS -overview of ArcGIS, ArcMap, ArcCatalog; ArcToolbox, Spatial Analyst.
- GIS operations (Calculating area, Intersection of polygons etc)
- manipulation, spatial data query and analysis of a wide range of environmental and socio-economic information relevant to biodiversity conservation and environmental sciences
- Spatial analysis in GIS
- Introduction to the application of GIS in systematic conservation planning.

These topics will be taught using a combination of lectures and practicals. The practical classes will provide hands-on experience using ArcGIS which is the most widely used GIS system. Students will be able to use knowledge and skills acquired in this module in practical project work.

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DI871 International Wildlife Trade - Achieving Sustainability						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Availability

MSc Conservation and cognate pathways

Contact Hours

Total contact hours: 20

Private study hours: 130

Total study hours: 150

Department Checked

18.01.21

Learning Outcomes

On successfully completing the module students will be able to:

1. understand the role of wildlife trade in species conservation and livelihood contributions
2. understand the means of prioritising and managing species endangered by trade and overuse.
3. understand the principles and tools for making sustainability findings (non-detriment) and for field and trade monitoring
4. understand the debates around different mechanisms for managing the wildlife trade at national and international levels.

Method of Assessment

Class presentation (20%)

Written assignment, 2000 word report (80%)

Reassessment method: Like for Like

Preliminary Reading

Harrop, S.R., & Bowles, D. (1998). The multilateral trade regime, morals and the welfare of animals. *Journal of International Wildlife Law and Policy*, 1, 64-94.

Harrop, S.R. (2004). Indigenous peoples, traditional ecological knowledge and the perceived threat of the intellectual property rights regime *Law, Science and Policy Vol 2* pp207-239 Oldfield S. (Ed.). (2003). *The Trade in wildlife: regulation for conservation*. Earthscan.

Robinson, J. E., Griffiths, R. A., John, F. A. S., & Roberts, D. L. (2015). Dynamics of the global trade in live reptiles: Shifting trends in production and consequences for sustainability. *Biological Conservation*, 184, 42-50.

Somerville, K. (2016). *Ivory: Power and Poaching in Africa*. Hurst Publishers.

Wijnsteckers W. (2001). *The Evolution of CITES* 6th Ed. CITES, Geneva.

Pre-requisites

None

Synopsis *

Wildlife trade and use contributes on the one hand to peoples' livelihoods but on the other may threaten species. Management of such trade relies on a number of multilateral agreements including CITES (Convention on International Trade in Endangered Species of Wild Fauna and Flora) and the World Trade Organisation (WTO). Such management requires an appropriate policy, legislative, management and scientific framework for its successful implementation at national and international levels. Details of each these aspects will be examined and students will have the opportunity to examine a number of multilateral organisations as well as legal aspects of eco-labelling and Intellectual property rights. This module will guide students through the steps of implementing a legal framework, from the adoption of national wildlife trade policies, prioritization of species for management intervention, making sustainability findings and providing incentives for conservation through to the multilateral governance structures. The module will be delivered through combined methods, of lecture, discussion, and practical exercises which will contribute to achievement of the module specific learning outcomes as well as developing key skills.

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DI875 Principles and Practice of Ecotourism						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Availability

MSc Conservation and cognate pathways

Contact Hours

Total contact hours: 23

Private study hours: 127

Total study hours: 150

Department Checked

18.01.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Understand the growth, ecological, social and economic impacts of the tourism industry
- 8.2 Discuss the role that nature-based tourism and ecotourism play in this industry
- 8.3 Appreciate the environmental impacts of nature-based tourism on protected areas
- 8.4 Analyse the economic impacts of the tourism industry on national and local economies
- 8.5 Understand current debates on strengths and weaknesses of community-based tourism
- 8.6 Appraise management techniques to minimise environmental, social and economic impacts of nature-based tourism, so it moves closer to the principles and practises of ecotourism and better benefits biodiversity conservation.

Method of Assessment

Assignment (2000 words) (80%)

Class Test (20%).

Reassessment Instrument: 100% coursework.

Preliminary Reading

Cooper, C. et al. (Fifth Edition) (2013) Tourism Principles and Practice. Pearson, London.

Fennel, D (Fourth Edition) (2014) Ecotourism: an introduction. Routledge, London

Harrison, D (Revised Edition) (2001) Tourism and the Less Developed World. CABI Wallingford

Honey, M (Second Edition) (2008) Ecotourism and Sustainable Development: Who Owns Paradise? Island Press.

Mowforth, M., and Munt, I. Fourth Edition (2015) Tourism and Sustainability: Development, Globalisation and New Tourism in the Third World. Routledge, London.

Weaver, D. (Second Edition) (2008) Ecotourism. Wiley Australia Tourism.

Pre-requisites

None

Synopsis *

The module will introduce the importance of the growing tourism industry to biodiversity conservation, and equip students with the analytical skills and methodologies required to effectively manage ecotourism to natural areas, whether in protected areas, or on private or communal land. The module will cover how to limit environmental damage in the face of increasing numbers of visitors to natural areas and heritage sites. Environmental impacts of nature tourism will be discussed, and students will gain a theoretical and critical understanding of different management tools. Tourism also has major implications for conservation and the economy and this module will explore how to understand tourism from an economics perspective using appropriate logical and empirical analysis. The module will also provide grounding in theoretical and practical issues relevant to community-based nature tourism, by exploring relationships between hosts and guests from cultural and socio-economic perspectives. Students will become familiar with practical tools for successful management of community-based tourism, and will analyse the strengths and weaknesses of community-based tourism as a tool for both conservation and rural development. The emphasis throughout will be on implementing the principles and practice of ecotourism.

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DI876 Research Methods for Social Science						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
2	Canterbury	Autumn	M	15 (7.5)	60% Coursework, 40% Exam	

Availability

MSc Conservation and cognate pathways

Contact Hours

Total contact hours: 33

Private study hours: 117

Total study hours: 150

Department Checked

18.01.21

Learning Outcomes

On successfully completing the module students will be able to:

1. demonstrate critical awareness of different research paradigms, including different strategies and designs for quantitative and qualitative approaches, including a systematic understanding of the relative merits of each;
2. demonstrate a comprehensive understanding of basic methodological issues in social science, including response biases, triangulation and sampling, and mixed-methods approaches;
3. demonstrate a practical understanding of a range of specific methods such as qualitative interviewing, focus groups and questionnaires;
4. demonstrate a comprehensive understanding of the principles of analysis and presentation of qualitative data (through textual narrative, the use of quotations, coding and contingency tables) and quantitative data (through descriptive statistics); and
5. present analysed data within the framework of a scientific /report.

Method of Assessment

Two empirical reports, maximum 2000 words each (50% per report)

Reassessment instrument: 100% coursework

Preliminary Reading

Bernard R (2005), Research Methods in Anthropology. 4th Edition. Altamira Press.

De Vaus DA (2002), Surveys in social research. 5th Edition. Routledge.

Newing H, Eagle C, Puri R and Watson C (2009), Conducting research in conservation: social science methods and practice. Taylor and Francis.

Synopsis *

The module will begin with a broad overview of social science approaches to research, highlighting contrasts with standard natural science techniques and focusing on the qualitative-quantitative divide. Subsequent sessions will introduce individual methods such as participant observation, qualitative interviewing, questionnaire surveys and focus groups. Sessions will also be devoted to processing and analysis of qualitative data, but not with statistical analysis of quantitative data, since this will be covered elsewhere in the programmes. Towards the end of the module, we will examine the principles of integrated research design and mixed-methods approaches.

DI877 Population and Evolutionary Biology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Availability

MSc Conservation and Cognate Pathways

Contact Hours

Total contact hours: 18

Private study hours: 132

Total study hours: 150

Department Checked

18.01.21

Learning Outcomes

On successfully completing the module students will be able to:

1. discuss a knowledge of the main evolutionary processes that influence populations and how they evolve, including natural selection, genetic drift and inbreeding, and how they interact to influence populations of threatened species.
2. demonstrate an understanding of key processes that underpin population biology, such as population growth and density, and extinction.
3. demonstrate a comprehension of evolutionary phylogenetics, how phylogenies can be constructed and interpreted.
4. demonstrate an understanding of the importance of surveying natural populations.
5. demonstrate an understanding of meta-population dynamics in population biology.

Method of Assessment

Written assignment (1500 words excluding references and figures) (50%)

Molecular genetics write-up (3000 words) (50%)

Reassessment methods: 100% coursework.

Preliminary Reading

Groom, M.J., Meffe, G.K., & Carroll, C.R. (2006) Principles of Conservation Biology Sinauer, Massachusetts.

Frankham, R., Ballou, J. D. & Briscoe, D. A. (2002). Introduction to Conservation Genetics. Cambridge University Press.

Bennett, P. M. & Owens, I. P. F. (2002). Evolutionary Ecology of Birds – Life histories, mating systems and extinction. Oxford Series in Ecology & Evolution. Oxford University Press.

Maynard Smith, J. (1998). Evolutionary Genetics. Oxford University Press.

Landweber, L. F. & Dobson, A. P. (1999). Genetics and the extinction of species – DNA and the conservation of biodiversity. Princeton University Press, New Jersey.

Pre-requisites

None

Synopsis <span style =

This module provides an introduction to evolutionary and population biology, starting with the main evolutionary processes that influence populations and how they evolve, and leading into the established theory that underpins population biology. Associated topics also covered will include evolutionary phylogenetics, population assessment and meta-population dynamics. Population genetic mechanisms are also considered, such as natural selection, genetic drift and inbreeding, and how they interact to influence populations of threatened species, together with an understanding of molecular genetic techniques and how to interpret genetic data.

DI880 Conservation and Community Development						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Availability

MSc Conservation and cognate pathways

Contact Hours

Total contact hours: 17.5

Private study hours: 132.5

Total study hours: 150

Department Checked

18.01.21

Learning Outcomes

On successfully completing the module students will be able to:

1. gain knowledge of historical trends in approaches to rural development, and an understanding of current debates on the relationship to community aspects of conservation
2. gain an awareness of reflexive issues connected to the relationship of the researcher with the study community
3. gain an understanding of the principle theoretical issues in community conservation and development, including institutional aspects and governance; the relationship between 'scientific' expertise and local knowledge; the significance of human and indigenous rights; and the relationship between policy and practice.
4. gain an understanding of the development of professional skills such as stakeholder analysis, consultation techniques, and project cycle management

Method of Assessment

Written assignment - 2500 words (80%)

Poster (20%)

Reassessment Instrument: 100% coursework.

Preliminary Reading

Mikkelsen B (2005). Methods for development work and research: a new guide for practitioners. 2nd Edition. Sage Publications.

Mulder MB and Coppolillo P (2005). Conservation: linking ecology, economics and culture. Princetown University Press.

Russell D and Harshbarger C (2003). Groundwork for community-based conservation: strategies for social research. Altamira Press.

Singh K (2009). Rural Development: Principles, Policies and Management. 3rd Edition. Sage Publications.

Synopsis *

The curriculum will aim to give an integrated view of theoretical and practical approaches to conservation and community aspects of rural development. Indicative themes to be covered include:

An introduction to rural development, with a focus on community aspects
 How do they see you? Community perspectives on researchers and project workers
 Who sets the agenda? Consultation, collaboration and technical support
 Community organisation: Institutions, representation and decision-making
 Incorporating rights: indigenous peoples and conservation
 Building on local knowledge systems: the role of technical expertise
 Working with communities: and technical support
 Community-based tourism: benefit-sharing and private partnerships
 Wider perspectives: project cycles and multi-stakeholder processes
 Policy and practice: the relationship between conservation and rural development.

DI883 Special Topics in Conservation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Availability

MSc Conservation Biology
MSc Conservation and Tourism
MSc Conservation and International Wildlife Trade
MSc Conservation and Rural Development
MSc Conservation Project Management

Contact Hours

Total contact hours: 5

Private study hours: 145

Total study hours: 150

Department Checked

18.01.21

Learning Outcomes

On successfully completing the module students will be able to:

8.1 gain an in depth understanding and knowledge of one particular advanced topic in conservation that relates directly to the programme of study.

8.2 gain an in depth understanding of how the topic of choice relates to wider biodiversity issues in both the natural and/or social sciences.

8.3 use a range of tools for synthesising and analysing data in the specific field of research.

Method of Assessment

Written report (100%)

Reassessment Instrument: 100% project.

Preliminary Reading

Pechenik, J. and Lamb, B. (1996) How to Write About Biology. Prentice Hall; New Ed edition
Robson, R. and McCartan, K. (2016). Real World Research: A Resource for Users of Social Research Methods in Applied Settings. John Wiley & Sons (4th Ed.)
Sutherland, W.J. (1998). Conservation Science and Action. Blackwell: Oxford.

Pre-requisites

None

Synopsis *

This module provides the opportunity for students to undertake a detailed analysis or review of a specific topic of interest that relates directly to their programme of study. The topic will be decided upon after consultation with the relevant member of staff and agreed by the Programme Convenor and Director of Graduate Studies. The topic of interest may be explored using one or more of the following approaches: comprehensive literature review, systematic evidence review, collection and analysis of a small field data set, analysis of an existing data set, laboratory practical exercise, computer modelling. The topic of interest must be addressed by framing it within a clearly defined goal, and the approach used must allow a clear conclusion to be reached.

DI884 Research Skills for Natural Sciences						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Availability

MSc Conservation and cognate pathways

Contact Hours

Total contact hours: 30.5

Private study hours: 119.5

Total study hours: 150

Department Checked

18.01.21

Learning Outcomes

On successfully completing the module students will be able to:

1. demonstrate a sound knowledge of the principles of research design and how they should be applied to conservation projects
2. demonstrate a comprehension of the difference between quantitative and qualitative data and the research designs for which each is appropriate
3. understand the use and application of descriptive and inferential statistics in quantitative data analysis
4. demonstrate an appreciation of the use and application of a range of parametric and nonparametric statistical tools in quantitative data analysis
5. use appropriate statistical test to explore and analyse quantitative data

Method of Assessment

Critical Reading (50%): the students are tasked to write a critical response to a scientific article issued by the module convenor in the form of a 'Letter to the Editor'. This critical piece should not exceed 800 words (excluding references)
*This element is pass compulsory and must be passed to achieve the learning outcomes of the module.

Statistical Analysis (50%). This assignment consists of statistical exercises with a series of tasks with clear instructions based on given datasets.

*This element is pass compulsory and must be passed to achieve the learning outcomes of the module.

Reassessment Instrument: 100% coursework.

Preliminary Reading

Dytham, C. 2010. Choosing and Using Statistics: a biologist's guide. 3rd edition. Wiley-Blackwell, Oxford
Folwer, J., Cohen, L. & Jarvis, P. 1998. Practical Statistics for Field Biologists. 2nd edition. Wiley, Chichester

Pre-requisites

None

Synopsis <span style =

The curriculum will review the approaches used by natural scientists in the design and analysis of research projects. The principles of experimental design and how these can be applied to field projects will be explained, together with the nature of both quantitative and qualitative data. An introduction to sampling strategies and the role of probability in inferential statistics will lead into the role of descriptive statistics and measures of variability in data exploration. This will be complemented by consideration of the application of both parametric and nonparametric statistics in data analysis (i.e. t-tests, ANOVA, regression, correlation and their nonparametric equivalents), coupled with training in the use of a statistical package to carry out such analyses. Finally, the rules underlying the appropriate presentation of statistical data in research reports will be discussed.

DI885 Ecotourism and Rural Development Field Course						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Contact Hours

20

Learning Outcomes

On successfully completing the module students will be able to:

1. demonstrate an understanding of the interaction between conservation, society and the economy
2. demonstrate an ability to discuss the role that nature-based tourism and other enterprises can play in delivering conservation and supporting livelihoods
3. knowledge of the environmental impacts of nature-based tourism and other enterprises on protected areas
4. demonstrate knowledge of the economic impacts of conservation on national and local economies
5. demonstrate an understanding of current debates on strengths and weaknesses of eco-tourism and other conservation related enterprises
6. demonstrate an ability to work in teams to conduct social surveys and interviews and assimilate information from a wide variety of sources and to write a report of relevance to local businesses.

Method of Assessment

Individual Assignment: Briefing Paper (1,500 words) 50%
Group Assignment: Consultancy Report (4,000 words) 50%
Reassessment: 100% coursework

Preliminary Reading

Buckley, R (2004) Environmental impacts of nature-based tourism. CABI, Wallingford
Fennel, D (2003) Ecotourism: an introduction. Routledge, London
Mowforth and Munt (1998), Tourism and Sustainability. Routledge, London
Sloman J (2005) Economics. Harvester Wheatsheaf.
Relevant local and national government policy documents

Pre-requisites

None

Synopsis <span style =

The module will be based on a 5 day field trip and is designed to complement other modules by offering the students an opportunity to learn first-hand from local businesses and government agencies about practical aspects of rural development and biodiversity conservation. Using questionnaires and structured interviews the students will work in teams and will equip students with the analytical skills and methodologies required to effectively manage conservation projects in a manner sympathetic to livelihoods and rural development objectives. The module will include daily field trips to local sites to understand environmental impacts of visitors to natural areas and heritage sites and to discuss emerging business thinking regarding conservation and livelihoods, exploring relationships between different stakeholders from cultural, policy and socio-economic perspectives and gain practical insight into different management tools to resolve conflicts. The module will therefore provide practical learning to complement theoretical issues taught in other modules. Students will become familiar with practical tools for successful management of conservation embedded in local communities, and will analyse the strengths and weaknesses of conservation in a rural development context. The emphasis throughout will be on learning from the experience of people and organisations directly engaged in conservation and economic development.

DI888 Economics of Biodiversity Conservation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Availability

Optional to the following courses:

- MSc Conservation Biology
- MSc Conservation and International Wildlife Trade
- MSc Conservation and Rural Development
- MSc Conservation Project Management

Contact Hours

Total contact hours: 20

Private study hours: 130

Total study hours: 150

Department Checked

18.01.21

Learning Outcomes

On successfully completing the module you will be able to:

1. Demonstrate knowledge of basic economic concepts as they relate to biodiversity conservation
2. Discuss the causes and consequences of biodiversity loss in relation to economic activity
3. Discuss and critically evaluate economic tools and techniques, and market-based mechanisms applied in biodiversity conservation.
4. Demonstrate a critical understanding of current debates about the economics of environmental and biodiversity conservation issues.
5. Critically evaluate the application of economic principles in contemporary biodiversity conservation policies.

Method of Assessment

Main assessment methods:

Written assignment (2000 words) 80%
Class presentation (20%)

Reassessment: 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>).

Pre-requisites

None

Synopsis <span style =

Effective biodiversity conservation relies on a critical understanding of the linkages between the social, economic and ecological systems. In this module you will be introduced to key economic theories and concepts and how they relate to environmental and conservation issues. Using problem-based learning approach, we will explore the economic causes of conservation conflicts and biodiversity loss, and apply a whole systems approach to identify possible solutions. The design of this module along the principles of problem-based active learning means that a high level of student preparation and engagement is expected throughout the course. This module does not require previous training in economics.

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DI889 Leadership Skills for Conservation Managers						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Availability

MSc Conservation and cognate pathways

Contact Hours

Total contact hours: 30

Private study hours: 120

Total study hours: 150

Department Checked

18.01.21

Learning Outcomes

On successfully completing the module students will be able to:

1. understand the function of a manager and leader within conservation programmes and the personal attributes required for the role;
2. understand the theory and practice of team development and managing individual expectations through time;
3. understand how to manage performance within people and organisations working to achieve conservation outcomes;
4. understand how to apply models to organisational effectiveness.

Method of Assessment

MCQ via Moodle (20%)

Essay - 2000 words (80%) *This element is pass compulsory and must be passed to achieve the learning outcomes of the module

Reassessment method: Like for like

Preliminary Reading

Clark, T.W., Reading, R.P., Clarke, A.L. (1994) Endangered Species Recovery Finding the Lessons, Improving the Process. Island Press, USA.

Deitz J.M., R. Aviram, S. Bickford et al. (2004) Defining leadership in conservation, Conservation Biology, 18(1), 274-278
Holling C.S. and G.K. Meffe (1996), Command and Control and the Pathology of Natural Resource Management, Conservation Biology, vol 10, 2: p328-337

Synopsis <span style =

The success of conservation projects at the species or ecosystem level is determined by the ability of those in charge to manage the teams and the individuals involved in delivering outputs. The failure of conservation projects worldwide to deliver pre-determined successes is in part due to the absence of sufficient people with these skill sets. We need to match the desire for scientific understanding about biodiversity with an appreciation of the social skills required to manage and lead conservation programmes if we are to make more efficient and effective use of the limited resources at our disposal. In this module students will begin by reflecting on the qualities required within a leader and how a leader's management style can impact on others within an organisation. Students will consider the extent to which we can apply management theory to the practice of endangered species and habitat recovery and the people involved in making it happen. They will go on to consider different approaches to managing conflict within teams and balancing organisational and individual expectations and motivations. By drawing on examples from both the business world and conservation community students will consider different models for developing and managing teams and consider how to optimise performance within an organisation.

DI892 Current Issues in Primate Conservation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

DI998 Dissertation - Conservation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Whole Year	M	60 (30)	100% Project	

Availability

MSc Conservation and cognate pathways

Contact Hours

Total contact hours: 8 (with supervisor during project)

Private study hours: 592

Total study hours: 600

Department Checked

18.01.21

Learning Outcomes

On successfully completing the module students will be able to:

1. demonstrate ability to use a range of analytical tools for collecting and analysing research data in the specific field of research
2. demonstrate knowledge and understanding of the protocols and styles required for presenting and discussing research results in the specific field of research
3. demonstrate knowledge and understanding of the protocols and styles required for citing articles in peer-reviewed journals and other sources of published/unpublished work in the specific field of research
4. demonstrate knowledge and understanding of the specific research field that relates to the dissertation project

Method of Assessment

Research Paper (100%)

Reassessment Instrument: 100% project.

Preliminary Reading

J. Pechenik, J. and Lamb, B. (1994) How to Write About Biology. Harper Collins: London.

R. Robson (1994). Real World Research. Blackwell: Oxford.

Synopsis *

The dissertation project represents a piece of independent research carried out by the student which is written up as in two reports: a review of relevant literature and a research paper. Before undertaking the research, students are trained in research design and planning, statistical analysis and writing skills. A project supervisor is allocated to each student and students are expected to produce a research plan and budget for their proposed programme of research in conjunction with the supervisor. The programme of research may consist of a literature review, analysis of existing data sets, analysis of newly-collected field or laboratory data, or a combination of these approaches. Students are provided with training in the writing-up of the dissertation which should be submitted in mid-September. The topic of the dissertation must be directly relevant to the programme of study.

SE8011 Advanced Topics in Palaeoanthropology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Availability

MSc Biological Anthropology

Contact Hours

Total contact hours: 32

Private study hours: 118

Total study hours: 150

Department Checked

15.03.21

Learning Outcomes

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

8.1 Demonstrate an advanced ability to assess evidence and articulate theories concerning the biological and cultural evolution of humans.

8.2 Demonstrate an advanced understanding of theoretical arguments and data in the field of palaeoanthropology.

8.3 Demonstrate an advanced ability to summarise the key stages in the pattern of human anatomical and cultural evolution.

8.4 Demonstrate an advanced understanding of how palaeoanthropologists reconstruct hominin behaviour.

8.5 Demonstrate an advanced ability to critically evaluate scientific papers and contribute to academic discussions and debates.

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

9.1 Demonstrate advanced critical reasoning and writing skills.

9.2 Demonstrate advanced verbal and visual presentation skills.

9.3 Demonstrate advanced interpersonal skills such as the ability to discuss critically and debate topics with peers

9.4 Demonstrate advanced learning and study skills as a result of independent scholarly research into particular topics.

Method of Assessment

Essay (4000 words) - 80%

Seminar leadership (once) - 20%

Reassessment methods: 100% coursework

Preliminary Reading

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

Alemseged Z, Spoor F, Kimbel WH, Bobe R, Geraads D, Reed D, Wynn JG. 2006. A juvenile early hominin skeleton from Dikika, Ethiopia. *Nature* 443:296-301.

Bermudez de Castro and Martinon-Torres (2012) A new model for the evolution of the human Pleistocene populations of Europe. *Quaternary International* doi:10.1016/j.quaint.2012.02.036

Conroy, G.C. and Pontzer, H. (2012) *Reconstructing Human Origins: A Modern Synthesis*, 3rd Edition. New York: W.W. Norton.

Ungar PS, Sponheimer M (2011) The diets of early hominins. *Science* 334:190-193.

Wood B, Harrison T (2011) The evolutionary context of the first hominins. *Nature* 470:347-352

Zilhão et al (2010) Symbolic use of marine shells and mineral pigments by Iberian Neandertals. *PNAS* 107:1023-1028.

Pre-requisites

None

Synopsis >*

Hominins – the array of species of which ours is the only living representative – provide the clues to our own origins. In this module, the methods and evidence used to reconstruct their biology and behaviour are discussed. This module will provide students with an advanced knowledge of human evolution, as well as techniques used in the examination of behaviour and cognition in fossil hominins. Emphasis is placed on the study of both the fossil and archaeological evidence for human evolution. Student-led seminars will critically examine classic and recent journal articles, considering the quality of research and presentation, and the evidence for reconstructing specific aspects of human behaviour.

SE8012 Advanced Topics in Primate Communication						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Availability

MSc Biological Anthropology

Contact Hours

Total contact hours: 25

Private study hours: 125

Total study hours: 150

Department Checked

16.03.21

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 what constitutes biological communication under different definitions, and be able to argue in favour their preferred definition of communication.

8.2 Demonstrate an advanced understanding of the behavioural ecology of communication, including how signals evolve, why signals are usually honest, and when deception can evolve.

8.3 Demonstrate an advanced understanding of the proximate mechanisms, including physiological and cognitive mechanisms, involved in the production and perception of signals produced in different modalities.

8.4 Demonstrate an advanced understanding of the methods primatologists use to study the production and perception of signals produced in different modalities.

8.5 Demonstrate an advanced ability to design a study of communication in humans or non-human primates.

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

9.1 Demonstrate highly transferable analytical, critical reasoning and logical evaluation skills.

9.2 Demonstrate advanced written and oral presentation skills.

9.3 Demonstrate an advanced ability to interpret scientific research articles.

9.4 Demonstrate advanced learning and study skills as a result of independent scholarly research.

Method of Assessment

Presentation (15 minutes) (20%)

Research proposal (3000 words) (60%)

Lab report (750 words + figures) (20%)

Reassessment methods: 100% coursework

Preliminary Reading

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

Bradbury, J.W., Vehrencamp, S.L., 2011. Principles of Animal Communication, 2nd ed. Sinauer, Sunderland, Mass.

Fitch, W.T., 2010. The Evolution of Language. Cambridge University Press, Cambridge.

Liebal, K., Waller, B.M., Slocombe, K.E., Burrows, A.M., 2013. Primate Communication: a Multimodal Approach. Cambridge University Press.

Rendall, D., Owren, M.J., Ryan, M.J., 2009. What do animal signals mean? Anim. Behav. 78, 233–240.

Wheeler, B.C., Fischer, J., 2012. Functionally referential signals: a promising paradigm whose time has passed. Evol. Anthropol. 21, 195–205.

Zuberbühler, K., Cheney, D.L., Seyfarth, R.M., 1999. Conceptual semantics in a nonhuman primate. J. Comp. Psychol. 113, 33–42.

Pre-requisites

None

Synopsis <span style =

The non-human primates represent a diverse group of organisms that communicate in a variety of ways using acoustic, visual, and olfactory signals. As our closest living relatives, there is considerable interest in what communication among non-human primates can tell us about the evolution of human communication, especially language. This module will provide an in depth examination of the different kinds of signals that primates produce, how they produce and interpret these signals, and what (if anything) these signals can tell us about the evolution of language. This will provide an opportunity to discuss more generally what constitutes communication, how communication can evolve, and why honest communication appears to be so common despite strong evolutionary pressures to deceive others.

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SE8013 Skeletal Functional Morphology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Availability

MSc Biological Anthropology

Contact Hours

Total contact hours: 24

Private study hours: 126

Total study hours: 150

Department Checked

16.03.21

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 bone biology and physiology as it relates to function.

8.2 Demonstrate an advanced understanding of the biomechanical principles that influence skeletal morphology.

8.3 Demonstrate an advanced ability to summarise major anatomical differences between skeletons of different primate clades.

8.4 Demonstrate a comprehensive understanding of how anatomists reconstruct locomotor and manipulative behaviour from the skeleton.

8.5 Demonstrate an advanced ability to critically evaluate scientific papers and contribute to academic discussions and debates.

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

9.1 Demonstrate advanced critical reasoning and writing skills.

9.2 Demonstrate advanced presentation skills.

9.3 Demonstrate advanced interpersonal skills such as the ability to discuss critically and debate topics with peers

9.4 Demonstrate advanced learning and study skills as a result of independent scholarly research into particular topics.

Method of Assessment

Project report (4000 words) - 80%

Seminar leadership (once) - 20%

Reassessment methods: 100% coursework

Preliminary Reading

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

Aiello, L and Dean, C (1990) An Introduction to Human Evolutionary Anatomy. Academic Press, pp.596.

Biewener AA (1989) Scaling body support in mammals: limb posture and muscle mechanics. Science 245: 45-48.

Curry, J (1984) The Mechanical Adaptations of Bone. Princeton University Press, pp. 294

Jungers WL, Grabowski M, Hatala KG, Richmond BG (2016) The evolution of body size and shape in the human career. Phil Trans R Soc B 371:20150247.

Marzke MW (1997) Precision grips, hand morphology, and tools. Am J Phys Anthropol 102: 91-110.

Ward CV (2002) Interpreting the posture and locomotion of Australopithecus afarensis: Where do we stand? Yrbk Phys Anthropol. 45: 185-215.

Pre-requisites

None

Synopsis *

The skeletons of living primates are adapted to the functional requirements of locomotor and manipulative behaviours that allow them to successfully navigate their environments. Similarly, the behaviour of extinct primates, including fossil human ancestors, can be reconstructed through comparisons to living species in concert with the biomechanical principles influencing skeletal morphology. In this module, students will learn detailed aspects of bone biology that relate to function and participate in a comparative analysis of skeletal morphology among major primate clades. This knowledge will then be applied to assessments of skeletal functional morphology in fossil human ancestors relating to both locomotion and manipulative behaviours. Module material will be reinforced through a project report interpreting a 'mystery' fossil and an in-class practical exam.

SE811 Practical Methods in Conservation Social Science						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Availability

MSc, M. Phil, Ph.D. in Social Anthropology, Environmental Anthropology, Ethnobotany, Ethnobiology, Conservation Biology and Biodiversity Management

Contact Hours

Total contact hours: 24

Private study hours: 126

Total study hours: 150

Department Checked

16.03.21

Learning Outcomes

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

8.1 demonstrate practical experience in the use of social science data collection techniques, qualitative and quantitative, used in the interdisciplinary field of conservation social science, applied environmental anthropology and ethnobiology;

8.2 gain practical experience in the use of social science data analysis techniques, qualitative and quantitative, used in the interdisciplinary field of conservation social science, applied environmental anthropology and ethnobiology;

8.3 gain practical experience in the use of computer software designed to facilitate collection and analysis of anthropological data used in the interdisciplinary field of conservation social science, applied environmental anthropology and ethnobiology.

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

9.1 acquire understanding and introductory facility in using various tools and methods within anthropology and the social sciences;

9.2 present ideas systematically and cogently both orally and in writing.

Method of Assessment

Lab report 1 (2000 words) (50%)

Lab report 2 (2000 words) (50%)

Reassessment methods: 100% coursework.

Preliminary Reading

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

Alexiades, M.N. 1996. Selected Guidelines for Ethnobotanical Research: A Field Manual. New York, The New York Botanical Garden.

Bernard, R. (1994), Research Methods in Anthropology.

Borgatti, S. 1992. ANTHROPAC. Analytic Technologies.

IIRR. 1998. Participatory Methods in Indigenous Knowledge. Los Banos, The Philippines: IIRR.

Martin, G. J., 1995. Ethnobotany: A Methods Manual. London: Chapman and Hall.

Newing, H. 2010. Practicing Conservation: Social Science Methods. Routledge.

Pretty, JN, Guijt, I, Thompson, J and Scoones, I (1995), Participatory Learning and Action: A Trainers' Guide. IIED.

Sheil, D., Puri, R. K. et al (2002), Exploring biological diversity, environment and local perspectives in forest landscapes: methods for a multi-purpose landscape assessment. CIFOR.

Pre-requisites

SACO8850 Anthropological Research Methods I

Synopsis <span style =

This module will consist of a series of practical sessions that allow postgraduate students to gain hands on experience in the use and application of data collection techniques and analyses commonly used by social and environmental anthropologists, ethnobiologists and conservation biologists in the emerging interdisciplinary fields of conservation social science and ethnobiology. The module complements the theoretical and issue oriented modules required of postgraduate students. Also, achievement of learning outcomes from this module will feed directly into preparation and implementation of dissertation research projects for all MSc and PhD students.

2022-23 Postgraduate Module Handbook

SE812 Research Design and Advanced Analytical Methods						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Availability

MSc Forensic Osteology and Field Recovery Methods

Contact Hours

Total contact hours: 20

Private study hours: 130

Total study hours: 150

Department Checked

16.03.21

Learning Outcomes

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

8.1 evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses and construct a research project with testable hypotheses.

8.2 develop different research strategies and designs for projects using quantitative statistical methods.

8.3. analyze data with univariate and multivariate statistical techniques, using associated computer software and evaluate critically current research and advanced scholarship in the discipline

8.4. present results suitable for a scientific report.

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

9.1. critically evaluate and problem solve.

9.2 independently learn and time manage

9.3. organise and present information in a clear and concise manner.

9.4. demonstrate development of advanced computing practical skills.

9.5. demonstrate further development of communication in writing.

Method of Assessment

Report (3000 words) (80%)*

Project Proposal (20%)

* This element is pass compulsory and must be passed to achieve the learning outcomes of the module.

Reassessment methods: Like for Like

Preliminary Reading

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

Lasker, G.L. and Gastel, B. (2005) Research strategies in human biology. Cambridge University Press.

Day, R.A. and Gastel, B. (2011) How to write and publish a scientific paper. (7th edition) Greenwood press.

Field, A. (2013) Discovering Statistics Using IBM SPSS Statistics 4th edition SAGE Publications Ltd

Tabachnick BG, Fidell LS. 2013. Using multivariate statistics (6th ed). Allyn and Bacon

Pre-requisites

None

Synopsis *

This module will introduce students to research design and hypothesis testing, drawing upon the different scientific approaches used in biological and forensic anthropology. Core statistical components, such as inference for parametric statistical testing, will be covered. This module will have an extensive, computer practical-based component that will enable students to run advanced statistical tests (univariate and multivariate), which will be supported by lectures. Upon completion students will understand the principle qualitative and quantitative analytical approaches to research, and the best ways of presenting results.

2022-23 Postgraduate Module Handbook

SE813 Dissertation Project						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	60 (30)	100% Coursework	

Availability

MSc Forensic Osteology and Field Recovery Methods

Contact Hours

Total contact hours: 8

Private study hours: 592

Total study hours: 600

Department Checked

16.03.21

Learning Outcomes

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

8.1 develop a research project to test a specific research question and formulating a

cohesive discussion based on the results of data.

8.2 demonstrate a comprehensive understanding of the appropriate analytical tools for collecting and analysing research data.

8.3 demonstrate a systematic knowledge and critical understanding of the ethical standards required in research of forensic osteology and anthropology.

8.4 demonstrate a systematic knowledge and advanced understanding of the protocols and styles required for citing articles in peer-reviewed journals and other sources of published/unpublished work in the specific field of research.

8.5 demonstrate an advanced application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;

8.6 demonstrate a conceptual understanding that enables the student:

- to evaluate critically current research and advanced scholarship in the discipline; and
- to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

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

9.1. critically evaluate published research and problem solve.

9.2. organise and present information in a clear and concise manner.

9.3. demonstrate advanced development of laboratory and practical skills.

9.5. demonstrate further development of communication both orally in writing.

Method of Assessment

Dissertation (12000 – 15000 words) (90%)*

Dissertation Notebook (10%)

*This element is pass compulsory and must be passed to achieve the learning outcomes of the module.

Reassessment methods: Like for Like.

Preliminary Reading

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

Day, R.A. and Gastel, B. (2011) How to write and publish a scientific paper. (7th edition) Greenwood press.

Lasker, G.L. and Gastel, B. (2005) Research strategies in human biology. Cambridge University Press.

In addition students will be required to complete their own project -specific literature searches and read relevant literature for their research project. They will provide an account of this in the literature review section of the dissertation

Pre-requisites

None

Synopsis <span style =

The dissertation project is a piece of independent research carried out by the student. Before undertaking the research, students are trained in research design and planning, statistical analysis and writing skills. A project supervisor is allocated to each student and students are expected to produce a research plan and budget for their proposed programme of research in conjunction with the supervisor. Students will intensively discuss methods of data collection, theoretical models for the analysis of this material, and the use and integration of research methods into both its preparation and its final presentation with his or her supervisor. The programme of research may consist of a literature review, analysis of existing data sets, analysis of newly-collected field or laboratory data. The student will work independently on the dissertation over the summer term and summer vacation until early September when it will be submitted. The topic of the dissertation must be directly relevant to the programme of study.

SE814 Advanced Human Osteology and Anatomy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Availability

MSc Forensic Osteology and Field Recovery Methods

Contact Hours

Total contact hours: 24

Private study hours: 126

Total study hours: 150

Department Checked

16.03.21

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 human hard tissue, including the development, form and function of bone and muscle, and interpretation of morphological features of bone.

8.2 demonstrate an advanced knowledge of the main muscle groups, attachment sites on bone (origin and insertion), action for each muscle.

8.3. demonstrate an advanced practical ability to identify both complete human bones, and bone fragments, from physical specimens.

8.4 determine the difference between human bone and animal bone, from both actual bone fragments and images.

8.5. have an advanced understanding of the ethical treatment of human remains in a medical-legal context

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

9.1. demonstrate advanced level of critical thinking and problem solving.

9.2. demonstrate advanced level of independent learning and time management.

9.3. demonstrate advanced organisational and presentational skills and deliver information in a clear and concise manner.

9.4. demonstrate advanced development of laboratory and practical skills.

9.5. demonstrate further development of communication both orally and in writing.

Method of Assessment

Test 1 – 30 Minute Practical Bone Quiz (10%).

Test 2 – 30 Minute Practical Bone Quiz (10%).

Test 3 – 30 Minute Practical Bone Quiz (10%).

Test 4 – 30 Minute Practical Bone Quiz (10%).

Test 5 – 30 Minute Practical Bone Quiz (10%).

Mystery box bone report (3000 words) (50%)*

*This element is pass compulsory and must be passed to achieve the learning outcomes of the module.

Reassessment methods: Like for Like.

Preliminary Reading

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

Gosling, Harris, Humperson, Whitmore, and Willan 2016 Human Anatomy Color Atlas and Text 6th edition. Mosby and Wolfe

Schwartz, J.H. 2006 Skeleton Keys: An introduction to Human Skeletal Morphology, Development, and Analysis. Second Edition. Oxford University Press

White, T.D., Black, M.T., Folkins, P.A. 2012 Human Osteology 3rd Ed. Academic Press

Pre-requisites

None

Synopsis

In this module students are introduced to the human skeleton (adult and juvenile) and soft tissue (major muscle groups) identification. They are provided with in depth information on how to identify individual bones (complete and fragmented), how to side paired bones by being familiarly with all pertinent landmarks on the bone. Students will gain advanced knowledge of the origin and insertion of all major muscle groups. They will be introduced to size and shape variation present in the human skeleton including variations due to biological sex, ethnic affinity and temporal changes.

SE815 Forensic Taphonomy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Availability

MSc Forensic Osteology and Field Recovery Methods

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

16.03.21

Learning Outcomes

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

- 8.1 Understand decomposition from both a chemical and gross morphological perspective.
- 8.2 demonstrate a systematic knowledge of how environmental conditions affect human decomposition.
- 8.3 demonstrate a systematic knowledge of how to calculate post-mortem interval (PMI).
- 8.4 demonstrate a comprehensive understanding of how specific combinations of environmental conditions, and cultural and social traditions, can change the rate and trajectory of taphonomic processes.
- 8.5 Recognise taphonomic patterns and artefacts which are useful for medicolegal interpretation of death scenes.
- 8.6 Reflect on the ethics of working with human remains in investigative and research environments.
- 8.7 Critically appraise the contemporary research effort in forensic taphonomy.

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

- 9.1. critically evaluate and problem solve;
- 9.2. organise and present information in a clear and concise manner;
- 9.3. demonstrate advanced development of laboratory and practical skills;
- 9.4. demonstrate further development of communication by a variety of methods.

Method of Assessment

Essay (3000 words) (50%)

Taphonomic Report (20%)

Poster & Presentation (30%)

Reassessment methods: Like for Like. Students failing unrepeatable elements (both the essay (50%) AND Taphonomic Report (20%)) may only retrieve credit by repeating the entire module.

Preliminary Reading

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

Haglund, W. D., & Sorg, M. H. (Eds.). (1996). Forensic taphonomy: the postmortem fate of human remains. CRC Press

Haglund, W. D., & Sorg, M. H. (Eds.). (2001). Advances in forensic taphonomy: method, theory, and archaeological perspectives. CRC Press.

Pokines, J., & Symes, S. A. (Eds.). (2013). Manual of forensic taphonomy. CRC Press.

Pre-requisites

None

Synopsis

This module is fundamental to this MSc where students learn various stages of post-mortem decay to human remains, focusing largely on environmental effects—including decomposition in soil and interaction with plants, insects, and other animals. Other topics covered are; PMI methods (time elapsed since death), biotaphonomy, and geotaphonomy.

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SE816 Forensic Methods of Identification						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Availability

MSc Forensic Osteology and Field Recovery Methods

Contact Hours

Total contact hours: 24

Private study hours: 126

Total study hours: 150

Department Checked

16.03.21

Learning Outcomes

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

8.1 apply complex methods used to identify human remains, both hard and soft tissue.

8.2 demonstrate a systematic understanding about current research methods in biometric human identification.

8.3 demonstrate a systematic understanding about the complex knowledge necessary for human identification in different investigational circumstances.

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

9.1. critically evaluate and problem solve.

9.2. organise and present information in a clear and concise manner.

9.3. demonstrate advanced development of practical skills.

9.4. demonstrate further development of communication skills both orally and in writing.

Method of Assessment

Lab Notebook (50%) *

Witness Affidavit Report (3000 words) (50%).

*This element is pass compulsory and must be passed to achieve the learning outcomes of the module.

Reassessment methods: Like for Like. Students failing unrepeatable elements (50% lab notebook) may only retrieve credit by repeating the entire module.

Preliminary Reading

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

Thompson, T., & Black, S. (Eds.). (2006). Forensic human identification: An introduction. CRC Press.

Mallett, X., Blythe, T., & Berry, R. (Eds.). (2014). Advances in forensic human identification. CRC Press.

Meier-Augenstein, W., (2010), Stable Isotope Forensics: An Introduction to the Forensic Application of Stable Isotope Analysis. Wiley-Blackwell.

Pre-requisites

None

Synopsis *

This module is largely a practical based module where students learn and practice methods of human identification, specifically methods used to build a biological profile, estimate age at death, biological sex, and stature. This module will run alongside Advanced Human Osteology and Anatomy, so as specific bone identification is being taught, relevant identification methods will correspond. Students will learn how to identify multiple number of individuals, DVI, and be introduced to the most up-to-date biometric identification methods and the varied reasons why identification of the living and the dead is vital in criminal investigations.

SE817 Growth and Disease of the Human Skeleton						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Availability

Compulsory to the following courses:
MSc Forensic Osteology and Field Recovery Methods

Contact Hours

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

Department Checked

16.03.21

Learning Outcomes

Subject specific learning outcomes. On successfully completing the module students will be able to:

1. Have a conceptual and advanced knowledge of human skeletal growth and development.
2. Have an advanced understanding of enamel and bone histology, and the application of histology in Forensic Anthropology
3. Be able to identify, diagnose, and interpret human skeletal disease and trauma.
4. Gain advanced understanding of the research themes in Forensic Anthropology.
5. Be able to critically evaluate new histological and macroscopic research into human skeletal disease.

Method of Assessment

Main Assessment Methods:

Lab Report (3500 words) (70%)*
15 minute Lab Quiz 1 (10%)
15 minute Lab Quiz 2 (10%)
15 minute Lab Quiz 3 (10%)

*This element is pass compulsory and must be passed to achieve the learning outcomes of the module.

Reassessment methods: Like for Like. Students failing unrepeatable elements (50% lab notebook) may only retrieve credit by repeating the entire module.

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>).

- Burr DB, Allen MR. 2014. Basic and Applied Bone Biology. Amsterdam: Elsevier Academic Press.
- Glorieux FH, Pettifor JM, Juppner H. 2012. Pediatric Bone Biology and Diseases. Amsterdam: Elsevier Academic Press.
- Nanci A. 2013. Ten Cate's Oral Histology. Development Structure and Function, 8th ed. St. Louis: Mosby Year Book.
- Mahoney P. 2011. Human deciduous mandibular molar incremental enamel development. Am J Phys Anthropol 144, 204–214.
- Mahoney P. 2012. Incremental enamel development in modern human deciduous anterior teeth. Am J Phys Anthropol 147, 637–651.
- Ortner, D.J. and Putchar, W.G.J. 1985 Identification of pathological conditions in human skeletal remains Smithsonian Institution Press.
- Reinhard Dettmeyer. 2011. Forensic Histopathology: Fundamentals and Perspectives. Springer Berlin Heidelberg.
- Schmidt C, Symes R. 2015. The Analysis of Burned Human Remains, 2nd Edition. Academic Press.

Pre-requisites

None

Synopsis <span style =

This module provides you with an in-depth knowledge of the histological mechanisms underpinning the growth of human bones and teeth, linked to diseases processes. This provides a foundation to identify the surface manifestations of disease that can be seen macroscopically. You will learn the criteria needed to identify a selection of skeletal diseases. Upon completion, you will have gained theoretical knowledge about the causes of disease, and practical 'hands on' experience identifying and diagnosing skeletal disease, both microscopically and macroscopically.

SE818 Field Excavation and Recovery Methods						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Availability

MSc Forensic Osteology and Field Recovery Methods

Contact Hours

Total contact hours: 24

Private study hours: 126

Total study hours: 150

Department Checked

16.03.21

Learning Outcomes

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

8.1 have a systematic understanding of how to survey and knowledge of identification methods

8.2 have comprehensive understanding of how to record burial layout, orientation and location of human remains and contextual evidence.

8.3 have comprehensive understanding of how to excavate human remains and how to recover contextual evidence.

8.4 have systematic understanding of how to photographing, label and bag human remains and contextual evidence.

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

9.1. critically evaluate and problem solve.

9.2. organise and present information in a clear and concise manner.

9.3. demonstrate advanced development of laboratory and practical skills.

9.4. demonstrate further development of communication both orally and in writing.

Method of Assessment

Field Report (3500 words) (60%)

Essay (2500 words) (40%).

Reassessment methods: Like for Like.

Preliminary Reading

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

Hestler, T.R., Shafer, H.J and Feder, K.L. (2009) Field Methods in Archaeology:7th edition Routledge

Dupras, T.L., Schultz, J.J., Wheeler, S.M. and Williams, L.J. 2011 Forensic Recovery of Human Remains: Archaeological Approaches

Pre-requisites

None

Synopsis <span style =

This module will teach students the steps from finding human remains (mapping and carrying out a survey) to taking the remains into the lab for analysis. Students gain experience in designing and laying out an excavation grid, learning how to record and photograph human remains and contextual evidence found in the field. Finally the students will have hands on learning experience in recording and bagging the finds and creating a chain of evidence. This module will look at the challenges of a single and multiple burials and mass disasters.

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SE820 Anthropology of Violence and Conflict						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Availability

Autumn Term

Contact Hours

19

Learning Outcomes

On successfully completing the module students will be able to:

- 1 Have a systematic understanding of knowledge and critical awareness of the major theoretical positions taken in contemporary Social Anthropology.
- 2 Be able to discuss critically the evidence supporting competing anthropological theories and deal with complex issues both systematically and creatively.
- 3 Be able to connect the way anthropological debates relate to current affairs, including political, social and economic developments and historical events and thereby develop independent learning skills.
- 4 Have a comprehensive understanding of the historical development of anthropological ideas in the 20th century, specifically with regard to the literature on violence
- 5 Have cultivated an in-depth understanding of the recognised topic in anthropology of violence and conflict and the related fields of power and politics, the nation-state, anthropological approaches to memory and emotions, gender, war and ethics.
- 6 Be able to construct coherent and logical arguments, particularly in written form, which combine general theoretical writings with discussion of ethnographic data.
- 7 Be able to plan a small research project that connects anthropological debates to broader social issues and current events.
- 8 Be able to present their findings in an oral presentation and work with other students in order to develop their ideas thereby demonstrating self-direction and originality in tackling and solving problems.

Method of Assessment

Assessment is by 100% coursework. The coursework component comprises two essays: one shorter essay (1,500 words), for 30%, a second essay based on a research project (50%), and an oral presentation (20%). The oral presentation will be a group presentation of 30 minutes; students will be asked to discuss how different anthropological ideas help to understand situations of conflict. The exact theme will have to be agreed with the module convener. This theme will be further discussed in a written format in the extended essay (3,500 words), in which students will focus on one case of conflict or war in the 20th century, discussing major theoretical debates in relation to violence and conflict in relation to it

Preliminary Reading

Das, Veena, Arthur Kleinman, Margaret Lock, Mamphela Ramphele & Pamela Reynolds. 2001. *Remaking a World: Violence, Social Suffering, and Recovery*. Berkeley, Los Angeles and London: University of California Press.
 Farmer, Paul. 2003. *Pathologies of Power. Health, Human Rights, and the New War on the Poor*. Berkeley, Los Angeles and London: University of California Press.
 Howell, Signe and Roy Wills. 1989. *Societies at Peace: Anthropological Perspectives*. London: Routledge.
 Kiernan, Ben. 2007. *Blood and Soil: A World History of Genocide and Extermination from Sparta to Darfur*. Yale University Press.
 Kwon, Heonik. 2008. *Ghosts of War in Vietnam*, *Studies in the Social and Cultural History of Modern Warfare*, No. 27. Cambridge: Cambridge University Press.
 Navaro-Yashin, Yael. 2012. *The Make-Believe Space: Affective Geography in a Postwar Polity*. Duke University Press.

Pre-requisites

SE882

Synopsis *

The aim of this module is to introduce students to the relevance of anthropological debates to contemporary political issues, specifically in relation to one of the most pertinent and persistent phenomena of the 20th century: violent conflict and war. Students will gain a first hand insight into one of anthropology's main contributions: the way that small-scale issues can be related to much broader and perhaps universal questions about human nature, violence, poverty and inequality. Even though this module will focus on anthropological approaches to violence and conflict, it will also draw on discussions from other disciplines (such as philosophy and political theory), such as human nature, war and genocide, legitimacy and the state. Other topics that will be covered include memory, gender, subjectivity, structural violence, reconstruction and reconciliation, as well as anthropological approaches to peace, emotions and human suffering. In addition, by discussing the ethics of doing research in conflict situations, this module will allow students to critically engage with the challenges, dilemmas and limitations of anthropological research methods. The module is designed in a way that it encourages students to engage with current affairs and to get first insights into how anthropology can contribute to our understanding of political, social and historical events.

SE821 Advanced Topics in Social and Environmental Anthropology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	15 (7.5)	100% Coursework	
2	Canterbury	Whole Year	M	15 (7.5)	100% Coursework	

Availability

PGDip/MA Social Anthropology, Social Anthropology and Conflict, Social Anthropology of Europe PGDip/MA/MSc Environmental Anthropology
PGDip/MSc Biological Anthropology
PGDip/MSc Forensic Osteology and Field Recovery Methods

Contact Hours

Contact hours: 8
Private study hours: 142
Total hours: 150

Department Checked

16.03.21

Learning Outcomes

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

- 8.1 Use anthropological theories and perspectives to understand in-depth a thematic area directly related to their programme of study.
- 8.2 Critically interpret key texts and related to their chosen topic by locating them within appropriate cultural, scientific, and historical contexts.
- 8.3 Critically apply advanced anthropological theories and perspectives in the presentation of information and argument.
- 8.4 Devise complex, synthetic questions for research and study that are anthropologically informed.
- 8.5 Critically understand the way in which cultural or biological assumptions may affect the opinions of others and oneself.

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

- 9.1 Demonstrate advanced learning and study skills.
- 9.2 Think critically in anthropological terms about social, biological, and ecological phenomena.
- 9.3 Present ideas systematically and cogently both orally and in writing.
- 9.4 Conduct effective, comprehensive literature searches.
- 9.5 Critically read, comprehend and assimilate texts written for a professional audience.

Method of Assessment

Literature review, 5,000 words (100%)

Re-assessment methods: Like for like.

Preliminary Reading

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

Readings will be specific to students in particular MSc programmes, but some examples include:

Farmer, Paul. 2003. Pathologies of Power. Health, Human Rights, and the New War on the Poor. Berkeley, Los Angeles and London: University of California Press.

Goddard, V.J., J. Llobera, and C. Shore (eds), 1994. The Anthropology of Europe: Identities and Boundaries in Conflict, Oxford: Berg.

Kosek, J. 2007. Understories: The political life of forests in Northern New Mexico.

Lehmiller, J. 2014. The Psychology of Human Sexuality. Wiley: Blackwell

Pre-requisites

None

Synopsis <span style =

This module provides the opportunity for students to undertake a detailed review of a specific topic of interest that relates directly to their programme of study. The topic will be decided upon after consultation with the supervisor and module convenor. The module will be team-taught and consist of tutorials, as well as independent work. Tutorials will cover representative advanced topics in the relevant programme of study. For the independent work, the topic of interest will be explored using a comprehensive literature review.

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SE838 Dissertation: Environmental Anthropology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	60 (30)	100% Project	

Availability

MA/MSc in Environmental Anthropology

Contact Hours

Total contact hours: 12 (2 workshops, 8 hrs supervision)

Private study hours: 588

Total study hours: 600

Department Checked

16.03.21

Learning Outcomes

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

- 8.1 conduct research applied to environmental anthropology
- 8.2 organise and express cogently a body of research.
- 8.3 set up a testable hypothesis
- 8.4 design a research project to test the hypothesis
- 8.5 select an appropriate methodology, involving either qualitative or quantitative approaches, or a combination of the two
- 8.6 negotiate access to the field of study, arrange the research and carry out the study
- 8.7 conduct data analysis using appropriate methods
- 8.8 plan, format and write a long research paper with an extended argument

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

- 9.1 articulate and assess a number of anthropological and cognate approaches to issues in environmental anthropology
- 9.2 understand the study of environmental anthropology in relation to how the subject has developed
- 9.3 evaluate various theories of how anthropological data are organized and explained
- 9.4 think critically in anthropological terms about the relationship between environment and other aspects of culture and society
- 9.5 present his/her ideas systematically and cogently in writing
- 9.6 summarise complex material succinctly

Method of Assessment

Dissertation (15,000 words) (100%).

Reassessment methods: 100% project.

Preliminary Reading

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

There is no specific required reading for this module, apart from readings included in the research methods module. All students will be required to complete their own project -specific literature searches and read relevant literature for their research project. They will provide an account of this in the literature review section of the dissertation.

Pre-requisites

Students registering for this dissertation will have successfully completed the modules for the MA/MSc Environmental Anthropology

Synopsis <span style =

Throughout the terms preceding the initiation of the dissertation module students will be encouraged by their supervisor and the instructors of other modules they take to develop ideas for their dissertation research project. They will also be taught appropriate research methods. A preliminary abstract of the project is due by the end of the first term. Students will then develop this into a research proposal, which is submitted as the fourth essay. This will be edited and presented to the school for feedback during the Student Research Day and then submitted for a final grade at the end of the second term. Students who are then passed on to the dissertation module by the examiners meeting will, on this basis, complete a written plan for their research project with advice from their tutor. This will be assessed by the tutor and by one other member of the post-graduate anthropology teaching staff, and when this is approved the student and his or her tutor will intensively discuss methods of data collection, theoretical models for the analysis of this material, and the use and integration of research methods into both its preparation and its final presentation. The student will then independently work on the thesis over the summer until mid-September when it will be submitted. Throughout this time the student will be able to gain supervision through electronic mail, and will have the opportunity to attend various workshop sessions on data analysis and writing.

2022-23 Postgraduate Module Handbook

SE839 Dissertation: Ethnobotany						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	60 (30)	100% Project	

Availability

MSc Ethnobotany

Contact Hours

Total contact hours: 12

Private study hours: 588

Total study hours: 600

Department Checked

16.03.21

Learning Outcomes

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

- 8.1 set up a testable hypothesis
- 8.2 design a research project to test the hypothesis
- 8.3 select an appropriate methodology, involving either qualitative or quantitative approaches, or a combination of the two
- 8.4 negotiate access to the field of study, arrange the research and carry out the study
- 8.5 conduct data analysis and research using appropriate methods
- 8.6 write up the dissertation and organise and express cogently a body of research

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

- 9.1 articulate and assess a number of anthropological and cognate approaches to issues in ethnobotany
- 9.2 understand the study of ethnobotany in relation to how the subject has developed
- 9.3 evaluate various theories of how ethnobotanical data are organized and explained
- 9.4 think critically in anthropological terms about the relationship between ethnobotany and other aspects of culture and society
- 9.5 present ideas systematically and cogently in writing
- 9.6 summarise complex material succinctly

Method of Assessment

Dissertation (15000 words) (100%).

Reassessment methods: 100% project.

Preliminary Reading

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

There is no specific required reading for this module, apart from readings included in the research methods module.

All students will be required to complete their own project-specific literature searches and read relevant literature for their research project. They will provide an account of this in the literature review section of the dissertation.

Pre-requisites

Students registering for this dissertation will have successfully completed the modules for the MSc Ethnobotany

Synopsis *

Throughout the terms preceding the initiation of the dissertation module students will be encouraged by their supervisor and the instructors of other modules they take to develop ideas for their dissertation research project. They will also be taught appropriate research methods. The final double weighted essay of their pre-dissertation will draw together materials they have learned through the preceding terms and will synthesise these with students' research interests in order to set up a prospectus for the thesis proposal itself. Students who are then passed into the dissertation module by the examiners meeting will, on this basis, complete a written plan for their research project with advice from their tutor. This will be assessed by the tutor and by one other member of the post-graduate anthropology teaching staff, and when this is approved the student and his or her tutor will intensively discuss methods of data collection, theoretical models for the analysis of this material, and the use and integration of research methods into both its preparation and its final presentation. The student will then independently work on the thesis over the summer until mid-September when it will be submitted. Throughout this time the student will be able to gain supervision through electronic mail.

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SE855 Research Project (Evolution & Human Behaviour)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	60 (30)	100% Coursework	
3	Canterbury	Whole Year	M	60 (30)	100% Coursework	

Availability

MSc Biological Anthropology

Contact Hours

Contact hours: 12

Private study hours: 588

Total hours: 600

Department Checked

16.03.21

Learning Outcomes

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

1. Have an advanced understanding of a specific area of evolutionary anthropology/psychology.
2. Have had an opportunity to conduct a piece of research investigating questions of interest to evolutionary anthropology / psychology.
3. Have an advanced understanding of the applicability of various research methodologies to the investigation of questions in evolutionary anthropology / psychology.
4. Have an understanding of the key ethical issues in conducting research as documented in either producing and receiving ethical approval for a piece of research, or, in the case of existing data, showing appreciation of core ethical issues.

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

1. Have had the opportunity to develop highly transferable critical reasoning skills in relation to theory and research.
2. Have developed the skills to write up a piece of research for publication.
3. Have had the opportunity to apply statistical procedures to real world research issues.

Method of Assessment

Portfolio (20%)

Research project, 4-5000 words (80%)

Re-assessment methods: Like-for-like.

Preliminary Reading

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

Each student will be given their own individual reading list from their research supervisor depending on their particular topic interest. General texts with cross-subject relevance include:

Bell, J. (2010). *Doing Your Research Project: A Guide for First Time Researchers in Education, Health and Social Science* (5th Ed.). Open University Press.

Brace, N et al. (2012). *SPSS for Psychologists* (5th edition). London: Palgrave Macmillan

Day, R.A. (1998). *How to Write and Publish a Scientific Paper* (5th ed). Cambridge: Cambridge University Press.

The British Psychological Society (2009). *Code of Conduct, Ethical Principles and Guidelines*. Leicester: BPS.

AAPA (2003). *Code of Ethics of the American Association of Physical Anthropologists*. URL:
<http://www.physanth.org/positions/ethics.pdf>

Pre-requisites

None

Synopsis *

This module does not employ formal workshops/ lectures, although students do receive two seminars about (a) how to choose a supervisor, (b) how to choose a good research topic and (c) Ethics, risk and financing research. During the Autumn term students choose a project supervisor and are expected to liaise with them about their project topic. During the Spring and Summer terms, students are expected to meet with their supervisors regularly, during their office hours, to ensure that the project is being conducted appropriately.

SE878 Anthropology of Contemporary Political and Environmental Crisis						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Availability

Spring Term

Contact Hours

18

Learning Outcomes

On successfully completing the module students will be able to:

1. Use anthropological theories and perspectives to understand complex issues such as the roots and consequences of political and environmental crisis.
2. Interpret key texts and empirical case studies in the anthropology of political and environmental crisis in a manner that reflect a critical awareness of current theories and debates
3. Critically apply advanced anthropological theories and perspectives in the presentation of information and argument.
4. Devise questions for research and study which reflect originality in the application of knowledge, as well as a practical understanding of how established anthropological techniques of research and enquiry are used to create and interpret knowledge in the discipline.
5. Perceive the way in which cultural assumptions may affect the opinions of others and oneself.

Method of Assessment

Essay 1 - 1500 words (50%)

Essay 2 - 1500 words (50%)

Preliminary Reading

Kapferer, B. and Theodoropoulos, D. 2018. Democracy's Paradox: Populism and is Contemporary Crisis. London: Berghahn.

Ton Salman. 2017. 'Anthropology and the Study of Social Movements.' In C. Roggeband and B. Klandermans (eds) Handbook of Social Movements Across Disciplines. Cham: Springer.

Gupta, A. 2012. Red Tape: Bureaucracy, Structural Violence and Poverty in India. Durham; London: Duke University Press.

Bovensiepen, J. and Nygaard-Christensen, M. 2018. 'Petroleum Planning as State Building in Timor-Leste'. In

Bovensiepen, J. M. and Nyg eds. Megaprojects and National Development Models in Timor-Leste 19:412-431.

Farmer, Paul. 2003. Pathologies of Power. Health, Human Rights, and the New War on the Poor. Berkeley, Los Angeles and London: University of California Press.

Biner, Z. (2019). States of Dispossession: Violence and Materiality in Southeastern Turkey. University of Pennsylvania Press.

Pina-Cabral, J. (2018). Familial Persons in Dark Times. Social Anthropology [Online] 26:376-390.

Pre-requisites

None

Synopsis <span style =

This advanced module explores in depth critical topics in the interface of the Anthropology of Contemporary Politics and the Anthropology of Environmental Movements. The module is designed to be team-taught by various members of staff with expertise in Political and Environmental Anthropology. The lectures of the modules will provide a foundation in core concepts and theories that facilitate the analysis of contemporary political and environmental debates. Indicative topics include ethnic conflicts and post-conflict recovery, urban protest, Brexit, climate change activism, debates about resource sustainability, and the local repercussions of the environmental crisis. The topics covered will also provide in depth anthropological case studies from timely anthropological research, including research-led teaching.

SE879 Special Topics in the Anthropology of the Humanitarian Crisis						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Availability

Autumn Term

Contact Hours

18

Learning Outcomes

On successfully completing the module students will be able to:

1. Demonstrate general learning and study skills
2. Think critically in anthropological terms about social phenomena
3. Present their ideas systematically and cogently both orally and in writing
4. Use (and combine effectively) written, oral and visual modes of communication
5. Work effectively within a small group
6. Read, comprehend and assimilate texts written for a professional audience
7. Retrieve data

Method of Assessment

Short essay - 1500 words (20%)

Short essay - 2500 words (20%)

Long essay - 2000 words (40%)

Class participation (20%)

Preliminary Reading

Fassin, D. 2011. *Humanitarian Reason*. Berkeley: University of California Press.

Ticktin, M. 2011. *Casualties of Care*. University of California Press.

Bornstein, E, and P. Redfield. 2011. "An Introduction to the Anthropology of Humanitarianism." In *Forces of Compassion*, edited by Erika Bornstein and Peter Redfield, 3-30. Santa Fe: School for Advanced Research Press.

Biner, Z. 2019. *States of Dispossession: Violence and Materiality in Southeastern Turkey*. University of Pennsylvania Press.

Pina-Cabral, J. 2018. *Familial Persons in Dark Times*. *Social Anthropology* 26:376-390.

Theodossopoulos, Dimitrios. 2016a. "Philanthropy or solidarity? Ethical dilemmas about humanitarianism in crisis-afflicted Greece". *Social Anthropology* 24 (2): 167–184.

Redfield, P. 2012. "Humanitarianism." In *A companion to Moral Anthropology*, edited by Didier Fassin, 451-467. Malden: Blackwell.

Navaro-Yashin, Y. 2012. *The Make-Believe Space: Affective Geography in a Post-War Polity*. Durham: Duke University Press

Pre-requisites

None

Synopsis */

This specialist module introduces students to a variety of critical topics in the anthropology of the humanitarian crisis. The module is designed to be team-taught by various members of staff with expertise on the general theme of humanitarian crisis and intervention. Topics covered will vary from year to year to reflect a research-led orientation. Indicative topics might include the refugee & austerity crisis, migration, ethnic conflict, humanitarian solidarity and environmental disaster.

SE880 Holism, Health and Healing						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Availability

MSc Ethnobotany

MSc/MA Environmental Anthropology

MA Social Anthropology

Contact Hours

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

Department Checked

16.03.21

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Learning Outcomes

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

- 8.1 Critically assess human nutritional requirements/recommendations from an evolutionary perspective.
- 8.2 Understand how and why medicinal plants affect human physiology in different biocultural contexts.
- 8.3 Rigorously analyse the implications of nature, complexity and richness of human diversity and adaptation in health and wellness.
- 8.4 Critically analyse the diverse strategies that humans have developed for dealing with illness and disease.
- 8.5 Critically engage with the wide range of variation in cultural models and technologies of medicine and health as reported in ethnography.
- 8.6 Demonstrate advanced knowledge and understanding of anthropological debates concerning health inequality, the relationship between health and the body and the historical development of biomedicine.

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

- 9.1 Demonstrate independent learning and study skills.
- 9.2 Locate relevant sources of data (using library holdings and electronic sources) for particular assignments.
- 9.3 Construct and support a written argument with reference to appropriate scholarly sources.
- 9.4 Engage in constructive group discussions
- 9.5 Critically synthesise and summarise complex material succinctly.

Method of Assessment

Essay, 2,000-2,500 words (60%)

Presentation, 10 min (40%)

Re-assessment methods: Like for like.

Preliminary Reading

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

Anderson, M. and Asnani, M. 2016. "The White Blood Cell Always Eats the Red: How Jamaicans With Sickle Cell Disease Understand their Illness." *Ethnicity and Health* 21(2): 103-117.

Hsu, E. and S. Harris (eds.) 2010. *Plants, health and healing: on the interface of ethnobotany and medical anthropology*. Oxford: Berghahn. (Introductory chapter)

McGonigle, I. 2017. "Spirits and Molecules: Ethnopharmacology and Symmetrical Epistemological Pluralism." *Ethnos* 82: 139-164.

Persson, A. et al. 2016. "On the Margins of Pharmaceutical Citizenship: Not Taking HIV medication in the 'Treatment Revolution' Era." *Medical Anthropology Quarterly* 30(3): 359-377.

Pieroni, A. and Vandebroek, I. 2007. *Traveling Cultures and Plants: The Ethnobiology and Ethnopharmacy of Migrations*. Berghahn Books.

Van Andel, T. and P. Westers 2010. "Why Surinamese Migrants in the Netherlands Continue to Use Medicinal Herbs From their Home Country." *Journal of Ethnopharmacology* 127(3): 694-701.

Volpato, G., D. Godinez and A. Beyra 2009. "Migration and Ethnobotanical Practices: The Case of Tifey Among Haitian Immigrants in Cuba." *Human Ecology* 37: 43-53.

Waldstein, Anna and Cameron Adams. 2006. "The Interface Between Medical Anthropology and Medical Ethnobiology." *Journal of the Royal Anthropological Institute* 12 (suppl. 1), 95-117.

Wayland, C. 2003. "Contextualizing the Politics of Knowledge: Physicians' Attitudes toward Medicinal Plants." *Medical Anthropology Quarterly* 17, 483-500.

Pre-requisites

None

Synopsis <span style =

The module addresses the causes, effects, treatments and meanings of health, illness and disease for humans and the ecosystems that they live in. The module content will be structured around five broad themes related to holism, health and healing, drawing on ethnographic examples from around the world. We will begin with a consideration of the evolutionary basis of human medicine and dietary behaviour. Next, we will take a closer look at healing systems, their structure and the various theories of illness and therapeutic techniques that they encompass. This will be followed by a critical examination of the biopolitics of health and healing, including the question of how to define and assess the efficacy of various medical treatments. We will then take a closer look at the spiritual aspects of health and healing before concluding with the final theme of holism, health and healing in the globalized world.

SE881 Visual Anthropology Video Project						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Availability

MA Social Anthropology and associated programmes

Contact Hours

Total contact hours: 19

Private study hours: 131

Total study hours: 150

Department Checked

16.03.21

Learning Outcomes

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

8.1 present a comprehensive and systematic understanding of Visual Anthropological media production.

8.2 have developed an informed ability in ethnographic audio/visual production

8.3 analyse and communicate their comprehension of the use of audio/visual media as research.

8.4 create web based multimedia combining video, photography, audio and text , integrating critical, and conceptual understanding, with substantiated ethnographic examples

8.5 carry out original, collaborative and reflexive research using DSLR cameras aware of the range of assumptions of what a camera does.

8.6 interview, observe and give feedback to, and about, ethnographic subjects

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

9.1 demonstrate added confidence and competence in their analytic skills

9.2 show originality in expressing themselves in writing and visual expression

9.3 demonstrate a heightened competence in communication more generally

9.4 demonstrate an ability to synthesise and form a coherent argument with the research of others with it

Method of Assessment

Video/screen-able multimedia production(s), 8-12 min (60%)

A web based interactive platform (35%)

Symbolic camera (5%)

Reassessment methods: 100% project

Preliminary Reading

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

De Jong, Wilma, Jerry Rothwell, and Erik Knudsen. 2011. Creative documentary: Theory and Practice. Harlow: Longman.

Harris, A. 2016. Video as Method: Understanding Qualitative Research. Oxford: Oxford University Press.

Barbash, I & L. Taylor 1998 Cross-Cultural Filmmaking: a handbook for making documentary and ethnographic films University of California Press.

Aston, J, Gaudenzi, S & Rose, Mandy. 2017. I-docs: The Evolving Practices of Interactive Documentary.

Pink, S. 2007. Visual Interventions: Applied Visual Anthropology.

Grimshaw, A and Ravetz, A. 2009. Observational Cinema: Anthropology, Film and the Exploration of Social Life. Bloomington: Indiana University Press.

Pre-requisites

SACO9950 Visual Anthropology Theory

Synopsis <span style =

This module explores the use of audio-visual media as research, reflexive and transformational ethnographic practice in tune with contemporary anthropological theorising of ethnographic and documentary film. The collaborative and feedback oriented process of using audio-visual media in the production of a short video film that is presented online delivers experiential insights and re-evaluation of the value of video, photography and audio to research, represent and influence aspects of people's lifeworlds. The practical instruction in how to develop a project is grounded in exercises that explore cultural and personal assumptions of what a camera does. Further training in cinematography, interviewing and sound, camera movement and improvisation, and the flexible uses of DSLR cameras present the key pre-production training. Editing theory and practice is taught with a view to efficient workflow and minimal post-production, facilitating knowledge of use in independent multi-media production. Web based interactive platforms are introduced with a view to facilitate wider communication and dissemination. The value of feedback is emphasised in creating media productions that have academic and personal integrity, resonance with and impact on particular audiences

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SE882 Theory and Ethnography in Social Anthropology I						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Availability

MA Social Anthropology and associated pathways. Optional module for Environmental Anthropology

Contact Hours

Total contact hours: 26

Private study hours: 124

Total study hours: 150

Department Checked

16.03.21

Learning Outcomes

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

- 8.1 Discuss the main theoretical schools to have affected social anthropology in the course of the twentieth century
- 8.2 Demonstrate an in-depth understanding of the relationship between social anthropology and the disciplines from which it draws its theoretical sources including sociology, philosophy, political economy, and psychoanalytic theory
- 8.3 Understand the ways in which social anthropologists have used these theories in relationship to their ethnographic writings
- 8.4 Analyse theoretical positions critically, and locate them in the appropriate intellectual schools of thought from which they originate
- 8.5 Analyse and communicate the understanding of anthropological texts in written and spoken contexts
- 8.6 Construct coherent and logical arguments, particularly in written form, which combine theoretical writings with the discussion of ethnographic data

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

- 9.1 articulate and assess a number of anthropological and cognate approaches to cultural phenomena
- 9.2 locate contemporary anthropology's relation to social and cultural issues within a developing historical trajectory
- 9.3 summarise and evaluate a range of theories elaborated by anthropologists and other social theorists
- 9.4 think critically in anthropological terms about social phenomena
- 9.5 present their ideas systematically and cogently both orally and in writing
- 9.6 interact with their peers and seminar leaders in the exchange of ideas
- 9.7 summarise complex material clearly and succinctly

Method of Assessment

Essay (60%)

Seminar Participation (15%)

Seminar Presentation (25%).

Reassessment methods: 100% coursework.

Preliminary Reading

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

J. Pina-Cabral. 2017. World: An anthropological examination. Chicago: HAU Books (free online access: <https://haubooks.org/world/>)

J. Fabian. 2002. Time and the Other: How Anthropology Makes Its Object. NY: Columbia University Press.

Marshall Sahlins. 2013. What kinship is—and is not. Chicago: The University of Chicago Press.

Michael Carrithers, Steven Lukes and Steven Collins (ed.s). 1982. The category of the person. Cambridge: University Press (free online access: <http://14.139.206.50:8080/jspui/bitstream/1/1592/1/Carrithers&Collins&Lukas%20-%20The%20category%20of%20the%20person,%20Anthropology,%20philosophy,%20history.pdf>)

Pre-requisites

None

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Synopsis <span style =

This module aims to develop the anthropological imagination of master's students, that is, to instil the ability to apprehend theoretical issues and apply them with a critical and informed sense of difference in the human experience. The module is not a 'history of theory' survey; rather, it will proceed by means of a set of longstanding themes in social and cultural anthropology through which different theoretical approaches to the same ethnographic problem or issue have been explored. The module may be organised around a single theme that has long dominated anthropological discussions (such as personhood and transition, hierarchy and scale, structure and agency etc.) which will be used as a lens through which to view theoretical discussions within social anthropology as well as its appropriations from other disciplines.

SE883	Theory and Ethnography in Anthropology II					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Availability

MA Social Anthropology and associated pathways. Optional module for Environmental Anthropology

Contact Hours

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

Department Checked

26.03.21

Learning Outcomes

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

- 8.1 gain an advanced grasp of signal concepts in the contemporary and historical corpus of social anthropology
- 8.2 examine the evolution of anthropology's approach to these and related concepts
- 8.3 present case studies through which these concepts can be thought and critiqued
- 8.4 develop a nuanced comparative perspective on these concepts and phenomena by engaging with both ethnographic and historical materials
- 8.5 facilitate the application of anthropological modes of thinking to contemporary political, social and cultural events and structures
- 8.6 Apprehend both theoretical issues and current events with a critical and informed sense of difference in the human experience

Method of Assessment

Essay (3000 words) (65%)
Concept Note (15%)
Weekly Reading Diary (20%).

Reassessment methods: 100% coursework.

Preliminary Reading

Barnard, A. 2000. History and Theory in Anthropology. Cambridge: Cambridge UP.
Clifford, J. 1988. The Predicament of Culture. Harvard: Harvard University Press.
Farmer, Paul. 2003. Pathologies of Power. Health, Human Rights, and the New War on the Poor. Berkeley, Los Angeles and London: University of California Press.
Herzfeld, M. 2000. Theoretical Practice in Culture and Society. Oxford: Blackwell.
Kapferer, B. and Theodossopoulos, D. 2018. Democracy's Paradox: Populism and is Contemporary Crisis. London: Berghahn.
Knight, D.M. & C. Stewart (eds). 2017. Ethnographies of Austerity. Temporality, Crisis and Affect in Southern Europe. London: Routledge.
Layton, R. 1997. An Introduction to Theory in Anthropology. Cambridge: Cambridge U.P.
Moore, H. 1999. Anthropological Theory Today. Cambridge: Polity Press.
Moore, H. & T. Sanders. 2005. Anthropology in Theory: Issues in Epistemology. Oxford: Blackwell.

Synopsis <span style =

The module is of relevance for postgraduate students of social anthropology, and related disciplines preoccupied with the role of critical, anthropologically-informed thought in a world in crisis. It addresses a series of themes that explore how anthropologists throughout the history of the discipline have engaged with the pressing political, social and environmental concerns and crises of their day. The module aims to support postgraduate students in making connections between theoretical issues and ethnography, as they recur in the practices and debates of social anthropologists. It also explores the relevance of anthropology for the Contemporary world beyond the university, and educates students in how to adapt anthropological knowledge and skills to analysis of real world issues. A key objective is to support students in developing and consolidating their understanding of contemporary anthropology and their own assessment of the wider utility of the social sciences.

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SE884 Botanical Foundations of Ethnobotany						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Availability

MSc Ethnobotany

Contact Hours

Total contact hours: 32

Private study hours: 126

Total study hours: 150

Department Checked

16.03.21

Learning Outcomes

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

8.1 identify and collect a variety of plant material and process them into herbarium voucher specimens

8.2 source, critically evaluate, synthesise and present botanical, anthropological and other pertinent ethnobotanical information regarding particular plant species

8.3 identify plants that belong to two of the major plant families of Ethnobotanical interest

8.4 be familiar with a variety of plants and their characteristics, which belong to of the 'functional groups'.

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

9.1 articulate and assess a number of botanical approaches to the classification of plants

9.2 understand the study of ethnobotany in relation to how the subject has developed

9.3 critically evaluate botanical information

9.4 present ideas systematically and cogently both orally and in writing

9.5 interact with peers and their seminar leaders in the exchange of ideas

9.6 summarise complex material succinctly

Method of Assessment

Plant Profiles (40%)

Herbarium Voucher Specimens (30%)

Class Test (30%).

Reassessment methods: 100% coursework.

Preliminary Reading

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

Rose, Francis: 1981. The Wildflower Key: a guide to plant identification in the field of the British Isles and NW Europe. London: Frederick Warne and Co.

Heywood, V.H. 1993. Flowering Plants of the World. New York: Oxford University Press

Harris, J.G. & Harris, M.W. 2001. Plant Identification Terminology. An Illustrated Glossary. Spring Lake Publishing.

Pre-requisites

None

Synopsis *

This module deals with botanical principles and practical taxonomic skills that every ethnobotanist should be familiar with. It includes an examination of different ways of organising plants, especially standard taxonomy and phylogeny. It also explores the various ways humans have used and valued botanical resources. Some of the module will be devoted to the presentation by the students of a series of plant profiles that will result in a reference database of important plants that the students can use throughout their careers as ethnobotanists. Students will also receive training in handling botanical materials, producing voucher specimens and learning to use keys and floras to identify plants.

SE885 Anthropological Research Methods I						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

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Availability

MA/MSc Environmental Anthropology

MSc Ethnobotany

MA Social Anthropology and all associated pathways

Contact Hours

Total contact hours: 24

Private study hours: 126

Total study hours: 150

Department Checked

16.03.21

Learning Outcomes

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

8.1 examine the relationship between theory, research design and methods

8.2 use anthropological methods, including analysis of data collected in class exercises

8.3 gain an introduction to the 'participant observation' method and its analysis through practical experience

8.4 develop, conduct and analyse interviews, questionnaires, workshops and focus groups, as part of a broader anthropological project

8.5 explore case studies through which these tools and methods can be examined and critiqued

8.6 learn the basics of research design and how to write an initial research project abstract

appreciate the potential challenges and benefits of anthropological research in a variety of settings, including as part of applied anthropological research associated with natural science and biodiversity conservation programmes.

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

9.1 acquire understanding and introductory facility in using various tools and methods within anthropology and the social sciences

9.2 gain an introductory understanding of ethics within the context of fieldwork and the discipline at large

9.3 present ideas systematically and cogently both orally and in writing

9.4 interact with peers and their seminar leaders in the exchange of ideas

Method of Assessment

Methods Assignments (30%).

Research Proposal (45%)

Collective Teamwork (25%)

Reassessment methods: Like for Like.

Preliminary Reading

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

Abbott, Andrew. 2014. Digital Paper: A Manual for Research and Writing with Library and Internet Materials. Chicago: Chicago University Press.

Bernard, H. Bernard. 2005. Research Methods in Anthropology: Qualitative and Quantitative Approaches. Altamira Press.

Boellstorff, Tom, Bonnie Nardi, Celia Pearce, and T. I. Taylor. 2012. Ethnography and Virtual Worlds: A Handbook of Method. Princeton: Princeton University Press.

Greenwood, Davydd J. 2006. Introduction to Action research: Social research for Social Change. Sage Publications.

Kendon, Sara, Rachel Pain, and Mike Kesby. 2007 Participatory Action Research Approaches and Methods: Connecting People, Participation and Place. Routledge.

Martin, G. 2004. Ethnobotany: A Methods Manual. Reprint from 1995. Earthscan.

Newing, H, Eagle, C, Puri, R and Watson, C. 2011. Conducting research in conservation: social science methods and practice. Routledge.

Pelto, Pertti and Gretel H. Pelto. 1978. Anthropological Research: The Structure of Inquiry.

Robben, Antonius and Jeffrey A. Sluka, eds. 2006. Ethnographic Fieldwork; an Anthropological Reader. Blackwell Books.

Pre-requisites

None

Synopsis <span style =

The module will consist of twelve two hour classes consisting of short introductions to weekly topics by the course convenors followed by practical exercises to allow students to experience and learn by doing several key methods and tools used in anthropological fieldwork. Assignments based on the use of several methods, a research proposal abstract for their future dissertation project, and an essay will be used to assess the student's achievement of learning outcomes. Seminar topics may include: Introduction to research in the natural and social sciences, participant observation, choosing informants, interviewing, processing interview data, analysis and presentation of qualitative data, questionnaire design and analysis, developing an integrated research design, running workshops and focus groups, ethics and consent.

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SE886 Anthropological Research Methods II						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Availability

MA Social Anthropology and all associated pathways

Contact Hours

Total contact hours: 39 (these include 5 methods workshops offered to students on specialised topics of interest, totalling 15 hours)

Private study hours: 111

Total study hours: 150

Department Checked

16.03.21

Learning Outcomes

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

- 8.1 provide critical skills for examining the relationship between anthropological theory and methods
- 8.2 introduce various methodological approaches within anthropology
- 8.3 instil a sophisticated understanding of ethics within the context of fieldwork and the discipline at large
- 8.4 develop proficiency in following the guidelines of the Association of Social Anthropologists of the UK and Commonwealth (ASA) Statement on Ethics and the American Anthropological Association (AAA) Code of Ethics, as well as complying with school fieldwork ethic requirements necessary for conducting fieldwork
- 8.5 develop a critical understanding of the 'participant observation' method and its role within anthropological fieldwork
- 8.6 provide the necessary skills to develop, conduct and analyse a 'life history' as part of a broader anthropological project
- 8.7 present case studies through which these concepts can be thought and critiqued
- 8.8 develop a nuanced comparative perspective on these concepts engaging ethnographic materials
- 8.9 gain an appreciation of the potential challenges and benefits of anthropological research in local, regional, national and international settings

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

- 9.1 articulate and assess a range of methodological approaches for anthropological fieldwork research
- 9.2 locate contemporary issues in anthropology's relation to ethics, fieldwork, method and theory
- 9.3 summarise and interpret texts and performance by locating them within appropriate cultural and historical trajectories
- 9.4 think critically about fieldwork research methods through an anthropologically informed analysis
- 9.5 choose appropriate methods in relation to anthropological questions suitable for research study
- 9.6 present ideas systematically and cogently both orally and in writing
- 9.7 interact with peers and their lecturers in the exchange of ideas
- 9.8 summarise complex material succinctly

Method of Assessment

Research Proposal (65%)

Oral Presentation (20%)

Seminar Participation (15%).

Reassessment methods: 100% coursework.

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Preliminary Reading

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

Alexiades M. and D. M. Peluso, 2002. Prior Informed Consent: the politics of cross cultural exchange. In: S. A. Laird, ed. Biodiversity and Traditional Knowledge: Equitable Partnerships in Practice. London: Earthscan.

Antonius, C. G. M. Robben and Jeffrey A. Sluka, eds. 2007. Ethnographic Fieldwork: An Anthropological Reader. London: Blackwell.

Bernard, H. Bernard. 2005. Research Methods in Anthropology: Qualitative and Quantitative Approaches. Altamira Press.

Bourgois, Philippe 1996. "Confronting Anthropology and Inner-City Apartheid," in American Anthropologist. 98(2):249-258.

Clifford, James 1986. Introduction: Partial Truths. In Writing Culture: The Poetics and Politics of Ethnography, ed. James Clifford and George Marcus, 1-26. Berkeley: University of California Press.

Faubion, J.D. and G.E. Marcus (eds) 2009. Fieldwork is Not What it Used to Be: Learning anthropology's method in a time of transition. Ithaca: Cornell University Press.

Pre-requisites

SACO8850 Research Methods in Social Anthropology I is strongly recommended

Synopsis *

Fieldwork is the hallmark of anthropological research. Its style and delivery, as well as the discourses surrounding it, have changed alongside the discipline. In his book *Routes, Travel And Translation In The Late Twentieth Century*, Clifford (1997) flags two important aspects of fieldwork: first, the formation of intensive interactions and relationships that produce "deep" cultural understanding in settings that can vary in time and location, and, second, a sense of displacement, movement or travel for the fieldworker thus allowing for an objective detached perspective. The ways in which anthropologists strive to interact with people while maintaining objectivity, make research ethics and methodological choices particularly important since their presence in the field has implications on the people whom they study.

SE889 Lowland South American Anthropology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Availability

MA Social Anthropology and associated programmes

Contact Hours

Total contact hours: 30

Private study hours: 120

Total study hours: 150

Department Checked

16.03.21

Learning Outcomes

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

- 8.1 understand the cultural diversity of Lowland South America;
- 8.2 know the countries of the region and their important ecological and geographical features;
- 8.3 know the principal ethnic groups and their livelihoods, kinship organisation, gender relations, and epistemologies;
- 8.4 appreciate how ethnography contributes to theory;
- 8.5 discuss key issues and debates in the Lowland South American ethnographic literature;
- 8.6 critically discuss these groups and their communities in terms of social changes in the region;
- 8.7 rethink some of their own cultural assumptions in terms of the experience of native peoples of South America;
- 8.8 understand how anthropologists form questions about ethnographic material.

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

- 9.1 Think critically in anthropological terms about social phenomena
- 9.2 Use (and combine effectively) written, oral and visual modes of communication
- 9.3 Read, comprehend and assimilate texts written for a professional audience
- 9.4 Present their ideas systematically and cogently both orally and in writing
- 9.5 Work effectively within a small group

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Method of Assessment

Essay (2500 words) (80%)
Seminar Participation (20%)

Reassessment methods: 100% coursework

Preliminary Reading

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

Clastres, Pierre 1987 [1974] *Society Against the State: Essays in Political Anthropology*. NY: Zone Books.

Descola, Philippe 1996 *In the Society of Nature: A Native Ecology in Amazonia* (Cambridge Studies in Social and Cultural Anthropology). Cambridge University Press.

Fisher, William H. 2000 *Rain Forest Exchanges: Industry and Community on an Amazonian Frontier*. Washington: Smithsonian Institution Press.

Levi-Strauss, Claude 1984 *Tristes Tropiques*. New York: Penguin.

Overing, Joanna y Alan Passes. (eds) 2000 *The Anthropology of Love and Anger: The Aesthetics of Conviviality in Native Amazonia*. London: Routledge.

Taussig, Michael 1987 *Shamanism, Colonialism, and the Wild Man*. Chicago: University of Chicago Press.

Wolf, Eric 1982 *Europe and the People without History*. Berkeley, University of California Press.

Pre-requisites

None

Synopsis *

Throughout the five hundred years of contact between Europe and the Americas, Amazonia has captivated the political, scientific and popular imagination of industrialized nations. To many people in our society, "the Amazon" epitomizes the mysterious, the wild, the uncivilized - an image that anthropologists have variously exploited and criticized. Either way, they usually describe Amazonian societies as being either isolated from or opposed to "civilization" (i.e. the capitalist state). As Amazonians are incorporated into the nation-state and the global economy, however, it has become impossible to view them as either isolated or silent. Today, there is increased interest and concern relating to the place of humans in the environment and the future of indigenous peoples and the areas in which they dwell.

This course will employ several classic ethnographic studies of South America – by anthropologists, such as Claude Levi-Strauss, Pierre Clastres, Philippe Descola, William Fisher, Neil Whitehead and Michael Taussig – to examine how the Amazon has inscribed itself on the imagination of anthropologists, as well as how anthropologists have used their experiences in non-Western societies to contribute to broad debates in Western philosophy. Ethnographic case-studies will provide the basis for discussing issues of theoretical and topical importance, such as environmentalism; political ecology, ethnogenesis, gender relations, kinship and exchange. Ultimately, this engagement challenges some of the most basic categories of our discipline: "the state," "society," and "culture."

SE890 Gender and Interdisciplinarity in Anthropology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Availability

MA Social Anthropology and associated programmes

Contact Hours

Total contact hours: 20
Private study hours: 130
Total study hours: 150

Department Checked

16.03.21

2022-23 Postgraduate Module Handbook

Learning Outcomes

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

- 8.1 develop a command of the key theoretical schools or movements in the anthropology of gender
- 8.2 relate these theories to the changing ways in which gender has been documented and analysed ethnographically
- 8.3 be conversant in the multi-disciplinary origins of the theories of gender upon which social anthropology in particular has drawn
- 8.4 understand how the ways in which changes in scholarly ideas about sex in gender are also a product of the political and economic climate in which these ideas emerge
- 8.5 understand that analyses of gender throughout the history of anthropology have been some of the most fruitful 'lenses' through which anthropologists documented and theorised local-level understandings of difference between kinds of persons and how that difference is organised socially, politically, economically or ritually.

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

- 9.1 think critically in anthropological terms about social and cultural phenomena
- 9.2 present their ideas systematically and cogently both in speech and in writing
- 9.3 engage actively with their peers and tutors in the exchange of ideas
- 9.4 summarise complex material clearly and succinctly
- 9.5 draw upon a wide variety of sources and forms of evidence to formulate compelling arguments in written work.

Method of Assessment

Essay (4000 words) (70%)
Case Study Presentation (30%)

Reassessment methods: Like for Like

Preliminary Reading

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

M. di Leonardo (ed), 1991 *Gender at the Crossroads of Knowledge: Feminist Anthropology in the Postmodern Era*. Berkeley: University of California Press.

P.L. Geller and M.K. Stockett (eds), 2007 *Feminist Anthropology: Past, Present, and Future*. Philadelphia: University of Pennsylvania Press.

H.L. Moore, 1994 *A Passion for Difference: Essays in Anthropology and Gender*. Cambridge: Polity Press.

M. Strathern, 1989 *The Gender of the Gift: Problems with Women and Problems with Society in Melanesia*. Berkeley: University of California Press.

D.J. Haraway, 1991 *Simians, Cyborgs, and Women: The Reinvention of Nature*. London: Free Association Books.

J. Butler, 2006 *Gender Trouble: Feminism and the Subversion of Identity*. 2nd ed. London: Routledge.

M. Foucault, 1990 *The History of Sexuality Vol. III: The Care of the Self*. 3rd ed. London: Penguin.

Pre-requisites

None

Synopsis <span style =

Students will be expected to read a series of texts in relation to their investigation of how social anthropology has drawn on other disciplines (such as sociology, psychoanalytic theory, philosophy, and the history of science) to aid its understanding of gender as a basis for human social organisation. Most of these texts are theoretical in orientation and aimed at postgraduates or professional readers (see Indicative Reading List), and are intended to complement the more ethnographic readings of Anthropology of Gender. Each reading addresses a particular problem in the impact of gender studies on anthropological thought, such as academic and political feminisms, sexuality, kinship, economics, and the distinction between what is 'natural' and what 'artificial' in the human experience. Students will be required to relate these themes to ethnographic data in both the co-requisite module and in their other modules. The module will be an optional one within the programmes to which it contributes, and as such will provide the opportunity for students in different Master's programmes to identify issues which they share in relation to the problem of gender as an arbiter of theoretical difference and ethnographic description.

SE893 Contemporary Ethnography in Environmental Anthropology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	15 (7.5)	100% Coursework	

Availability

MSc Ethnobotany
MA/MSc Environmental Anthropology

Contact Hours

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

Department Checked

16.03.21

Learning Outcomes

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

- 8.1 identify contemporary theoretical and applied problems in environmental anthropology
- 8.2 discuss critically the structure, style and content of ethnographic writing
- 8.3 discuss critically a range of ethnographies containing environmental anthropological information
- 8.4 review critically book-length ethnographies.

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

- 9.1 appraise the value of ethnographic descriptions in environmental anthropology
- 9.2 compare and contrast different theoretical approaches to the understanding of human-environment relationships
- 9.3 discuss abstract arguments at a high level of sophistication with their peers.

Method of Assessment

Essay: 100% (Collection of analytic notes, one for each book, each max of 1500 words)

Reassessment methods: Like for Like

Preliminary Reading

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

Cruikshank, Julie. 2005. Do Glaciers Listen? UBC Press.
McCabe, J. Terrence. 2004. Cattle Bring Us to Our Enemies. U. Michigan.
Crawford, David. 2008. Moroccan Households in the World Economy. Louisiana State UP.
Heatherington, Tracy 2011. Wild Sardinia. U.Washington.
Dove, Michael. 2011. Banana at the Gate. Yale.
Barnes, Jessica. 2014. Cultivating the Nile. Duke.
Kohn, Eduardo. 2013. How Forests Think. UC Press.
Tsing, Anna 2015. The Mushroom at the End of the World. Princeton.

Pre-requisites

None

Synopsis */

Students will be expected to read a set of ethnographies over the course of 24 weeks. A three hour seminar will be held to discuss each work. For each seminar, students will be expected to prepare, for evaluation, a book review. In discussing each study substantive issues concerning the case studies will be highlighted. Theoretical issues will be raised concerning the representation of anthropological knowledge, book organization and writing styles, and the relationship between theoretical perspective and presentation. In addition attention will be drawn to the way fieldwork and ethical issues are presented and discussed in ethnographies.

SE894 Anthropology of Europe						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Availability

Spring Term

Contact Hours

20

Learning Outcomes

On successfully completing the module MA students will be able to:

- 1) Be conversant in the main themes and trends of the anthropology of European societies
- 2) Cultivate an in-depth understanding of the historical depth and cultural diversity of a number of European societies in both urban and rural contexts, and at a regional and national level
- 3) Demonstrate an understanding of the historical development of those societies
- 4) Apply anthropological insights to contemporary political, social, and economic developments in the European context e.g. nationalism and conflict; the socio-cultural impact of new technologies; the development and consequences of tourism within Europe; historical acceleration; the heritage industry; the European Union as a socio-cultural and political economic phenomenon
- 5) Understand the impact of study of industrial and post-industrial European societies on anthropological methods
- 6) Critically assess the theoretical contributions of Europeanist anthropologists to the wider discipline

Method of Assessment

The module is assessed by 100% coursework.

The coursework mark is made up of seminar participation (10%), a short essay of 1500 words (30%), and a long essay of 3,000 words (60%)

Preliminary Reading

Asad, T., J. Fernandez, M. Herzfeld, A. Lass, S.R. Rogers, J. Schneider and K. Verdery. 'Provocations of European Ethnology', *American Anthropologist* 99(4):713–30, 1997.

Berdahl, D. *Where the World Ended: Re-Unification and Identity in the German Borderland*. Berkeley: University of California Press, 1999.

Davis, J. 1977. *People of the Mediterranean: an Essay in Comparative Social Anthropology*. London: Routledge.

Goddard, V.J., J. Llobera, and C. Shore (eds), 1994. *The Anthropology of Europe: Identities and Boundaries in Conflict*, Oxford: Berg.

Macdonald, S. (ed) 1993. *Inside European Identities: Ethnography in Western Europe*. Oxford: Berg.

Navaro-Yashin, Y. 2012. *The Make-Believe Space: Affective Geography in a Post-War Polity*. Durham: Duke University Press.

Pre-requisites

None

Synopsis <span style =

'The Anthropology of Europe' surveys the social anthropology of contemporary Europe. The module explores changes in European societies since the end of the Cold War, including conflict related to the reorganisation and 'fortification' of Europe's southern and eastern borders. We read ethnographies exemplifying contemporary approaches to studying industrial and post-industrial societies. We critically review key debates in the study of community and identity politics; nationalism and ethnic conflict; borders, migration and transnationalism; tradition, modernity, and heritage; tourism; industrial and post-industrial work; new religious movements; and biosocialities. A further focus is interrogation of the concept of 'Europe' itself, through analyzing the process of 'Europeanization' within the European Union, and issues raised by the financial crisis; and through presenting ethnographic vantage points from which students can rethink the idea of 'Europe' for themselves. The module includes a critical history of anthropological study of Europe and the Northern Mediterranean, with special attention to the role of the University of Kent in the development of the regional literature.

SE895 Anthropology of Creative Expression						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Availability

Available as an elective module

Contact Hours

Total contact hours: 20

Private study hours: 130

Total study hours: 150

Department Checked

15.03.21

Learning Outcomes

On successfully completing the module students will be able to:

8.1 Critically engage with current problems and key trends in anthropological literature on creativity and creative expression (e.g. humanist and post-humanist approaches to creativity and material culture; anthropology and art; the ethnographic turn in art practice; the relationship between anthropological and literary representation; the affective turn in social theory; the impact of new technologies on creative practice).

8.2 Understand the historical development of the anthropological literature on creativity and creative expression applicable to their own scholarship and research.

8.3 Cultivated an in-depth understanding of the historical depth and cultural diversity of creative practices and modes of creative expression, in both Western and non-Western societies, and a practical understanding of how anthropologists, past and present, have approached their study, both theoretically and methodologically.

8.4 Situate and analyse from an anthropological perspective the topics of creativity, creative expression and the arts in relation to relevant social, political, economic, and historical contexts; and to develop critical awareness of the strengths and limitations of this approach compared to other disciplinary perspectives on creativity.

8.5 Assess the originality and key theoretical contributions of anthropologists working on creativity, art and literature to the wider discipline of social anthropology.

8.6 Understand the impact of key works in the anthropology of creativity on anthropological modes of representation; and have developed a critical understanding of the practical relevance of their training to the use of anthropological methods and representational techniques.

Method of Assessment

Short Essay (2000 words) (40%)

Final Project (1500 words plus text or 2500 words) (60%)

Reassessment methods

Like for Like

Preliminary Reading

Berlant, L. and K. Stewart. 2019. *The Hundreds*. Durham: Duke University Press.

Bruder, J. 2021. *Nomadland: Surviving America in the 21st Century*. London: Swift Press.

De Angelis, R. (ed) 2002. *Between Anthropology and Literature*. London: Routledge.

Hallam, E. and T. Ingold. (eds) 2008. *Creativity and Cultural Improvisation*. Oxford: Berg.

Morphy, H. and M. Perkins. 2005. *The Anthropology of Art: A Reader*. Oxford: Wiley-Blackwell.

Narayan, K. 2012. *Alive in the Writing: Crafting Ethnography in the Company of Chekhov*. Chicago: University of Chicago Press.

Pandian, Anand. 2019. *A Possible Anthropology: Methods for Uneasy Times*. Durham: Duke University Press.

Schneider, A and C. Wright. 2013. *Anthropology and Art Practice*. London: Bloomsbury.

Schwab, G. 2012. *Imaginary Ethnographies: Literature, Culture, and Subjectivity*. New York: Columbia University Press.

Shah, A. 2019. *Nightmarch: Among India's Revolutionary Guerillas*. Chicago: Chicago University Press.

Svasek, M. 2007. *Anthropology, Art and Cultural Production*. London: Pluto Press.

Tarlo, E. 2017. *Entanglement: The Secret Lives of Hair*. London: Oneworld.

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

This module critically surveys anthropological approaches to creativity and creative expression—selected from research on creativity itself, and on the anthropology of art and literature (both oral and written)—and lays the foundations for students to undertake their own innovations in anthropological form. The notion of 'creativity' is often tied to a Western humanist model of subjectivity. In this module, we rethink creativity from a 'post-humanist' standpoint informed by new anthropological research, and interdisciplinary work on novelty, affect, desire, materiality, and material agency. We explore three fields of creative practice as they relate to contemporary anthropology. 1) We review classic approaches to the anthropology of art, in both non-Western and Western contexts. We assess recent breakthroughs which challenge the borders between artistic and ethnographic discourse, exploring how the ethnographic encounter can be rethought via dialogue with contemporary artists. 2) We review the anthropology of literature, and assess both pioneering forms of literary expression in the work of anthropologists, and the output of anthropological practitioners of literary fiction and poetry. 3) We examine how anthropology itself can be conceptualised as the creative expression of an encounter with others, lived experience, and the unknown, and explore the implications for anthropological modes of representation (including public anthropology). Students have the option to develop a creative project during the module that builds on this training, and can submit both academic and practice-led creative anthropological research as their assessment.

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SE896 Environmental Anthropology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Availability

Compulsory to the following courses:
MSc Ethnobotany

Optional to the following courses:
MA Social Anthropology: Humanitarian and Environmental Crises
MA Environmental Leadership

Also available as an elective module.

Contact Hours

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

Department Checked

16.03.21

Learning Outcomes

Subject specific learning outcomes. On successfully completing the module you will be able to:

1. identify historical theoretical and applied problems in environmental anthropology
2. discuss critically the themes, debates and trends in environmental anthropology
3. discuss critically a range of classic ethnographic case studies

Generic learning outcomes. On successfully completing the module you will be able to:

1. express ideas in writing and orally
2. interpret texts and performance by locating them within appropriate cultural and historical contexts
3. identify and analyse the significance of the social and cultural contexts of natural resource use
4. appraise the value of substantive findings in environmental anthropology.
5. compare and contrast different theoretical approaches to the understanding of human-environment relationships
6. construct abstract arguments at a high level of sophistication

Method of Assessment

- Essay (2500 words) (65%)
- Presentation (10%)
- VLE quiz (25%)

Reassessment method: 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>).

- Barnes, J. and M. Dove, 2015. Climate Cultures. Yale U Press.
- Cepek, M. 2018. Life in Oil: Cofan survival in the Petroleum Fields of Amazonia. Texas.
- Dove, M. 2021. Bitter Shade: The Ecological Challenge of Human Consciousness. Yale.
- Dove, M.R and Carpenter, C. 2007. Environmental Anthropology: A Reader. Routledge.
- Ellen, R. 2020 Nature Wars. Env. Anth and Ethnobiology Series. 27. Berghahn Books.
- Kopnina, H. and E. Shoreman-Ouimet, 2011. Environmental Anthropology Today. Routledge.
- Raygorodetsky, G., 2017. Archipelago of Hope. Pegasus Books.
- Tsing, A, et al., 2017. Arts of living on a damaged planet. Minnesota U Press.
- Vaughan, M. 2018. Kaiaulu: Gathering tides. OSU Press.

Pre-requisites

None

2022-23 Postgraduate Module Handbook

Synopsis *

This module introduces some of the main theoretical approaches and some practical applications of the study of environmental anthropology (in particular, cultural ecology, systems and symbolic ecology, historical and political ecology, and new approaches such as spiritual ecology and multispecies ethnography).

We consider some of the main cultural and social aspects of the human-environment interface, such as

- the relationship between social organisation, culture and ecology
- alternative forms of land use and management
- the impact of processes of globalization on human interactions with the environment in a number of non-western societies
- the cultural dimension of human adaptation to a changing environment.

The middle section of the module looks at five categories of subsistence strategy and the environments they occur in:

- foraging and hunting (in arid, arctic and tropical forest ecosystems)
- fishing (coastal marine environments)
- pastoralism (in grassland and arid ecosystems)
- low intensity and high intensity agriculture (in arid, grassland and tropical environments).

For each of these production systems we will also examine a complementary contemporary issue in conservation and/or development. These issues may involve great debates in theory, problems of methodology or issues in applying research results to solve practical problems.

Throughout the module we address methods and problems of applying research in environmental anthropology to related development, conservation and human rights issues, and in particular we look at adaptation to climate change among Indigenous peoples.

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SE897 Ethnobiological Knowledge Systems						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Availability

Compulsory to the following courses:
MSc Ethnobotany

Optional to the following courses:

MA Social Anthropology: Humanitarian and Environmental Crises

Contact Hours

Total contact hours: 24

Private study hours: 126

Total study hours: 150

Department Checked

16.03.21

Learning Outcomes

Subject specific learning outcomes. On successfully completing the module you will be able to:

1. critically discuss the relationship between people and other organic species, in terms of the social and knowledge systems of which they are part, and using anthropological approaches and data
2. apply various methodological approaches within ethnobiology
3. understand the ways in which different societies and cultures have come to perceive, know, use, classify and symbolically represent plants and animals
4. appreciate the ways in which anthropologists have approached the study of local systems of classification and knowledge, and peoples' management and use of plants and animals

Generic learning outcomes. On successfully completing the module you will be able to:

1. articulate and assess a range of anthropological and cognate approaches to issues of ethnobiological knowledge systems
2. understand the study of ethnobiological knowledge systems in relation to how the subject has developed
3. evaluate various theories of how ethnobiological knowledge is organised and explained
4. think critically in anthropological terms about the relationship between ethnobiological knowledge systems and other aspects of culture and society
5. choose appropriate methods in relation to anthropological questions suitable for research study
6. present ideas systematically and cogently both orally and in writing

Method of Assessment

Essay 50%

Analytic note 25%

VLE test 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>).

Pre-requisites

None

Synopsis <span style =

This module is intended to enable you to discuss critically the relationship between people and other organic species, in terms of the social and knowledge systems of which they are part, using anthropological approaches and data. It deals with the ways in which different societies and cultures have come to perceive, know, use, classify and symbolically represent plants and animals. It also introduces you to the ways anthropologists have approached the study of local systems of classification and knowledge, and people's management and use of plants and animals.

SE898 Plant Resources and their Conservation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	15 (7.5)	100% Coursework	

Availability

MSc Ethnobotany

Contact Hours

Total contact hours: 20

Private study hours: 130

Total study hours: 150

Department Checked

16.03.21

2022-23 Postgraduate Module Handbook

Learning Outcomes

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

- 8.1 discuss critically the relationship between plant species, groups or plants and the uses to which they are put, from the perspective of economic botany
- 8.2 deal with the threats posed by plant use through effective conservation.
- 8.3 understand the ways in which botanists have approached the study of plant specimen collection and taxonomy, and the role of the botanic garden in plant conservation and ethnobotanical research
- 8.4 present case studies through which these concepts can be thought and critiqued
- 8.5 develop a nuanced comparative perspective on these concepts engaging ethnographic and ethnobotanical materials
- 8.6 appreciate the potential challenges and benefits of ethnobotanical research in local, regional, national and international settings.

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

- 9.1 articulate and assess a number of botanical approaches to issues in economic botany and conservation.
- 9.2 understand the study of economic botany and plant conservation in relation to how the subject has developed, and the role of botanic gardens
- 9.3 evaluate various theories of how botanical knowledge is organized and explained
- 9.4 think critically in botanical terms about the relationship between plants and people
- 9.5 choose appropriate methods in relation to ethnobotanical questions suitable for research study
- 9.6 present ideas systematically and cogently both orally and in writing
- 9.7 interact with peers and their seminar leaders in the exchange of ideas
- 9.8 summarise complex material succinctly

Method of Assessment

Essay (3000) (100%).

Reassessment methods: 100% coursework.

Preliminary Reading

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

- Balick, M.J., and P. Cox 1996. Plants, people and culture
- Harris, J.G. and M. W. Harris 1994. Plant identification terminology
- Heywood, V. 1993. Flowering plants of the world
- Hobhouse, H. 1992. Seeds of change
- Lewington, A. 2002. Plants for people
- Mabberley, D. J. 1997. The plant book.

Pre-requisites

Co-requisite with SE884 Botanical Foundations in Ethnobotany

Synopsis <span style =

This module covers selected aspects of botany, plant conservation, ethnobotany and botanic gardens, chosen with reference to their relevance to the Ethnobotany MSc. Students should complete the module with enhanced understanding of plant classification and the botany of selected plant families, plant conservation techniques, the role of botany in carrying out ethnobotany, and the range of work and facilities at a botanical garden.

Indicative topics are:

- * Botanical information resources
- * Basic taxonomy
- * The role of the herbarium
- * Plant systematics and family sorts
- * Taxonomy of selected families
- * Collecting plant specimens under tropical conditions
- * Ethnobotanical research at Kew
- * Yam ethnobotany
- * History of economic botany and the role of the botanic garden
- * Chinese herbal medicine
- * Plant phytochemistry in relation to ethnobotany
- * Applied Ethnobotany

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SE990 Contemporary Issues in Environmental Anthropology and Ethnobotany						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	
4	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Availability

Core module for MA/MSc Environmental Anthropology and MSc Ethnobotany, optional module for MA Social Anthropology and associated other pathways within SAC, including DICE. Also available as an Elective Module.

Contact Hours

Total contact hours: 36

Private study hours: 114

Total study hours: 150

Department Checked

16.03.21

Learning Outcomes

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

- 1) understand some key contemporary issues regarding the study of human-environment and human-plant interactions, framing these in the context of the evolution and development within the relevant fields
- 2) critically analyse and debate the broader theoretical, social, political and ethical issues surrounding the human-environment nexus and planetary crises, with a particular focus on questions relating to complexity, multi-dimensionality, dynamism and in a way which considers the relative merits and limitations of reductionist, holistic, relational and multi-scalar perspectives.
- 3) use key recent books and peer-reviewed articles to provide the most up-to-date perspectives on contemporary issues in ethnobotany and environmental anthropology from a diversity of disciplinary perspectives within the natural and social sciences and humanities.
- 4) demonstrate knowledge of key case studies from around the world that illustrate some of the challenges and difficulties-epistemological, methodological, institutional, normative and ethical- of carrying out research in ways that assist the process of transition towards a sustainable future
- 5) incorporate these perspectives as they plan and complete their own independent research projects at various field locations, leaving the MSc program with a working knowledge of the current debates, approaches and controversies in the multidisciplinary study of human-environment relations

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

- 1) demonstrate general learning and study skills
- 2) think critically and engage with a broad range of ideas and approaches from across the humanities and natural and social sciences, thus helping develop some the skills and outlook necessary to work in inter-, multi- and trans-disciplinary settings in ways that are aligned with the kind of work needed to carry out to address the global challenges unfolding today
- 3) present their ideas systematically and cogently both orally and in writing
- 4) use (and combine effectively) written, oral and visual modes of communication
- 5) work effectively within a small group and improve not only their written, but also oral communication skills and use of multi-media
- 6) read, comprehend and assimilate scholarly texts from a wide range of disciplines across the humanities and sciences
- 7) develop a reasoned, evidence-based argument that is careful, measured and cognisant of its own limitations and problems; that is, an ability to apply a constructively critical mind to one's own work

Method of Assessment

Essay (3000 words) (70%)

Class audio-visual presentation (30%).

Reassessment methods: 100% coursework.

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Preliminary Reading

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

Agrawal, A. 2003. Sustainable governance of common-pool resources: context, methods, and politics. *Annual Review of Anthropology* 32: 243-62.

Alexiades, M. N. (ed.) 2009. *Mobility and Migration in Indigenous Amazonia: Contemporary Ethnoecological Perspectives*. Oxford: Berghahn.

Anderson, D.G. and E. Berglund (eds.) 2003. *Ethnographies of Conservation: Environmentalism and the Distribution of Privilege*. London: Routledge.

Berkes, F. et al. (eds.) *Navigating social-ecological systems: building resilience for complexity and change*. Cambridge: Cambridge University Press.

Greenberg, J.B. et al. (eds.) *Reimagining political ecology*. Durham: Duke University Press.

Heckler, S. (ed.) *Landscape, process and power: re-evaluating traditional environmental knowledge*. New York: Berghahn Books.

Pre-requisites

None

Synopsis *

This module seeks to critically and dynamically explore the diverse, complex, dynamic, recursive and multi-scalar nature of human-environmental interactions, including associated knowledge and practices. By engaging with recent debates and case studies from different regions it seeks to critically assess, compare and contrast some of the key contemporary, at times controversial, debates that engage collaborators, colleagues and critics from diverse academic specialties and perspectives. Through the use of lectures, class discussions and student-led seminar discussions on specific papers it seeks to review and compare some of concepts and approaches used to research, analyse and theorise the material, symbolic, historical, political dimensions of human-plant and human-environment relations. It also seeks to assess how such an understanding can better guide our attempts to address the complex socio-environmental problems facing our world and our future, particularly in the context of the cascading planetary crises signalled by such concepts as the Anthropocene and in a way that considers the interplay between local, supra-local and planetary-scale processes and scales.

SE991	Ethnicity and Nationalism					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Availability

MA Social Anthropology pathways, MSc/MA Environmental Anthropology

Contact Hours

Total Contact Hours: 20

Independent Study Hours: 130

Total Study Hours: 150

Department Checked

16.03.21

2022-23 Postgraduate Module Handbook

Learning Outcomes

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

- 8.1 Critically apply anthropological theories of nationalism and ethnicity in the presentation of information and argument.
- 8.2 Introduce signal concepts in the anthropological analysis of ethnicity, nationalism and identity.
- 8.3 Examine the evolution of anthropology's approach to these and related concepts, including race, indigeneity, hybridity and invention of tradition.
- 8.4 Present case studies through which these concepts can be thought, analysed and critiqued.
- 8.5 Develop a nuanced comparative perspective to evaluate ethnic identity-making using both ethnographic and historical materials.
- 8.6 Investigate the emergence of national modes of identification out of various pre-national social and cultural formations.

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

- 9.1 Think critically in anthropological terms about the emergence of nationalism out of other forms of collective organisation.
- 9.2 Locate contemporary anthropology's relation to questions of ethnicity, nationalism and identity within a developing historical trajectory.
- 9.4 Present ideas systematically and cogently both orally and in writing.
- 9.4 Critically comprehend and assimilate texts written for a professional audience.
- 9.5 Interact with his/her peers and their seminar leaders in the exchange of ideas, addressing current debates about ethnicity and nationalism.
- 9.6 Engage in original library research to provide critical arguments in support of particular assignments.

Method of Assessment

Essay, 2,000 words (50%)

Anthropological diary 2500 words (50%)

Re-assessment methods: 100% Coursework

Preliminary Reading

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

Anderson, B. (1991). *Imagined Communities*. London & New York: Verso Books.

Banks, M. (1996). *Ethnicity: Anthropological Constructions*. London: Routledge.

Comaroff John and Jean Comaroff. (2009). *Ethnicity, Inc.* Chicago: University of Chicago Press.

Gellner, E. (1983). *Nations and Nationalism*. Oxford: Basil Blackwell.

Hobsbawm, E. and T. Ranger (eds) (1983). *The Invention of Tradition*. Cambridge: Cambridge University Press.

Hylland-Erikssen, T. (1993). *Ethnicity and Nationalism*. London and Boulder Colorado: Pluto Press.

Wade, P. (1997). *Race and ethnicity in Latin America*. London: Pluto Press.

Pre-requisites

None

Synopsis <span style =

Ethnicity' and 'nationalism' are matters of contemporary urgency (as we are daily reminded by the media), but while the meanings of these terms are taken for granted, what actually constitutes ethnicity and nationalism, and how they have been historically constituted, is neither clear nor self-evident. This module begins with a consideration of the major theories of nationalism and ethnicity, and then moves on to a series of case studies taken from various societies around the world., and then moves on to examine a number of other important concepts—indigeneity, 'race', hybridity, authenticity, 'invention of tradition', multiculturalism, globalization—that can help us appreciate the complexity and dynamics of ethnic identities. The general aim of the module is to enable and encourage students to think critically beyond established, homogenous and static ethnic categories.

SE992 Advanced Topics in Evolutionary Anthropology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Availability

MSc Forensic Osteology and Field Recovery Methods

Also available as an elective Level 7 module for other MA/MSc courses within the Division

Contact Hours

Total contact hours: 24

Private study hours: 126

Total study hours: 150

Department Checked

15.03.21

Learning Outcomes

On successfully completing the module you will be able to:

1. demonstrate advanced knowledge and in-depth understanding of theoretical concerns and new research in scientific and evolutionary anthropology
2. gain exposure to evolutionary approaches to the study of human behaviour
3. critically evaluate new research in evolutionary anthropology, and more generally, that of evolutionary science
4. gain an in depth understanding of the internal workings of the research and publishing process in evolutionary and anthropological science

Method of Assessment

Essay (3500 words) (60%)

Seminar Leadership (20%)*

Portfolio of weekly reading summaries (~500 words per topic) (20%)

*This element is pass compulsory and must be passed to achieve the learning outcomes of the module.

Preliminary Reading

This module only uses primary literature, much of which is chosen by the students as part of their seminar leadership. As such, the reading list for this module changes from year to year. It will contain the most up to date and/or controversial topics in a variety of fields.

Articles will generally be drawn from the following journals, and other relevant sources where appropriate:

Evolution and Human Behavior

Evolutionary Psychology

Journal of Human Evolution

Human Nature

Human Biology

International Journal of Primatology

Nature

Science

Trends in Ecology & Evolution

Synopsis *

This module is an advanced treatment of current topics and debates in contemporary science broadly related to various aspects of anthropology and the human sciences. Emphasis is on scientific advances and changes during the past decade, and on the directions of future research. The goal of this course is to understand, and present on scientific topics and, specifically, how research and publication works in a scientific context. You will be exposed to a broad series of topics, opinions, methodologies, journal articles, and ideas in numerous highly relevant fields of research. Seminars will critically examine classic and recent journal articles, considering the quality of research and presentation.

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SE993 Advanced Topics in Primate Behaviour						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Contact Hours

Contact hours: 37

Private study hours: 113

Total hours: 150

Department Checked

15.03.21

Learning Outcomes

On successfully completing the module students will be able to:

1. Demonstrate an advanced understanding of evolutionary theory as it applies to primate behaviour.
2. Show an advanced understanding of the ways in which primates interact with one another & their environments.
3. Apply knowledge and understanding of the patterns and principles that account for the variation in ecology and behaviour of primates, drawing on examples from a wide range of species.
4. A clear appreciation of the use of primate models to understanding human behaviour
5. An understanding of methods of data collection and analysis common to primate behavioural studies.

Method of Assessment

Essay, 4000 words (80%)

Report (Behavioural Data Collection) (20%)

Reassessment: 100% coursework

Preliminary Reading

Fleagle (2013) Primate Adaptations and Evolution, 3rd Edition, Academic Press, San Diego.
 Krebs, Davies & West (2012) Introduction to Behavioural Ecology 4th Edition, Wiley-Blackwell, Chichester.
 Campbell et al. (2010) Primates in Perspective. 2nd Edition, Oxford University Press, Oxford
 Strier (2011) Primate Behavioral Ecology. 4th Edition, Prentice Hall, Upper Saddle River, NJ
 Dolhinow & Fuentes (1999) The Nonhuman Primates. Mayfield, London.
 Richard (1985) Primates in Nature. W.H.Freeman, London.

Pre-requisites

None

Synopsis <span style =

This module provides an understanding of primate behaviour and ecology at an advanced level, and how this allows us to better understand the evolutionary biology of human behaviour. Set within an evolutionary framework, this module combines established findings with the latest research. Seminars will employ critical analysis of classic and recent journal articles, considering the quality of research and presentation, and the utility of models derived from primate studies for understanding specific aspects of human behaviour. The field trip will allow for an opportunity to observe primate behaviour and practice methods of data collection.

SE994 Advanced Topics in Human Behaviour						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Availability

MSc Biological Anthropology

Also available as an Elective Module for other MA/MSc programmes in the School or across the University

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

16.03.21

2022-23 Postgraduate Module Handbook

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 evolutionary theory as it applies to human behaviour.
- 8.2. demonstrate knowledge and understanding of theoretical concerns, methods, and findings of current empirical research in the evolution of human behaviour.
- 8.3 demonstrate a clear understanding of the implications of Darwin's theory of natural selection for human behaviour
- 8.4 demonstrate an advanced knowledge of human reproductive behaviour and biology.
- 8.5 critically evaluate new research in anthropological/evolutionary psychology approaches to the study of human behaviour.
- 8.6 demonstrate an understanding of methods of data collection and analysis common to evolutionary behavioural studies involving human subjects.

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

- 9.1 demonstrate advanced critical thinking skills
- 9.2 demonstrate developed writing skills, such as clarity and presenting analytical results
- 9.3 demonstrate advanced reading skills
- 9.4 demonstrate developed oral presentation skills
- 9.5 demonstrate developed time management and preparation
- 9.6 demonstrate developed organisation of information in a clear way.

Method of Assessment

Poster (2,000 words approx.) (80%)

Seminar Participation Folder (No word limit) (20%)

Reassessment methods: 100% coursework.

Preliminary Reading

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

Main texts:

Human Evolutionary Psychology, Barrett, L., Dunbar, R.I.M & Lycett, J.E. 2002. Palgrave: London.

Sense and Nonsense, Laland, K.N. & Brown, G.R. 2011. OUP: Oxford.

Evolutionary Psychology: A critical introduction, Swami, V. (Ed.) 2011. BPS Blackwell.

Sexual Selection and the Origins of Human Mating Systems. Dixson, A. 2009. Oxford: Oxford U. Press.

The Psychology of Human Sexuality. Lehmiller, J. 2014. Wiley Blackwell.

Supplementary texts:

Why Is Sex Fun?, Diamond, J. 1997. New York: Basic.

The Red Queen, Ridley, M. 1993. New York: Penguin.

Why Sex Matters, Low, B. 1999. Princeton: Princeton U. Press.

Sperm Wars, Baker, R. 1996. New York: Basic.

Primate Sexuality, Dixson, A. 1998. Oxford: Oxford U. Press.

The Blank Slate, Pinker, S. 2002. London: Penguin

A Natural History of Rape, Thornhill, R and Palmer, C. 2001. Boston: MIT Press

Why Women have Sex. Meston, C. and Buss, D. 2009. Vintage.

Pre-requisites

None

Synopsis <span style =

The material presented in this module is drawn from the academic disciplines of evolutionary anthropology, human behavioural ecology, and evolutionary psychology. The goal of this module is to explore and understand the principles of evolutionary anthropology and other complementary paradigms. The module explores human behaviour (primarily human sexual behaviours) from a Darwinian perspective. Topics covered are reproductive and mating strategies, parenting behaviour, kinship, cooperation, survival, jealousy, and aggression. The module will provide students with an advanced understanding of the deeply biological nature of human behaviour, and develop skills in critical thinking. Students will be encouraged to bring relevant questions and observations to seminars, and time will be allocated to deal with them.

Seminars will critically examine classic and recent journal articles, considering the quality of research and presentation, and the utility and diversity of using Darwinian approaches to explore and explain human behaviour.

2022-23 Postgraduate Module Handbook

SE995 Visual Anthropology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Availability

MA Social Anthropology, and Visual Ethnography pathway

Contact Hours

Contact hours: 28

Private study hours: 122

Total hours: 150

Department Checked

16.03.21

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 main themes and trends in Visual Anthropology
- 8.2 have cultivated an informed and advanced understanding of the production and analysis of visual media
- 8.3 analyse and communicate their comprehension of photography or ethnographic documentaries.
- 8.4 critically evaluate and construct coherent and logical arguments referencing visual and textual discourses, that combine an advanced conceptual understanding with substantiated ethnographic examples.
- 8.5 analyse their reception of media in relation to their and others' past experience and use of film, video and photography.
- 8.6 to critically engage with some of the assumptions present by demonstrating an advanced understanding of the value of ethnographic and documentary media .

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

- 9.1 demonstrate decision-making in complex contexts by integrating reference to visual media and theory into their written analysis
- 9.2 be personally and disciplinarily reflexive in analysis and discussion
- 9.3 communicate more effectively through critically referencing personal experience in relation to literature
- 9.4 to synthesise the research of others and form a reflexive and coherent argument with it
- 9.5 identify and locate extensive and ethnographic sources of information related to media

Method of Assessment

Analytic note, 1,200 words (35%)

Essay, 2,000 words (65%)

Re-assessment methods: 100% Coursework

Preliminary Reading

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

Askew, K. and R. Wilk 2002. The Anthropology of Media: a reader. Blackwell.

Banks, M & Ruby, J (eds). 2011. Made to be Seen: Perspectives on the History of Visual Anthropology. Chicago: University of Chicago Press.

Edwards, Elizabeth (ed.) 1992. Anthropology and Photography, 1860-1920.

Ginsburg, F, L. Abu-Lughod and B. Larkin (eds).. 2002. Media Worlds: anthropology on new terrain.

MacDougall, D 1998. Transcultural Cinema. Princeton University Press

Pre-requisites

None

Synopsis <span style =

Visual anthropology is a subfield of social anthropology focussed on the production, dissemination and analysis of film, video, photography and computer-based multimedia. It is at the heart of contemporary anthropological experiments in sensory ethnography, collaborative and publicly accessible research, and analysis of the encounter between media makers and the subjects of their productions. Central concerns of the module are the cross-cultural reception of media, the use of video and photography as and for research, the social history of film and photography relating to ethnographic subjects, the study of national and regional cinematic traditions (outside Europe and America) and the comparative ethnography of television and broader consideration of issues of social representation and political ideology in visual imagery. Some of the main areas covered in the module include 1) Reflexivity and Intersubjectivity, 2) Soundscapes, Dance and the Senses, 3) Photography and Sociality, 4) Observational and Participatory Cinema, 5) Ethno-fiction and Indigenous Media 6) Intersections of Medical and Visual anthropology and 7) New Media and Activism.

2022-23 Postgraduate Module Handbook

SE997 Anthropological Approaches to Business						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Availability

MA Social Anthropology and associated pathways

Contact Hours

This module will be taught by means of a 1 hour lecture (shared with SE584) for 12 weeks and a total of 8 additional contact hours with the module convenor. Depending on the number of students enrolled in the module these contact hours will take the form of seminar groups and/or individual tutorials. Students will also be expected to devote a total of 130 hours to research, reading, coursework preparation and use of online resources provided via the Virtual Learning Environment (Moodle) for this module.

Total Contact Hours: 34

Independent Study Hours: 116

Total Study Hours: 150

Department Checked

16.03.21

Learning Outcomes

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

1. Understand the cultural diversity of business formations and communities in the contexts of geography and social changes and rethink our cultural assumptions about such communities
2. Demonstrate a clear comparative perspective of business organisations
3. Recognise the pertinence of an anthropological perspective to understanding major national and international events
4. Appreciate how ethnography contributes to theory
5. Discuss key issues and debates in the anthropology of business literature

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

1. Think critically in anthropological terms about social phenomena
2. Use (and combine effectively) written, oral and visual modes of communication
3. Read, comprehend and assimilate texts written for a professional audience
4. Present their ideas systematically and cogently both orally and in writing
5. Work effectively within a small group

Method of Assessment

Assessment is by 100% coursework and set forth as follows:

100% for an essay (2000 words) which will engage theoretical work from the lectures and readings in conjunction with the ethnographic works of their choice. The essay tests the achievement of critical thinking and ability in researching and writing on salient issues about how businesses are embedding in social relations as well as the students knowledge of the key recommended texts; the class presentation tests critical oral, study and communication skills and the knowledge of required information. Both assessments further test data retrieval and the synthesis and presentation of various information sources and their application to the emerging sub-discipline of the anthropology of business.

Reassessment methods: 100% coursework.

Preliminary Reading

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

Bestor, Ted 2004. Tsukiji: The Fish Market at the Center of the World. University of California Press

Comaroff, John and Jean Comaroff (in press, 2008) "Ethnicity, Inc.

Frank, Thomas 1997. The Conquest of Cool: Business Culture, Counterculture and the Rise of Hip Consumerism. University of Chicago Press

Hart, Keith, and Horacio Ortiz. 2014. "The Anthropology of Money and Finance: Between Ethnography and World History". Annual Review of Anthropology. 43: 465-482.

Ho, Karen Zouwen. 2009. Liquidated: an ethnography of Wall Street. Durham: Duke University Press.

Hoffer, Lee D. 2006. Junkie business: the evolution and operation of a heroin dealing network. Australia: Thomson/Wadsworth.

Ortiz, Horacio. 2014. "The Limits of Financial Imagination: Free Investors, Efficient Markets, and Crisis". American Anthropologist. 116 (1): 38-50.

Zaloom, Caitlin 2006. Out of the Pits: Traders and Technology from Chicago to London. University of Chicago Press

2022-23 Postgraduate Module Handbook

Pre-requisites

None

Synopsis *

Anthropology has an important role to play in the examination of our own organizational lives as embedded in various forms of capitalism. This module will allow students to gain anthropological perspectives on business formations, structures, practices and ideologies. Businesses – be they individuals, families, corporations, nation-states or multi-lateral corporations - have identities that are invariably distinct from one another and which are forged upon and promote particular social relationships. Ethnographic case-studies, with a strong emphasis on the stock market in the last third of the course will provide the basis for discussing how these social relationships that enact power, are embedded in broader cultural processes such as ethnicity, nationalism, migration, and kinship as well as ideologies of gender, aesthetics and religion among others. Acknowledging the multiple dynamic relationships between businesses, people and marketplaces will allow us to evaluate their roles as reactive producers, consumers and disseminators of cultural processes within our surrounding environments, extending from the local to the global.

2022-23 Postgraduate Module Handbook

SE998 Dissertation: Anthropology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	60 (30)	100% Project	

Availability

MA/MSc in Social Anthropology/Anthropology and associated pathways

Contact Hours

Total contact hours: 14

Private study hours: 586

Total study hours: 600

Department Checked

16.03.21

Learning Outcomes

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

- 8.1 conduct research applied to their particular subdisciplines of Anthropology
- 8.2 organise and express cogently a body of research
- 8.3 set up a testable research question
- 8.4 design a research project to test the research question
- 8.5 select an appropriate methodology, involving either qualitative or quantitative approaches, or a combination of the two
- 8.6 negotiate access to the field of study, arrange the research and carry out the study
- 8.7 conduct data analysis using appropriate methods
- 8.8 write up the dissertation

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

- 9.1 articulate and assess a number of anthropological and cognate approaches to issues in their subdiscipline of anthropology
- 9.2 evaluate various theories of how social data are organized and explained
- 9.3 think critically in anthropological terms about the relationship of their particular focus of research and other aspects of culture and society
- 9.4 present his/her ideas systematically and cogently in writing
- 9.5 summarise complex material succinctly

Method of Assessment

Dissertation 15,000 words max. (100%).

Reassessment methods: 100% project.

Preliminary Reading

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

There is no specific required reading for this module, apart from readings included in the research methods module.

All students will be required to complete their own project-specific literature searches and read relevant literature for their research project. They will provide an account of this in the literature review section of the dissertation.

Pre-requisites

Students registering for this dissertation will have successfully completed the modules for the relevant MA/MSc programme

Synopsis *

Throughout the terms preceding the initiation of the dissertation module students will be encouraged by their supervisor and the instructors of other modules they take to develop ideas for their dissertation research project. They will also be taught appropriate research methods. The final essay of their pre-dissertation work will draw together materials they have learned through the preceding terms and will synthesise these with students' research interests in order to set up a prospectus for the thesis proposal itself. Students will be passed into the dissertation module by the examiners meeting on the basis of a pre-presented written plan for their research project prepared under supervision by their tutor and modified in relation to questions and comments raised by staff and fellow students during the research presentation day. Subsequent to this, the student will intensively discuss methods of data collection, theoretical models for the analysis of this material, and the use and integration of research methods into both its preparation and its final presentation with his or her supervisor and other concerned members of staff. . The student will then independently work on the thesis over the summer until mid-September when it will be submitted. Throughout this time the student will be able to gain supervision through electronic mail.

36 School of Economics

EC802 Advanced Microeconomics of Consumers, Markets and Welfare						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	15 (7.5)	80% Exam, 20% Coursework	

Availability

Compulsory to MSc Economics (inc Econometrics)

Contact Hours

Total contact hours: 30

Private study hours: 120

Total study hours: 150

Department Checked

27.07.22

Learning Outcomes

On successfully completing the module students will be able to:

8.1 Apply their improved economic and enhanced problem solving abilities to advanced microeconomic theory.

8.2 Use rigorous mathematical tools commonly found in advanced microeconomic analysis.

8.3 Extensively cover the following topics at an advanced level: utility and demand; duality; existence; uniqueness and stability of general equilibrium; price equilibrium; social welfare; social choice; and uncertainty.

8.4 Critically understand the notion of a mathematical proof compared to an intuitive explanation in economics.

Method of Assessment

Main Assessment Methods:

- 20% Take-Home Test (1 hour)
- 80% Examination (2 hours)

****Please note that the exam in May/June 2023 will be Online (24 hour window)****

Reassessment: 100% exam

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.

Synopsis

This module examines the workings of the economic system from a disaggregated viewpoint. It is a standard module on advanced microeconomic theory and contains the basics of general equilibrium, including Walrasian equilibrium. It provides students with the toolbox essential for understanding further advanced modules in their programme of choice. Fundamental topics dealt with encompass utility theory and the theory of social choice and welfare. Special attention is given to risk and uncertainty. All these topics are presented in an advanced manner and all are developed in mathematical frameworks. The notion of the understanding of a number of mathematical proofs of economic ideas is central to the curriculum.

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EC803 Trade and Development						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% Coursework	
3	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% Coursework	

Availability

compulsory for MSc Economics and MSc International Finance and Economics.

Contact Hours

Total contact hours: 30

Private study hours: 120

Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

8.1 Develop strong ability to construct logical economic arguments related to international economics

8.2 Acquire comprehensive skills to relate empirical evidence to the relevant theory

8.3 Become familiar with rigorous tools of theoretical analysis and empirical modelling used in international economics, present economic arguments verbally as well as in written form

Method of Assessment

Essay (2,000 words) (20%)

Examination (2 hours) (80%)

****Please note that the exam in May/June 2023 will be In Person****

Reassessment: 100% exam

Preliminary Reading

Core reading

* Feenstra, Robert., Advanced International Trade. 2nd Edition. Princeton University Press, 2015.

Recommended reading

* Rivera-Batiz, Louis and Maria-Angels Oliva. International Trade: Theories, Strategies and Evidence. Oxford University Press, 2004.

* Södersten, Bo and Geoffrey Reed. International Economics, 3rd Edition. Palgrave, 1999.

* Markusen, James, Melvin, James, Kaempfer, William and Keith Maskus. International Trade: Theory and Evidence, McGraw Hill, 1995.

* Krugman, Paul, Obstfeld, Maurice and Marc Melitz. International Economics: Theory and Policy. 10th Edition. Pearson, 2014.

This list will be augmented by articles from such journals as American Economic Review, Econometrica, Journal of International Economics, Journal of Political Economy, Quarterly Journal of Economics and Review of Economic Studies among others.

Synopsis <span style =

This module is designed for students with interests in both international economics and development economics. It aims to discuss some of the fundamental models (and their extensions) in international economics and link them to the growth and development process of regions and countries. Throughout this module we provide you with the analytical tools and theoretical knowledge necessary to understand these links. We also focus on both the theoretical foundations and extensions of trade theory and the empirical evidence available to the current theoretical debates. The first part of the module is devoted to the foundations of trade theory and it is the basic building block of the module. The rest of the module deals with trade policy, trade liberalisation and long run growth, factor movements as well as economic geography and regional trade agreements and their implication for global free trade.

2022-23 Postgraduate Module Handbook

EC805 Advanced Macroeconomics I						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	80% Exam, 20% Coursework	
3	Canterbury	Autumn	M	15 (7.5)	100% Exam	
3	Canterbury	Autumn	M	15 (7.5)	80% Exam, 20% Coursework	

Availability

This is a compulsory module for the:

* MSc in Economics

* MSc in Economics and Econometrics

* MSc in Development Economics

* MSc in Financial Economics

Contact Hours

Total contact hours: 30

Private study hours: 120

Total study hours: 150

Department Checked

27.07.22

Learning Outcomes

On successfully completing the module students will be able to:

8.1 Demonstrate profound knowledge of theoretical models to analyse macroeconomic problems.

8.2 Comprehensively understand and critically evaluate macroeconomic phenomena

8.3 Clearly understand feedbacks between macroeconomic and microeconomic activity

8.4 Comprehensively understand actions and behaviour of government institutions overseeing macroeconomic activity

8.5 Form their own independent opinion on ongoing macroeconomic issues

Method of Assessment

Main Assessment Methods:

- Take Home Test (80 minutes): 20%
- Examination (2 hours): 80%

****Please note that the exam in May/June 2023 will be In Person****

Reassessment: 100% exam

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.

Synopsis *

The main aim of this module is to provide students with knowledge of core macroeconomic theory at the graduate level. The focus is on learning theoretical concepts and analytical techniques as an aid to understanding complex contemporary macroeconomic problems. In addition, the module will develop the toolbox essential for understanding all other macro-related modules in the programmes of students' further choice. The module is organized in three key parts. The first part deals with microeconomic foundations of macroeconomics and introduces rational expectations. The second part analyses short-term fluctuations in macroeconomic performance and how macroeconomic policy may be used to address these. Specifically, it provides rigorous treatment of the Real Business Cycle theory and monetary/fiscal policy as regulatory instruments. The third part deals with economic growth as a fundamental determinant of long-term macroeconomic performance.

2022-23 Postgraduate Module Handbook

EC816 International Finance						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	
2	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% Coursework	

Availability

Compulsory to MSc Financial Economics

Contact Hours

Total contact hours: 30

Private study hours: 120

Total study hours: 150

Department Checked

18.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1. Comprehensively understand how the openness of economies affects their economic performance, accounting for complex institutional arrangements that exist in the contemporary world economy
- 8.2. Critically assess determination of exchange rates and systematically study the sources of exchange rate fluctuations
- 8.3. Deeply assess the causes and consequences of international capital movements as well as recent trends in 'globalisation', and acknowledge how these transform our understanding of such controversial phenomena as financial bubbles, speculative attacks, and currency crises.
- 8.4. Critically address the concept of intertemporal trade and risk diversification using the synthesis of existing advanced theories
- 8.5. Demonstrate profound knowledge of the history of the international monetary system.

Method of Assessment

Essay, 2000 words (20%)

Examination (2 hours) (80%)

****Please note that the exam in May/June 2023 will be Online (24 hour window)****

Reassessment: 100% exam

Preliminary Reading

Core reading

* León-Ledesma, Miguel and Alexander Mihailov. Advanced International Macroeconomics and Finance. Oxford University Press, 2018.

Recommended reading

* Schmitt-Grohe, Stephanie, Uribe, Martin, and Michael Woodford. International Macroeconomics. Princeton University Press, 2016

* Schmitt-Grohe, Stephanie and Martin Uribe. Open economy macroeconomics. Princeton University Press, 2017.

* Sarno, Lucio, and Mark Taylor. The Economics of Exchange Rates. Cambridge University Press, 2002.

* Obstfeld, Maurice, and Kenneth Rogoff. Foundations of International Macroeconomics. MIT Press, 1996.

This list will be augmented by the articles from such journals as American Economic Review, Econometrica, Journal of Financial Economics, Journal of Monetary Economics, Journal of Political Economy, Quarterly Journal of Economics and Review of Economic Studies among others.

Synopsis *

This module is designed to introduce to the main theoretical and empirical models of international financial relations. Exchange rates, capital flows, financial crises, current account and debt dynamics as well as uncertainty are the most widely debated economic topics in the media and on the political arena. This module provides the economic foundations for full understanding of these debates from a rigorous point of view. The module is evenly balanced between the theory and empirical evidence. That is, we focus not only on the analytical side of the stories but also on their empirical relevance.

For working in the areas of financial economics and development (whether in private or public institutions) the knowledge of the topics addressed in this module is of paramount importance.

2022-23 Postgraduate Module Handbook

EC820 Time Series Econometrics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	
4	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	

Availability

Compulsory for the following courses:

- MSc Economics and Data Science
- Optional for MSc Economics, MSc Financial Economics

Contact Hours

Total contact hours: 30
Private study hours: 120
Total study hours: 150

Department Checked

20.08.21

Learning Outcomes

On successfully completing the module you will be able to:

1. have comprehensive understanding of econometric techniques used with time series data
2. demonstrate critical assessment in reading and interpretation of empirical macroeconomic research
3. be practised in own modelling of economic series using advanced econometric theory
4. comprehensively understand the role of financial markets in modern economies
5. critically apply financial theories (including Efficient Market Hypothesis and Behavioural Finance)
6. have the ability to undertake complex empirical research using statistical software for time series analysis

Method of Assessment

Main assessment methods:

Project 30%
Examination 70%

****Please note that the exam in May/June 2023 will be Online (24 hour window)****

Reassessment: 100% exam

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>).

Core reading

- Campbell, John, Lo, Andrew, and Craig MacKinlay. The econometrics of financial markets. 2nd Edition. Princeton University Press, 1997
- Enders, Walter. Applied Econometric Times Series. 4th Edition. Wiley, 2014.
- Hamilton, James. Time Series Analysis. Princeton University Press, 2014.
- Lütkepohl, Helmut. New Introduction to Multiple Time Series Analysis. Springer, 2006.

Recommended reading

- Franses, Philip, van Dijk, Dick and Anne Opschoor. Time Series Models for Business and Economic Forecasting. 2nd Edition. Cambridge University Press, 2016.
- Lo, Andrew. Adaptive Markets: Financial Evolution at the Speed of Thought. Princeton University Press, 2017.

This list will be augmented by the articles from such journals as American Economic Review, Econometrica, Journal of Applied Econometrics, Journal of Econometrics, Journal of Economic Perspectives, Journal of Political Economy, Quarterly Journal of Economics and Review of Economic Studies among others.

Pre-requisites

ECON8210 Econometric Methods

Synopsis <span style =

The module offers a research-oriented introduction to contemporary time series and financial econometrics by linking econometric theory to empirical studies of the macro-economy and financial markets. It introduces models and methods used in central banks and research institutions for policy analysis and forecasting. It integrates empirical illustrations through the use of computer-based exercises with macroeconomic and financial data using appropriate software. We start with providing comprehensive treatment of univariate time series analysis and deal in details with the modelling and forecasting of stationary and nonstationary stochastic processes. We then proceed with specifying, estimating and testing a range of asset pricing models. Next, we addresses the analysis of returns predictability, both in the single regression framework and in the multivariate setting. Here we also provide careful modelling of volatility effects of the market data (e.g. by using asymmetric GARCH), and market interdependence.

2022-23 Postgraduate Module Handbook

EC821 Econometric Methods						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	

Availability

This is a compulsory module for the:

- MSc in Economics
- MSc in Economics and Econometrics
- MSc in Development Economics
- MSc in Financial Economics
- MSc in Quantitative Finance and Econometrics
- MSc in International Finance and Economics

Contact Hours

Total contact hours: 33

Private study hours: 117

Total study hours: 150

Department Checked

15.03.21

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

Critically understand advanced economic theory and quantitative methods at high level of generalization and apply them to a range of economic questions.

Perform and interpret the results of advanced specification tests

Evaluate model adequacy using comprehensive diagnostic tests and alternative innovative criteria

Creatively undertake unsupervised practical work using appropriate software at the advanced level

Critically interpret the empirical economic research of others and identify gaps and controversial questions in the existing empirical literature

Analyse and report in writing on own and others' empirical economic results. Identify appropriate economic models to analyse complex economic problems.

Method of Assessment

Moodle Quiz (15%)

Computer Based Project (25%)

Examination (2 hours): 60%

****Please note that the exam in May/June 2023 will be Online (24 hour window)****

Reassessment methods: 100% Exam

Preliminary Reading

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

Core reading:

Wooldridge, Jeffrey. Introductory Econometrics: A Modern Approach. 5th Edition. South-Western, 2013.

Recommended reading:

Baum, Christopher. Introduction to Modern Econometrics Using STATA. STATA Press, 2006.

Kennedy, Peter. A Guide to Econometrics. 6th Edition. John Wiley and Sons Ltd, 2008.

This list will be augmented by chapters from Handbook of Econometrics and articles from academic journals.

Pre-requisites

None

Synopsis <span style =

This module studies basic econometric techniques. An intuitive and practical learning style will be used in order to develop participants understanding and ability to apply these econometric methods. Participants will develop an understanding of the conventional linear regression model in cross section, time series and panel data. The module focuses on the application of econometric methods, with little emphasis on the mathematical aspects of the subject. A computer software package will be used for practical work throughout this module, both as a means to provide applications of the theory developed in lectures as well as to give experience in the use of such software for participants own empirical research. No previous knowledge of computing or econometrics is required.

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EC822 Financial Economics: Capital Market Instruments						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
6	Canterbury	Autumn	M	15 (7.5)	80% Exam, 20% Coursework	
7	Canterbury	Autumn	M	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

Total contact hours: 30
Private study hours: 120
Total study hours: 150

Department Checked

22.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- develop systematic and comprehensive analytical understanding of financial theory
- intuitively understand complex fundamental financial concepts
- demonstrate strong abilities to calculate key financial relationships and understand the principles of risk and uncertainty
- have improved their analytical skills in using mathematics to analyse complex dynamics of finance markets
- solve sophisticated financial problems at a high level of abstraction and convincingly present their solutions orally and in written form
- systematically demonstrate analytical skills through the use of advanced mathematic methods to analyse financial markets
- substantially enhance their logical thinking skills through relating intuitive explanations of financial markets and instruments to sophisticated mathematical analysis
- consistently show their ability to independently undertake advanced problem solving
- improve their ability to utilize modern computing resources to access and acquire data from all available sources
- enhance their oral and written ability to present logical solutions to complex financial problems set in exams and assignments

Method of Assessment

20% Essay (1,500 words)
80% Examination (2 hours)

****Please note that the exam in May/June 2023 will be Online (24 hour window)****

Reassessment method: 100% Exam

Preliminary Reading

Core reading

* Back, Kerry. Asset Pricing and Portfolio Choice Theory. Oxford University Press, 2017.

* Campbell, John. Financial Decisions and Markets: a Course in Asset Pricing. Princeton University Press, 2018.

Recommended reading

* Bailey, Roy. The Economics of Financial Markets. Cambridge University Press, 2005

* Cochrane, John. Asset Pricing. (Revised Edition). Princeton University Press, 2005.

This list will be augmented by the articles from such journals as American Economic Review, Econometrica, Journal of Finance, Journal of Financial Economics, Journal of Political Economy, Quarterly Journal of Economics and Review of Economic Studies among others.

Synopsis *

This is a classical module on foundations of advanced financial economics. Emphasizing both analytical techniques and practical knowledge it introduces key economic principles around which financial markets are built worldwide. The module offers an in-depth analytical treatment of pricing techniques, optimal investment strategies and portfolio management solutions, accompanied by quantification of related key financial measures. The module provides a solid platform for understanding, interpreting and developing analytical models of the dynamics of financial markets and making informed decisions on their basis. It is central to students who see their future careers among financial market actors as well as at national or international institutions that oversee and regulate financial market activity.

EC824 Financial Economics and Asset Pricing						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% Coursework	
5	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% Coursework	

Availability

This is a compulsory module for the:

- MSc in Financial Economics

and optional module for:

- MSc Quantitative Finance and Econometrics

Contact Hours

Total contact hours: 30

Private study hours: 120

Total study hours: 150

Department Checked

15.03.21

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 critically understand and flexibly apply stochastic calculus and basic probability theory

8.2 comprehensively understand martingale measure theory and its key elements

8.3 comprehensively understand dynamic programming and the mechanics of the optimal choice of investor

8.4 understand real options and their applications

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 demonstrate strong analytical skills to evaluate unpredictable risks in financial markets

9.2 profoundly understand the option value of irreversible decision under uncertainty

9.3 solve complex quantitative problems independently

Method of Assessment

Problem Set (10%)

Problem Set (10%)

Examination (2 hours): 80%

****Please note that the exam in May/June 2023 will be IN PERSON****

Reassessment Method: 100% Exam

Preliminary Reading

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

Core reading:

Björk, Thomas. Arbitrage theory in continuous time. 3rd Edition. Oxford University Press, 2009.

Dixit, Avinash, and Robert Pindyck. Investment under Uncertainty, Princeton University Press, 1994.

Recommended reading:

Baxter, Martin, and Andrew Rennie. Financial Calculus: An introduction to derivative pricing. 17th Edition. Cambridge University Press, 1996.

Cochrane, John. Asset Pricing. (Revised Edition). Princeton University Press, 2009.

Pliska, Stanley. Introduction to Mathematical Finance: Discrete Time Models. Blackwell, 1997.

Wilmott, Paul, Howison, Sam and Jeff Dewynne. The mathematics of financial derivatives: a student introduction. Cambridge University Press, 1995.

Pre-requisites

None

Synopsis */

The aim of this module is to offer an in-depth theoretical treatment of advanced topics in financial economics, such as derivative pricing and real options. Simultaneously the module discusses the theoretical basis for computational approaches to asset pricing. The module consists of three main parts. In the first part we review selected elements of probability theory and stochastic calculus. We then discuss two prominent solution ideas for the derivative pricing. One is based on the Girsanov theorem and properties of martingale processes. The other is related to the Feynman-Kac's stochastic representation. In both cases, the well-known Black-Scholes-Merton formula is solved as a special case. In the second part we study a couple of important stochastic processes such as Vasicek process, which is widely used to characterize the dynamics of short-term interest rate. In the third part we deal with real option problems. The latter are workhorse models for irreversible decisions under uncertainty. Combined, the three parts form a broad theoretical perspective of advanced analytical methods in the contemporary financial economics practice.

2022-23 Postgraduate Module Handbook

EC825		Microeconometrics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	M	15 (7.5)	60% Exam, 40% Coursework	
3	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% Coursework	

Availability

This is a compulsory module for the:

* MSc in Economics and Econometrics

Contact Hours

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 have a general and comprehensive understanding of econometric techniques used in with cross-section and panel data

8.2 critically approach reading and interpretation of their own applied microeconomic analyses

8.3 analyse complex economic relationships using the real-life data, estimate state of art models on these data and generate sharp predictions and convincing arguments about the relationships in question

8.4 communicate effectively with educated audience on the applied microeconomic work in writing and verbally

Method of Assessment

Main Assessment Methods:

- Take home test (40%)
- Examination (2 hours) (60%)

Please note that the exam in May/June 2023 will be online (24 hour window)

Reassessment: 100% exam

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>).

Core reading

* Pischke, Jörn-Steffen and Joshua Angrist. Mostly Harmless Econometrics: An Empiricist's Companion. 1st Edition. Princeton University Press, 2008.

Recommended reading

* Imbens, Guido, and Jeffrey Wooldridge. What's New in Econometrics? NBER Summer Course, 2007.

* Pischke, Jörn-Steffen and Joshua Angrist. Mastering 'Metrics: The Path from Cause to Effect. Princeton University Press, 2015.

* Wooldridge, Jeffrey. Econometric Analysis of Cross-Section and Panel Data. 2nd Edition. MIT Press, 2010.

Additional reading takes form in articles published in journals such as American Economic Journal, American Economic Review, American Political Science Review, Journal of Economic Literature and Quarterly Journal of Economics.

Pre-requisites

ECON8210 Econometric Methods

Synopsis *

Empirical evaluation of microeconomic models is crucial to the study and application of economics. The empirical evaluation of economic models based on the analysis of individual behaviour at the micro level often requires special econometric techniques either due to the nature of the explanatory variables or the non-randomness of the sample design. The module introduces students to the main empirical strategies for causal inference. The module will cover identification based on observables, randomized control trials, difference-in-differences, instrumental variables and regression discontinuity design. The students will use an econometric software in the analysis of data and estimations.

EC837 Applied Econometrics for Business and Economic 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: 36

Private study hours: 114

Total study hours: 150

Department Checked

22.02.21

Learning Outcomes

On successfully completing the module students will be able to:

- Critically understand of the nature of econometric models
- Abstract the essential features of an econometric issue or problem
- Have developed the analytical skills that allow students to formulate and consider a range of econometric problems and issues.
- Apply econometric software to business and economic data
- Perform and critically evaluate model adequacy using relevant diagnostic and specification tests
- Be critical in the interpretation and evaluation of their own empirical research and that of others in the areas of business and economic development

Method of Assessment

PC Based Report (1500 words) (20%)

In Course Test, (1 hour) (20%)

Examination, 2 hours (60%)

Reassessment Method: 100% Exam

Preliminary Reading

The syllabus for the module is covered adequately by many textbooks.

The core text for this module is:

- Wooldridge, J.M., 2013, Introductory Econometrics – A Modern Approach, South-Western, 5th edition (International Student Edition).
- Damodar Gujarati, Econometrics by Example, Palgrave Macmillan, 2011

Additional texts which will be consulted include:

- Davis, G. & Pecar, B. (2013), Business Statistics using EXCEL, 2nd Edition, OUP.
- Kennedy, P., 2008, A Guide to Econometrics, 6th edition, Wiley.
- Maddala, G. (2009), Introduction to Econometrics, 4th Edition, Wiley.
- Studenmund, A. (2011), Using Econometrics: A Practical Guide, 6th Edition, Pearson.
- Thomas, R.L. (1996), Modern Econometrics: An Introduction, Addison-Wesley.

Synopsis

The ability to apply econometric methods is an essential part of modern postgraduate degree training in economics. This module contributes to the achievement of these subject specific skills by providing an introduction to common issues and related econometric techniques relevant to the empirical evaluation and analysis of data pertinent to the fields of international business and economic development.

The module is approached in a practical way that focuses on the application and interpretation of econometric techniques to business and economic data, with less emphasis on the statistical theory aspects of the subject. This approach ensures that students gain knowledge and experience in using suitable computer software to undertake business and economic research, and to understand empirical relationships which occur in other MSc modules and which they will investigate in their research dissertation.

EC877 International Economics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Autumn	M	20 (10)	50% Coursework, 50% Exam	

Contact Hours

Total contact hours: 24

Private study hours: 126

Total study hours: 150

Learning Outcomes

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

- provides students with an introduction to the methods of economics applied to international questions
- provides an understanding of the basic theories and empirical evidence relating to international trade, international finance and the economic basis of the European Union
- provides the students with an introduction to the relationship between trade and growth and the special problems faced by developing countries.

By the end of the module, students will:

- have acquired knowledge of the basic theoretical models available to explain the causes and consequences of international trade,
- have acquired knowledge of the basic questions of international finance, the determination of exchange rates and the role of monetary and fiscal policy in open economies,
- have acquired knowledge of the basic rationale for preferential trade areas and understand the application of this to the development of the European Union
- be able to understand the links between basic theoretical issues in international economics and their policy implications
- understand the particular issues relating to less developed and developing countries
- have the capacity to evaluate critically different explanations of the links between trade, growth and development and the politics and policies of the international community.

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

As regards the student's skills, they will:

- develop the ability to construct logical economic arguments related to international issues,
- acquire the ability to relate empirical evidence to the relevant theory,
- become familiar with the tools of theoretical analysis and empirical modelling used in international economics,
- present economic arguments verbally as well as in written form.

Method of Assessment

Essay (2,500 words) (50%)

Examination, 2 hours (50%)

Reassessment method

Like-for-like

Preliminary Reading

P Krugman and M Obstfeld, International Economics, Addison Wesley/Pearson Education, 2006

R Baldwin and C Wyplosz, Economics of European Integration, McGraw Hill, 2005.

A P Thirlwall, Growth and Development, Palgrave Macmillan, 2005.

Synopsis *

1. Introduction to methods of economic analysis

2. The Law of Comparative Advantage

3. Pure theory of international trade: The Heckscher-Ohlin Model

4. New Theories of International Trade: Factor movements, migration and strategic trade policy

5. Open Economy Macroeconomics I: Balance of payments and the Exchange Rate

6. Open Economy Macroeconomics II: Macroeconomic policy in the open economy

7. Economics of the EU I: Theory of Preferential Trade Areas

8. Economics of the EU II: Monetary coordination, optimal currency areas and the Euro

9. Trade and development I: Theories of economic growth

10. Trade and development II: International aspects and world trade policies

11. International Economic Institutions and policy coordination

12. International economic issues: Globalisation, climate change

EC878		Development Economics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Spring	M	20 (10)	50% Coursework, 50% Exam	

Department Checked

22.02.21

Learning Outcomes

On successfully completing the module students will be able to:

8.1. have acquired knowledge of the basic theoretical models available to explain the causes and consequences of economic growth, poverty and inequalities

8.2. have acquired knowledge of the basic factors relevant to the economic problems of developing countries, both internally and externally

8.3. have acquired knowledge of the institutional arrangements which affect development, and the conditions promoting sustainable development

8.4. be able to understand the links between basic theoretical issues in economic development and policy towards developing countries

8.5. demonstrate advanced understanding of microeconomic models in the relevant following fields: labour markets, education, gender, inequalities

Method of Assessment

Essay (3,000 words) (50%)

Examination, 2 hours (50%)

Reassessment methods

Like-for-like

Preliminary Reading

Duflo, E., & Banerjee, A. (2011). Poor economics: a radical rethinking of the way to fight global poverty. Public Affairs.

Ravallion, M. (2015). The economics of poverty: history, measurement, and policy. Oxford University Press.

Synopsis

The goal of this course is to present the main topics discussed in the development economics literature, such as poverty, inequality, education, labour markets, gender, institutions and sustainable development. While addressing global issues, the course focuses on their microeconomic dimensions, with a strong emphasis on measurement issues and how quantitative evidence is produced and used to support arguments. This knowledge will allow students to discuss and criticize interventions aimed at tackling development issues

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EC888 Employability for MSc Economics Programmes						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	3 (1.5)	Pass/Fail Only	
2	Canterbury	Whole Year	M	3 (1.5)	Pass/Fail Only	

Contact Hours

Students will attend a series of talks, workshops and one-to-one meetings designed to introduce, develop and support the broad range of employability and transferable skills required to prepare for and obtain an internship or graduate job opportunity. All activities will be led by the School Director of Employability and the Placement and Employability Coordinator in conjunction with the Careers and Employability Service. A specific talk and advice for PGR opportunities in the School of Economics will be provided by the Director of Graduate Studies (Research Students).

Talks will provide targeted advice to MSc Economics students on different careers paths, PhD study and if necessary, on how to obtain an internship after attending university. Talks will run through the Autumn Term and will constitute 4 formal contact hours.

Workshops will provide guidance and support across a range of employability related tasks including CV and application writing, assessment centre and interview techniques, numeracy and competency testing, and psychometric evaluation. Workshops will run throughout the Autumn and Spring Terms and will constitute up to 8 formal contact hours.

One-to-one meetings will provide bespoke advice and support to students as queries arise throughout the year. They will also provide feedback opportunities to students as they progress through respective stages of the application process.

One-to-one meetings will operate through drop-in sessions which run throughout the Autumn, Spring and Summer Terms and will constitute approximately 3 formal contact hours on average for each student.

Alongside formal contact hours (15) students are expected to commit a further 15 hours to the module across the academic year via independent work.

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate critical awareness and understanding of career and PhD study opportunities in Economics and related fields for Economics MSc graduates in the UK and overseas
- 8.2 Demonstrate independence in searching, preparing and applying for MSc graduate jobs and PhD study
- 8.3 Understand the importance of obtaining and applying for work experience in the field in which they wish to pursue their career
- 8.4 Critically evaluate and demonstrate experience of different recruitment processes employed by business, finance and government
- 8.5 Demonstrate comprehensive understanding and practical experience of MSc graduate job and PhD application writing, CV and cover letter writing, and interview techniques of all types (face to face, telephone and video), competency tests and team based recruitment exercises

Method of Assessment

The module is non-contributory and assessment does not 'count' towards the formal 180 credit classification of Economics MSc degree programmes.

The module develops transferable skills designed to enhance employability and the knowledge, understanding and skills necessary to search and secure postgraduate job opportunities in a competitive economic environment. This module also prepares students for entry onto PhD programmes within the UK and abroad. Students will be given guidance on the level of engagement expected and will receive on-going feedback as part of the activities undertaken on the module.

Students who participate in the talks, workshops and one-to-one meetings, and who engage with the activities and tasks required of the module as discussed above will have met the module learning outcomes (MLOs 8.1-8.6 and 9.1-9.5) and will have this added to their Higher Education Achievement Report (HEAR).

Preliminary Reading

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

- S. Cottrell (2015), *Skills for Success*, Palgrave Macmillan
- F. Trought (2011), *Brilliant Employability Skills*, Prentice Hall
- S. Rook (2013), *The Graduate Career Guidebook*, Palgrave Macmillan
- Employability for MSc Economics Students (Moodle module)

Synopsis <span style =

This 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 for PhD programmes.

The curriculum will include guidance and practical exercises in application writing, CVs, careers advice, interview and assessment centre techniques, numeracy and competency tests, and psychometric evaluation.

2022-23 Postgraduate Module Handbook

EC998		Dissertation:Economics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	60 (30)	100% Project	

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EL822 Data Networks and the Internet						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	15 (7.5)	85% Exam, 15% Coursework	

Contact Hours

Total contact hours: 47
 Private study hours: 103
 Total study hours: 150

Department Checked

28/08/2018

Learning Outcomes

1. Understand the theory behind the protocols used in modern communication networks

2. Understand the operation of the most common modern protocols

3. Examine network performance through analytical methods and computer simulation

Method of Assessment

85% Examination
 15% Coursework

Preliminary Reading

See http://readinglists.kent.ac.uk

Pre-requisites

None

Restrictions

None

Synopsis *

Local area networks: Ethernet technologies and standards; switched Ethernet and STP; virtual LANs; wireless LANs and WiFi. Personal area network technologies and standards for the Internet of Things: Bluetooth, ZigBee, LoWPAN.

IP Networks: IPv4 and IPv6 addressing, operation; routing protocols; Mobile IP; transport layer (TCP/UDP) and application layer protocols, including real-time protocols.

Network security and encryption mechanisms: IPSec and other security protocols. Network performance analysis, queuing theory, and network simulation.

2022-23 Postgraduate Module Handbook

EL827 Advanced Communication Theory						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	15 (7.5)	85% Exam, 15% Coursework	
5	Canterbury	Autumn	M	15 (7.5)	75% Exam, 25% Coursework	
5	Canterbury	Autumn	M	15 (7.5)	85% Exam, 15% Coursework	

Contact Hours

Total contact hours: 41
 Private study hours: 109
 Total study hours: 150

Learning Outcomes

On successfully completing the module students will be able to:

- 1) Understand the principles of different digital modulation schemes, spread spectrum technology, multiple access technologies, and how to analyse them;
- 2) Understand the principles of multichannel and multicarrier communications;
- 3) Understand the principles of multiple input multiple output systems;
- 4) Understand the principles of error correcting codes and be able to analyse and design in outline the digital circuits employed.

Method of Assessment

Main assessment methods
 Practical (25%)
 Examination (75%)

Preliminary Reading

Recommended Reading:

- Digital Communications 5th Edition, J. Proakis and M. Salehi, McGraw-Hill International Editions, 2008
- Wireless Communications, A. Goldsmith, Cambridge Press, 2006

Background Reading:

- Probability Random Variables and Stochastic Processes, A. Papoulis, 4th Edition, McGraw-Hill, 2002

Pre-requisites

None

Restrictions

None

Synopsis *

Digital Communication - Advanced modulation and optimal receivers design and their performances of M-ary PSK and QAM; Signal design for bandlimited channels; Carrier and symbol synchronization; Multichannel and multicarrier communications (e.g. OFDM); Filterbank based Multicarrier Transmission (FBMC); Spread spectrum and CDMA signals for digital communications; Multiuser communications; multiple input multiple output (MIMO) technology.

Channel Coding - Channel coding concept and properties. Block codes, convolutional codes and Turbo codes, Polar codes and LDPC codes

Coursework
 Digital Communication.
 Seven examples classes.
 Channel Coding
 Four examples classes.

Simulink

Two 4-hour laboratory sessions introducing Simulink and its application to digital communications. An assessed assignment on a digital communications link.

EL829 Embedded Real-Time Operating Systems						
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: 36
 Private study hours: 114
 Total study hours: 150

Learning Outcomes

On successfully completing the module students will be able to:

Have a knowledge and understanding of:

1. Operating systems and their advantages to embedded systems design
2. RTOS Basic Principles
3. RTOS development tools and environments
4. Practical RTOS systems and applications
5. HW/SW Co-synthesis algorithms
6. System partitioning for HW/SW co-design
7. Special HW/SW architectures

Method of Assessment

Practical (20%)
 Practical (20%)
 Examination (60%)

Preliminary Reading

- Amos, D, Lesea, A and Richter, R, 2011. FPGA-Based Prototyping Methodology Manual: Best Practices in Design-for-Prototyping. S.I.: Synopsys Press. ISBN 9781617300042
- Bailey, D. G., 2011. Design for Embedded Image Processing on FPGAs. Singapore: John Wiley & Sons (Asia). ISBN 9780470828496
- Berger, A, Embedded Systems Design: An Introduction to Processes, Tools, and Techniques. Berkeley, CA: CMP Books. ISBN 9781578200733
- Bertolotti, I. C and Manduchi, G, Real-Time Embedded Systems: Open-Source Operating Systems Perspective. London: CRC. ISBN 9781439841549
- Valvano, Jonathan W., [no date]. Embedded Systems: Introduction to the Arm® Cortex(TM)-M3: ISBN 9781477508992

Pre-requisites

None

Synopsis

Embedded real time operating systems (rtos)

Operating Systems (OS) and Real-Time Operating Systems (RTOS). Embedded RTOS. Software development methods and tools: Run-time libraries. Writing a library. Porting kernels. Concurrent Programming and Concurrent Programming Constructs. Task Scheduling and Task Interaction. Basic Scheduling methods, scheduling algorithms. Tasks, threads and processes. Context switching. Multitasking. Communication, Synchronisation. Semaphores and critical sections. Example RTOS systems. (E.g. Embedded Linux, Windows CE, Micrium, VxWorks etc.). Programming and debugging Embedded Systems. Practical examples and case studies.

Hardware/software co-design

Embedded Processors; Hard and Soft Processor Macros (e.g. Altera Nios and Xilinx Microblaze, ARM). A brief overview of peripherals. Architectural Models. HW/SW Partitioning and partitioning algorithms. Distributed systems. Memory architectures, architectures for control-dominated systems. Architectures for data-dominated systems. Compilation techniques for embedded processor architectures. Modern embedded architectures. Architecture examples in multimedia, wireless and telecommunications. Examples of emerging architectures. Multiprocessor and multicore systems.

2022-23 Postgraduate Module Handbook

EL831 Digital Visual Art set-up						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 140

Private study hours: 10

Total study hours: 150

Learning Outcomes

On successfully completing the module students will be able to:

1. Have a thorough knowledge of the wide range of skills and procedures employed in the modelling and animation production cycle including modelling, rigging, skinning, muscle dynamics, texturing and lighting.
2. Understand the role of a digital animator in the full production cycle.
3. Understand these areas across a range of current software with hands-on ability particularly in Alias Maya and a compositing program.

Method of Assessment

Portfolio (100%)

Pre-requisites

None

Synopsis *

Studio Classes:

Introduction to Modelling, Animation, Lighting, Rendering, Compositing.

Coursework:

Integrated project inclusive of outcomes

Workshops:

Step by step instruction on tackling the problems.

EL832 Animation Principles						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 32

Private study hours: 118

Total study hours: 150

Learning Outcomes

On successfully completing the module students will be able to:

1. Have a thorough knowledge of the fundamental guiding concepts of professional animation.
2. Have applied these principles to both imagined and observed actions, and will understand how to break down and begin to construct any type of action.
3. Know and instantly recognise these principles derived from classical drawn animation and model animation, transposed into the medium of digital animation.
4. Have the conceptual tool kit to tackle animation tasks and to discuss and improve their work.

Method of Assessment

Portfolio (100%)

Pre-requisites

DIGM8310 Digital Visual Art Set-Up

Restrictions

None

Synopsis *

Introduction to basic methods and considerations for animators

EL833		Visual Training				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	15 (7.5)	100% Coursework	

Availability

Contact Hours

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

Department Checked

20/08/2018

Learning Outcomes

1. Use diagrammatic sketches to plan out effectively 3D animation acting sequences.
2. Pre-visualise effectively the perspective, blocking, muscle deformations, posing and gestures involved in 3D character acting and action sequences.
3. Have developed a working grasp of anatomy and its potentials for movement in different types of creature.

Method of Assessment

Portfolio (100%)

Pre-requisites

EL831 (DIGM8310) - Digital Visual Art Set-Up

Restrictions

None

Synopsis <span style =

Basic figure drawing for animation.
Basic human anatomy for animation.
Comparative anatomy for animation.

Coursework:

Portfolio:

An assessed portfolio of artwork created over a series of practical assignments in Workshops and Studio Classes, including drawings, sculpture, 2D and 3D sequences.

2022-23 Postgraduate Module Handbook

EL837 Professional Group Work						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	15 (7.5)	100% Coursework	
4	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 56

Private study hours: 94

Total study hours: 150

Learning Outcomes

On successfully completing the module students will be able to:

In the context of undertaking a group project, understand the constraints and terminology of a professional animation and visual effects environment. These outcomes are related to the programme learning outcomes in the Computer Animation MSc curriculum map as follows: A1-A7, B1-B4 and C1-C6.

Method of Assessment

Portfolio (100%)

Preliminary Reading

- Visual Effects in A Digital World: A Comprehensive Glossary of over 7,000 Visual Effects Terms by Karen E. Goulekas Publisher: Morgan Kaufmann; 1st edition (August 22, 2001) ISBN: 0122937856
- Walt Disney's Nine Old Men and the Art of Animation by John Canemaker Publisher: Disney Editions (October 31, 2001) ISBN: 0786864966
- Producing Animation (Focal Press Visual Effects and Animation) by Catherine Winder, Zahra Dowlatabadi Publisher: Focal Press (May, 2001) ISBN: 0240804120
- Special Effects: The History and Technique by Richard Rickitt Publisher: Watson-Guptill Publications (October 1, 2000) ISBN: 0823077330

Background Reading:

- Industrial Light & Magic: Into the Digital Realm by Patricia Rose Duignan Publisher: Del Rey; 1st ed edition (October 1, 1996) ISBN: 0345381521
- The Game Asset Pipeline by Ben Carter Publisher: Charles River Media (September 2004) ISBN: 1584503424
- Special Effects: An Oral History, Interviews with 37 Masters Spanning 100 Years, Pascal Pinteau Publisher: Harry N. Abrams, Inc. ISBN: 0810955911
- From the Vatican to Vegas: The History of Special Effects, Norman M. Klein Publisher: The New Press ISBN: 1565848039

Pre-requisites

EL831 (DIGM8310) - Digital Visual Art Set-Up

Restrictions

None

Synopsis *

This module is a group project which allows the student to work on a model of an actual animation job provided by our industrial partner. Each group produces an animation from established plates and models to a 4 week deadline. The student works with a model of a production pipeline, becoming familiar with the production process, chains of approval and departmental divisions.

EL839		Effects Animation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 56

Private study hours: 94

Total study hours: 150

Learning Outcomes

On successfully completing the module students will be able to:

1. Have a fundamental knowledge of Maya's particle dynamic system;
2. Be able to create effects such as rain, steam, crowd, populated city and etc using Maya's particle system at low cost of rendering and simulating power;
3. Have a knowledge of Maya's Fluid effects and nCloth;
4. Be able to create realistic effects such as fire, explosion, smoke as well as soft and interactive material such as cloth, rubber or deforming metal.

Method of Assessment

Portfolio (100%)

Preliminary Reading

Visual Effects in A Digital World: A Comprehensive Glossary of over 7,000 Visual Effects Terms (The Morgan Kaufmann Series in Computer Graphics), K. Goulekas, Morgan Kaufmann, 2001, ISBN 0122937856

Pre-requisites

EL831 (EENG8310) - Digital Visual Art set - up

Restrictions

None

Synopsis *

Particle dynamics:

Particle tool and particle emitters, cycle emission, volume emitters, force fields, lifespan, constraints, adding springs, soft-body dynamics, active and passive rigid bodies, setting static and dynamic friction, damping, mass, bounciness, caching, rendering in software hardware and Mentalray.

Fluid Effects:

2d and 3d fluid containers, emitting fluids from objects and curves, colliding fluids with objects, explosions, creating atmospheric systems, realistic fire, explosion and smoke effects, interacting fluids with particles, combustible fluids.

nCloth:

nParticle, nConstraint, nSolver, cloth collision, collision layer, wind and gravity, nCache.

Coursework:

Students are required to assemble a portfolio contains various dynamic instances created, simulated and rendered using Maya tools.

EL846 Industrial Context of Biometrics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	15 (7.5)	65% Exam, 35% Coursework	

Availability

Only available to students on programmes owned by The School of Engineering and Digital Arts

Contact Hours

Lectures 20 hours
Colloquia 10 hours
Biometric and Secure Systems 1 hour
Assignment 1 hour

150 Total study hours for the module

Department Checked

9 December 2015

Learning Outcomes

Have an understanding of the importance of standards in biometric systems and the mechanisms by which such standards are agreed.

Have an understanding of the ethical issues underlying the practical employment of biometric systems.

Gained an appreciation of the current industrial context in which biometric and secure systems are developed and employed.

Have an understanding of issues related to testing and evaluation of biometric systems.

Method of Assessment

65% of marks will be awarded for an end of module examination which will test learning outcomes 1, 2 and 4.

35% of marks will be awarded for an assignment which will test learning outcome 3. All the generic learning outcomes will be tested.

Pre-requisites

EL857 - PRACTICAL BIOMETRIC SYSTEMS

Restrictions

None

Synopsis */

<U>Lecture Syllabus</U>

Standards

Importance of standards and regulation; Standardisation bodies and procedures: ISO, ANSI, NIST, BSI, CEN, etc; OSI security architecture and ISO security framework; Real world security requirements in civil aviation, e commerce, etc; Standards for encryption and key management; Biometrics related standards; Guideline for secure systems management. CBEFF, BIOAPI, Data Formats.

Testing & Evaluation

Data collection: volunteer sampling; ethical issues; multi-session transaction; impostor data generation; Standard databases;

Analysis

Data visualization; Statistical analysis of experimental observations; validation of the test results;

Evaluation criteria and best practices guidelines

Reporting;

Industrial Colloquia

There will be a series of colloquia given by distinguished academics and/or speakers from industry on contemporary challenging issues.

Expected topics for seminars

Contemporary research & developments in security and biometrics
Challenges in industry
Government/European/Global policy on security issues
Perspectives from the law enforcement agencies
Legal, Societal and Ethical Issues

<U>Coursework</U>

Assignments

There will be two assessed assignments (one written and one presentation) in which students will address contemporary issues relevant to modern biometric and secure systems.

EL857 Biometric Technologies						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	15 (7.5)	65% Exam, 35% Coursework	

Availability

Contact Hours

Total contact hours: 44
Private study hours: 106
Total study hours: 150

Department Checked

14/11/2018

Learning Outcomes

1. Understand, in detail, the operation of a number of practical biometric systems using a variety of modalities.
2. Design and implement biometric systems using a number of modalities.

Method of Assessment

65% Exam
35% Coursework

Pre-requisites

Restrictions

None

Synopsis <span style =

Biometrics and biometrics systems; Biometric modalities; Components of a biometric system; Biometrics sample acquisition, transformation, & normalisation; Errors, error sources, and error handling in identification systems; Concept of multimodal systems: accuracy, flexibility, usability, inclusion and exception handling. Characterising human behaviour in biometrics-based systems. .

Implementation of biometric systems. Examples of systems using the major modalities such as face recognition, iris recognition, handwritten signature verification, fingerprint processing, etc. Analysis of modality specific techniques: segmentation, feature extraction, selection and classification strategies. State of the art in sensor technologies; Spoofing and counter-measures.

2022-23 Postgraduate Module Handbook

EL858 Advanced Pattern Recognition						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
6	Canterbury	Spring	M	15 (7.5)	65% Exam, 35% Coursework	

Availability

Contact Hours

Total contact hours: 39
Private study hours: 111
Total study hours: 150

Department Checked

14/11/2018

Learning Outcomes

- 1 Design and implement biometric systems.
- 2 Critically appraise alternative applications of biometrics.
- 3 Understand, in detail, the operation of advanced pattern classification techniques involving multi-modal systems.

Method of Assessment

65% Exam
35% Coursework

Restrictions

None

Synopsis <span style =

Advanced Techniques for Feature Classification and Multi-Modal Systems

Analysis of Bayesian Classification; Feature selection strategies using genetic algorithms and Principal Component Analysis; Multiple classifier combination strategies. Intelligent and dynamically adaptable classification techniques; Multi-source biometric systems and score normalisation techniques.

EL870 Visual Effects Project						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	60 (30)	100% Coursework	

Availability

Only available to students on programmes owned by The School of Engineering and Digital Arts

Learning Outcomes

Be able to demonstrate unequivocal professional ability in developing a showcase show reel piece.
Gain experience of project management and professional quality document preparation.
Be able to achieve and express an intelligent and informed overview that complements and enriches the practice of professional Computer-Generated Imagery (CGI).

Pre-requisites

EL864 - PREVISUALISATION

Restrictions

None

Synopsis <span style =

Each student uses all the experience gained on the course to produce a video short in high definition which showcases his or her professional visual effects skills and forms a suitable entree to a professional career.

The subject, script, models and soundtrack of the piece are agreed with the academic staff, or is a project from an Industrial collaborator.

EL871 Digital Signal Processing (DSP)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	

Availability

Contact Hours

Total contact hours: 62
Private study hours: 88
Total study hours: 150

Department Checked

14/11/2018

Learning Outcomes

- 1 Understand the principles of Digital Signals in both the time and frequency domains and use the Fourier Transform, the Fast Fourier Transform and the Z-Transform to analyse such signals.
- 2 Understand and critically appraise the effects of noise on digital systems;
- 3 Employ standard methods to design filters for use in processing digital signals.
- 4 Comprehensively understand how DSP techniques can be used in Instrumentation and Measurement, image processing (and image compression) and modern communication systems.

Method of Assessment

Exam 60%
Coursework 40%

Pre-requisites

None

Restrictions

None

Synopsis <span style =

Signals:

Introduction to signals and signal analysis. Frequency and time domain representations of signals. A review of the Fourier Series, Fourier Transform and Laplace Transforms. Noise: definitions and sources of noise in signal analysis.

Digital Signal Processing:

The sampling theorem, Aliasing, Anti-Aliasing and Anti-Imaging Filters, ADCs and DACs. The Fourier Transform (FT). The Discrete Fourier Transform (DFT) and The Fast Fourier Transform (FFT). The Z-transform. Pole-Zero placement methods for signal analysis. Transfer functions in S and Z domains. Theory, design and performance of Finite Impulse-Response (FIR) and Infinite-Impulse-Response (IIR) Filters. Multirate DSP. Architectures and devices for digital signal processing. Effects of Finite Precision.

Applications of DSP:

Processing and filtering of signals for Instrumentation and measurement, Processing and filtering of images: DSP in modern communication systems.

2022-23 Postgraduate Module Handbook

EL872 Wireless Communications						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	M	15 (7.5)	75% Exam, 25% Coursework	
4	Canterbury	Spring	M	15 (7.5)	75% Exam, 25% Coursework	

Contact Hours

Total contact hours: 29

Private study hours: 121

Total study hours: 150

Learning Outcomes

On successfully completing the module students will be able to:

- 1) Understand the key theoretical concepts and protocols involved in the operation of broadband wireless communications;
- 2) Understand the key theoretical concepts of advanced technologies and architectures towards fifth generation (5G) wireless communications;
- 3) Be able to research and make realistic assessments of current technology trends;
- 4) Be able to research and make realistic assessments of potential technologies for 5G wireless technologies.

Method of Assessment

Presentation (10%)

Assignment (15%)

Examination (75%)

Preliminary Reading

Wireless Communications, A. Goldsmith, Cambridge Press, 2006

Latest research results

Pre-requisites

EENG8270 Advanced Digital Communications

Synopsis <span style =

Overview of wireless communications; wireless channel models; capacity of wireless channels; cellular and cell-free concept; handoff; adjacent cell interference; adaptive modulation; diversity; (massive) MIMO and beamforming technologies, CDMA and OFDMA; radio resource allocation; machine learning and mobile edge computing technologies; fourth generation (4G) LTE, and fifth generation (5G) mobile communication systems.

2022-23 Postgraduate Module Handbook

EL873 Advanced Networking Systems and Technology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	M	15 (7.5)	75% Exam, 25% Coursework	
4	Canterbury	Spring	M	15 (7.5)	75% Exam, 25% Coursework	

Availability

Contact Hours

Total contact hours: 28
Private study hours: 122
Total study hours: 150

Department Checked

14/11/2018

Learning Outcomes

1. Understand the key theoretical concepts involved in the operation of high-speed networks;
2. Understand the key theoretical concepts involved in the operation of multimedia networks;
3. Research and make realistic assessments of current technology trends.

Method of Assessment

Assignment 1: 1000 word seminars report (15%)
Assignment 2: Case study presentation (10%)
Examination: 2hrs (75%)

Pre-requisites

EL822 (EENG8220) - Data Network and the Internet

Restrictions

None

Synopsis <span style =

High-speed access networks: ADSL, VDSL, G.fast; PONs and point-to-point Ethernet; cable networks (DOCSIS and MoCA). Fixed wireless access. High-speed transport networks: SDH, OTN and WDM technology. Quality of Service in the Internet, and multimedia networking. Multicast routing. Differentiated services, queuing disciplines and queue management. Multi-protocol label switching. Wavelength routing and MPLS. Software-defined networking and virtualised network functions. X-as-a-Service concepts. Industry "hot-topic" seminars.

EL876 Advanced Control Systems						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 38
 Private study hours: 112
 Total study hours: 150

Department Checked

14/11/2018

Learning Outcomes

1. Have an understanding of the factors that limit the performance of feedback control systems;
2. Be able to understand the implication of digital implementation of feedback control systems;
3. Use classical feedback control methods for design and analysis;
4. Apply appropriate system analysis tools to inform the control design process;
5. Design and analyse feedback control systems using a range of techniques;
6. Be able to design and analyse control systems using state-of-the-art software in the Matlab environment

Method of Assessment

Assignment (6%)
 Workshop (8%)
 Assignment (12%)
 Assignment (6%)
 Workshop (8%)
 Examination (60%)

Pre-requisites

None

Restrictions

None

Synopsis

This course is concerned with the design of practical feedback controllers. Feedback is used in a control system to change the dynamics of the plant or process, and to reduce the sensitivity of the system to uncertainty from external signals (for example, disturbances and noise) and model uncertainty. If the performance specifications are achieved in the presence of the expected uncertainties, then the control is said to be robust.

Control Fundamentals and Modelling:

Methods for modelling engineering processes, state space representation, controllability and observability. The feedback control paradigm.

Digital Feedback Control:

Implications of digital implementation of feedback control systems. Controller Emulation Methods. Direct digital design of feedback control systems. Case study examples.

Nonlinear Control Systems:

Characteristics of nonlinear system behaviour, Phase-plane methods, Variable-structure systems and sliding-mode control. Case study examples.

2022-23 Postgraduate Module Handbook

EL893 Reconfigurable Architectures						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 66
 Private study hours: 84
 Total study hours: 150

Department Checked

14/11/2018

Learning Outcomes

1. Systematically and comprehensively understand reconfigurable architectures including CPLD, FPGA and coarse-grained devices.
2. Design, model and verify digital systems using VHDL/Verilog and vendor specific logic synthesis tools and devices.
3. Demonstrate critical appraisal in the implementation, testing and debugging of complex digital designs on hardware
4. Comprehensively understand modern heterogeneous Programmable Systems on Chip (PSOC) architectures and devices.

Method of Assessment

Assignment (12%)
 Assignment (18%)
 Examination (70%)

Pre-requisites

None

Synopsis *

An Introduction to reconfigurable systems. PLDs, PLAs, FPGAs. Fine grain architectures, Coarse grain architectures, Heterogeneous device Architectures. Case studies. Configuration of FPGA's. Run-time configuration, partial configuration, dynamic reconfiguration. Partitioning systems onto a reconfigurable fabric. Synthesis tools. Timing issues. Verification and Test strategies.

An introduction to Hardware Description Languages. VHDL will be used to illustrate a typical HDL (but this may change to or include Verilog in future). The lectures will define the architectural aspects of a VHDL : entity, architecture, process, package, types, operators, libraries, hierarchy, test benches and synthesisable VHDL. Workshops and laboratories will be used to illustrate how VHDL code is synthesised on to physical hardware devices and a number of challenging practical design examples will be used to illustrate the process.

Basic computer arithmetic and its implementation on reconfigurable logic architectures. Fixed-point and Floating point number representations. The IEEE-754 FP standard. Redundant Number Systems. Residue Number Systems. Methods for Addition and Subtraction. Fast adder architectures. Multi-operand addition. Multiplication: Multiplier architectures; Constant coefficient multipliers; Distributed arithmetic; LUT methods. Special methods: division, square root, the CORDIC algorithm. High-throughput arithmetic. Low-power arithmetic.

2022-23 Postgraduate Module Handbook

EL894 Digital Integrated Circuit Design						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 90
 Private study hours: 60
 Total study hours: 150

Department Checked

14/11/2018

Learning Outcomes

- 1) A detailed understanding of the operation of the MOS transistor and an ability to design digital circuits using CMOS technology that operate within a specified range of voltages, currents and temperatures when fabricated on an integrated circuit. An ability to use CAD tools to model and verify the operation of logic CMOS circuits.
- 2) A detailed practical understanding of CMOS design rules and the impact of circuit layout on circuit performance. An ability to use CAD tools to build and verify the operation of basic CMOS logic circuits. An appreciation of different circuit design techniques including full- and semi-custom methods and the use of CAD tools and their conflicting impact on device cost and designer productivity.
- 3) A detailed understanding of basic combinatorial and sequential logic circuits and an appreciation of the impact of different clocking strategies on circuit design and performance.
- 4) An understanding of CMOS memory design including ROM, PLA, Static and Dynamic RAMs and memory addressing techniques including row & column decoders. An appreciation of other volatile and non-volatile memory types such as EPROM, EEPROM, FRAM and MRAM and their current and future impact on modern fabrication technologies.
- 5) An understanding of Data Path components including Adders, ALUs, Registers and Multiplier Design. The ability to design, build and verify the operation a simple data-path circuit using modern CAD tools.
- 6) An appreciation of digital fault mechanisms and formal test strategies for circuits and chips. An understanding of formal methods for Automatic Test Pattern Generation (ATPG). A detailed understanding of the IEEE1149.1 Boundary Scan (or JTAG) Standard and its derivatives.
- 7) The ability to design and build a digital circuit from a system specification and evaluate its performance.

Method of Assessment

Coursework (40%)
 Examination (60%)

Pre-requisites

None

Synopsis *

This module will cover the fundamental concepts of digital circuit design using CMOS technology. It begins with an overview of CMOS technology and introduces the simple and extended circuit models for NMOS and CMOS transistor devices. The module will cover transistor level design of logic gates (both combinatorial and sequential) at the device and layout level. It will include memory design (ROM, SRAM and DRAM) and memory decode logic. Static and dynamic clocking methods will be described including examples of 1-phase, 2-phase, 4-phase clocking and Domino and NORA logic techniques. The course will also cover alternative low-power logic families such as DCVS and Adiabatic Logic and discuss the implications of modern methods such as the use near- and sub-threshold logic on circuit design. Chip level design methodologies such as full-custom, semi-custom and standard cell will be explored. The course will use appropriate CAD tools (Cadence®, Synopsys®, Tanner®) and modern fabrication technologies (down to 65 nm) that are common in the design of CMOS integrated circuits to illustrate the range of techniques and methods described in the lectures. Students will use knowledge gained in lectures and workshops to develop their own IC designs in the laboratories.

EL896 Computer and Microcontroller Architectures						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 76
Private study hours: 74
Total study hours: 150

Learning Outcomes

On successfully completing the module students will be able to:

- 1) Systematically and comprehensively understand of fundamental computer architectures and the basic building blocks (i.e. ALU, CPU, Registers, Program and Data memory) used to build them.
- 2) Appreciate and critically appraise alternative processor architectures such as RISC, CISC, VLIW, SIMD, MIMD and DSP. Application Specific Signal Processing (ASSP) and Multi-Core Processors.
- 3) Comprehensively understand the structure of a typical microcontroller and associated peripherals. An ability to make an informed decision about the choice of microcontroller for a particular application(s).
- 4) Compile and download code onto a microcontroller using commercial Integrated Development Environments
- 5) Systematically and comprehensively understand Microcontroller Peripherals: ADCs and DACs, Timers and Input Capture. Communication using the IIC, SPI, UART, Displays. Interrupts and Interrupt Service Routines.
- 6) Program microcontrollers using C and C++ Programming.
- 7) Critically appraise software development and Software testing techniques.

Method of Assessment

Workshop Assessments - 40%
Examination - 60%

Preliminary Reading

- Martin, T. (2013) The Designers Guide to the Cortex-M Processor Family. Elsevier (Newnes) ISBN: 978-0-08-098296-0
- Yiu, J. (2010) The Definitive Guide to the ARM Cortex-M3. Elsevier (Newnes). ISBN: 978-1-85617-963-8
- Kochan, S. G. (2005) Programming in C: A Complete Introduction to the C Programming Language. Developers Library. ISBN: 978-0-672326660
- Peckol, J. K. (2008) Embedded Systems: A Contemporary Design Tool. John Wiley ISBN: 978-0-471-72180-2
- Oshana, R and Kraeling, M. (2013) Software Engineering for Embedded Systems: Methods, Practical Techniques and Applications Elsevier (Newnes) ISBN: 978-0-12-415917-4
- Harris, David Money and Harris, Sarah L., 2012. Digital Design and Computer Architecture. San Francisco, Calif: Morgan Kaufmann. ISBN 9780123944245
- Hennessy, John L., Patterson, David A. and Asanović, Krste, Computer Architecture: A Quantitative Approach. Waltham, MA: Morgan Kaufmann/Elsevier. ISBN 012383872X
- Keller, Rainer, Kramer, David and Weiss, Jan-Philipp, 2010. Facing the Multicore-Challenge: Aspects of New Paradigms and Technologies in Parallel Computing. Berlin, Heidelberg: s.n. ISBN 9783642162329
- Nisan, Noam and Schocken, Shimon, 2008. The Elements of Computing Systems: Building a Modern Computer from First Principles. Cambridge, Mass: MIT. ISBN 9780262640688
- Patterson, David A. and Hennessy, John L., Computer Organization and Design: The Hardware/Software Interface. Amsterdam: Morgan Kaufmann. ISBN 9780123747501
- Stallings, William, Computer Organization and Architecture: Designing for Performance. Upper Saddle River, NJ: Prentice Hall. ISBN 0135064171

Pre-requisites

None

Synopsis <span style =

This module focuses on the basic principles of modern computer architecture and how they are mapped onto modern (32-bit) microcontrollers. The course uses the ARM processor core as an exemplar of a modern processor architecture that is now ubiquitous in embedded systems. The course will cover classic topics in architecture (CPU and ALU structure, Instruction sets, memory and memory) and performance metrics for evaluating the relative performance of different architectures such as RISC vs CISC and also VLIW, SIMD, MIMD, ASSP and DSP devices.

The NXP 1786 (mbed) microcontroller is used as an example microcontroller development platform and industry standard IDE's from Keil/IAR are used to program, test and debug them. The course includes a comprehensive presentation of typical microcontroller peripherals: ADCs and DACs, Timers and Input Capture, communication using IIC, SPI, UART. Displays. Interrupts and Interrupt Service Routines (ISRs).

The course also provides an introduction to the C and C++ programming languages and their use with microcontroller based systems. This material will include: Variables, data-types and arithmetic expressions. Strings, Loops, Arrays. Functions, Structures, Pointers, bit operators. The pre-processor. I/O operations in C. Debugging Programs. Object-Oriented Programming. The Standard C Library.

Issues such as software testing and testing strategies are discussed. Compiling and downloading code onto the mbed using commercial Integrated Development Environments such as Keil® and IAR®. GNU based toolchains for Microcontroller development.

03 School of English

EN818 American Modernism, 1890-1940						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	30 (15)	100% Coursework	

Availability**Contact Hours**

Total Contact Hours: 22
 Private Study Hours: 278
 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 sophisticated understanding of the key themes, styles, and theoretical foundations underpinning the competing visions of American modernity represented by key texts of the literary canon;
- 2 Display a critical knowledge of the social and cultural contexts of American modernity and the development of the modern American city, particularly in relation to the tensions between ideas of "high" and "low" culture, the relationship of city spaces to the development of intellectual traditions, and the importance of interdisciplinarity to the study of American literature and culture;
- 3 Demonstrate historical knowledge and the ability to use conceptual tools to reflect critically upon the categories of the "modernist", the "American" and their implications for the study of literature and culture in the early 20th Century USA – specifically how regional US variants of modernism differed from their European counterparts and from each other;
- 4 Demonstrate knowledge and appreciation of early 20th century American literature, and enhanced skills in analysing a diverse range of texts including architecture, visual culture, film, and critical and philosophical prose;
- 5 Show the importance of historically-grounded and interdisciplinary modes of criticism in the reading of literature and culture in the early 20th century;
- 6 Demonstrate enhanced capacity to construct nuanced, fluent, and well-reasoned arguments focussed on the imaginative, intellectual, and cultural complexities of American modernism.

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

- 1 Synthesise complex information with precision and subtlety;
- 2 Comprehend, analyse, and interrogate a variety of different kinds of text and assess the value of diverse critical approaches and ideas;
- 3 Mount complex arguments lucidly and persuasively in both spoken and written contexts;
- 4 Carry out independent research.

Method of Assessment

Assignment (5,000 words) – 100%

Preliminary Reading

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

Amy Helene Kirschke, "A Visual Artist with an Authentic Voice" and "The Evolution of Douglas's Aesthetic Language" from Aaron Douglas: Art, Race, and the Harlem Renaissance (Jackson: University Press of Mississippi, 1995)
 Christine Stansell, "Art and Life: Modernity and Literary Sensibilities" from American Moderns: Bohemian New York and the Creation of a New Century (New York: Metropolitan Books, 2000)
 John Sloan's Pedestrian Aesthetics" in Heather Campbell Coyle, Joyce K. Schiller et al, John Sloan's New York (New Haven: Yale University Press, 2007)
 José Martí, "New York Under the Snow" (1888) Henry James, from The American Scene (1907)
 Leslie Fishbein, "The Culture of Contradiction: The Greenwich Village Rebellion" in Rick Beard and Leslie Cohen Berlowitz, Greenwich Village: Culture and Counterculture (Brunswick, N.J.: Rutgers University Press, 1993)
 Maria Balshaw, "New Negroes, New Spaces" from Looking for Harlem: Urban Aesthetics in African-American Literature (London: Pluto Press, 2000)

Pre-requisites

None

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Synopsis *

This course investigates the development of American modernism in art and literature in the fifty year period between 1890 and 1940; a time bookended by official closing of the American frontier (which effectively concluded the period of the nineteenth century associated with "manifest destiny") and the outbreak of World War Two. The course will explore key texts of the period within their artistic and social contexts, including the development of new scientific and social-scientific modes of inquiry, the growth of the city and the increasing importance of the USA on the world stage.

The course is organised into blocks comprised of texts associated with various cities and movements within American modernism. We will begin by looking at the importance of New York and the American expatriate scene, before considering modernism in the mid-West and US South. A reading pack will be provided in the first week as an aid to student research.

Students will be expected to develop their own research interests within the topic and will be assessed by a 5,000 word essay. Essays that investigate topics not directly covered by the set reading are encouraged and can be developed in consultation with the tutor.

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EN832 Hacks, Dunces and Scribblers: Authorship and the Marketplace in the Eig						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

Learning Outcomes

On successfully completing the module students will be able to:

1. Demonstrate a comprehensive understanding of the nature and evolution of literature, genre and authorship in the period between the 1720s and 1790s;
2. Engage with current debates in the field of eighteenth-century studies, particularly those surrounding authorship and the evolution of the literary marketplace;
3. Apply and interrogate the wider historical narratives within which early eighteenth-century texts are commonly read, including the demise of manuscript culture and the decline of the patronage system, the rise of the novel, the ascendancy of the woman writer, and the birth of the critic;
4. Assess the benefits of studying literature in relation to the technologies and practices that governed textual production in this period, such as technological advances in book publishing, author-publisher relations, and legal definitions of the author-text relationship.
5. Engage with complex issues and articulate their conclusions confidently and clearly in spoken and written work;
6. Demonstrate intellectual independence;
7. Demonstrate a comprehensive understanding of advanced research skills relevant to the course;
8. Demonstrate a conceptual understanding of current scholarship in the discipline and ability to interrogate the insights and arguments of this scholarship.

Method of Assessment

- Interim written essay (1,000 words) – 20%
- Essay (4,000 words) – 80%

Preliminary Reading

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

Boswell, J. 2008. *The Life of Johnson*. London: Penguin.
 Burney, F. 2002. *The Writings*. Peterborough: Broadview.
 Haywood, E. 2000. *Love in Excess*. Peterborough: Broadview.
 James Boswell, *The Life of Samuel Johnson (1791)* (Penguin)
 Johnson, S. 2008. *The Major Works*. Oxford: Oxford University Press.
 Pope, A. 2010. *The Dunciad Variorum*. London: The British Library.
 Smith, C. 1993. *The Works of Charlotte Smith*. New York: Oxford University Press.

Progression

This module cannot be condoned or compensated for MA in Eighteenth-Century Studies students

Synopsis <span style =

This module explores the construction and contestation of authorship between the publication of Alexander Pope's brilliant Grub Street satire, *The Dunciad* (1728) and of James Boswell's *Life of Johnson* (1791). In this period, notions of authorship underwent significant change as the image of the author as craftsman (or less flatteringly as tradesman) gave way to the image of the author as original creator or genius – an image that still informs our understanding of authorship to this day. Through an exploration of a wide variety of novels, satires, periodicals, and biographies, as well as visual images we will explore how the modern author's fortunes were shaped by such factors as the decline of the patronage system, the growth and democratisation of the literary marketplace, the emergence of the woman writer and the labouring-class or unlettered genius.

Topics for discussion will include the myth and reality of Grub-Street; the gendering of authorship; the relationship between authorship and nation; the economics of authorship; the birth of the literary critic; canon-formation; literary celebrity and scandal.

2022-23 Postgraduate Module Handbook

EN834 Imagining India						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Availability

Spring term in 2019/20

Contact Hours

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

Learning Outcomes

On successfully completing the module students will be able to:

1. Identify the broad genealogy and major concerns of British and Indian literary and visual narratives about the Indian subcontinent from the mid-nineteenth to the early twenty-first century;
2. Understand the contexts, major historical processes, problems and concerns behind changing British and South Asian discourses on race, gender, culture, nation, empire, class and religion in the colonial and postcolonial periods;
3. Interpret a range of formal and aesthetic approaches to narrating or interrogating postcolonial literary discourses of identity and belonging;
4. Apply theoretical concepts (such as postcolonialism, feminism, and modernism) to reading and analysis;
5. Demonstrate an ability to apply close reading techniques to a range of literary texts and to make complex comparisons between them
6. Conduct self-directed research and demonstrate an ability to discuss, evaluate and creatively deploy secondary critical and theoretical perspectives
7. Construct original, articulate and well-substantiated arguments.

Method of Assessment

Assignment (5,000 words) – 100%

Preliminary Reading

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

Any edition of the following:

E M Forster, *A Passage to India*

Sunil Khilnani, *The Idea of India*

Salman Rushdie, *Midnight's Children*

Arundhati Roy, *The God of Small Things*

Synopsis <span style =

This course will trace the evolution of the images and perceptions surrounding the idea of India in British and Indian literature from the 'Mutiny' of 1857 to the present day. Through a variety of genres, including fiction, film and painting we will explore the ways in which representations of India became important sites of conflict, fantasy and dialogue between Indian and British writers in the late colonial period. We will then go on to consider how these discourses were co-opted, questioned and re-visioned after Independence by successive generations of Indians negotiating the rapidly changing idea of the nation. The course will be centred largely (but not exclusively) on works written in English and will question what it means to translate cultures, languages, and national vocabularies – what is lost and gained in the act of literary appropriation and exchange, and how history is shaped in the process.

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EN835 Dickens, The Victorians and the Body						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	
3	Canterbury	Autumn	M	30 (15)	100% Coursework	
3	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

Learning Outcomes

On successfully completing the module students will be able to:

1. Demonstrate a good reading knowledge of major figures in Victorian Literature and culture;
2. Demonstrate an understanding of the relationship of these figures to their age in one of the Programme's stated contexts: the part played by imaginative literature in addressing social problems;
3. Demonstrate a broad critical knowledge of a range of Victorian fiction, painting and photography, and a familiarity with the aesthetic writing of the period;
4. Demonstrate a knowledge of bibliographic and other research methods essential to the pursuit of original research;
5. Demonstrate their skills in effective communication of their ideas in both written and oral form, and be able to formulate a substantial research project.
6. Demonstrate the ability to apply new conceptual terms or frameworks to their study of literary and other cultural texts and to incorporate these into their own research.
7. Discuss an array of literary works with precision, nuance, and confidence.
8. Produce complex arguments in both spoken and written contexts.
9. Carry out independent research.
10. Analyse texts critically and make comparisons across a range of reading;
11. Show a good command of written English and articulate coherent critical arguments.

Method of Assessment

- Position paper (1,000 words) – 10%
- Major Written Essay (4,000 words) – 90%

Preliminary Reading

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

Beer, Gillian, (1983). *Darwin's Plots*, Cambridge: Cambridge University Press
 Cregan-Reid, Vybar, (2018). *Primate Change*, London: Octopus
 Dickens, Charles, (2003) *Bleak House*, London: Penguin
 Foucault, Michael, (1981) *History of Sexuality*, Vol. 1: An Introduction, London: Penguin
 Gaskell, Elizabeth, (2016) *North & South*, Oxford: Oxford University Press
 MacDuffie, Allen (2014) *Victorian Literature, Energy, and the Ecological Imagination*, Cambridge: Cambridge University Press
 Nead, Lynda (1988). *Myths of Sexuality*, Oxford: Blackwell
 Pykett, Lyn, (1996). *Reading Fin de Siecle Fictions*, London: Longman

Progression

This module cannot be condoned or compensated for MA in Dickens and Victorian Culture students

Synopsis *

This module explores the Victorians' fascination with the body and its metaphors. Using the works of Dickens and others as principal lenses, the module will explore notions of disease, infection, health and illness in the national body, the social body and the biological body. Engaging with debates on laissez-faire economics, prostitution, nationalism, and anxieties concerning sexual and fiscal production, this module will explore how authors, thinkers and artists of the nineteenth century worked through ideas about the body in Victorian culture.

2022-23 Postgraduate Module Handbook

EN838 Re-visioning: Twenty-first Century Translation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	

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:

- 1 Demonstrate their capacity for close reading and critical analysis and applied these skills to their practice;
- 2 Identify, critically evaluate and interrogate particular literary techniques and translation strategies found in modern and contemporary poetry and short prose and translation theories (for example, literal, literary, imitation, paraphrase techniques in translation) and make use of them in their practice;
- 3 Reflect on the wide range of stylistic practices open to the contemporary writer/translator and demonstrate an understanding of how these relate to their own practice;
- 4 Confidently applied advanced translation techniques within their work;
- 5 Understand, through practice, the value of versioning, drafting and editing;
- 6 Plan and undertake a portfolio of translations which demonstrates a developed sense of their relationship between their work and its audience.

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

- 1 Demonstrate a critical language;
- 2 Apply that language to their own work, through collective- and self-criticism;
- 3 Demonstrate sympathy with traditions other than those in which they themselves are working;
- 4 Demonstrate a substantial capacity for independent imaginative projects and research;
- 5 Gather and evaluate a range of materials from diverse contexts.

Method of Assessment

Main assessment methods:

Essay (3,000 words) – 35%
Portfolio (5-7 Poems/ Short Prose) – 65%

Reassessment methods:
Like-for-like

Preliminary Reading

Indicative Reading List:

ATKINS, TIM. (2016) Collected Petrarch. London: Crater Press.
GASS, WILLIAM H. (2015). Reading Rilke: Reflections on the Problems of Translation. London: Dalkey Archive Press.
GROSSMAN, EDITH. (2011). Why Translation Matters. New Haven, Connecticut: Yale University Press
HARDWICK, LORNA. (2013). Translating Words, Translating Culture. London: Bloomsbury
LOWELL, ROBERT (1962). Imitations. London: Faber and Faber
WEISSBORT, DANIEL & EYSTEINSSON, ASTRADUR (ed.). (2006). Translation: Theory and Practice, a Historical Reader. Oxford: Oxford University Press

Pre-requisites

None

Synopsis <span style =

This module helps you to situate and heighten awareness of your own work in relation to your own practice and to practitioners from other languages. You are not expected to know any other language! Instead, you will use cribs, literal translations, commentaries and transliterations, among other tools, to inspire and guide you in creating your own versions, as is common practice amongst translators. Seminars will focus on your work in creating new poems in English, using contemporary or classic poetry in a language of your choice. The work will be contextualised through the study of translation theories and practices.

2022-23 Postgraduate Module Handbook

EN845		Global Victorians				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework	
1	Canterbury	Spring	M	30 (15)	100% Coursework	

Availability

Optional to the following courses:

MA Postcolonial Studies;

MA English and American Literature

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:

1. Demonstrate a sophisticated understanding of key genres, themes and formal strategies through which British and colonial writers responded to the expansion of the British Empire;
2. Demonstrate a sophisticated and historicised understanding of the ways in which imperialism and colonialism affected discourses on race, class and the nation within Victorian Britain;
3. Engage with current critical debates about the value of critical frameworks such as 'world system theory', 'settler colonial studies' and 'postcolonial theory' for deepening our understanding of Victorian literature as world literature;
4. Demonstrate knowledge and appreciation of nineteenth-century literature beyond canonical writers, and enhance their skills in analysing a diverse range of texts including plays, poetry, travel writing, autobiography and anthropological writings.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate the ability to synthesise complex information with precision and subtlety;
2. Demonstrate the ability to comprehend, analyse, and interrogate a variety of texts and assess the value of diverse critical approaches and ideas;
3. Demonstrate the capacity to mount complex arguments lucidly and persuasively in both spoken and written contexts;
4. Demonstrate the ability to situate their own arguments in relation to complex critical debates, and to articulate the implications of their own intellectual positions;
5. Demonstrate their capacity to carry out independent research.

Method of Assessment

Main assessment methods

5,000-word essay

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 *

This module will introduce you to a variety of theoretical frameworks for reading Victorian literature as 'world literature': that is, the product of global circuits of knowledge and commodity exchange, as well as cross-cultural encounters. The first half of the module moves from an examination of the global dimensions of canonical nineteenth-century novelists such as Jane Austen and Charles Dickens alongside writers from the 'Black Atlantic' such as Mary Prince and Mary Seacole to an examination of how the expansion of the 'settler empire' produced new forms of writing by colonial emigrants that explored the experience of settlement and sought to represent the Indigenous communities colonists encountered to British reading publics. The module then moves to an interdisciplinary consideration of the role anthropological writings played in shaping discourses of race, and how colonial and Indigenous travellers to Britain 'wrote back' in various ways against these discourses.

2022-23 Postgraduate Module Handbook

EN850 Centres and Edges: Modernist and PostcolonialQuest Literature						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	

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:

- 1 Read and respond to the dialogue between modernist and postcolonial writing with particular focus on the theme of 'the quest';
- 2 Read the set texts within both modernist and postcolonial contexts, theoretically as well as historically;
- 3 Demonstrate a comprehensive knowledge of the ways in which postcolonial works both react to, critically engage with and complement aspects of modernism;
- 4 Explore themes such as the quest for self, language and place; modernist and postcolonial crises over meaning; questions of origin; experimentation with form; the fragmentation of absolutes; imperialism; national mythologies, rethinking the past; fragmented identities; dislocation, cultural displacement and alienation; exile; the limits between imagination and reality; the limits between the past and the present; the sense of 'home';
- 5 Apply and interrogate relevant theoretical, mythological, philosophical and anthropological strategies appropriate to literature of the 'quest';
- 6 Demonstrate analytical and presentation skills to express ideas about the relationship between modernist and postcolonial concepts and themes.

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

- 1 Demonstrate an ability to analyse modernist and postcolonial texts critically and make comparisons across a range of reading;
- 2 Demonstrate the skills necessary for participating in group discussions and giving oral presentations;
- 3 Carry out independent research confidently;
- 4 Demonstrate the ability to critically evaluate and creatively deploy philosophical, theoretical and historical perspectives;
- 5 Demonstrate the ability to construct original, innovative and complex arguments.

Method of Assessment

Assignment (5,000 words) – 100%

Preliminary Reading

Indicative reading list:

Modernist Texts:

Conrad, Joseph (2007). *Heart of Darkness*. London: Penguin Classics.
Woolf, Virginia, (2014). *The Waves*. Oxford: Oxford University Press.
Eliot, T.S., (1969). 'The Waste Land'. London: Faber and Faber.

Postcolonial Texts:

Harris, Wilson (1960). *The Palace of the Peacock*. London: Faber and Faber.
Malouf, David (1999). *An Imaginary Life*. London: Vintage Books.
Gurnah, Abdulrazak (1994). *Paradise*. London: Penguin Books.

Pre-requisites

None

Synopsis *

Challenging the common centre-margin paradigm at the heart of postcolonial discourse, this broad-ranging and comparative module traces interconnections between modernist and postcolonial 'literature of the quest' from different cultural locations and conjunctions. Just as the knights of the Fisher King legend set out to find the Holy Grail, both the modern and postcolonial self embark on individual odysseys in quest of origin, identity and language. Whilst the modernists' experimentation with form, reflecting the ever-changing data of modern consciousness, evidences the 'sickness' of modernity, postcolonial quest literature offers a reaction to a national schizophrenia: quest for self-echoes a quest for a country, a language and a history. Conrad's *Heart of Darkness* (1902), an early example of how the imperialist divide and centre-margin dialectic are handled, will mark the beginning of our exploration of modernist grail quests for an effective medium of communication, existentialist quests in a modern world in crisis, experimental quests into the unknown and poetic quests crossing thresholds of meaning. Primary texts will be read alongside recent critical work from a variety of mythological, philosophical, anthropological and theoretical perspectives.

EN852 Colonial and Postcolonial Discourses						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	

Availability

Autumn term in 2019/20

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:

- 1 Identify the main concerns of colonial and postcolonial discourse analysis, including critiques of imperialism and colonialism and the theorisation of liberation and decolonisation struggles.
- 2 Understand the role of culture in the expression of liberation struggles and in the articulation of identities.
- 3 Demonstrate a nuanced understanding of the works of key intellectuals in the field.
- 4 Demonstrate an advanced understanding of the historical contexts of colonial and postcolonial discourses.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate an ability to apply close reading techniques to a diverse range of material.
- 2 Conduct self-directed research and demonstrate an ability to discuss, evaluate and creatively deploy critical and theoretical sources of relevance.
- 3 Construct original, articulate and well-substantiated arguments.
- 4 Identify and evaluate advanced research questions.

Method of Assessment

Assignment (5,000 words) – 100%

Preliminary Reading

Indicative reading list:

Any edition of the following:

Bhabha, Homi K. – The Location of Culture

Fanon, Franz – The Wretched of the Earth and Black Skin, White Masks

Hall, Stuart – Cultural Identity and Diaspora

Said, Edward – Orientalism and The Question of Palestine

Spivak, Gayatri Charavorty – The Spivak Reader and Other Asias

Williams, Patrick, and Laura Chrisman, eds. – Colonial Discourse and Postcolonial Theory: A Reader

Pre-requisites

None

Synopsis <span style =

This module introduces you to a wide range of colonial and postcolonial theoretical discourses. It focuses on the construction of the historical narrative of imperialism, psychology and culture of colonialism, nationalism and liberation struggles, and postcolonial theories of complicity and resistance. The module explores the benefits and problems derived from reading literature and culture by means of a postcolonial and postimperial lens. Through the study of crucial texts and events, both historical and current, the module analyses the birth of imperialist narratives and their complex consequences for the world today.

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EN857 Body and Place in the Postcolonial Text						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 20

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1) Demonstrate a comprehensive and conceptual understanding of knowledge on, and a critical awareness on new insights of 'body and place' as a key concept in postcolonial texts;
- 2) Demonstrate a comprehensive understanding of colonial and postcolonial contexts with critical awareness and application inclusive of theoretical, historical, political, cultural and geographical approaches;
- 3) Compare and analyse the ways in which body and place is read, written and constructed in a broad range of prose, poetry and film;
- 4) Explore the ways in which body and place are connected to broader questions of postcolonial identity and culture
- 5) Explore core concepts and themes such as multiple-mutable identities; experimentation with form and style; dislocation, displacement; diaspora, refugee, asylum seeker, exile; globalisation; migration, movement and borders; imaginative geography; trauma and mental health; nations and nationalism; literature, arts and activism;
- 6) Apply and interrogate relevant methodologies, including theoretical, (such as postcolonialism, spatiology, Marxism, feminism, ecocriticism), mythological and philosophical strategies appropriate to understanding postcolonial texts.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Demonstrate an ability to analyse postcolonial texts critically and make comparisons across a range of readings;
- 2) Demonstrate critical and argumentative skills necessary for participating in seminar discussions and giving oral presentations;
- 3) Demonstrate the skills to carry out independent research during presentations and essays;
- 4) Demonstrate the ability to critically evaluate and creatively deploy key philosophical, theoretical, historical, political and spatial perspectives;
- 5) Demonstrate the ability to construct original, innovative and complex arguments;
- 6) Demonstrate the ability to conduct interdisciplinary research by evaluating material from different sources;

Method of Assessment

Assignment (5,000 words) – 100%

Preliminary Reading

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

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<https://kent.rl.talis.com/index.html>

Pre-requisites

None.

Synopsis *

This module involves a materialist analysis of the dynamics of colonialism, anticolonialism and postcolonialism. It explores places and people shaped by key modern historic processes, such as colonial conquest, dispossession, decolonization, postcolonial independence, partition, and migration. The module also examines connections between war, exclusion, territory and freedom, and it ruminates on processes of contradiction and negotiation, convergence and discord, clash and reconciliation in relation to political and personal conflict.

2022-23 Postgraduate Module Handbook

EN865 Post-45: American Literature and Culture in the Cold War Era						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	

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:

- 1 Demonstrate a systematic understanding of a selection of key topics in the history of post-45 American literature and culture;
- 2 Demonstrate a conceptual understanding of the principal critical issues in post-45 American literature and culture;
- 3 Demonstrate a knowledge of recent developments in scholarship in the field, including new methodologies and areas of research, and an ability to situate one's own research in relation to them;
- 4 Demonstrate the ability to use the techniques necessary to interpret and apply new literary and cultural knowledge in original ways.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate the ability to deal with complex issues both systematically and creatively;
- 2 Demonstrate the ability to use self-direction and originality in tackling and solving problems;
- 3 Demonstrate the ability to plan and undertake the learning of new knowledge and understanding autonomously.

Method of Assessment

Main assessment methods:

Essay (5,000 words) – 100%

Reassessment methods:

Like-for-like

Preliminary Reading

Indicative reading list:

Any edition of the following:

Cleaver, Eldridge, (1968). *Soul on Ice*

DeLillo, Don, (1999). *Underworld*

Didion, Joan, (1979). *The White Album*

Ellison, Ralph (1952). *Ralph Invisible Man*

Pynchon, Thomas, (1963). *V*

Sontag, Susan, (1966). *Against Interpretation*

Pre-requisites

None

Synopsis <span style =

This module is designed to introduce postgraduates to high level research in the field of post-45 American literature and culture, spanning the period from the end of World War Two to the late twentieth century. Proceeding in chronological fashion, it will address key issues such as the cultural Cold War, Black Power, feminism and cosmopolitanism through the close analysis of cultural items in their historical moment. These will include texts such as novels by Ralph Ellison and, Thomas Pynchon; essays by Susan Sontag and Joan Didion; cultural criticism by Clement Greenberg and Lionel Trilling; and sociological analysis by C. Wright Mills. In addition, painting and film will be discussed where appropriate. Students will be encouraged to approach and understand aesthetic texts and objects both on their own terms and in relation to broader historical phenomena such as shifting geopolitical configurations, changing race and gender relations, and the rise of neoliberalism. Ultimately they will be in a position to address fundamental questions about the nature and function of "culture" itself in the period. Throughout the module, students will also explore the latest research in the field, reading influential contemporary scholarship and acquainting themselves with salient critical debates concerning methodology, including those over the sociology of culture, the demise of postmodernism as a critical paradigm, and periodization.

EN866 The Awkward Age: Transatlantic Culture and Literature in Transition, 18						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	

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:

- 1 Demonstrate a sophisticated understanding of some key genres, themes, and formal strategies of American, British, and Irish literature in a period of cultural transition;
- 2 Use historical knowledge and conceptual tools to reflect critically upon conventional literary periodisations and the constitution of national literary traditions;
- 3 Demonstrate knowledge and appreciation of late nineteenth- and early twentieth-century literature beyond canonical writers, and enhance their skills in analysing a diverse range of texts including plays, poetry, short stories, and autobiography;
- 4 Engage with current debates about the value of critical frameworks such as 'the transatlantic' and 'cosmopolitanism', as well as to assess the nature of a range of literary movements and genres that flourished in the period but are often obscured by the rubric of the 'Victorian' and the 'modernist', including decadence, naturalism, the 'New Woman' novel, the romance revival of the 1890s, science fiction, satire and comic writing, the 'antiquarian' ghost story, the adventure story, and life-writing.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate the ability to synthesise complex information with precision and subtlety;
- 2 Demonstrate the ability to comprehend, analyse, and interrogate a variety of texts and assess the value of diverse critical approaches and ideas;
- 3 Demonstrate the capacity to mount complex arguments lucidly and persuasively in a variety of contexts
- 4 Demonstrate the ability to situate their own arguments in relation to complex critical debates, and to articulate the implications of their own intellectual positions;
- 5 Demonstrate their capacity to carry out independent research.

Method of Assessment

Main assessment methods
Assignment (5,000 words) – 100%

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.

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<https://kent.rl.talis.com/index.html>

Pre-requisites

None

Synopsis <span style =

This module explores the affinities, disjunctions, and dialogue between American, British, and Irish literary traditions from 1880 to 1920. The turn of the nineteenth century and the beginning of the twentieth gave writers on both sides of the Atlantic an acute sense of epochal drama and self-consciousness: they brooded over ideas of decadence, apocalypse, progress, revolution, and the nature of the zeitgeist; heralded endings, transitions, repetitions, reversals, and beginnings; and explored the ambivalences and confusions provoked by the idea of the 'modern'. We will pay particular attention to how writers conceptualise and represent history and time, and seek to anatomise the varieties of pessimism, nostalgia, and utopian thinking that the turn of the century inspired.

This module focuses on texts by both canonical and non-canonical writers that often fall through the cracks of conventional literary history because they were published in the 'awkward age' and are often considered neither solidly Victorian nor yet programmatically modernist. We will interrogate standard national narratives of literary history (in the case of Britain, the compartmentalisations of the fin de siècle and the Edwardian, and in the case of America, those of the Gilded Age and the Progressive Era), as well as the assumption that national literary traditions were distinct and coherent in the period. We will consider how American, British, and Irish writers reckoned with the forces shaping transatlantic intellectual and cultural life, especially post-Darwinian science, imperialism, socialism, feminism, and cosmopolitan ideals of culture. We will also consider how writers made the awkwardness of the age not simply a thematic preoccupation but a complex aesthetic challenge, prompting innovations as well as efforts to sustain the ideal of a literary tradition.

EN867 The Verbal and The Visual: Dialogues Between Literature, Film, Art and						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Paris	Autumn	M	30 (15)	100% Coursework	

Availability

Spring

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:

- Demonstrate a comprehensive and conceptual understanding of knowledge on, and a critical awareness on new insights of 'body and place' as a key concept in postcolonial texts;
- Demonstrate a comprehensive understanding of colonial and postcolonial contexts with critical awareness and application inclusive of theoretical, historical, political, cultural and geographical approaches;
- Compare and analyse the ways in which body and place is read, written and constructed in a broad range of prose, poetry and film;
- Explore the ways in which body and place are connected to broader questions of postcolonial identity and culture
- Explore core concepts and themes such as multiple-mutable identities; experimentation with form and style; dislocation, displacement; diaspora, refugee, asylum seeker, exile; globalisation; migration, movement and borders; imaginative geography; trauma and mental health; nations and nationalism; literature, arts and activism;
- Apply and interrogate relevant methodologies, including theoretical, (such as postcolonialism, spatiology, Marxism, feminism, ecocriticism), mythological and philosophical strategies appropriate to understanding postcolonial texts;

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate an ability to analyse postcolonial texts critically and make comparisons across a range of readings;
- Demonstrate critical and argumentative skills necessary for participating in seminar discussions and giving oral presentations;
- Demonstrate the skills to carry out independent research during presentations and essays;
- Demonstrate the ability to critically evaluate and creatively deploy key philosophical, theoretical, historical, political and spatial perspectives;
- Demonstrate the ability to construct original, innovative and complex arguments;
- Demonstrate the ability to conduct interdisciplinary research by evaluating material from different sources;

Method of Assessment

Assignment (5,000 words) – 100%

Preliminary Reading

Indicative reading list:

Waad Al-Kateab & Edward Watts, For Sama Sinan Antoon, The Corpse Washer

Behrouz Boochani, No Friend but the Mountains: The True Story of an Illegally Imprisoned Refugee

Emile Habiby, The Secret Life of Saeed the Pessoptimist

Stephanos Stephanides, The Wind Under My Lips

Samar Yazbek, Planet of Clay

Street Art and Graffiti from the East Mediterranean

Pre-requisites

None

Synopsis <span style =

This module involves a materialist analysis of the dynamics of colonialism, anticolonialism and postcolonialism. It explores places and people shaped by key modern historic processes, such as colonial conquest, dispossession, decolonization, postcolonial independence, partition, and migration. The module also examines connections between war, exclusion, territory and freedom, and it ruminates on processes of contradiction and negotiation, convergence and discord, clash and reconciliation in relation to political and personal conflict.

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EN868 Queer Enlightenments: Eighteenth-Century Narratives of Sex and Gender						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	

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:

- 1 Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;
- 2 Demonstrate a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
- 3 Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
- 4 Demonstrate a conceptual understanding that enables them to evaluate critically current research and advanced scholarship in the discipline;
- 5 Demonstrate a conceptual understanding that enables them to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

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

- 1 Demonstrate the capacity to deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
- 2 Demonstrate the ability to self-direct and to be original in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;
- 3 Demonstrate an ambition to continue to advance their knowledge and understanding, and to develop new skills to a high level;
- 4 Demonstrate the qualities and transferable skills necessary for employment including the exercising of initiative and personal responsibility, decision-making in complex and unpredictable situations; and the independent learning ability required for continuing professional development.

Method of Assessment

Main assessment methods:

Major Written Assignment (4,000 words) – 90%
Position Paper (1,000) – 10%

Reassessment methods:
Like-for-like

Preliminary Reading

Indicative reading list:

Brown, John. (1757). *An Estimate of the Manners and Principles of The Times*. Dublin: G. Faulkner, J. Hoey, and J. Exshaw Booksellers
Burke, Edmund. (1757). *Extracts from A Philosophical Enquiry into the Origin of Our Ideas of the Sublime and Beautiful*
Cleland, John. (1749). *Fanny Hill: Memoirs of a Woman of Pleasure*
Smollett, Tobias. (1748). *Roderick Random*
Wollstonecraft, Mary. (1792). *A Vindication of the Rights of Woman*

Pre-requisites

None

Synopsis <span style =

This module explores the emergence of 'sexual normalcy' in the literature of the Enlightenment period in Britain by focusing on the phobic constitution of the sodomite in literary and legal texts. Beginning with accounts of late seventeenth-century sodomy trials and moving on to Edmund Burke's impassioned speech to the House of Commons (12th April 1780) on the fatal pillorying of two sodomites, this module critiques the ways in which authors and political commentators deployed the sodomite – both male and female – as a condensed symbol for a number of cultural and political transgressions. Participants will examine how anxieties about the sodomite informed the construction of heteronormativity in this period, while also considering the implications that this has for sexual and gender identities today.

2022-23 Postgraduate Module Handbook

EN871 Men and Women: Modernist Poetry						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	30 (15)	100% Coursework	

Contact Hours

One two hour seminar per week

Method of Assessment

100% coursework

Preliminary Reading

Preliminary reading
W H Auden - Collected Shorter Poems
T S Eliot - Collected Poems
Mina Loy - The Lost Lunar Baedeker
Ezra Pound - Collected Shorter Poems, Cantos

Synopsis *

This module is an introduction to the work of some of the canonical figures of early 20th century poetry, such as T S Eliot and Ezra Pound, set alongside that of some more recently established figures of the same period, such as Mina Loy and Laura Riding. The module looks at the major methods of writing poetry in this period, as well as the established frameworks of critical discussion which accompany these works. We learn to read this poetry both micrologically - ie as far as possible 'on its own terms' - and macrologically in relation to a variety of discourses and contexts. We relate the poetry to its early modernist forbears, to its immediate social and critical situation, and to modern critical and cultural debate on topics as feminism and democracy. Seminars discuss important works of the period and their critical reception, and will also provide an opportunity for you to present your own papers for discussion.

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EN872 Provocations and Invitations						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	30 (15)	100% Coursework	

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:

- 1 Demonstrate a wide-ranging knowledge of contemporary Anglophone poetry from several aesthetic and national contexts.
- 2 Demonstrate an advanced ability to relate the literary works from this period to wider political, cultural, historical and philosophical questions.
- 3 Demonstrate a sophisticated range of analytic skills, including close textual analysis.
- 4 Connect the material to contemporary debates around gender, class and race.
- 5 Show an advanced understanding of what's at stake in questions of aesthetic form.

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

- 1 Utilize sophisticated close reading skills to a range of literary texts and to develop erudite and complex comparisons between them.
- 2 Demonstrate an advanced set of presentation skills, as well as an ability to participate actively and constructively within group discussions.
- 3 Display an advanced ability to conduct individual research, including the ability to analyse, discuss and deploy secondary texts (both critical and theoretical) from appropriate scholarly resources.
- 4 Identify and evaluate advanced research questions and an ability to develop clear, reasoned and original arguments.
- 5 Demonstrate an ability to relate literature to the development and practices of other art forms.

Method of Assessment

Assignment (5,000 words) – 100%

Preliminary Reading

Indicative reading list:

Any edition of the following:
 Hejinian, Lyn – My Life
 Nourbese Philips, M — ZONG!
 Spahr, Juliana — That Winter the Wolf Came
 Spott, Verity — Gideon

Pre-requisites

None

Synopsis <span style =

This module introduces the challenges and pleasures of postmodern poetry and poetics. We will consider a range of poetic texts, and essays on poetry, that between them raise profound questions of nation, agency, language, politics and gender in the post-war period. Starting with Charles Olson's ground-breaking inquiries into 'open field poetics', we will investigate a range of American and British poets for whom the poem has been a way of generating new modes of thought and life. In particular we will explore the ways in which poetry of the period enables us to think through the implications of globalisation. We will consider how poetry can escape the constraints of place, and how it can imagine new forms of collective identity.

Among the poets we will consider are: Charles Olson, Robert Duncan, Frank O'Hara, Denise Riley, Lyn Hejinian, J. H. Prynne, and Tony Lopez. The work of these writers will be read alongside contemporary philosophy and political theory, and will be considered in relation to other art forms, especially painting. Students on the module will benefit from the activities of the Centre for Modern Poetry, including regular readings, research seminars and the reading groups.

2022-23 Postgraduate Module Handbook

EN889 Literary Theory						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	30 (15)	100% Coursework	
3	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

Learning Outcomes

On successfully completing the module students will be able to:

1. Demonstrate an understanding of some of some recent strands of literary theory and their associated reading practices;
2. Demonstrate a knowledge of the ways in which such theories compete with and complement each other;
3. Explore such key concepts as deconstruction, critique, rhetoric, language, discourse, ideology, the subject, gender, and identity;
4. Consider the complex processes by which concepts, terms, topics, themes and procedures from French and German philosophy have been adapted to the subject area of English Literature;
5. Demonstrate an understanding of, and competence in handling, the analytic tools and vocabularies which are the substance of modern literary-theoretical thought.
6. Demonstrate the ability read a range of literary-theoretical material genres and assess the relationship among a variety of intellectual frameworks;
7. Demonstrate the skills necessary for participating in group discussions and giving oral presentations;
8. Demonstrate the capacity for self-directed research and the ability to critically evaluate and creatively deploy recent theoretical perspectives;
9. Demonstrate an ability to construct original, innovative and complex arguments.

Method of Assessment

- Interim assignment 1000 words (20%)
- Final essay 4000 words (80%)

Preliminary Reading

All readings will be taken from The Norton Anthology of Theory and Criticism, edited by Vincent Leitch et al. (Norton, 2010)

Synopsis <span style =

On this module we conduct a broad survey of modern literary and critical theory, but in a revisionist spirit, asking what were the moments that generated certain critical turns, and examining the broad historical impetus of change, such as the Russian Revolution, the Cold War, and the revolts of 1968. In the first part of the module we look at developments in the early twentieth century which gave shape to modern literary studies; in the second part of the module we look at developments from the second half of the century to the present day. As well as reading the texts of theory, we aim to understand its historical and institutional contexts, and our overall objective is to understand and analyse some of the recent turns in critical discourse, such as transnationalism, and the turn away from theory to the archive.

2022-23 Postgraduate Module Handbook

EN891		Fiction 1				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Paris	Autumn	M	30 (15)	100% Coursework	

Availability

This module is the core module for the MA in Creative Writing and will be made available to other students subject to places.

Autumn term only.

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:

- 1 Demonstrate their writing and self-editing skills so as to generate and complete a sustained and fully-revised piece of fiction (one or two stories, or a coherent portion of an ongoing novel);
- 2 Experiment, at a high level, with writing techniques brought out in group discussions of selected texts;
- 3 Produce work of a publishable quality;
- 4 Demonstrate a thorough understanding of the craft of writing through class discussions and exercises related to the reading, as well as in response to the tutor's editorial feedback;
- 5 Receive creative sustenance from testing his/her ideas about literature and writing processes against those of other people (the tutor and fellow seminar students);
- 6 Demonstrate their sense of the relationship between their work and its audience.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate a capacity for close reading from a writerly point of view;
- 2 Identify, critically evaluate, and interrogate the literary techniques displayed in short works of fiction, and make use of them in their own work;
- 3 Reflect on the wide range of stylistic choices open to the contemporary fiction writer, and develop an understanding of how these relate to his/her own practice of the craft of writing;
- 4 Confidently apply advanced techniques within their work;
- 5 Demonstrate understanding, through experience, the value of editing and revision.

Method of Assessment

Original Fiction (5,000 words) – 100%

Preliminary Reading

Indicative reading list:

Any edition of the following:

Thomas Bernhard, *Cutting Timber* (Quartet, 1988)

Elizabeth Bowen, *The Mulberry Tree: Essays* (Virago, 1986)

Mavis Gallant, *Selected Stories*

James Joyce, *Dubliners* (Cape, 1954)

Flannery O'Connor, *The Complete Stories* (Farrar, Straus & Giroux, 1971)

Muriel Spark, *The Prime of Miss Jean Brodie* (Penguin)

Leo Tolstoy, *Tolstoy's Short Fiction* (Norton, 1991)

Amos Tutuola, *The Palm-Wine Drinkard* (Faber and Faber, 1952)

Banana Yoshimoto, *Kitchen*

Pre-requisites

None

Synopsis *

On this module students will develop their skills as an independent writer, critic and thinker, understanding and building their own unique writing practice through readings of exemplary texts, open seminar discussion, writing exercises and creative workshops. Students will learn to identify and apply central concepts like plot, narrative, form and structure, theme, voice and character, in both reading and writing practice. Experimentation, ingenuity, ambition and originality in the student's approach to her/his own writing will be encouraged. Workshops will develop close reading and editorial skills and invite students to offer and receive constructive criticism of their peers' work.

2022-23 Postgraduate Module Handbook

EN892		Poetry 1				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Paris	Autumn	M	30 (15)	100% Coursework	

Availability

This module is the core module for the MA in Creative Writing and will be made available to other students subject to places.

Autumn term only.

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:

- 1 Demonstrate their capacity for close reading and critical analysis and applied these skills to their practice
- 2 Identify, critically evaluate and interrogate particular poetic and literary techniques found in modern and contemporary poetry (for example, collage, quotation, modes of metaphor, juxtaposition) and make use of them in their practice;
- 3 Reflect on the wide range of stylistic practices open to the contemporary poet and demonstrate an understanding of how these relate to their own practice;
- 4 Confidently apply advanced poetic techniques within their work;
- 5 Demonstrate understanding, through practice, the value of drafting and editing;
- 6 Plan and undertake a portfolio of poems which demonstrates a developed sense of their relationship between their work and its audience.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate a critical language;
- 2 Apply that language to their own work, through collective- and self-criticism;
- 3 Demonstrate sympathy with traditions other than those in which they themselves are working;
- 4 Demonstrate a substantial capacity for independent imaginative projects and research;
- 5 Gather and evaluate a range of materials from diverse contexts.

Method of Assessment

Portfolio of 12-15 Poems or 150 lines of Poetry– 100%

Preliminary Reading

Indicative reading list:

Laurie Duggan, *Crab & Winkle* (Shearsman Books, 2009)
 John James, *In Romsey Town* (Equipage, 2011)
 Bernadette Mayer, *Sonnets* (Tender Buttons Books, 2014)
 Harryette Mullen, *Urban Tumbleweed* (Graywolf, 2013)
 Denise Riley, *Say Something Back* (Picador, 2016)
 Rosemary Tonks, *Bedouin of the London Evening* (Bloodaxe Books, 2014)

Pre-requisites

None

Synopsis <span style =

This module will prepare you for the production of your dissertation portfolio of fully realised, finished poems. You will read a wide range of exemplary, contemporary work and experiment with form and content.

2022-23 Postgraduate Module Handbook

EN893		Fiction 2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework	
2	Paris	Spring	M	30 (15)	100% Coursework	

Availability

This module is the core module for the MA in Creative Writing and will be made available to other students subject to places.

Spring term only.

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:

- 1 Demonstrate their understanding of how a text is brought into existence by a writer, how everything is a decisive, creative choice;
- 2 Read on a sentence-by-sentence level, from a writer's point of view;
- 3 Concentrate their own efforts on achieving more, linguistically and aesthetically, in their own writing;
- 4 Produce work of a publishable quality.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate comprehensive editorial skills;
- 2 Identify, evaluate, and interrogate literary techniques displayed in the primary text, and learn to apply these techniques to their own work;
- 3 Demonstrate confidence, both in discussing and in generating fiction;
- 4 Experiment in independent thought, when writing and in seminar debates.

Method of Assessment

Original Fiction (5,000 words) – 100%

Preliminary Reading

Indicative reading list:

Any edition of the following:

Cormac McCarthy, *The Road*

Don DeLillo's, *White Noise*

Nicholson Baker, *A Box of Matches*

Penelope Lively, *Moon Tiger*

Richard Yates, *Revolutionary Road*

Pre-requisites

None

Synopsis *

In this module you will learn further techniques of writing fiction, including how to plot a full-length novel, work on deep characterisation and the construction of an intellectual framework within your fiction. You may be continuing to work on a project begun in Fiction 1, or starting something new. Rather than expecting you to try new techniques, voices and styles, your tutor will work with you to identify your strongest mode of writing and will encourage you to develop this.

2022-23 Postgraduate Module Handbook

EN894		Poetry 2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework	
2	Paris	Spring	M	30 (15)	100% Coursework	

Availability

This module is the core module for the MA in Creative Writing and will be made available to other students subject to places.

Spring term only.

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:

- 1 Demonstrate their capacity for close reading and critical analysis and applied these skills to their practice;
- 2 Identify, critically evaluate and interrogate particular poetic and literary techniques found in modern and contemporary poetry (for example, formal innovation, repetition, extended metaphor, polyvocality) and make use of them in their practice;
- 3 Reflect on the wide range of stylistic practices open to the contemporary poet and developed an understanding of how these relate to the development of poetic sequences and series;
- 4 Confidently apply advanced poetic techniques within their work;
- 5 Demonstrate understanding, through practice, the value of drafting and editing;
- 6 Plan and undertake a portfolio of poems which demonstrates both a developed sense of the internal relations between poems, and of the relation between work and its audience.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate a critical language;
- 2 Apply that language to their own work, through collective- and self-criticism;
- 3 Demonstrate sympathy with traditions other than those in which they themselves are working;
- 4 Demonstrate confidence and ability to work in group situations;
- 5 Demonstrate sophisticated communicative and collaborative skills;
- 6 Demonstrate substantial capacity for independent imaginative projects and research;
- 7 Gather and evaluate a range of materials from diverse contexts.

Method of Assessment

Portfolio of 12-15 Poems or no fewer than 150 lines of Poetry– 100%

Preliminary Reading

Indicative reading list:

Agbabi, P., 2014, Telling Tales. Canongate, Edinburgh and London.

Etter, C., 2018, The Weather in Normal. Shearsman, Bristol.

Hughes, P., Cavalcanti. Carcanet, Manchester.

Skoulding, Z., Teint: for the Bièvre. Hafan Books, Swansea.

Stonecipher, D., 2015, Model City, Shearsman, Bristol.

Pre-requisites

None

Synopsis *

The main focus of Poetry 2 is to further develop and refine your writing with the eventual aim of producing a successful dissertation portfolio of fully realised, finished poems. Poetry 2 differs from Poetry 1 in that you are encouraged to develop a sequence or series of wholly new poems.

In this module you will develop your practice of writing poetry through both the study of a range of contemporary examples and constructive feedback on your own work. Each week, you will be exposed to a wide range of exemplary, contemporary sequences. The approach to the exemplary texts will be technical rather than historical; at every point priority is given to your own particular development as poets.

The reading list does not represent a curriculum as such, but indicates the range of works and traditions we will draw upon to stimulate new thought about your own work. Decisions about reading will be taken in response to individual interests. Likewise, you will be directed toward work which will be of particular benefit to you.

2022-23 Postgraduate Module Handbook

EN895 Jane Austen and Material Culture						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework	

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:

- 1 Demonstrate knowledge and understanding of material culture theory as it has developed in relation to literary study in recent years, with a particular emphasis upon the literary study of the long eighteenth century;
- 2 Apply debates in literary theory to the reading of Austen's fiction;
- 3 Question relationships between materiality and fiction and develop their understanding that fictional objects are qualitatively different from, but related to, historical objects.

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

- 1 Demonstrate the ability to argue a point of view with clarity and cogency in written form;
- 2 Demonstrate a comprehensive understanding of advanced research skills relevant to the course;
- 3 Demonstrate their ability for independent critical thinking and judgement.

Method of Assessment

Assignment (5,000 words) – 100%

Preliminary Reading

Indicative reading list:

Jane Austen, (1811). *Sense and Sensibility*. Oxford: Oxford University Press.
Jane Austen, (1813). *Pride and Prejudice*. Oxford: Oxford University Press.
Jane Austen, (1814). *Mansfield Park*. Oxford: Oxford University Press.
Jane Austen, (1816). *Emma*. Oxford: Oxford University Press.
Jane Austen, (1817). *Northanger Abbey*. Oxford: Oxford University Press.
Jane Austen, (1817). *Persuasion*. Oxford: Oxford University Press.
Jane Austen, (1817). *Sanditon*.

Pre-requisites

None

Synopsis *

Austen makes a particularly interesting subject for advanced study because her work is both widely enjoyed and the focus of much specialist academic work. The Austen of the (feminist) academy is often initially unrecognisable to the general ('feminine') reader, and part of the project of this module is to explore the gap between these kinds of reading through the medium of material culture. 'Material Culture Studies', focussing on the function and significance of physical objects in literary texts, has been increasingly important to scholars of the long eighteenth century in the last decade, and this approach raises questions that are especially pertinent to readings of Austen's fiction. Is domesticity a trap or a refuge? Does the female body require liberation or control? Is material wealth the realisation of every woman's dream or the basis of moral corruption? Is the 'improvement' of landscapes and estates a sign of culture or of arrogance? Approaching Austen's writing through the objects which populate her fiction, we will situate these questions in relation to modern literary criticism and the unfamiliarity of early nineteenth-century artefacts.

2022-23 Postgraduate Module Handbook

EN897 Advanced Critical Reading						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	

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:

- 1 Demonstrate competent, discriminating and confident reading critical and theoretical texts at an advanced level;
- 2 Demonstrate a precise sense of problems of reading and interpretation that arise out of in-depth study of critical and theoretical texts;
- 3 Demonstrate strong awareness of how critical and theoretical texts relate to one another and to literary texts.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate the ability to work on complex material in considerable depth, drawing on the full range of the student's powers of understanding: critical, analytical, intuitive and creative;
- 2 Demonstrate a capacity for self-directed research and the development of independent critical judgement and imagination;
- 3 Demonstrate the ability to recognise and construct original, innovative and complex arguments.

Method of Assessment

Main assessment methods:

First Essay: 1,000 words – 20%
Second Essay (4,000 words) – 80%

Reassessment methods:

Like-for-like

Preliminary Reading

Indicative reading list:

Nelson, Maggie. (2016). *The Argonauts*. House, UK.
Sedgwick, Eve Kosofsky. (2003). "Paranoid Reading and Reparative Reading, or, You're So Paranoid You probably Think This Essay Is About You" in *Touching Feeling*. Duke University Press
Ahmed, Sarah. (2006). *Queer Phenomenology*. Duke University Press.
Barthes, Roland. (1975). *The Pleasure of the Text*. Farrar, Straus and Giroux.
Derrida, Jacques. (2001). *Writing and Difference*. Routledge.
Butler, Judith. (2011). *Bodies That Matter*. Routledge.
Luciano, Dana & Chen, Mel Y. (2015). 'Has the Queer Ever Been Human?' *GLQ* 1 June 2015; 21 (2-3): 183–207

Pre-requisites

None

Synopsis *

This module is designed to extend and develop skill, enjoyment and confidence in reading critical, literary and theoretical texts. We reflect on the pleasures and challenges of the reading process, moving slowly through a single major text. We will pause over exciting, complex or important passages, taking time to follow up references and footnotes, identify important themes and ideas, consult works of art and writings that share those themes, explore how the texts touch us and how they think. We will also consider different modes of reading, for example paranoid reading, reparative reading, and surface reading, with specific reference to affect theory and queer theory. The module is designed to help you come away with an in-depth knowledge of the main text and of texts and ideas surrounding it, as well as gaining deeper understanding of how you read.

2022-23 Postgraduate Module Handbook

EN899 Paris: The Residency						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Paris	Autumn	M	30 (15)	100% Coursework	
2	Paris	Spring	M	30 (15)	100% Coursework	

Availability

This module is only available to students studying in Paris

Contact Hours

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 students will be able to:

- 1 Demonstrate their capacity for close reading and critical analysis and apply these skills to their creative writing practice;
- 2 Identify, critically evaluate and interrogate particular literary techniques found in modern and contemporary poetry and prose to develop their creative writing practice;
- 3 Reflect on the wide range of stylistic practices open to the contemporary writer and demonstrate an understanding of how these relate to their own creative writing practice;
- 4 Confidently apply advanced poetry or fiction techniques within their work;
- 5 Understand through drafting, editing and other creative writing practice the value of these skills in realising their best work;
- 6 Plan and undertake a portfolio of poems and/or prose which demonstrates a developed sense of their relationship between their work and its audience;
- 7 Demonstrate understanding of how working in a specific location (Paris) can inform and shape their writing;
- 8 Demonstrate confidence and the ability to discipline their own writing and work habits, and gain a mature level of independent learning.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate a critical language;
- 2 Apply that language to their own work, through collective and self-criticism;
- 3 Demonstrate sympathy with new and various writing practices;
- 4 Demonstrate confidence and ability to work in group situations and as an individual, independent writer;
- 5 Demonstrate sophisticated communicative and collaborative skills;
- 6 Gather and evaluate a range of materials from diverse contexts.

Method of Assessment

Main assessment methods:

Original prose (5,000 words) or 8 poems/150 lines of Poetry, or a proportionate combination of the two – 100%

Reassessment methods:

Like-for-like

Preliminary Reading

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

Breton, André. (1999). *Nadja*. Translated by R. Howard. London: Penguin

Mirrlees, Hope. (2020). *Paris*. London: Faber and Faber

Roubaud, Jacques, Waldrop, Rosmarie (transl.). (2002). *Some Thing Black*. Champaign, IL: Dalkey Archive Press

Stein, Gertrude. *Tender Buttons* (any edition)

Terry, Philip (ed.). (2019). *The Penguin Book of Oulipo*. London: Penguin

Synopsis */

'Paris: Portfolio' contributes to the MA in Creative Writing in Paris. The objective of 'Paris: Portfolio' is to produce work inspired by the cultural, historical and aesthetic location of the city, taking regular writing exercises, field trips and prompts as a starting point. This module aims to enable students to develop their practice of writing through both the study of a range of contemporary examples and practices, and constructive feedback on their own work. Each week, students read a selection of work, in a variety of forms (fiction, non-fiction, poetry, prose poetry, hybrid texts; as well as artworks, TV, film and other media). Students will work on a specific exercise and submit it for workshopping each week, which they will draw upon to produce a portfolio of creative work for the main assessment. They will be encouraged to read as independent writers, to apply appropriate writing techniques to their own practice and to experiment with voice, form and content. The approach to the exemplary texts will be technical as well as historical. At every point in the module, priority will be given to students' own development as writers. It is an assumption of the module that students will already have a basic competence in the writing of poetry or prose, including a grasp of essential craft and techniques. The purpose of this module will be to stimulate students towards development and honing of their emerging voices and styles through engaging with various literary texts and techniques, and to consider how their work can develop with large chunks of time for independent study, reflection and exploration of a city like Paris.

2022-23 Postgraduate Module Handbook

EN900 Illness and Disability in American Culture						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 22
Private Study Hours: 278
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 central role of disability and health/illness in literature with a focus on American literature/cultural production;
- 2 Compare and analyse representations of disability and illness in a broad range of genres/media including life writing, fiction, poetry, drama, film, photography, multimedia narrative, and popular culture;
- 3 Explore the ways in which meanings attached to bodies and health are connected to broader questions of American identity and culture and can be articulated within, and against, literary traditions such as American autobiography;
- 4 Synthesize material across periods and demonstrate an awareness of how these relate to preoccupations with health/illness in twentieth- and twentieth-first century American culture;
- 5 Demonstrate advanced skills in the interdisciplinary evaluation of materials in the areas of narrative theory, life writing, American studies, visual culture, disability studies, and medical humanities.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate an ability to read and analyse texts critically and make comparisons across a range of literary forms and visual media;
- 2 Demonstrate critical and argumentative skills through short presentations and seminar discussion;
- 3 Demonstrate the ability to conduct interdisciplinary research by evaluating material from different sources;
- 4 Demonstrate the skills to carry out independent research during presentations and essays;
- 5 Demonstrate the ability to critically evaluate and creatively deploy key theoretical perspectives;
- 6 Demonstrate the ability to construct original, innovative and complex arguments both in class discussions and in writing.

Method of Assessment

Assignment (5,000 words) – 100%

Preliminary Reading

Indicative reading list:

Alvord, Lori Arviso (1999) *The Scalpel and the Silver Bear*, (New York: Bantam)
DeLillo, Don (2016) *White Noise* (London: Penguin)
Kushner, Tony (2010) *Angels in America: A Gay Fantasia on National Themes*, Part One and Two (London: Nick Hern)
Linton, Simi (2006) *My Body Politic: A Memoir* (Ann Arbor: University of Michigan Press)
Sontag, Susan (1991) *Illness as Metaphor and AIDS and Its Metaphors* (London: Penguin)
Wurtzel, Elizabeth (1994) *Prozac Nation: Young and Depressed in America* (Boston: Houghton Mifflin)
Module is also accompanied with COURSE READER

Pre-requisites

None

Synopsis *

This module explores representations of illness and disability in American literature and culture, with a particular emphasis on contemporary illness narratives. It encourages students to compare and contrast a range of different genres and media (fiction, life writing, drama, photography, film, popular culture, blogs) and to assess the extent to which they reshape fundamental American ideals and narratives such as the myths of individualism and of everlasting health and happiness. The module follows a thematic rather than chronological framework and is divided into three sections. The first section has a more historical flavour and considers the legacy of the nineteenth-century freak show, prosthetic bodies in post-war and contemporary American culture, and key moments in U.S. disability activism. The second section explores the relationship of illness to language and cultural narratives and, using as case studies cancer narratives and AIDS representations from the twentieth century, examines the aesthetics and politics of illness. It also focuses on the "medicalization" of emotions, statistical panic, and the fear of death as addressed in postmodern fiction and memoirs that consider illness in relation to age (adolescence) and the environment. The final section turns to the depiction of doctors and patients in literature and popular culture, cross-cultural perspectives on health and illness, and the rise of the medical humanities as an academic field.

2022-23 Postgraduate Module Handbook

EN902 Victorian Sustainability						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	
3	Canterbury	Autumn	M	30 (15)	100% Coursework	

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:

- 1 Demonstrate comprehensive understanding of ecological literary criticism, and critically apply it to literature of the Victorian period;
- 2 Demonstrate an advanced understanding of the literature of the Victorian period, through studying lesser-known authors alongside canonical texts;
- 3 Demonstrate their understanding of the historical emergence of ideas of conservation and sustainability in diverse Victorian contexts, as reflected in literature of the period.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Apply new conceptual terms or frameworks to their study of literary texts and incorporate these in their own research;
- 2 Demonstrate a greater awareness of the complexities of historical contexts, ideas, and texts;
- 3 Convey new or complex ideas in written or oral form with greater clarity.

Method of Assessment

Main assessment methods:

Position Paper (1,000 words) – 20%
Major Written Assignment (4,000 words) – 80%

Reassessment methods

Like-for-like

Preliminary Reading

Indicative reading list:

Thomas Hardy, *The Woodlanders* [1887] (any edition)
Rudyard Kipling, *The Jungle Books* [1894-5] (Penguin Classics, 2013)
Marianne North, *Recollection of a Happy Life: being the Autobiography of Marianne North* [1892] (any edition)
Ebenezer Howard, *Garden Cities of Tomorrow* [1902] (any edition)
William Morris, *News from Nowhere* [1890] (any edition)

Pre-requisites

None

Synopsis <span style =

This module will chart the emergence of ideas associated with ecology, conservation and sustainability in the Victorian period through examining various writings on the relationship between culture and environment. We will examine Victorian literary texts in which human interaction with – and connection to – the environment is a central concern and will consider these literary depictions alongside non-fictional essays which advocated a diverse range of environmental or ecological causes in the nineteenth century (urban regeneration and cultural heritage, nature conservation and animal rights, self-sufficiency and alternative communities). We will also examine how the British imperial operations overseas influenced and shaped ideas of environmentalism and sustainability.

Informed by current scholarship in ecocriticism, sustainability studies and animal studies, this module will consider how class, gender, sexuality, race and nationalism influenced the articulation of critical responses to Victorian modernity and generated new ideas concerning culture and nature, human and animal, environment and economy, urban and rural, community and technology.

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EN904 Modernism and Paris						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Paris	Spring	M	30 (15)	100% Coursework	

Availability

This module is only available to students studying in Paris in the spring term

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:

- 1 Demonstrate a wide-ranging knowledge of modernist literature as it relates to Paris and several aesthetic and critical contexts;
- 2 Demonstrate an advanced ability to relate literary works from this period to relevant political, cultural, artistic, historical and philosophical contexts;
- 3 Demonstrate a sophisticated range of analytic skills in approaching modernist texts, including close textual analysis;
- 4 Demonstrate an ability to understand theories of modernism and modernity

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Apply sophisticated close reading techniques to a range of literary texts and forms and to make productive and complex comparisons between them;
- 2 Show an increased capacity for self-directed research and the ability to discuss, evaluate and creatively deploy secondary critical and theoretical perspectives making use of appropriate scholarly sources;
- 3 Frame and identify appropriate research questions and construct original, clear and well-substantiated arguments.

Method of Assessment

Main assessment methods:

Critical/Creative Assignment (1,000 words) – 20%

Essay (4,000 words) – 80%

Reassessment methods

Like-for-like

Preliminary Reading

Indicative reading list:

Any edition of the following:

Primary Texts :

Louis Aragon, Paris Peasant

Djuna Barnes, Nightwood

Elizabeth Bowen, The House in Paris

Andre Breton, Nadja

Ernest Hemingway, A Moveable Feast

Katherine Mansfield, Selected Stories

Jean Rhys, Quartet and Good Morning, Midnight

Philippe Soupault, Last Nights of Paris

Gertrude Stein, Tender Buttons and Picasso

Textbook: Vassiliki Kolocotroni, Jane Goldman, Olga Taxidou (eds), Modernism: An Anthology of Sources and Documents

Pre-requisites

None

Restrictions

This module is only available to students studying in Paris in the spring term

Synopsis *

'Modernism and Paris' provides students with an opportunity to study a selection of texts from the UK, USA and mainland Europe, all readily available in English and specifically relevant to both Paris and modernism. The texts are all either inspired by, set in, or refer significantly to Paris and most were written in the city. They seek new and experimental literary expressions for the experience of modern city life and demonstrate a range of literary forms, including the novel, poetry, manifestos, essays and biography. In exploring the cultural contexts as well as avant-garde politics and aesthetics of modernism, the module presents texts by major authors of different nationalities, chronologically ordered, allowing students to appreciate the beginnings and development of modernism from the late 19th century to the first decades of the 20th century. It recognises the importance of modernist cross-fertilisation between literature and the visual arts and encourages students to explore links between modernist literature and the development of, for example, cubism and surrealism. The primary materials are Paris-focused but are chosen to open an international perspective on literary culture and history.

EN907 Contemporary Struggles						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Paris	Autumn	M	30 (15)	100% Coursework	

Availability

This module is unavailable

Contact Hours

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

Learning Outcomes

On successfully completing the module students will be able to:

- 1 Demonstrate a wide-ranging knowledge of contemporary literature and arts from several aesthetic and national contexts, including key works of prose, poetry, and graphic novels, art and films;
- 2 Demonstrate an advanced ability to relate the literary and artistic works from this period to relevant political, cultural, historical and philosophical contexts;
- 3 Demonstrate a sophisticated range of analytic skills, including close textual analysis;
- 4 Demonstrate an advanced understanding of the political struggles (via supplementary reading) that informs and reflects upon the literature from this period;
- 5 Demonstrate an advanced, critical comprehension of the relationship between art and activism.
- 6 Utilise sophisticated close reading skills to a range of literary texts and to develop erudite and complex comparisons between them.
- 7 Demonstrate an advanced set of presentation skills, as well as an ability to participate actively and constructively within group discussions.
- 8 Display an advanced ability to conduct individual research, including the ability to analyse, discuss and deploy secondary texts (both critical and theoretical) from appropriate scholarly resources.
- 9 Identify and evaluate advanced research questions and an ability to develop clear, reasoned and original arguments.
- 10 Demonstrate an ability to relate literature to the development and practices of other art forms.

Method of Assessment

Assignment (5,000 words) – 100%

Preliminary Reading

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

Negin Farsad and Dean Obeidallah. *The Muslims Are Coming!* Film (2015)

Oona Frawley, *Flight* (2014)

Han Kang, *The Vegetarian*. London: Portobello Books (2015)

Henry Lefebvre *Right to the City* (1996)

Thomas Nail *Theory of Border* (2016)

Maria Petrides, Kemal B. et al ed. *Nicosia Beyond Barriers* ed (2019)

Claudia Rankine, *Citizen* (2014)

Atef Abu Seif *The Book of Gaza* ed. (2014)

Ahdaf Soueif, *Cairo: My City, Our Revolution* (2012)

Samar Yazbek, *My journey to the shattered heart of Syria* (2015)

Synopsis

This module covers the multifarious struggles of the last ten years as manifested, enacted and expressed in literary texts (poetry, short stories, novels, life-writing, experimental texts), audio/visuals (Graffiti, Street Art, Documentary Films, Music, Stand-up Comedy) and theory (David Harvey, Thomas Nail, Henri Lefebvre) from the US, the UK, Ireland, Europe, the Middle East, Africa, Asia and elsewhere. Students will consider the ways in which contemporary literature, art and theory is informed by, reflects upon, and intervenes in the political struggles unfolding in our historical moment. Anchoring the discussion in contemporary struggle in Paris, the module will include some Paris-based visits, tasks and events, then broaden out geographically and conceptually to elaborate the interconnections between immediate sites of resistance and more global phenomena.

Some visits, tasks, events include: A Radical Walk through Paris; Street Art Tour; Museums; Day with the Activist Artist and Authors; Stand Up Comedy on Being Islamic; Audio-Visual Exhibition by Artist from Refugee Camps.

Some themes include: spatial politics and practice, animal struggles, partition countries, migration refugees, and borders, revolution and activism, Black Lives Matter, Islamophobia, postcolonial Europe

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EN909 Medical Humanities: An Introduction						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 22
Private Study Hours: 278
Total Study Hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate appreciation and show knowledge of various aspects of medical practice, primarily as practiced in the Western World but also incorporating other traditions.
- 2 Demonstrate appreciation and show knowledge of various topics that Humanities disciplines have focussed on when considering medicine: for example:
 - (i) Certain historical periods;
 - (ii) Certain historical themes, such as medical treatment, the advance of medical science, and the relationship between medicine and society;
 - (iii) The portrayal of various medical topics in literature, such as the role of medical practitioners, disease and death.
 - (iv) Various ethical problems that arise from and within medical practice, and how (academic) philosophy can help to solve such problems.
 - (v) The interaction of law and medicine, and why it is that society decides to regulate medical science.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Work through texts from a variety of disciplines and appreciate, through reading and seminar discussion, the various ways in which academics tackle interdisciplinary questions;
- 2 Demonstrate a critical perspective on both medicine and the various academic approaches that are considered;
- 3 Show through their written work a critical appreciation of at least two of the topics that are covered.

Method of Assessment

Main assessment methods:

Critical Evaluation (1,500 words) – 20%
Essay (5,000 words) – 80%

Reassessment methods:

Like-for-like

Preliminary Reading

Indicative reading list:

Bleakley, A. (2015) *Medical Humanities and Medical Education: How the Medical Humanities can Shape Better Doctors* (London: Routledge).
Frank, A. W. (1995) *The Wounded Storyteller: Body, Illness and Ethics* (Chicago: Chicago UP).
Marcum, J. (2008) *An Introductory Philosophy of Medicine: Humanizing Modern Medicine* (Dordrecht: Springer).
Schmidt, U. and Frewer, A. (2007), *History and Theory of Human Experimentation. The Declaration of Helsinki and Modern Medical Ethics* (Franz Steiner, Frankfurt am Main/New York).
Van der Eijk, P. J. (1999) *Ancient Histories of Medicine: Essays in Medical Doxography and Historiography in Classical Antiquity* (Leiden: Brill).
Whitehead, A. et al, (2016), *The Edinburgh Companion to the Critical Medical Humanities* (Edinburgh: Edinburgh University Press).

Pre-requisites

None

Synopsis *

Medicine is one of the great human activities. It has a rich and deep history, and it has both created challenges for humans and solved many of our problems. Various academic subjects – such as History, Literature, Philosophy, Law, Archaeology, Drama and Religious Studies – have interesting perspectives on Medicine. For example, through an appreciation of some of medicine's history one can see the tensions that may exist between the scientific spirit and the demands of a society. Similarly, the study of illness narratives and works of literature that explore illness reveals the tension between the lived experience of illness and clinical understandings of disease. Moreover, medical science creates interesting ethical and legal problems, both for society at large and for medical practitioners. In this team-taught module we will study various topics about medicine through the eyes of a number of academic disciplines. You will also come to appreciate the different styles of thought and investigation peculiar to individual disciplines. Topics that stem from the individual academic disciplines will be studied on their own terms in the sessions, although common threads will emerge. (e.g. 'The Humanities', 'Contribution to Medical Practice', 'Illness', 'The Medical Practitioner', 'Medicine and Society', 'The Arts as Therapy', 'Perspectives on Mental Health' etc.).

An overarching theme and idea in this module, and the programme, is that a multidisciplinary approach through the Humanities is a highly illuminating way to appreciate medicine.

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EN910 Writing the Self and Others: Biography and Autobiography						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Autumn	M	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 21
 Private Study Hours: 279
 Total Study Hours: 300

Learning Outcomes

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

- 1 Read, analyse and respond to a range of narrative non-fiction, both past and present;
- 2 Demonstrate an advanced historical perspective on various life-writing forms and their sub-genres, with a particular focus on memoir and biography;
- 3 Demonstrate a systematic understanding of the specific methodological and creative choices in narrative non-fiction life writing;
- 4 Confidently apply advanced techniques to their work;
- 5 Demonstrate originality in the planning and execution of a sustained piece of narrative non-fiction;
- 6 Evaluate theoretical and practical knowledge that will allow them to explore various aspects of biography and autobiography.

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

- 1 Demonstrate advanced creative writing skills;
- 2 Demonstrate advanced communicative and collaborative skills;
- 3 Show substantial capacity for independent projects and research;
- 9 Use library resources towards completion of an advanced creative project.

Method of Assessment

Assignment (5,000 words) – 100%

Preliminary Reading

Indicative Reading List:

Hejinian, Lynn, (2013). *My Life*, Middletown, CT: Wesleyan
 Kraus, Chris, (2016). *I Love Dick*, London: Serpent's Tail
 Masters, Alexander, (2016). *A Life Discarded*, London: Fourth Estate
 Nelson, Maggie, (2016). *The Argonauts*, London: Melville House
 Smith, Patti, (2011). *Just Kids*, London: Bloomsbury
 Symons, A.J.A. (2011). *The Quest for Corvo*, New York: NYRB Classics

Pre-requisites

None

Synopsis *

Students will read and respond to a selection of biographies and autobiographies in various literary forms—along with the core reading list, a module reader will contain extracts of examples of: the life, memoir, journal, chronicle, essay, testimony, case study, confession; even the Japanese 'I-novel' and participatory journalism will be considered—to inform the planning of and working on their own piece of biographical or autobiographical 'life' writing. Students will investigate the intersections between fiction and non-fiction (and poetry), deploying a range of literary techniques. The module will be structured thematically, working with different forms and sub-genres in turn, allowing the students to experiment with various approaches. During the first half (six sessions), specific works will be discussed (and appropriate writing exercises applied), three sessions will be filled with workshops, and one session will be spent brainstorming ideas and planning.

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EN913 American Culture and Conflict						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework	

Availability

This module is core and compulsory to the MA American Literature and Culture

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:

- 1 understand systematically the principal currents, debates and conflicts in American literary and cultural history from 1865-2000, informed by recent research in the field
- 2 understand comprehensively the appropriate methods and techniques for studying American literature and culture
- 3 show originality in the application of knowledge relating to American literature and culture between 1865 and 2000
- 4 show a conceptual understanding that enables the student to evaluate critically recent research in the field and to develop new hypotheses about American literature and culture of this period

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 deal with complex issues both systematically and creatively
- 2 demonstrate self-direction and originality in tackling and solving problems
- 3 continue to advance their knowledge and understanding, and to develop new skills to a high level
- 4 motivate themselves in the exercise of personal initiative and responsibility
- 5 show the independent learning ability required for continuing professional development

Method of Assessment

Main assessment methods:

Essay (5,000 words) – 90%

Research Presentation (10 minutes) – 10%

Reassessment methods:

Like-for-like

Preliminary Reading

Indicative Reading List:

de Beauvoir, Simone (2000). *America Day by Day* [1947]. Berkeley: University of California Press.
 Bloom, Allan (1987). *The Closing of the American Mind* [1987]. New York: Simon and Schuster.
 Du Bois, W. E. B. (2007). *The Souls of Black Folk* [1903]. Oxford: Oxford University Press.
 Mooney, James (1991). *Ghost Dance Religion and the Sioux Outbreak of 1890* [1896]. Lincoln: University of Nebraska Press.
 Sontag, Susan (2009). *Against Interpretation and other Essays* [1966]. London: Penguin.
 Wright, Richard (2002). *12 Million Black Voices: A Folk History of the Negro in the United States* [1941]. New York: Thunder's Mouth Press.

Pre-requisites

None

Synopsis *

This module studies the ways in which the idea of culture has been contested in the United States from the end of the American Civil War to the close of the twentieth century. It will focus on a series of significant texts that intervened in the cultural debates of their time, bringing questions of aesthetics and representation to bear upon the social and political issues, and each making a claim about the nature and value of culture in the United States. These texts, such as W.E.B. Du Bois' *The Souls of Black Folk* or Susan Sontag's *Against Interpretation* do not belong to conventional literary genres such as the poem or novel, but their literary qualities of style, tone, rhetoric and voice are nevertheless to be studied as inseparable their distinctive interventions.

The module begins with the idea that culture is a terrain upon which social and political conflicts take place and proceeds to trace an intellectual history of those conflicts. Topics to be covered include the place of race and ethnicity in determining ideas of culture, the relationship between indigenous and settler-colonial cultures; the politics of culture; the development of modernist and postmodernist aesthetics; transnational cultural exchange; intersectionality; capitalism and culture; and the influence of scientific and technological developments on culture.

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EN914 Marxism: Theory and Culture						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework	
1	Canterbury	Spring	M	30 (15)	100% Coursework	

Availability

Available spring term 2019/20

Contact Hours

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

Learning Outcomes

On successfully completing the module students will be able to:

- 1 Demonstrate an informed and critical understanding of Marxist concepts;
- 2 Demonstrate advanced knowledge of core problems of Marxist theory;
- 3 Demonstrate an advanced sense of different approaches in the study of capitalism and culture;
- 4 Identify and evaluate post-Marx theoretical developments.
- 5 Formulate research questions and hypotheses to address problems across a range of Marxist theory
- 6 Interpret and critically evaluate own research and that of others;
- 7 Conduct independent research and demonstrate intellectual independence;
- 8 Construct arguments with regard to different intellectual and historical contexts;
- 9 Understand how to use constructive informal feedback from staff and peers and assess own progress to enhance performance and personal skills;
- 10 Work in a self-motivated and independent fashion; manage time and workload in order to meet personal targets and imposed deadlines.

Method of Assessment

Assignment (5,000 words) – 100%

Preliminary Reading

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

Karl Marx: Selected Writings, ed. by David McLellan (2000)

Raymond Williams, Marxism and Literature (1977)

Ellen Meiksins Wood, The Retreat from Class (1986)

Theodor W. Adorno, The Culture Industry (1991)

Synopsis *

This module critically examines core concepts in Marx and Marxism. These include: materialism; alienation and human flourishing; capital and labour; classes; and ideology. The main objective of the module is to familiarize students with key ideas that distinguish Marxism as a set of theoretical propositions essential for understanding the workings of capitalism. Special emphasis will also be given to the Marxist approach in the study of culture. Here the role of intellectuals and the relationship between capitalism and culture is interrogated through theorists like Gramsci, the Frankfurt School, and Raymond Williams. The question of whether Marxism is Eurocentric is also addressed, as well as whether it has a distinct theory of nationalism and imperialism.

The first half of the module is dedicated to charting core concepts of Marxist theory, with special attention given to how these were formulated and utilized in works of classical Marxism (by Marx and Engels). The aim is to zoom in on core Marxist propositions and show how they have been mobilized to interpret the capitalist social formation. The second half introduces other aspects of Marxist theory, especially critical theory and cultural materialism, and tackles the question of Marxist approaches to nationalism and imperialism.

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EN915 European Shakespeare						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework	

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:

- 1 Demonstrate a systematic understanding of Shakespeare's representation of Europe in key plays across his career and the shape of critical work in this field
- 2 Demonstrate a critical comprehension of the historic and political context of Shakespeare's engagement with European history, culture and locations;
- 3 Demonstrate skills in using and evaluating the key methodologies associated with analysis of Shakespeare's plays, as well as other early modern texts;
- 4 Demonstrate an understanding and to critically evaluate Shakespeare's meaning in contemporary Europe as a symbol of British culture, particularly in light of recent Brexit debates.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Apply, evaluate and critique methodologies in the study of literary texts and incorporate these in their own research;
- 2 Demonstrate a conceptual and critical engagement with current research in the discipline
- 3 Convey new or complex ideas in written or oral form with greater clarity.

Method of Assessment

Main assessment methods:

Assignment (5,000 words) – 100%

Reassessment methods:

Like-for-like

Preliminary Reading

Indicative Reading List:

The New Oxford Shakespeare, eds. Gary Taylor et al (Oxford UP, 2016)
Warren Chernaik, The Myth of Rome in Shakespeare and his Contemporaries (Cambridge UP, 2011)
Andrew Hadfield, ed. Shakespeare and Renaissance Europe (Bloomsbury, 2005)
Richard Hilman, Shakespeare, Marlowe and the Politics of France (Palgrave, 2002)
Aneta Mancewicz, Intermedial Shakespeares on European stages (Palgrave, 2014)

Pre-requisites

None

Synopsis *

In this module students will examine Shakespeare's representation of European countries, including France (e.g. Henry VI trilogy, All's Well that Ends Well), Italy (e.g. Romeo and Juliet, Julius Caesar), Spain (e.g., Cardenio), Cyprus (e.g., Othello), and Greece (e.g., Timon of Athens). The module will consider what sources Shakespeare drew on to write about European locations. We will study the ways in which Shakespeare examines these European locations and what these plays reveal about Anglo-European relations in the period. In addition, we will explore how far and the reasons why Shakespeare uses Europe as a cipher to examine sensitive domestic events. Alongside investigation into early modern European and Shakespeare, this module will explore the Europeanization of Shakespeare. How has Shakespeare, as a cultural icon of British identity, been received in Europe? And what relevance does Shakespeare's critical reception have in a post-Brexit Europe?

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EN916 Postcolonial Writing and the Environment						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework	

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:

- 1 Comprehensively identify the major concerns of contemporary postcolonial ecocriticism, including issues of globalisation and indigeneity; migration and climate change; food and water scarcity; resource extraction; and species endangerment
- 2 Evaluate critically current research and advanced scholarship in the field of postcolonial ecocriticism as a global concern that pertains to specific post-colonial localities
- 3 Interpret a range of formal and aesthetic features relating to the study of prose, poetry and film, showing originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- 4 Evaluate methodologies (such as postcolonialism, ecocriticism, Marxism, feminism), develop critiques of them and, where appropriate, to propose new hypotheses

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate an ability to deal with complex issues both systematically and creatively and communicate their conclusions clearly to specialist and non-specialist audiences
- 2 Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- 3 Continue to advance their knowledge and understanding, and to develop new skills to a high level

Method of Assessment

Assignment (5,000 words) – 100%

Preliminary Reading

Indicative reading list:

Any edition of the following texts:

Ghosh, Amitav. The Great Derangement
Gordimer, Nadine. The Ultimate Safari
Guerra, Ciro. Embrace of the Serpent
Kincaid, Jamaica. A Small Place
King, Thomas. Back of the Turtle
Rose-Innes, Henrietta. Green Lion
Sinha, Indra. Animal's People
Walcott, Derek. Omeros

Pre-requisites

None

Synopsis *

'Postcolonial Writing and the Environment' will introduce students to prose, poetry and film that engages with environmental concerns, including globalisation and indigeneity, climate change, food and water security, species endangerment/extinction, tourism, pollution and migration. Students will interrogate how these concerns are underpinned by human interaction with the environment, and will examine how cultural texts not only facilitate affective engagement with these issues, but allow us to envision solutions and work towards preferred futures. The module will emphasise the political implications of postcolonial ecocriticism by addressing questions of social and environmental justice, animal and human rights, colonialism and postcoloniality, and culture and the individual (amongst other concerns) as a way of showing that analysis of postcolonial writing and the environment always requires attentive and critical engagement with shifting geopolitical world orders. Students will read the core texts in relation to the emerging fields of 'global' and 'world-literature', and will be introduced to critical and conceptual debates around issues such as 'slow violence', the Anthropocene, and writer-activism.

EN918 Worldly Entanglements: Where is Theory now?						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework	
1	Canterbury	Spring	M	30 (15)	100% Coursework	

2022-23 Postgraduate Module Handbook

Availability

Available Spring term 2019/20

Contact Hours

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

Learning Outcomes

On successfully completing the module students will be able to:

- 1 Demonstrate a systematic understanding of a variety of contemporary critical theories and their relationship with the world;
- 2 Demonstrate a comprehensive understanding of the ways in which such theories relate to each other;
- 3 Demonstrate a critical awareness of current debates or new insights within the contemporary theoretical fields of post-humanism, post-critique, phenomenology, carnal hermeneutics, new materialism, companion species, agential realism, entanglement, material-discursive practices;
- 4 Demonstrate a conceptual understanding of, and competence in critically evaluating the analytic tools and vocabularies which are the substance of contemporary theoretical thought and advanced scholarship within the field.
- 5 Demonstrate originality in the application of knowledge concerning theory in the contemporary world;
- 6 Demonstrate a sophisticated range of analytical skills, including those close textual analysis and well-constructed argumentation.
- 7 Demonstrate the ability to deal with complex issues within a range of contemporary theoretical texts and critically assess the relationships between a variety of intellectual frameworks;
- 8 Demonstrate the ability to communicate information, ideas and solutions in group discussions and oral presentations to non-specialist audiences;
- 9 Demonstrate the capacity for self-directed research and the ability to critically evaluate and creatively deploy contemporary theoretical perspectives;
- 10 Demonstrate an ability to construct original, innovative and complex arguments;
- 11 Demonstrate the ability to interpret arguments, marshal information from published sources, critically evaluate own research and that of others;
- 12 Demonstrate the ability to frame appropriate questions to achieve solutions to a problem;

Method of Assessment

Essay (5,000 words) – 100%

Preliminary Reading

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

Ahmed, Sara (2006). *Queer Phenomenology*
Bal, Mieke (1994). *The Point of Theory: Practices of Cultural Analysis*
Barad, Karen (2003). 'Posthumanist Performativity'
Braidotti, Rosi (2013). *The Posthuman*
Fleski, Rita (2015). *The Limits of Critique*
Kearney, Richard and Treanor, Brian (2015). *Carnal Hermeneutics*

Synopsis *

This module asks the questions 'Where is theory now?' and 'In what ways is theory "of the world"?' Starting with discussions about 'the point of theory' (Mieke Bal) and 'the joy of theory' (Martin McQuillan), the aim of the module is to study, discuss and compare major contemporary theoretical debates through effective questioning of human and other-than-human 'worldly entanglements'. This will include the interaction of what Edward Casey calls the 'edge' of our own and other forms of 'skin' and what Karen Barad calls the intra-action of lively matter. Seminars will look at human bodies, angelic bodies, the body as interpretation, animals, plants, objects and the other-than-human more broadly. In the first half of the term, each week addresses a new theme of such 'worldly entanglements', thus ranging across a wide spectrum of interpretation and exploring the complex liaison between our own humanity and the material and non-material world. The second half of the module looks back upon the first half via student presentations, the visit of and discussions with a guest speaker, as well as seminars on Karen Barad's 'posthuman performativity', Clare Colebrook's 'extinct theory' and Rita Felski's 'postcritical and reflective reading'. The aim of this second half is to reflect upon (and indeed go beyond reflection of) the continuing cultural and existential relevance of the worldly entanglements central to contemporary theoretical debates.

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EN922 Animal Humanities: Evolution to Extinction						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	100% Coursework	

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:

1. Demonstrate detailed knowledge of representations of animals in literature and other modes of cultural representation across different periods (from the 19th century to the present).
2. Demonstrate an ability to compare representations of animals in different genres, including novels, short stories and poetry.
3. Demonstrate an ability to relate writing about animals to broader historical, cultural, aesthetic, scientific, philosophical, and political contexts.
4. Demonstrate sophisticated analytic skills, including close textual analysis;
5. Demonstrate a thorough understanding of critical approaches to animals in literature.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Apply sophisticated close reading techniques to a range of literary texts and genres and make productive and complex comparisons between them;
2. Display strong presentation skills and an ability to actively participate in group discussions;
3. Show an increased capacity for self-directed research and the ability to discuss, evaluate and creatively deploy secondary critical and theoretical perspectives making use of relevant scholarly sources;
4. Frame and identify appropriate research questions and construct original, clear and well-substantiated arguments.

Method of Assessment

Essay (5,000 words) – 100%

In addition to the written assessment, the students will be asked to present their research-in-progress (either in the form of written work or a creative response) to the class at the end of term. Though unassessed, this exercise is designed to foster students' research / presentation skills and to deepen their understanding of, and engagement with, the course materials.

Reassessment method: like for like

Preliminary Reading

Charles Darwin, *The Voyage of the Beagle* (1839)
Rudyard Kipling, *Just So Stories* (1904)
Kenneth Grahame, *The Wind in the Willows* (1908)
Leonard Woolf, *The Village in the Jungle* (1913)
D. H. Lawrence, *The Fox* (1922)
David Garnett, *A Man in the Zoo* (1924)
Virginia Woolf, *Flush: A Biography* (1933)
Irvine Welsh, *Marabou Stork Nightmares* (1995)
Julia Leigh, *The Hunter* (1999)
Zakes Mda, *The Whale Caller* (2005)

Synopsis */

How is the relationship between animals and humans understood in the modern world? This module examines the role and significance of animals in our society by focusing on literary, cultural and scientific texts from the nineteenth century to the present, and how human activities have affected the lives of other animals and their habitats. It charts the radical shifts in how humans have thought of and written about animals from the arrival of Darwinian evolutionary theory to recent concerns about climate change and mass extinction. Across a range of texts, the ways in which humans have observed, hunted, collected, consumed and displayed animals will be considered alongside topics including sexuality, race and gender. The history of colonialism and post-colonialism provides an important context for the module, as does the rise in the natural sciences and growth in interdisciplinary theoretical approaches to questions of animality.

2022-23 Postgraduate Module Handbook

EN923 Writing Television Drama						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	100% Coursework	

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:

1. Confidently present their idea for a contemporary television drama using a variety of communication methods;
2. Demonstrate a thorough understanding of how to explore contemporary themes in television drama;
3. Demonstrate a systematic understanding of how to create a pitch deck in PowerPoint and share it as a high-quality PDF;
4. Demonstrate originality by creating an outline for the pilot episode of their own television drama;
5. Demonstrate an advanced understanding of the basics of the current TV industry in the UK and the US.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate advanced communicative and planning skills to present ideas clearly and confidently;
2. Demonstrate advanced skills in storytelling;
3. Use fiction to explore deep themes in contemporary society

Method of Assessment

Main assessment methods:

Pitch Deck (1,000 words) 30%
 Pilot episode outline (4000 words) 60%
 Presentation (15-20 minutes) 10%

Reassessment methods: like for like

Preliminary Reading

Douglas, Pamela. 2018. Writing the TV Drama Series San Francisco: Michael Weise Productions
 Harris, Charles. 2016. Jaws in Space: Powerful Pitching for Film and TV Screenwriters Creative Essentials
 Mamet, David. 2002. Three Uses of the Knife: On the nature and purpose of drama London: Methuen
 Tierno, Michael. 2002. Aristotle's Poetics for Screenwriters New York: Hyperion
 Yorke, John. 2013. Into the Woods London: Penguin
 Various long-form TV dramas will form part of the reading list, including SUCCESSION (HBO) and BREAKING BAD (AMC)

Pre-requisites

None.

Synopsis <span style =

The module will be run like a professional TV writers' room. Seminar discussions will explore groundbreaking examples of recent television and will 'break' ideas students wish to use for their own shows. Topics covered will include: how to have ideas; characterisation; organisation of research; creating a beat sheet; working with 5-act structure; using PowerPoint to create high-quality PDFs.

2022-23 Postgraduate Module Handbook

EN997 Dissertation: Creative Writing						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	60 (30)	100% Project	
2	Canterbury	Spring	M	60 (30)	100% Project	
2	Paris	Whole Year	M	60 (30)	100% Coursework	
2	Paris	Whole Year	M	60 (30)	100% Project	

Contact Hours

Total Contact Hours: 3

Private Study Hours: 597

Total Study Hours: 600

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate their skills and understanding of creative writing in a sustained piece of work;
- 2 Demonstrate their high-level conceptual, structural and expressive creative writing skills in a piece of work long enough to give a flavour of wider expectations and a real publishing environment;
- 3 Demonstrate a deeper and realistic understanding of the likely future direction and present achievements of their creative work;
- 4 Demonstrate independence and the ability to take responsibility for the development of their own writing.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate their capacity to generate and complete sustained imaginative projects and research;
- 2 Demonstrate critical, analytical and problem-solving skills as they relate to a larger structural entity;
- 3 Demonstrate sensitivity to the power and appropriateness of the written word in a more complex context;
- 4 Demonstrate advanced communicative and interpretative skills;
- 5 Demonstrate confidence and the ability to work independently from an original idea.

Method of Assessment

Main assessment methods:

Dissertation (12,000 words) – 100%

Reassessment methods

Like-for-like

Preliminary Reading

The module is inevitably geared to students' own hugely divergent areas of interest and there can be no universal reading list. It is hoped that they will read widely in areas appropriate to their own projects, conduct practical or Web research where necessary and feel welcome to consult any of the CW staff – or indeed any of the staff in the School of English – in the pursuit of particular reading suggestions for a specific project.

Pre-requisites

Successful completion of Stage 1 of the MA in Creative Writing, MA in Creative Writing (term in Paris), or MA in Creative Writing (Paris)

Synopsis <span style =

Since the module allows each student to pursue his or her own creative writing interests under guidance, the curriculum will vary according to students' interests and be flexible enough to accommodate their development.

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EN998		Dissertation:GPMS				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	60 (30)	100% Project	
2	Paris	Whole Year	M	60 (30)	100% Coursework	
2	Paris	Whole Year	M	60 (30)	100% Project	

Contact Hours

Total Contact Hours: 15
 Private Study Hours: 585
 Total Study Hours: 600

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate their skills and understanding of literary studies in a focused and sustained piece of work;
- 2 Demonstrate their high-level conceptual, structural and analytic critical skills and sustain an argument over a substantial piece of work;
- 3 Situate their research and writing within existing critical fields and relate their work to current themes and debates;
- 4 Demonstrate independence and the ability to take responsibility for the development of their own research and writing.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate the ability to formulate research questions and hypotheses to address problems across a range of literary topics;
- 2 Demonstrate the ability to interpret arguments, marshal information from published sources, interpret materials from archives, critically evaluate own research and that of others;
- 3 Demonstrate the ability to use appropriate technology to retrieve, analyse and present information;
- 4 Demonstrate the ability to work in a self-motivated and independent fashion; manage time and workload in order to meet personal targets and imposed deadlines;
- 5 Demonstrate an understanding of how to use constructive informal feedback from staff and peers and assess own progress to enhance performance and personal skills;

Method of Assessment

Main assessment methods:

Dissertation (15,000 words) – 100%

Reassessment methods:

Like-for-like

Preliminary Reading

The module is inevitably geared to students' own hugely divergent areas of interest and there can be no universal reading list. It is expected that they will read widely in areas appropriate to their own projects, and feel welcome to consult any of the staff in the School of English (especially their dissertation supervisor) – in the pursuit of particular reading suggestions for a specific project.

Pre-requisites

Successful completion of Stage 1 of the respective MA

Synopsis *

Writing a Masters dissertation provides the opportunity for you to explore a topic of interest at greater length and in more depth than any academic assignment you will have undertaken to date. As such, it can be both an exciting and daunting experience. This module addresses what is involved in writing a dissertation and helps you to plan your research, prepare your dissertation proposal, and begin writing. It also provides a forum to share ideas with other students and to discuss any questions you might have about the process of researching and writing an extended piece of work.

11 Centre for English and World Languages

ENLA6001 Advanced English for Academic Study in the Applied Sciences						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	15 (7.5)	100% Coursework	

Contact Hours

Block 1: Autumn term: Weeks 1-5 & 7 - 11 (10wks x 2hrs per wk) + 1 x 20 minute individual tutorial.

Block 2: Spring Term: Weeks 13 – 18 (6weeks x 2 hrs per wk) + 1 x 20 minute individual tutorial, and 3 extra hours for presentations.

You are expected to complete 10.25 hours of private study per week in in each term.; a total of 150 hours.

Cost

There are no additional costs for this module

Learning Outcomes

On successfully completing the module students will be able to:

1. write accurate English (grammar: word order, word form, tense, modality; spelling; punctuation)
2. use correct register and style for a range of written documents (including numerical, reports, essays)
3. summarise visual, aural and textual information from academic sources and present reasoned arguments orally in seminars in the appropriate register
4. achieve cohesion and coherence in academic writing
5. give technical presentations to specialist and non-specialist audiences

Method of Assessment

100% coursework comprising:

A short technical report of 800 words (20%);

A final written assignment on a subject specific topic 1600 words (40%),

A short presentation (20%)

Seminar participation- 2 assessed seminars (20%)

Preliminary Reading

Davis, J. W. and Dunn, I. K. ((2011). Communication Skills: A Guide for Engineering and Applied Science Students.3rd edn. Harlow: Prentice Hall.

Glendinning, E. H. and Holmstrom, B. (2004) Study Reading: A Course in Reading Skills for Academic Purposes. Cambridge: CUP.

Hamp-Lyons, L. and Heasley, B. (2006). Study Writing: A Course in Written English for Academic Purposes. Cambridge: CUP.

Laplante, P. A. (2012). Technical Writing: A Practical Guide for Engineers and Scientists. Florida: CRC Press.

Swales, J. M. and Feak, C. B. (2012). Academic Writing for Graduate Students: Essential Tasks and Skills. 3rd edn. Ann Arbor: University of Michigan Press.

Synopsis

The focus of the module is on the development of the advanced English language competence necessary for post graduate study in scientific disciplines. This includes the ability to interpret and evaluate authentic scientific texts; analyse, discuss and summarise written and visual information both in writing and orally; organise written texts effectively and submit them in grammatically accurate English, and present the results of research orally in a coherent and stimulating way.

LZ600 Advanced English for Academic Study in the Applied Sciences						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	15 (7.5)	100% Coursework	

12 School of Music and Fine Art

FA800 Resolution: Fine Art						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Spring	M	60 (30)	100% Coursework	

Contact Hours

Students will attend a core seminar series (10 hours) where they present their practice to the cohort. These are supplemented and supported by individual and group tutorials (50 hours) and supplemental practical workshops.

The School of Music and Fine Art Visiting Artist Talk series also supports the delivery of this module by delivering key themes that are taken up each year, and which deal with current issues and debates in contemporary culture. These will be delivered by external visitors and in-house staff.

Students are also encouraged to engage with the wider arts community while studying this module by taking advantage of any opportunities to engage with visiting curators, artists and other arts professionals to allow them to develop a consideration of how their practice might operate in the world beyond the higher education institution. It is also recommended that students visit a variety of art institutions while studying this module to assist with the development of their own practice and inform them about the professional modes of production that art exhibition making requires.

Presentation Seminars

Students present their ongoing work in group based discussion fora. These develop the students' understanding of the ideas and concepts structuring their work, including the interaction between intention, process, outcome, and the dissemination of their creative work. The seminars also sharpen the students' ability to articulate their ideas and to debate and defend them.

Practical Workshops

All students can opt for supplemental specialist skills workshops to aid them in realising their creative work.

Individual and Group Tutorials

Ongoing tutorials support students' work and act as discursive feedback points. Students are asked to respond to tutorials with tutorial reports that reflect upon student/staff dialogues and articulate plans for the future progression of ideas and practice; these reports are then discussed during future tutorials and can be used as the basis for the student's reflection upon tutor interaction in the Research Journal.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a high level of creativity and originality in the independent generation of ideas and solutions towards a programme of arts practice.
2. Analyse and present complex issues and communicate understanding of them orally and in writing.
3. Act autonomously with initiative and responsibility for planning practice to a professional standard.
4. Demonstrate critical engagement with the contemporary theoretical debates that inform current practice and research in the arts.
5. Demonstrate advanced understanding and application of the methods relevant to arts practice.
6. Show a developed awareness of contemporary and/or historical contexts relevant to professional practice.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Understand a range of contemporary and historical contexts within cultural practices, demonstrating written and presentation skills.
2. Demonstrate a knowledge of and ability to apply a variety of research methodologies and select relevant methods to support work.
3. Communicate clearly through participation within formal and informal constructive critique of their own work, as well as that of their peers.
4. Make informed decisions regarding personal study choices and work independently to deadlines.

Method of Assessment

Practice-Based Work (80%)

Work must be submitted for assessment in a format that would be suitable for a professional art exhibition. The nature of this will depend on the type of practice undertaken, but may include such formats as: gallery exhibition, site-specific intervention or installation, staged performance. Students must discuss and agree with their tutor the most suitable format (s) for their own individual practice in advance of submitting their work for assessment.

A Research Journal that includes back up work, details of any working ideas, commentary that supports the work and a 2000 word reflection upon tutor interaction and feedback during this module. (20%)

The Research Journal acts as an ongoing work where students are expected to explore and experiment with their research interests using drawing, writing, collage etc. and/or online forums (e.g. Tumblr). A diverse approach to methods is encouraged where students are invited to keep up to date with conferences, film, literature and exhibitions internationally and record and analyse these within the journal.

Preliminary Reading

Students are expected to work with their tutor to produce their own bibliography that develops their practice in tandem with their dissertation.

Pre-requisites

None

Restrictions

None

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Synopsis *

In this module students develop a resolved project of practice-based research demonstrating self-reflexivity and informed decision-making in the processes of producing a body of practice-based work that will be presented for assessment in an exhibition of art work. Students will also develop a knowledge of the contexts in which methods are applied in practice and how these inform research choices and an awareness of the processes, conditions of analysis and critical discussion within current arts practice. By the end of the module students will have developed an independently motivated practice that is of a high professional standard.

Students will be expected to develop work towards an exhibition of their practice-based work at the end of the module, evidencing understanding of the contexts and issues in the production of their work for audiences of art.

FA801	Development of Practice					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Autumn	M	30 (15)	100% Coursework	

Contact Hours

Students will attend a core seminar series (6 hours) where they present their practice to the cohort. These are supplemented and supported by individual and group tutorials (38 hours) and supplemental practical workshops. The School of Music and Fine Art Visiting Artist Talk series also supports the delivery of this module by delivering key themes that are taken up each year, and which deal with current issues and debates in contemporary culture. These will be delivered by external visitors and in-house staff.

Students are also encouraged to engage with the wider arts community while studying this module by taking advantage of any opportunities to engage with visiting curators, artists and other arts professionals to allow them to develop a consideration of how their practice might operate in the world beyond the higher education institution. It is also recommended that students visit a variety of art institutions while studying this module to assist with the development of their own practice and inform them about the professional modes of production that art exhibition making requires.

Presentation Seminars

Students present their ongoing work in group based discussion fora. These develop students understanding of the ideas and concepts structuring their work, including the interaction between intention, process, outcome, and the dissemination of their creative work. The seminars also sharpen a student's ability to articulate their ideas and to debate and defend them.

Practical Workshops

All students can opt for supplemental specialist skills workshops to aid them in realising their creative work.

Individual and Group Tutorials

Ongoing tutorials support students' work and act as discursive feedback points. Students are asked to respond to tutorials with tutorial reports that reflect upon staff-tutor dialogues and articulate plans for the future progression of ideas and practice; these reports are then discussed during future tutorials and can be used as the basis for the student's reflection upon tutor interaction in the Research Journal.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a high level of creativity and originality, with a capacity to independently generate ideas and solutions towards a programme of arts practice.
2. Analyse and present complex issues and communicate understanding of them orally and in writing.
3. Act autonomously with initiative and responsibility for planning practice to a professional standard.
4. Demonstrate critical engagement with the contemporary theoretical debates that inform current practice and research in the arts.
5. Demonstrate advanced understanding and application of the methods relevant to arts practice.
6. Show a developed awareness of contemporary and/or historical contexts relevant to professional practice.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Understand a range of contemporary and historical contexts within cultural practices demonstrating written and presentation skills.
2. Demonstrate a knowledge of and ability to apply a variety of research methodologies and select relevant methods to support work.
3. Communicate clearly through participation within formal and informal constructive critique of their own work, as well as that of their peers.
4. Make informed decisions regarding personal study choices and to work independently to deadlines.

Method of Assessment

Practice Based Work (80%)

Work must be submitted for assessment in a format that would be suitable for a professional art exhibition. The nature of this will depend on the type of practice undertaken, but may include such formats as: gallery exhibition, site-specific intervention or installation, staged performance. Students must discuss with their tutor the most suitable format(s) for their own individual practice in advance of submitting their work for assessment.

A Research Journal that includes back up work, details of any working ideas, commentary that supports the work, and a 2000 word reflection upon tutor interaction and feedback during this module. (20 %)

The Research Journal acts as an ongoing work where students are expected to explore and experiment with their research interests using drawing, writing, collage etc. and/or online forums (e.g. Tumblr). A diverse approach to methods is encouraged where students are invited to keep up to date with conferences, film, literature and exhibitions internationally and record and analyse these within the journal.

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Preliminary Reading

Bishop, C. ed. (2006). Participation. Massachusetts: MIT Press.
Cartwright, L. & Sturken, M. (2001). Practices of Looking - An Introduction to Visual Culture. Oxford: Oxford University Press.
Coles, A. ed. (2000). Site Specificity: The Ethnographic Turn. London: Black Dog Publishing.
Foster, H., Alain, B., Krauss, R. & Buchloh, B. (2005). Art Since 1900: Modernism, Antimodernism, Postmodernism. London: Thames and Hudson.
Finkelpearl, T. ed. (2001). Dialogues in Public Art. Massachusetts: MIT Press.
Rand, S. & Kouris, H. eds. (2006). On Cultural Influence. New York: Apex Art.
Stiles, K. & Selz, P. eds. (2000). Theories and Documents of Contemporary Art: A Sourcebook of Artists' Writings. California: University of California Press.

Pre-requisites

None

Restrictions

None

Synopsis *

The Module aims to develop:

- 1) The processes and conditions of analysis and critical discussion within and surrounding arts practice;
- 2) Independently motivated practice, as a means to develop work to an advanced standard.

Students will be expected to develop work towards an exhibition of their practice-based work at the end of the module, evidencing understanding of the contexts and issues in the production of their work for audiences of art. This work in practice, research and writing is aimed to develop conclusive statements on the direction and aims of the research towards the Module entitled Resolution.

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FA803 Collaborative Project						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Whole Year	M	30 (15)	100% Coursework	

Contact Hours

The modes of teaching employed on this module include seminar workshops (12 hours), tutorials (16 hours), visits (4 hours), and studio discussion/critiques (12 hours). Seminars and reading will be responsive to the themes of the project. Students are encouraged to produce writing and documentation that reflects relevant imagery, audio, aesthetic and publishing styles in their independent analysis of their project. The documentation about the project can use the form of blogs, scripts, academic review and/or creative writing. Tutorials will support audio visual technical processes as well as writing processes.

Visits to sites, events and exhibitions allow students to develop an informed approach to responding to art as well as the professional modes of production that art requires in performance, exhibition and events delivery. Student will be advised to follow University code of ethical practice for research as appropriate.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1) Develop a high-quality interdisciplinary collaborative project suitable for public presentation; either by working with other students, working with external partners, or through archival research (or any combination of these).
- 2) Achieve a high level of understanding of a range of key concepts that relate to collaborative and interdisciplinary arts practice in the production of events, exhibitions and projects, as well as the documentation, display and dissemination of work and its reception through professional practice.
- 3) Demonstrate an advanced understanding of the role of research and interpretation in the production of collaborative and interdisciplinary artworks, employing structured information gathering, interdisciplinary practice-based research processes, and conceptual, visual and/or audio speculation.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Demonstrate a clear knowledge of, and the ability to apply, a variety of research methodologies and select relevant methods to support work.
- 2) Work independently and/or in groups, recognising the place of their individual interests and skills in collaborative practice based public outcomes.
- 3) Communicate clearly through participation in both formal and informal constructive critiques of their own work; utilising written and presentation skills appropriate for academic and public audiences.
- 4) Make informed decisions regarding personal study choices and work, both in collaboration and independently, to deadlines.

Method of Assessment

60%- Major Project: A performance, intervention, programme, installation or exhibition.

20% In Class Presentation, 15-20 minutes: A presentation of the on-going Major Project, which demonstrates understanding of the ideas and concepts structuring the work, including the interaction between intention, process, outcome, and dissemination of the final piece.

20% - Documentation: A publication that reflects upon the Major Project utilising a format relevant to the subject matter and approach.

Preliminary Reading

Billing, J. Lind, M. & Nilsson, L. eds. (2007). Taking the Matter into Common Hands: Contemporary Art and Collaborative Practices, London: Black Dog.

Bishop, C. (2012). Artificial Hells: Participatory Art and the Politics of Spectatorship, London: Verso.

Kwon, M. (2004). One Place After Another: Site-Specific Art and Locational Identity, Cambridge MA: MIT Press.

Labelle, B. (2006). Background Noise: Perspectives on Sound Art, London: Continuum.

Pisters, P. (2012). The Neuro-Image: A Deleuzian Film-Philosophy of Digital Screen Culture, Redwood CA: Stanford University Press.

Thompson, N. (2012). Living as Form: Socially Engaged Art from 1991-2011, Cambridge MA: MIT Press.

Pre-requisites

None

Restrictions

None

Synopsis *

This module is designed to promote collaborative and interdisciplinary practice as core processes of creative engagement.

Students develop a high quality interdisciplinary project either by working with other students, working with external partners or through archival research (or any combination of these) in order to produce a performance, intervention, programme, installation or exhibition. These creative processes as well as interaction between audience, artist and site will be explored through interdisciplinary arts practice within specific temporal and spatial contexts. Each student will produce independent documentation of their project in the form of a catalogue, video, audio work or other publication. The submission will also include contextual writing, in addition to any supporting live and/or recorded sound, still and/or moving image production and design.

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FA804		Dissertation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	60 (30)	100% Coursework	

Contact Hours

Teaching will be primarily delivered through one-to-one supervision (6 hours) and small group tutorials (21 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 the arts will be discussed in a short workshop series (8 hours). This module is based around the research needs of the individual and as such during the one-to-one supervision the emphasis is on 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 visiting artist talks and that they will 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 the arts.
- 2) Analyse and evaluate complex issues, leading to innovative solutions.
- 3) Demonstrate sufficient knowledge of a chosen subject area to enable independent advancement of skills and understanding.
- 4) Disseminate work to specialist and non-specialist audiences using appropriate terminology.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Take the initiative, to make informed decisions regarding personal study choices and to work independently to deadlines.
- 2) Demonstrate an understanding of a range of contemporary and historical contexts within cultural practices demonstrating written and presentation skills.
- 3) Communicate and express arguments with conviction, referring to key issues and relevant questions.

Method of Assessment

- Annotated Bibliography, 1,500 words – 20%
- Introductory Chapter and Dissertation Outline, 1,500 words – 20%
- And either:
- * 10,000 word Dissertation - 60%
- or
- * 6,000 word Dissertation - 30% with a Publicly-Presented Element - 30%

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 inclusion in the Dissertation.

Preliminary Reading

Allegue, L., Jones, S., Kershaw, B. & Piccini, A. eds. (2009). Practice-as-Research in Performance and Screen. Basingstoke: Palgrave Macmillan.
 Barrett, E. & Bolt, B. eds. (2007). Practice as Research: Context, Method, Knowledge. London: I.B. Tauris
 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. London: Ava.
 Cottrell, S. (2005). Critical Thinking Skills: Developing Effective Analysis and Argument. London: Palgrave Macmillan.
 Coleman, R. & Ringrose, J. (2013). Deleuze and Research Methodologies. Edinburgh: Edinburgh University Press.
 Dean, R. & Smith, H. eds. (2009). Practice-led Research, Research-led Practice in the Creative Arts. Edinburgh: Edinburgh University Press.

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 artistic 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 a research proposal and dissertation. Students will develop their research proposal through a sustained dialogue around their chosen topic in both individual and group tutorials. Students will attend the regular School of Music and Fine Art postgraduate seminars and artist talks, which will encourage the consideration and discussion of research in relation to different practices, contexts and methods.

2022-23 Postgraduate 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 (Chippingham: WileyBlackwell)
 Zwicker, E Psychoacoustics: facts and models (Berlin, 1999)

Pre-requisites

None

Restrictions

None

Synopsis <span style =

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 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.

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 (Chippenharn: WileyBlackwell)
 Zwicker, E Psychoacoustics: facts and models (Berlin, 1999)

Pre-requisites

None

Restrictions

None

Synopsis <span style =

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 <span style =

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.

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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.

GS GlaxoSmithKline

GSKCHEM1 Synthetic Chemistry Module 1

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Glaxo Smith Kline	Autumn	M	10 (5)	100% Coursework	
2	Glaxo Smith Kline	Autumn	M	10 (5)	Pass/Fail Only	

GSKCHEM2 Synthetic Chemistry Module 2

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Glaxo Smith Kline	Autumn	M	15 (7.5)	100% Coursework	
2	Glaxo Smith Kline	Autumn	M	15 (7.5)	Pass/Fail Only	

GSKCHEM3 Synthetic Chemistry Module 3

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Glaxo Smith Kline	Autumn	M	15 (7.5)	100% Coursework	
2	Glaxo Smith Kline	Autumn	M	15 (7.5)	Pass/Fail Only	

GSKCHEM4 Drug Discovery

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Glaxo Smith Kline	Autumn	M	10 (5)	100% Coursework	
2	Glaxo Smith Kline	Autumn	M	10 (5)	Pass/Fail Only	

GSKCHEM5 Techniques for Purification and Analysis

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Glaxo Smith Kline	Autumn	M	5 (2.5)	100% Coursework	
2	Glaxo Smith Kline	Autumn	M	5 (2.5)	Pass/Fail Only	

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GSKCHEM6		IT Tools for Chemists				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Glaxo Smith Kline	Autumn	M	5 (2.5)	100% Coursework	
2	Glaxo Smith Kline	Autumn	M	5 (2.5)	Pass/Fail Only	

GSKCHEM7		Specialist IT Tools for Chemists				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Glaxo Smith Kline	Autumn	M	5 (2.5)	100% Coursework	
2	Glaxo Smith Kline	Autumn	M	5 (2.5)	Pass/Fail Only	

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GSKCHEM8 Personal Performance Development						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Glaxo Smith Kline	Autumn	M	10 (5)	100% Coursework	
2	Glaxo Smith Kline	Autumn	M	10 (5)	Pass/Fail Only	

UN819 Introduction to Learning, Teaching and The Academic Environment						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	Pass/Fail Only	
1	Canterbury	Autumn	H	15 (7.5)	Pass/Merit/Distinction/Fail Only	
1	Canterbury	Whole Year	H	15 (7.5)	Pass/Merit/Distinction/Fail Only	
1	Canterbury	Spring	H	15 (7.5)	Pass/Fail Only	
1	Canterbury	Spring	H	15 (7.5)	Pass/Merit/Distinction/Fail Only	
1	Canterbury	Spring	H	15 (7.5)	Pass/Merit/Distinction/Fail Only	
1	Canterbury	Spring	H	15 (7.5)	Pass/Merit/Distinction/Fail Only	
1	Canterbury	Whole Year	H	15 (7.5)	Pass/Merit/Distinction/Fail Only	
1	Canterbury	Non-standard	H	15 (7.5)	Pass/Merit/Distinction/Fail Only	
1	Medway	Autumn	H	15 (7.5)	Pass/Merit/Distinction/Fail Only	

Availability

This module is only available to members of staff who have to complete the PGCHE as part of their probation, or Graduate Teaching Assistants (GTAs) who are contracted by the University to teach. It is not available to postdoctoral research workers or part-time teachers.

It is essential that you are teaching at Higher Education level when you start this module, and provides opportunities for sustained teaching observation. The minimum requirement is two hours per week throughout any one term.

Contact Hours

15 hours

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Learning Outcomes

- A sound understanding of a range of approaches to learning and teaching in Higher Education (contributing to PGCHE Knowledge and Understanding 1; UKPSF A2,A3,A4,K1,K2,K3,V1,V2)
- How these approaches relate to HE practice (contributing to PGCHE Intellectual Skills 1 Subject-specific Skills 2 and UKPSF K4)
- An ability to make informed decisions about appropriate methods, such as the use of relevant technology (contributing to PGCHE Knowledge and Understanding 1 and 3 and UKPSF A1,A2,A3)
- An understanding of the principles of assessment and evaluation and how these relate to their own immediate practice (contributing to PGCHE Subject-specific Skills 3 and 6 and UKPSF A2,A3)
- The development of practical skills as a practitioner in a teaching and/or learning support role (contributing to PGCHE Knowledge and Understanding 1 and 4 ,Intellectual Skills 1 and Subject-specific skills 2)
- Improving own learning: the skills of a reflective practitioner who is able to evaluate their own practice as a teacher and/or researcher and/or learning supporter using appropriate feedback mechanisms and to plan for continuing professional development (PGCHE Transferable Skills 1 and UKPSF A5,K6,V3)
- Communication: ability to communicate effectively and appropriately in a diverse range of contexts, using IT as appropriate and showing a capacity to sustain the interest of others and to respond perceptively to their contributions. (PGCHE Transferable Skills 2and UKPSF K5)
- Problem-solving: expertise in operating successfully within the constraints and opportunities of the institutional setting and (where appropriate) developing strategies for balancing and integrating teaching and research.(PGCHE Transferable Skills 3 and UKPSF K6)

Method of Assessment

Assessment is via two written assignments totalling 3,000 words, including a portfolio of supporting evidence, not exceeding 1500 words. The structure is individually negotiated but such a portfolio would typically include teaching observations, teaching materials, appropriately anonymised feedback to students, including student work for assessment. The portfolio may be submitted as an e-portfolio or in hard copy. Participants must be able to demonstrate a sound understanding of the key elements of this module, including an awareness of a range of approaches to learning and teaching (including possible uses of technology) and an ability to evaluate the application of these to their own Higher Education practice. Written work should include a case study illustrating this.

Assignment 1: 1,500 word essay

Assignment 2: 1,500-word (or equivalent) portfolio of evidence in an individually negotiated format, to include a 500-word reflection on own learning and educational philosophy statement

Participants will be offered substantial tutorial support to provide feedback on their development. This will include the development of practical teaching skills at this early stage in their teaching careers and support in constructing a reflective narrative. In this way participants will also be fulfilling one of the key learning outcomes of the module which is to show that they have reflected on their development as a teacher in higher education.

Preliminary Reading

Armitage A et al. (2003) Teaching and Training in Post-compulsory Education Open University Press 2003

Brockbank A and McGill I (1998) Facilitating Reflective Learning in Higher Education Open University Press

Brookfield SD and Preskill S (1999) Discussion as a Way of Teaching: tools and techniques for university teachers, Buckingham, SRHE/Open University Press

Brown S and Smith S (1999) Academic Survival Strategies SEDA

Exley K and Dennick R (2004) Giving a Lecture: from Presenting to Teaching Routledge/Falmer *

Exley K and Dennick R (2004) Small Group Teaching: Tutorials, Seminars and Beyond Routledge/Falmer *

Fry H, Ketteridge S and Marshall S (eds) (2009) A Handbook of Learning and Teaching in Higher Education Routledge

Knight P (2003) Being a Teacher in Higher Education SRHE/Open University Press

McAlpine L and Akerlind G (eds) (2010) Becoming an Academic: international perspectives Palgrave

Walker M (2005) Higher Education Pedagogies Buckingham, SRHE/Open University Press

Subject-specific publications, e.g.

Burgess, H and Taylor, I (eds) (2004) Effective Learning and Teaching in Social Policy and Social Work London, Routledge

Coleman J and Klapper J (2004) Effective Learning and Teaching in Modern Languages London, Routledge

Pre-requisites

None

Progression

The module is aimed at those members of staff who are fairly new to teaching in Higher Education. The module covers the background knowledge required to begin teaching, and is designed to support you in developing the confidence to undertake the range of teaching duties required at HE level.

Completion of, or exemption from, this module is a pre-requisite for progression to the module UELT8310: Contextualising Higher Education Teaching and Learning.

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Synopsis <span style =

The module is intended for those with little or no relevant previous teaching experience, and aims to provide an introduction to different theoretical approaches to learning and teaching, how these developed and the assumptions on which they are founded. The curriculum focuses chiefly on student-centred approaches to learning and teaching (including, but not only, socially situated learning), including the application of these to evaluation and assessment, but additionally makes reference to the developments associated with earlier (e.g. behaviourist) approaches. The module seeks to make explicit links between principles and the application of these to participants' own practice and development. A further central component of the module is the role of early teaching observation: being observed (and observing more experienced colleagues), receiving and responding to feedback, and articulating the values which underpin one's own practice are central to the development of the skills of a reflective practitioner and to career development.

The seminars will aim to introduce participants to principles underpinning different approaches to learning, teaching and assessment in higher education and the skills needed to apply this knowledge in practice. You will be encouraged to develop an evaluative approach to your teaching.

UN821 Assessment and Feedback in Higher Education						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	15 (7.5)	Pass/Merit/Distinction/Fail Only	
3	Canterbury	Spring	M	15 (7.5)	Pass/Merit/Distinction/Fail Only	
3	Canterbury	Spring	M	15 (7.5)	Pass/Merit/Distinction/Fail Only	

Availability

This module is only available to members of staff who have to complete the PGCHE as part of their probation.

Contact Hours

10 hours

Learning Outcomes

At the end of the module, successful participants will be able to:

- Critically evaluate a wide and appropriate range of assessment methods to support student learning (PGCHE A2, A3, A5, A7, B1, B2, C2, C3, C4, C5, C6; UKPSF A2, A3, A4, K2, K6, K3, K4, V1, V4, V3).
- Critically analyse the impact that a range of assessment methods have upon curriculum design and delivery. (PGCHE A2, A3, A5, A7, B1, B2, C2, C3, C4, C5, C6; UKPSF A2, A3, A4, K2, K6, K3, K4, V1, V4, V3).
- Critically evaluate personal feedback practices in light of previous and current literature recommendations (PGCHE A2, A3, A5, A7, B1, B2, C2, C3, C4, C5, C6; UKPSF A2, A3, A4, K2, K6, K3, K4, V1, V4, V3).
- Demonstrate a broad understanding of the policy and educational context which inform approaches to student assessment (PGCHE A2, A3, A5, A7, B1, B2, C2, C3, C4, C5, C6; UKPSF A2, A3, A4, K2, K6, K3, K4, V1, V4, V3).
- Describe and evaluate their own approach to assessment design and feedback (PGCHE A2, A3, A5, A7, B1, B2, C2, C3, C4, C5, C6; UKPSF A2, A3, A4, K2, K6, K3, K4, V1, V4, V3).

Method of Assessment

There are two assessment tasks for this module:

Assessment 1 – Students are required to create a poster (or other visual presentation) of a proposed or actual assessment strategy at module or programme level. This should be accompanied by a 1,000 - word written commentary critically evaluating the methods selected.

Assessment 2 – Students are required to write a 2500 word essay which critically evaluates their personal feedback practices in light of previous and current literature recommendations.

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Preliminary Reading

Black, P. & Wiliam, D. (1998) Assessment and classroom learning. *Assessment in Education*. 5 (1). 7–74.

Boud, D. (1995) Assessment and learning: contradictory or complimentary? in Knight, P. (ed.) *Assessment for Learning in Higher Education*, 35-48 London: Kogan Page/SEDA

Boud, D. (2007) Reframing assessment as if learning was important, In Boud, D. & Falchikov, N. (eds). *Rethinking Assessment in Higher Education: learning for the longer term*. London: Routledge.

Carless, D., Salter, D., Yang, M. & Lam, J. (2011) Developing sustainable feedback practices. *Studies in Higher Education*. 36 (4). 395–407.

Hounsell, D., McClune, V., Hounsell, J. & Litjens, J. (2008) The quality of guidance and feedback to students, *Higher Education Research and Development*. 27 (1). 55-67.

Nicol, D. J (2010) From monologue to dialogue: Improving written feedback processes in mass higher education. *Assessment & Evaluation in Higher Education*. 35 (5). 501–517.

Nicol, D. J. (2013) Resituating Feedback from the Reactive to the Proactive. In Boud, D. & Molloy, E. (eds.). *Feedback in Higher and Professional Education: Understanding it and Doing it Well* (34–49). Oxon: Routledge.

Nicol, D.J. & Macfarlane-Dick, D. (2004) Rethinking formative assessment in HE: a theoretical model and seven principles of good feedback practice. In Juwah, C., Macfarlane-Dick, D., Matthew, B., Nicol, D. & Smith, B. (eds.). *Enhancing student learning through effective formative feedback*, York: The Higher Education Academy.

Nicol, D. J. & MacFarlane-Dick, D. (2006) Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*. 31. 199–218.

Price, M., Carroll, J., O'Donovan, B. & Rust, C. (2011) If I was going there I wouldn't start from here: A critical commentary on current assessment practice. *Assessment and Evaluation in Higher Education*. 36. 479–492.

Price, M., Handley, K. & Millar, J. (2011) 'Feedback - focussing attention on engagement', *Studies in Higher Education*. 36 (8). 879-896.

Sadler, D.R. (1989) Formative assessment and the design of instructional systems. *Instructional Science*. 18. 119–144.

Sadler, D. R (2010) Beyond feedback: Developing student capability in complex appraisal. *Assessment & Evaluation in Higher Education*. 35 (5). 535–550.

Pre-requisites

Participants should normally have undertaken, or have been exempted from, the core PGCHE modules (UEL T8190 and UEL T8310), or should demonstrate the equivalent attainment.

Synopsis <span style =

This module focuses upon assessment and feedback within higher education. The module covers in the main the impact of the educational and policy context on approaches to assessment, the relationships between assessment of and for learning, with approaches to giving feedback. The module considers the impact of 'stakeholder' (eg student, employer, institutional) perceptions on assessment design and practice and how these interact with feedback practices. The module further considers critically the current literature relating to recommended feedback practice and how this can be operationalised within the students learning environment.

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UN822 Individual Investigation in Higher Education						
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	

Availability

This module is only available to members of staff who have to complete the PGCHE as part of their probation.

Contact Hours

10 hours

Learning Outcomes

By the end of the module, students will have:

- Identified a higher education topic (for example an educational concept, practice or policy) for academic investigation and provided a rationale for their choice;
- Identified and evaluated relevant literature (or equivalent) to provide a context for their investigation (which may be specific to a disciplinary area, form of educational practice, etc.);
- Carried out a small-scale investigation of a topic relevant to the study of higher education;
- Analysed the results and drawn reasoned conclusions from the investigation;
- Identified relevant sources of material for the investigation of an educational topic;
- Demonstrated the capacity to gather, evaluate, analyse and utilise material relevant to the academic investigation of a higher education topic;
- Evaluated their own practice in the design and conduct of an education investigation;
- Communicated the content of an educational investigation effectively for an audience outside academic educational researchers.

Method of Assessment

Assessment for this module is in two parts, both of which must be completed and passed.

Part 1: 15-minute presentation on the progress of your investigation. Students are not expected to have finished their investigation at this stage. The main focus of this assessment will be the generic learning outcomes.

Part 2: 3,000-word piece of written work. The specific form of the written assessment will be negotiated between the student and the tutor, and approved by the module convenor. The main focus of this assessment will be the subject-specific learning outcomes.

Preliminary Reading

A core reading list will be prepared for each student relevant to the subject of the individual investigation. Students will also be expected to identify relevant reading with the support and guidance of a tutor, making use of the range of educational literature and journals now available to the program through the Library and through the VLE, and discipline-specific materials where appropriate.

General texts are likely to include, for example:

Murray, R. and Moore, S. (2006) *The Handbook of Academic Writing: A Fresh Approach*, Open University Press
 Rowland, S. (2006) *The Enquiring University: Compliance and Contestation in Higher Education*, SRHE/Open University Press
 Tight, M. (2003) *Researching Higher Education*, SRHE/Open University Press
 Journals: *Studies In Higher Education*; *Teaching in Higher Education*; *British Educational Research Journal*; etc.

Pre-requisites

Participants should normally have undertaken, or have been exempted from, the core PGCHE modules (UFLT8190 and UFLT8310), or should demonstrate the equivalent attainment.

Synopsis *

This module offers students the opportunity to investigate a higher education topic of their own choosing, in detail and with academic support. This may take the form of, for example: a literature review on an agreed topic; a small-scale educational research study; a research report on a topic or project related to academic practice within their own discipline; a conceptual study of specific educational ideas, practices or principles.

Your investigation may take the form of, for example:

- a literature review on an agreed topic
- a small-scale educational research study
- a research report on a topic or project related to an aspect of academic practice within your own discipline
- a conceptual study of specific educational ideas, practices or principles

These are only examples, and you are encouraged to identify a topic that is of real interest to you.

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UN824 Interrogating Higher Education Research						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	Pass/Merit/Distinction/Fail Only	

Availability

This module is compulsory for the PDip and MA in Higher Education.

Contact Hours

20 hours.

Please note that this module is usually taught in the evenings.

Learning Outcomes

By the end of the module participants will be able to:

- Demonstrate a broad understanding of a range of theoretical approaches to higher education research;
- Consider the impact of applying selected theoretical approaches to selected research problems in HE;
- Critically analyse the theoretical approaches adopted in a selection of published, peer-reviewed, higher education research;
- Critically interrogate the relationship between theory and method in a selection of published, peer-reviewed, higher education research;
- Organise and manage own learning;
- Develop an understanding of a range of approaches and beliefs which inform Higher Education Policy and Practice;
- Develop the capacity to communicate research clearly and coherently (speech and writing) to specialist and non-specialist audiences.

Method of Assessment

This module is assessed in two parts:

Part 1: A twenty minute presentation (including ten minutes for questions). The presentation will take the form of a critical introduction to a journal article (or section from such an article) which both outlines and critiques the theoretical approaches adopted by the authors. You will be asked to highlight the key elements, the context the theory has been applied to, and the challenges that are associated with using this approach in an HE context. You will also be asked to identify questions for discussion with the rest of the cohort. This is a formative assessment and will not be credit-bearing.

Part 2: A 5000 word critical essay. The focus for the essay is a critical literature review relating to a higher education topic of your choosing. Examples of such topics would include: widening participation; disciplinarity; theories of higher learning; academic pedagogies; or academic identities. This is not exhaustive and you are free to select your own topic in consultation with the module convenor. Once a suitable topic has been identified, a literature review, and critical analysis of the literature will allow you to identify a range of theoretical approaches higher educational researchers have adopted in investigating your topic. The aim of the essay is to analyse critically how different theoretical approaches and frameworks have been used (or could be used) to address your chosen topic. This is a summative assessment, it is 100% credit bearing.

The presentation and the essay will cover separate theoretical areas.

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Preliminary Reading

Books:

Bourdieu, P. and Passeron, J-C. (1990) *Reproduction in Education, Society and Culture*. London: Sage Publications.

Pring, R. (2004) *Philosophy of Educational Research*, London: Continuum

Archer, M. (2007) *Making Our Way through the World*, Cambridge: Cambridge University Press

Fairclough, N. (2003) *Analysing Discourse*, London: Routledge

Merrill, B. and West, L. (2009) *Using Biographical Methods in Social Research*, London: Sage

Hodgson, A. (Ed) (2000) *Policies, Politics and the Future of Lifelong Learning*, London: Kogan Page

Tight, M. *International Handbook on Higher Education Research*

Journal Articles:

Haggis, T. (2009) 'What have we been thinking of? A critical overview of 40 years of student learning research in higher education' in *Studies in Higher Education*, 34:4

Robbins, D. (1993) 'The Practical Importance of Bourdieu's Analyses of Higher Education' in *Studies in Higher Education*, 18: 2

Wilson, A. (2009) 'Learning to read: discourse analysis and the study and practice of adult education' in *Studies in Continuing Education*, 31: 1

Bridges, D. (1999) 'Educational Research: pursuit of truth or flight into fancy?' in *British Educational Research Journal*, 25: 5

Clegg, S. (2005) 'Evidence-based practice in educational research: a critical realist critique of systematic review' in *Sociology of Education*, 26: 3

Shay, S. Ashwin P and Case, J. (2009) 'A critical engagement with research into higher education' in *Studies in Higher Education*, 34: 4

Pre-requisites

Synopsis <span style =

This module is intended to help you to reflect critically upon the nature of research into higher education. There will be a particular focus upon the various theories that underpin much educational research. We will explore the place of educational research within the social sciences; shifting paradigms in educational research, and the relationship between theory and methodology. One aim of this module is to encourage participants to consider theories and methods they may not have previously encountered and, importantly, to think critically about those that are familiar. In addition, this module will help participants to reflect upon the theoretical approaches they may wish to adopt in relation to their own research into higher education.

The content of this module is structured along loosely historical lines, covering major theories and theorists that have influenced educational research since the early twentieth century. Through adopting this loosely chronological approach it is hoped that participants will gain some understanding of the emergence and development of higher education research as a field.

UN828 Supporting Learning in the Academic Environment						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	Pass/Merit/Distinction/Fail Only	
1	Canterbury	Spring	H	15 (7.5)	Pass/Merit/Distinction/Fail Only	

Availability

This module is only available to participants on the Associate Fellowship Scheme (AFS) Learning Support Route. It cannot be taken in conjunction with UELT8190: Introduction to Learning, Teaching and the Academic Environment.

Contact Hours

15 hours

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Learning Outcomes

- A sound understanding of a range of approaches to supporting learning in Higher Education (contributing to PGCHE Knowledge and Understanding 1; UKPSF (depending on field of practice) A1, A2, A3, and/or A4; K1; K2, K3, V1, V2)
- An understanding of how these approaches are implemented in Higher Education, critically evaluating personal practices in the light of relevant theory (contributing to PGCHE Intellectual Skills 1 and subject-specific skills 2, UKPSF K4 and V2)
- An ability to make informed decisions about appropriate methods, (contributing to PGCHE Knowledge and Understanding 3; UKPSF (depending on field of practice) A1, A2, A3, and/or A4; K2, K3 and/or K4)
- An understanding of the principles of evaluating learning and understanding and how these relate to their own immediate practice (contributing to PGCHE Subject-specific skills 5 and 6 and UKPSF A2, A3;)
- The development of practical skills as a reflective practitioner in a learning support role, contributing to PGCHE Knowledge and Understanding 1 and 4; Intellectual Skills 1; Subject-specific skills 2; UKPSF (depending on field of practice) A2, A3, A4; K1, K2, K3, K5; V1, V3.
- Improving own learning: the skills of a reflective practitioner who is able to evaluate their own practice as a facilitator of student learning using appropriate demonstration and communication techniques and to plan for continuing professional development (contributing to PGCHE Knowledge and Understanding 4, Subject-specific Skills 3, Transferable Skills 1; UKPSF A5, K6, V3)
- Communication: ability to communicate effectively and appropriately in a diverse range of contexts, using IT as appropriate and showing a capacity to sustain the interest of others and to respond perceptively to their contributions. (contributing to PGCHE Transferable Skills 2 and UKPSF K5)
- Problem-solving: expertise in operating successfully within the constraints and opportunities of the institutional setting and (where appropriate) developing strategies for balancing and integrating teaching and practice/ research. (contributing to PGCHE Transferable Skills 3 and UKPSF K6)

NB to attain Associate Fellowship of the HEA, participants should demonstrate successful engagement with at least 2 areas of activity (A), appropriate core knowledge and understanding (at least K1 and K2), and a commitment to appropriate professional values (V). This module, taken in conjunction with UELT8310, enables participants to attain Associate Fellowship.

Method of Assessment

Assignment 1: 1,500 word essay

Assignment 2: 1,500-word (or equivalent) portfolio of evidence in an individually negotiated format, to include a 500-word reflection on own learning and educational philosophy statement.

The portfolio would typically include examples of ways in which student learning is supported, a consideration of the rationale for the approach taken and a reflection on what has been learned from the processes of observing others. It must include an observation of their practice by a mentor and a case study illustrating how the participant has applied their principles in practice. The portfolio will be assessed on the extent to which you critically engage with the UKPSF, provide evidence of a learning and teaching perspective on professional issues in your own practice, and a critical reflection on the learning and teaching process, supported by reference to a current and relevant research base. Participants must be able to demonstrate a sound understanding of the key elements of this module, including an awareness of a range of approaches to supporting learning (including, where appropriate, possible uses of technology) and an ability to evaluate the application of these to their own practice. The portfolio may be submitted as an e-portfolio or in hard copy.

Preliminary Reading

Armitage A, Bryant, R, Dunnill R, Flanagan, K, Haye, D, Hudson, A, Kent, J, Lawes, S and Renwick, (2003) Teaching and Training in Post-compulsory Education Open University Press 2003

Boud, D Dunn, J and Hegarty-Hazel, E (1986) Teaching in Laboratories. Society for Research into Higher Education, Milton

Brookfield SD and Preskill S (1999) Discussion as a Way of Teaching: tools and techniques for university teachers, Buckingham, SRHE/Open University Press

Brown S and Smith S (1999) Academic Survival Strategies SEDA

Cottrell, S. (2001) Teaching Study Skills and Supporting Learning. Basingstoke, NY: Palgrave Macmillan.

Exley K and Dennick R (2004) Small Group Teaching: Tutorials, Seminars and Beyond Routledge/Falmer

Fry H, Ketteridge S and Marshall S (eds) (2009) A Handbook of Learning and Teaching in Higher Education Routledge

Gibbs, G and Jaques, D (1989) Labs and Practicals. Oxford: Oxford Centre for Staff Development Walker M (2005) Higher Education Pedagogies Buckingham, SRHE/Open University Press

Jones, M. and Siraj-Blatchford, Jo (1997). Researching into Student Learning and Support in Colleges and Universities (Practical Research). Routledge

Dawson, P. et al (2014) 'On the Effectiveness of Supplemental Instruction: A Systematic Review of Supplemental Instruction and Peer-Assisted Study Sessions Literature Between 2001 and 2010, Review of Educational Research 84: 609-639

Wolfendale, S & Corbett, J (Eds) (1996) Opening Doors: Learning Support in Higher Education, London: Cassell.

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Synopsis <span style =

The module is intended to support professional development through a process of critical reflection, and to meet the particular needs of staff engaged in a range of learning support roles. For this reason it is designed to be flexible and adaptable to practice in different specialist fields. It aims to provide an introduction to different approaches to learning, the assumptions on which they are founded and their implications for practice. The curriculum focuses chiefly on student-centred approaches to learning: how students learn, both generally and within subject/ disciplinary/practice areas; effective approaches to student support and guidance; the role of feedback in supporting learning; and strategies for evaluating the effectiveness of professional practice. The module seeks to make explicit links between principles and the application of these to participants' own practice and development. Participants are encouraged to reflect on personal practices, evaluate them and identify how they can be developed.. A further central component of the module is the role of observation: being observed (and observing more experienced colleagues), receiving and responding to feedback, and articulating the values which underpin one's own practice are central to the development of the skills of a reflective practitioner and to career development.

UN899	Dissertation: MA Higher Education					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	60 (30)	Pass/Merit/Distinction/Fail Only	

Contact Hours

There is a total of 600 study hours, consisting of:

- An initial two-hour briefing for all students, presenting the steps needed to undertake the research, from selecting an area for research and framing a research question through to the production of the dissertation. This briefing will include details of the ethical considerations when developing the proposal
- Independent study: 588 hours, combining researching and writing the dissertation proposal, including responding to feedback from the personal tutor as appropriate
- Personal tutorial meetings: 10 hours, mutually agreed, either face-to-face or by email/Skype. The tutor will provide individual guidance on appropriate literature, advise on the design of the project and provide formative feedback on work in progress.

Learning Outcomes

- An awareness of the difficulties involved in formulating a feasible research question and ways of addressing these difficulties
- An understanding of the need to engage critically and systematically with a variety of theoretical perspectives in the field of Higher Education
- The ability to describe, evaluate and apply different approaches involved in collecting, analysing and presenting research findings in the field of Higher Education
- A capacity to evaluate critically the implications of different perspectives for their proposed research area
- Familiarity with the literature, theories and methodology relevant to their research topic
- Effective self-managed learning skills, including (but not confined to) an audit of personal strengths and weaknesses; time management; setting and reviewing appropriate timescales for each phase of the research; exercising initiative in pursuing specific lines of inquiry
- Communication skills: effective communication in speech and writing; capacity to retrieve and present information using appropriate tools; capacity to organise information coherently and clearly

Method of Assessment

Dissertation (12,000-15,000) - this forms 100% of the assessment for the module.

Preliminary Reading

Individual advice and guidance on relevant readings will be provided by individual supervisors, according to the nature of the proposed research.

Pre-requisites

Participants will have completed the credit requirements of the PGDiploma in Higher Education.

Synopsis <span style =

The subject matter of the dissertation will be individually negotiated with the Programme Director. The production of the dissertation will be supported through individual tutorial supervisions by a member of the programme team with expertise in the student's chosen research area. This will include guidance on the initial framing of the research question and the development of a research proposal which will additionally be considered by the UELT Ethics Committee. MA candidates will be expected to produce a piece of work, between 12,000 – 15,000 words in length using appropriate methodologies and resources.

05 School of History

HI813 War in the Hispanic World since 1808						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

One 2-hour seminar a week.

Learning Outcomes

The intended subject specific learning outcomes:

As a consequence of taking this module students will have gained:

1. An enhanced and sophisticated understanding of the military, cultural, political and social history of Modern Spain and Latin America.
2. An understanding of advanced concepts in historiography and new military history.
3. An enhanced capability to understand praetorian revolution and counter-revolution, insurgency and counter-insurgency, imperial, national and civil wars.

The intended generic learning outcomes:

As a consequence of taking this module all students will have:

1. Developed their mental flexibility.
2. Improved their ability to sustain concentration and aim.
3. Gained the ability to construct coherent written and oral arguments.
4. Gained the ability to research different source types.
5. Gained the ability to produce a variety of robust outputs.

Method of Assessment

The module will be assessed by 100% coursework.

Effective learning will be tested through an assessed seminar presentation the production of two essays. The presentations and essays reveal a student's ability to marshal different sources of material, integrate them into sustained, overarching, sophisticated interpretations and communicate them in clear diction and prose.

• Students will be expected to make regular contributions and to provide one formal presentation and submit an accompanying written plan/outline of the paper worth 20% of the final mark (15% presentation, 5% written record. The record should be no more than 1000 words)*. This component relates to 11.1-3 and 12.3 and 12.5. Oral presentations demand that a student reveal the same qualities of source analysis and the ability to deploy them in a fluent verbal argument, which is often accompanied by suitable audio/visual material.

• Essays: Two essays of 3000 words. At the end of each of the three main sections of the module students will produce a report or source analysis reflecting on the themes, approaches and materials of the section of 2000 words. Each of these essays will be worth 40% of the final mark. This component relates to 11.1-3 and 12.1-2 and 12.1-5.

*Marking to be based on combination of School of History and Drama presentation criteria.

Preliminary Reading

- A. Shubert and J. Alvarez Junco (2016) *A New History of Modern Spain: Chronologies, Themes and Individuals*. London: Bloomsbury
- L. Bethell (1985) *The Cambridge History of Latin America*. Cambridge: Cambridge University Press, Vols. 3-4.
- W. H. Bowen and J. E. Alvarez (eds.) (2007) *A Military History of Modern Spain: From the Napoleonic era to the International War on Terror*. Connecticut: Praeger.
- N. Sobrevilla Perea (2011) *The Caudillo of the Andes: Andrés de Santa Cruz*. Cambridge: Cambridge University Press
- M. Lawrence (2014) *Spain's First Carlist War*. Basingstoke: Palgrave MacMillan
- B. Fallaw and T. Rugeley (eds.) (2012) *Forced Marches: Soldiers and Military Caciques in Modern Mexico*. Arizona: University of Arizona Press

Synopsis

This module will explore how war and the threatened or actual use of armed force shaped the regional, national and transnational politics and societies of Modern Spain and Latin America. It will follow a broadly chronological theme embracing Spain's Peninsular War, Latin American Independence Wars, Spain's Carlist Wars, Latin American wars of borders and nation-building, Mexican Revolutionary and Cristero Wars, Spanish Civil War, and the revolutionary and counter-revolutionary wars of Cold War Latin America. Even though the world-wide Spanish empire collapsed in the early nineteenth century, the relationship thereafter between war and society followed remarkably similar patterns on both sides of the Spanish Atlantic.

Each week students will attend a two-hour seminar hosted by at least one of the two co-convenors of this module who will chair it and facilitate the dialogue. Each week students will be exposed to a new case-study, its agreed historical facts, and its differing interpretations, all of which will enable students to gain a comparative grasp of the similarities and differences between conflicts. Each seminar will include an assessed presentation by one or two students on a particular question or problem related to a respective case-study.

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HI815 War, Propaganda and the Media						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 36
 Private study hours: 264
 Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Navigate a number of sub-disciplines of history, including political, cultural, social, media and military history, and recognized how historians and other scholars have responded to historiographical issue in propaganda studies [History Programme Learning Outcomes A3, A4, A5, B4, C1].
- 2 Produce (and reflected on) written assignments and oral arguments situated within the discourse on the concept of propaganda and roles of the mass communications media in times of conflict. [Programme Learning Outcomes A2, B3, B5].
- 3 Critically analyse the relationship between military and media organisations in the modern age [Programme Learning Outcome A1].
- 4 Critically examine the impact of the media upon public opinion and the increasingly important part played by the 'homefront' in twentieth century warfare. [Learning Outcomes A3, A4, A5, B4, C1].
- 6 Improved their ability to analyse, criticise and assess historical arguments [Programme Learning Outcome C4].
- 7 Analyse visual sources including films, documentaries, posters, cartoons etc [Programme Learning Outcome C2].
- 8 Plan and write an original history essay and organise it around a coherent argument [Programme Learning Outcomes B2, B6, C3, C4]

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Participate in discussion, make their own contributions to discussion and listen to and respect the contributions of others through the three-hour seminar format [Key Skills D1 Communication; D4 Working with Others]
- 2 Engage in group work, cooperating on set tasks toward answering historical questions (for example, how have technological changes impacted on the reporting of modern wars), presenting individual and group responses [Key Skills D4 Working with Others; D6 Problem Solving]
- 3 Communicate their own ideas clearly and coherently, orally and in writing, assisted by peer and teacher feedback [Key Skills D1 Communication; D5 Improving Own Learning]
- 4 Reflect on their own learning, plan their use of time, and identify appropriate directions for further study, encouraged by the teacher [Key Skill D5 Improving Own Learning]
- 5 Produce word-processed assignments that are of a high scholarly standard in terms of presentation and professionalism [Key Skill D3 Information Technology]
- 6 Effectively research using the Internet; recognizing the variety of sites on propaganda and warfare (such as the Centre for the Study of Propaganda and War) located on the world wide web and their associated problems/benefits [Key Skill D3 Information Technology]
- 7 Research issues independently and productively [Key Skill D5 Improving Own Learning]

Method of Assessment

Main assessment methods:

Essay 1 6,000 words 80%
 Seminar Presentation and Seminar Contribution 20%

Reassessment methods:

Reassessment Instrument: 100% coursework

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Preliminary Reading

Indicative Reading List:

M. Connelly & D. Welch (eds) War and the Media. Reportage and Propaganda 1900-2003 (2005)
N Cull, D Culbert & D Welch, Propaganda and Mass Persuasion. A Historical Encyclopedia, 1500 to the Present (2003)
J Ellul, Propaganda: The Formation of Men's Attitudes (1965)
J Hawthorn (ed), Propaganda, Persuasion and Polemic (1987)
M. Ignatieff, Virtual War: Kosovo and Beyond (2000)
G Jowett & V O'Donnell, Propaganda and Persuasion (1992)
P Kenez, The Birth of the Propaganda State. Soviet methods of Mobilisation 1917-29 (1985)
P. Knightley, The First Casualty: The War Correspondent as Hero and Myth Maker from the Crimea to Kosovo (2000)
A Pratkanis & E Aronson, Age of Propaganda: The Everyday Use and Abuse of Persuasion (1991)
A Rhodes, Propaganda. The Art of Persuasion: World War II (1975)
C Roetter, Psychological Warfare (1974)
K R M Short (ed), Film and Radio Propaganda in World War II (1983)
P M Taylor, Munitions of the Mind. War Propaganda from the Ancient World to the Present Day (1995)
O Thomson, Easily Led. A History of Propaganda (1999)
D Welch, The Third Reich. Politics and Propaganda (1999)
D Welch, Germany, Propaganda & Total War, 1914-1918 (2002)
S White, The Bolshevik Poster (1988)
M Yass, This is Your War. Home Front Propaganda in the Second World War (1983)

Pre-requisites

Co-requisite: HIST8780: Methods and Interpretations in Historical Research

Synopsis <span style =

The aims of this module is to explore the concept of propaganda and roles of the mass communications media in times of conflict. This will involve an historical approach which takes into consideration the numerous theoretical problems associated with the study of propaganda as well as the different ways political propaganda has been interpreted and used internationally in time of war or peace. Using case studies ranging from World War I to the present day, the aim of the module is to enable students to think critically about the manner in which propaganda is disseminated in wartime and the pressures governments, media organisations and journalists face in times of conflict. The module explores how different types of conflict and changing technology have elicited different relationships between the media, the military and government. The module also examines the impact of the media upon public opinion and the increasingly important part played by the 'homefront' in twentieth century warfare.

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HI817 Deformed, Deranged and Deviant						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Private Study: 276
Contact Hours: 24
Total: 300

Learning Outcomes

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

- 1 Demonstrate a deeper understanding of science, medicine and the body;
- 2 Appreciate the dynamics of the relationship between medical practitioners, scientists and difference;
- 3 Navigate through a rich and complex historiography, and current controversies, of the changing nature of the definitions of difference over time;
- 4 Utilize a wide range of primary materials including medical and scientific journals, contemporary accounts, illustrations, depictions and memoirs;
- 5 Engage with concepts pertinent to the remit of the Masters programme, especially constructions of the changing nature of difference; the body and mind as contested spaces; modes and methods of scientific measurement and standardisation of the body; treatment regimes.

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

- 1 Synthesize different types of historical information effectively with in-depth utilization of primary and secondary material;
- 2 Demonstrate self-directed learning, critical expression, fluent prose and a sophisticated understanding of the subject. Students will be able to reflect on their experience and identify future directions for research via independent study and teacher feedback;
- 3 Engage in class discussions and group work on complex historical issues and present using a variety of methods, which will emphasize communication skills and encourage team-building.

Method of Assessment

Main assessment methods

Essay (4,000 words) 40%
Group Project 40%
Seminar Analysis 20%

Reassessment methods

100% coursework: Essay (4,000 words) – 100%

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 <span style =

From medical marvels in the nineteenth century to questions surrounding quality of life in the late twentieth century, the course explores the continuities and changes in the relationship between medical science and difference. The course will investigate the ways that medicine has understood, categorised and treated those whose body or behaviour was considered different. It will also examine the body and mind as contested sites; spaces occupied by those considered different; the establishment of normality versus deviance; the changing conceptions of difference in this historical period and the shifting theories and methodologies of medical practice in relation to it.

HI823 Testimonies of War: Oral History in Theory and Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	

Learning Outcomes

11. The intended subject specific learning outcomes
Students will acquire a theoretical and practical knowledge and understanding of oral history. Upon successful completion of the module, students will:

- 11.1 have a wide knowledge of key aspects of oral history, in particular those focusing on war;
- 11.2 have a critical appreciation of the merits and difficulties of utilising oral history;
- 11.3 further develop their skills in the critical analysis of historical sources;
- 11.4 have the opportunity to acquire first-hand experience in producing their own source material by locating, interviewing and transcribing their sources;
- 11.5 have developed the skills of oral history interviewing and analysis;
- 11.6 have developed an understanding of the application and use of oral histories of war in the public arena through engaging with work on oral history and public history.

12. The intended generic learning outcomes
Upon successful completion of the module, students will:

- 12.1 Be able to marshal information effectively, through the study and discussion of secondary sources
- 12.2 Have built upon the command of those learning outcomes which they acquired during their undergraduate studies, notably the ability to challenge received conclusions and to cultivate a broader epistemological awareness;
- 12.3 Have enhanced their proficiency with regard to improving their own learning and performance, notably in undertaking their own oral history interviews and reflecting upon the practice;
- 12.4 Have developed their inter-personal and communication skills significantly through experience of oral history interviewing and reflective group discussion;

Method of Assessment

The module is assessed by 100% coursework, taking the form of two pieces of written work and a presentation:

- 1) a 3000-word essay on an aspect of oral history worth 50% of the mark. Students should engage with the theory and the historiography in this field and refer to particular case studies. Relates to learning outcomes 11.1-3, 11.7 and 12.1-2.
- 2) a seminar presentation based on the student's own interviews worth 10%. Relates to learning outcomes 11.6 and 12.3.
- 3) a 3000-word reflective analysis of interviews conducted by the student worth 40%. Relates to learning outcomes 11.1-6 and 12.1-4.

These methods of assessment will test the ability of students to think critically, to access a range of sources and marshal effective arguments, to organise and communicate information and interpretations of information lucidly and to work with others in a group and improve their own learning, while reflecting upon the nature of the discipline and their own involvement with it. In addition, these methods of assessment will test the ability of students in terms of epistemological awareness and the recognition of and distinction between the different sources of historical knowledge.

Preliminary Reading

- Lynn Abrams, *Oral History Theory* (London: Routledge, 2010).
- Sherna Berga Gluck & Daphne Patai (eds.) *Women's Words: The Feminist Practice of Oral History* (New York: Routledge, 1991).
- Ronald Grele (ed.), *Envelopes of Sound: The Art of Oral History*, second edition (Chicago: Precedent, 1985).
- Robert Perks & Alistair Thomson (eds.), *The Oral History Reader* (Abingdon: Routledge, 2006).
- Donald Ritchie, *Doing Oral History: A Practical Guide* (New York: Oxford University Press 2003).
- Paul Thompson, *The Voice of the Past: Oral History* (Oxford: Oxford University Press, 2000).
- Alistair Thomson, *Anzac Memories: Living with the Legend* (Oxford: Oxford University Press, 1994).

Synopsis

This class aims to bring awareness to the possibilities of using oral history as a way of understanding the past, using the topic of twentieth-century war as a case study. It will examine the advantages and disadvantages, classic texts and theoretical and methodological insights. It also features a strong practical dimension and will provide experience in interviewing, transcription and analysis. Sessions will typically include What is Oral History?; Understanding Memory; Subjectivity and Intersubjectivity; Doing Oral History I: Plans and Preparation; Doing Oral History II: Recording, Summarising and Transcribing; Interpretation: Reconstructive Evidence and Narrative Analysis; Oral History and Public History; Fieldtrip to The Imperial War Museum; Reflecting on the Oral History interviews I and Reflecting on the Oral History interviews II.

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HI827 Home Front Britain, 1914-18						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 24
Private study hours: 276
Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Have a wide knowledge of key aspects of British history between 1914 and 1918;
- 2 Have understood the impact of war upon states, societies, institutions and individuals;
- 3 Have further developed their skills in the critical analysis of historical sources;
- 4 Have the opportunity to undertake research in a variety of archival repositories; and
- 5 Have developed an understanding of the application and use of local histories in the public arena through engaging with work on public history.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Marshal information effectively;
- 2 Challenge received conclusions and to cultivate a broader epistemological awareness;
- 3 Enhance their proficiency with regard to improving their own learning and performance;

Method of Assessment

Main assessment methods:

Essay 6,000 words 80%
Two Oral Presentations 15 minutes 10% each

Reassessment methods:

Reassessment Instrument: 100% coursework

Preliminary Reading

Indicative Reading List:

Ian F W Beckett, Home Front, 1914-18 (National Archives, 2006)
Ian F W Beckett, The Great War (2nd edn, Pearson, 2007)
Ian F W Beckett, The First World War: The Essential Guide to Sources in the UK National Archives (Public Record Office, 2002)
Stephen Constantine, Maurice Kirby and Mary Rose (eds), The First World War in British History (Edward Arnold, 1995)
Matthew Cragoe and Chris Williams (eds), Wales and War (University of Wales Press, 2007)
Susan Grayzel, Women and the First World War (Pearson, 2002)
Adrian Gregory, The Last Great War: British Society and the First World War (Cambridge University Press, 2008)
Gerard de Groot, Blighty: British Society in the Era of the Great War (Longman, 1996)
Keith Jeffery, Ireland and the Great War (Cambridge University Press, 2000)
Catriona Macdonald and Elaine McFarland (eds), Scotland and the Great War (Tuckwell Press, 1999)
Catriona Pennell, A Kingdom United: Popular Responses to the Outbreak of the First World War in Britain and Ireland (Oxford University Press, 2012)
George Robb, British Culture and the First World War (Macmillan, 2002)
Alan Simmonds, Britain and World War One (Routledge, 2012)
John Turner, British Politics and the Great War (Yale University Press, 1992)

Pre-requisites

None

Synopsis *

The module will examine aspects of the British Home Front during the Great War, focussing on the higher direction of the war and political developments; the creation of a 'nation in arms' and responses to war; war and the growth of the state, industrial and agricultural mobilisation and their implications; the experience of labour and of women; changes in social values and leisure; the development of state welfare; the management of morale; the treatment of aliens and 'the enemy within'; commemoration and popular memory. Overall, it will provide a comprehensive study of the nation at war.

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HI828 Ireland and the First World War						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Learning Outcomes

Students will acquire a knowledge and understanding of the impact of the Great War on Ireland. Upon successful completion of the class, students will:

- 11.1 Understand the experience of Ireland within the wider context of the United Kingdom and Europe at War.
- 11.2 Understand the impact which the Great War made on Irish politics, setting the preconditions for the collapse of the Irish Parliamentary Party, rise of Sinn Féin and partition of Ireland.
- 11.3 Understand the impact of the Great War on the Irish economy.
- 11.4 Understand the impact of the Great War on wider Irish society
- 11.5 Understand the complex political contexts concerning Irish commemoration of the First World War.

Method of Assessment

The module is assessed by:

- An oral presentation of fifteen minutes duration which will count towards 15% of the total mark for this module.
- One 6000 word essay, worth 85% of the total mark.

Preliminary Reading

- Thomas Bartlett and Keith Jeffery (eds.), *A Military History of Ireland* (Cambridge University Press, 1996)
- Timothy Bowman, *Irish Regiments in the Great War: Discipline and Morale* (Manchester University Press, 2003)
- Timothy Bowman, *Carson's Army: The Ulster Volunteer Force, 1910-1922* (Manchester University Press, 2007)
- Colin Cousins, *Armagh and the Great War* (The History Press Ireland, Dublin, 2011)
- Terence Denman, *Ireland's Unknown Soldiers: The 16th (Irish) Division in the Great War* (Irish Academic Press, Dublin, 1992)
- David Fitzpatrick (ed.), *Ireland and the First World War* (Trinity History Workshop and the Lilliput Press, Dublin, 1988)
- Richard Grayson, *Belfast Boys: How Unionists and Nationalists fought and died together in the First World War* (Hambledon, London, 2009)
- Adrian Gregory and Senia Paseta (eds.), *Ireland and the Great War: 'A War to unite us all'?* (Manchester University Press, 2002)
- John Horne (ed.), *Our War: Ireland and the Great War* (Royal Irish Academy, Dublin, 2008)
- Keith Jeffery, *Ireland and the Great War* (Cambridge University Press, 2000)
- Catriona Pennell, *A Kingdom United: Popular Responses to the Outbreak of the First World War in Britain and Ireland* (Oxford University Press, 2012)
- Michael Wheatley, *Nationalism and the Irish Party: Provincial Ireland 1910-1916* (Oxford University Press, 2005)

Synopsis *

The module will examine the experience of Ireland during the First World War. There is now considerable historiography available on Irish recruitment to the British armed forces between 1914 and 1918 and this will form the basis for three seminars; considering Nationalist and Unionist reactions to recruitment and the place of Ireland within wider UK recruitment. Political developments, caused largely by the war, namely, the decline of the Irish Parliamentary Party, rise of the Sinn Féin movement and Irish Unionists acceptance of partition will form another important element of the module. There has been considerable work carried out on commemoration of the Great War in Ireland and Irish commemoration overseas (most notably the building of the Ulster Tower at Thiepval, France in 1921 and of the Irish Peace Park at Messines / Mesen, Belgium in 1998) and this will form the focus for two seminars. Other seminars will consider the Irish economy and the war and Irish paramilitarism between 1914 and 1918.

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HI830 To Tell You The Truth: Soviet Propaganda and Persuasion						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 24
Private study hours: 276
Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes:

On successfully completing the module students will be able to:

1. Understand and critically interpret the history of Soviet propaganda.
2. Understand the emerging Soviet and East European dissident critique of communist propaganda.
3. Understand the historical background to contemporary debates about Russian propaganda.
3. Understand and critically deploy historiographical concepts relevant to Soviet propaganda.

The intended generic learning outcomes:

On successfully completing the module students will be able to:

1. Demonstrate their ability to think in critical and analytical terms about historical events.
2. Critically evaluate a theme over time, and
3. Construct coherent written and oral arguments.
4. Demonstrate and apply their ability to evaluate written and visual sources.

Method of Assessment

Main assessment methods
Essay 1 3000 words 40%
Essay 2 3000 words 40%
Presentation 15 minutes 20%

Reassessment methods

Reassessment Instrument: 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: <https://kent.rl.talis.com/index.html>

Pre-requisites

None

Synopsis <span style =

The module will offer a comprehensive overview and examination of the propaganda used by the Soviet regime in its attempts to build communism and defend the interests of the Soviet regime. The seminar structure will be broadly chronological, but in such a way as also to allow for a thematic approach. The module will initially look at early Bolshevik propaganda, both in 1917 and during the Civil War. It will then go on to look at the promotion of Stalinism in relation to industrialisation, history, education, the personality cult and religion. Space will be given to the patriotic propaganda of the Second World War, and the concurrent reinvention of Soviet ideology. Poster art, paintings, cartoons, film, newspapers and news agencies will all feature, as will some of the propagandists themselves. The institutional foundations of Soviet propaganda will be discussed. The tension between science and propaganda will also be examined. The role of disinformation and front organisations in Soviet foreign policy will be covered, as well as some aspects of the cultural Cold War. Practices of resistance to Soviet propaganda, arising from within the Soviet and Eastern bloc dissident movement in the post-Stalin era, will be explored. Consideration will also be given to the waning appeal of Soviet propaganda in the 1980s and 1990s, including Gorbachev's policy of glasnost' and the management of the Chernobyl' affair in 1986. At the end of the module, students will examine the extent to which the Soviet propaganda tradition has influenced Russian propaganda in the early 21st century under Putin. All these themes will be examined in the context of relevant historiography on Soviet and Russian history.

HI832 The Imperial War Graves Commission, 1917-1939						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework	
1	Canterbury	Spring	M	30 (15)	100% Coursework	

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Contact Hours

Total contact hours: 60
Private study hours: 240
Total study hours: 300

9 two hour seminars; two field trips to the Commonwealth War Graves Commission HQ and archives; one four-day field trip to the Ieper/Ypres region of Belgium.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate a complex conceptual understanding surrounding the complex issues of death, burial and commemoration in the British Empire during and in the wake of the First World War.
- 2 Demonstrate a comprehensive understanding of historiographical techniques and other methodologies.
- 3 Deploy a systematic understanding of knowledge underpinned by knowledge of research at the forefront of the discipline of History in the form of debates about war, death and memorialisation.
- 4 Demonstrate the ability to read a landscape as a source demonstrating originality in the application of knowledge.
- 5 Demonstrate comprehensively originality in the application of knowledge to different kinds of outputs based upon a comprehensive understanding of techniques and understanding of core material.
- 6 Demonstrate, through study of materials, conceptual understanding of methodologies and methods of critique leading to new ideas and hypotheses

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Show mental flexibility by making judgements systematically and creatively.
- 2 Sustain concentration and aim and think originally demonstrating self-direction and planning skills.
- 3 Construct coherent written and oral arguments.
- 4 Research different source types.
- 5 Produce a variety of robust outputs.

Method of Assessment

Main assessment methods:

Essay 5,000 words 70%
Individual Presentation 1,000 words 10%
Joint Presentation 20%

Reassessment methods:

Reassessment Instrument: 100% coursework

Preliminary Reading

Indicative Reading List:

TBarrett, M. (2007) 'Subalterns at War: First World War Colonial Forces and the Politics of the Imperial War Graves Commission', *Interventions*, Vol. 9, No. 3, pp. 451-474.
Hucker, J. (2009) "Battle and burial": Recapturing the cultural meaning of Canada's national memorial on Vimy Ridge', *Public Historian*, Vol. 31, No. 1, pp. 89-109.
Malvern, S. (2004) *Modern Art, Britain and the Great War. Witnessing, testimony and remembrance*. New Haven and London: Yale University Press/Paul Mellon Centre for Studies in British Art.
Malvern, S. (2001) 'War Tourisms: "Englishness", Art, and the First World War', *Oxford Art Journal*, Vol. 24, No. 1, pp. 45-66.
Winter, J. (2006) *Remembering War. The Great War between memory and history in the twentieth century*. New Haven and London: Yale University Press. Chapter 1, pp. 17-51.
Ziino, B. (2007) *A Distant Grief. Australians, War Graves and the Great War*. Cambridge: Cambridge University Press

Pre-requisites

None

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Synopsis *

This module will provide students with a detailed study of the evolution and work of the IWGC during the first period of its existence. The module curriculum will consider the following issues:

The way in which the mass casualties of the war caused people, as individuals, as families, and as groups across the Empire, as well as the imperial authorities, to consider the issue of suitable commemoration of those who had given their lives in the service of the Empire.

The competing demands and visions of the various 'stakeholders' throughout the period 1914-1939 including the post-war resistance to the IWGC and the continuation of alternative solutions provided by independent pressure groups.

The establishment and evolution of the authorities responsible for burial and graves registration in France and Belgium and the gradual expansion of powers and influence.

The creation of the IWGC, its immediate tasks, the debates over its authority, reach and role, and its eventual triumph as the crucial agency.

The issue of suitable commemoration of the missing.

The role and visions of the architects both at the consulting level and on the ground.

The process of constructing, making permanent and maintaining the cemeteries and memorials across the globe.

The experiences of visitors to the sites and the role of the IWGC as a mediator of that experience and the Commission's interactions with other bodies.

The IWGC as a simultaneous medium for the harnessing of a central imperial message and distinctive statements about the component parts of the Empire.

As a conclusion to consider the importance of the IWGC in influence conceptions of the conflict into the present.

HI833 Liberation Struggles in Southern Africa						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 22

Total private study hours: 278

Total module study hours: 300

Learning Outcomes

The intended subject specific learning outcomes:

As a consequence of taking this module students will have gained:

1. An enhanced understanding of the dynamics of anti-colonialism in a global context as well as specify its regional circumstances.
2. The ability to debate an exceptionally fierce historiography.
3. A sophisticated understanding of the historical underpinnings of the tensions existing in governing African liberation movements today.

The intended generic learning outcomes:

As a consequence of taking this module all students will have:

1. Developed their mental flexibility.
2. Improved their ability to sustain concentration and aim.
3. Gained the ability to construct coherent written and oral arguments.
4. Gained the ability to research different source types.
5. Gained the ability to produce a variety of robust outputs.

Method of Assessment

Main assessment methods

Essay 1 3000 words 40%

Essay 2 3000 words 40%

Presentation 15 minutes 20%

Reassessment methods

100% Coursework (3000 words)

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 <span style =

The overthrow of white settler minority rule and apartheid by the peoples of South Africa and Zimbabwe marked a key period in the history of the twentieth century. This module traces the trajectory of these linked struggles both by examining contemporary written and visual sources and by engaging with current debates. Themes to be discussed include the dynamics of anti-colonial nationalism, the tactic and strategy of armed insurrection, and the ambiguities of independence.

HI834 Themes and Controversies in Modern Imperial History						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework	

Availability

Compulsory for students on the MA in Imperial History; optional for students on all other History MA programmes.

Contact Hours

Total contact hours: 24

Private study hours: 276

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 understanding of the transformation of imperial history as a field of study over the past century.
- 2 Demonstrate a sophisticated understanding of advanced concepts in imperial historiography, particularly the controversies surrounding the subject.
- 3 Demonstrate familiarity with key scholarly debates in imperial history.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate their mental flexibility, and their ability to consider complex issues from multiple perspectives.
- 2 Demonstrate their ability to independently sustain concentration and aim.
- 3 Construct coherent and rigorous written arguments.
- 4 Prepare and deliver coherent, analytical oral arguments.
- 5 Research different source types.

Method of Assessment

Main assessment methods:

Essay 1 3,000 words 40%

Essay 2 3,000 words 40%

Individual Presentation and Seminar Participation 20 minutes 20%

Reassessment methods:

Reassessment Instrument: 100% coursework

Preliminary Reading

Indicative Reading List:

Cannadine, D. (2001) *Ornamentalism: How the British Saw Their Empire*, Oxford: OUP.
 Dumett, R.E. (ed.) (1999) *Gentlemanly Capitalism and British Imperialism: The New Debate on Empire*, Harlow: Longman.
 Lambert, D. and Lester, A. (eds), (2006) *Colonial Lives across the British Empire: Imperial Career in the Long Nineteenth Century*, Cambridge: CUP.
 Robinson, R. and Gallagher, J. (1961) *Africa and the Victorians: The Official Mind of Imperialism*, London: Macmillan.
 Said, E.W. (1978) *Orientalism*, London: Routledge & Kegan.
 Veracini, L. (2010) *Settler Colonialism: A Theoretical Overview*, Basingstoke: Palgrave Macmillan.

Pre-requisites

None

Synopsis <span style =

This is a core module for the MA in Imperial History. Its chief objective is to survey the field of imperial history and chart the momentous changes it has undergone since the heydays of Western imperialism. The module explores the principal controversies that have shaped this field of scholarship over the past century. By focusing on a series of past and ongoing scholarly debates, students will gain a thorough understanding of complex theoretical issues pertaining to the operations and consequences of Western empires. Themes to be explored successively include: the relationship between empire, slavery and the industrial revolution; 'peripheral' readings of late nineteenth-century imperialism and the Scramble for Africa; 'gentlemanly capitalism' and British imperialism; violence and settler colonialism; colonial knowledge production; popular imperialism; the imperialism of decolonization; empires as global networks.

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HI835 Modern Medicine and Health, 1850 to the Present						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework	

Contact Hours

This module will be taught by 11 two-hour seminar sessions throughout the term. Each session will comprise a mixture of lectures, discussion of primary source material and debates on secondary reading.

During Week 2, students will have the option to visit the Wellcome Library and Archives.

Learning Outcomes

The intended subject specific learning outcomes

On successfully completing the module students will be able to:

1. Develop an enhanced and sophisticated historiographical understanding of the history of medicine.
2. Critically analyse the historical approaches and historiography of medical history.
3. Understand medical history's relevance in cultural, social, political, environmental, and economic contexts.
4. Demonstrate an enhanced and sophisticated understanding of relevant theoretical and practical tools for exploring medical history.

The intended generic learning outcomes

On successfully completing the module students will be able to:

1. Critically analyse a diverse range of primary source materials.
2. Construct critically nuanced coursework in an independent manner.
3. Undertake independent research and learning.
4. Demonstrate the ability to consider complex issues from a range of perspectives.
5. Present in a clear and confident manner, demonstrating oral communication skills.
6. Present research in an accessible manner to a public audience.

Method of Assessment

The module will be assessed by 100% coursework, comprising:

- 1 independent research essay demanding close engagement with both primary and secondary sources (3,000 words, 40%)
- 1 blog on a topic in the course, which may be published on the blog of the Centre for the History of Medicine, Ethics and Medical Humanities (500 words, 10%).
- 1 seminar presentation, after which the student will be expected to lead the seminar discussion (the equivalent of 1,000 words, 20%).
- 1 Virtual Exhibition Design which will explore a theme of topic on the course, and combines images, analysis, and commentary. This may be published on the Centre for the History of Medicine, Ethics and Medical Humanities' blog (2,500-3,000 words equivalent, 30%).

Preliminary Reading

V. Berridge (1999). *Health and Society in Britain since 1939*. Cambridge: CUP
D. Brunton (2004). *Medicine Transformed: Health Disease and Society in Europe 1800-1930*. Manchester: MUP
W.F. Bynum et al (2006). *The Western Medical Tradition 1800-2000*. Cambridge: CUP
R. Cooter and J. Pickstone (2001). *Companion to Medicine in the Twentieth Century*. London: Routledge
A. Hardy (2001). *Health and Medicine in Britain since 1860*. London: Palgrave Macmillan
F. Huisman and J. H. Warner (2006). *Locating Medical History*. Baltimore: Johns Hopkins University Press
J. Lane (2001). *A Social History of Medicine*. London: Routledge
J. Le Fanu (1999). *The Rise and Fall of Modern Medicine*. London: Abacus
R. Porter (1997). *The Greatest Benefit to Mankind*. Waukegan, IL: Fontana Press
R. Porter (2003). *Blood and Guts: A Short History of Medicine*. London: Penguin
K. Waddington (2011). *An Introduction to the Social History of Medicine*. London: Palgrave Macmillan

Synopsis */

This course will explore how contemporary medical ideas, technologies and health practices have been shaped by the past. It also examines how developments in these areas from the recent past will shape the medical ideas and technologies and health practices of the future. Central themes include the changing nature of medical care in a range of contexts, implications for health, and the patient experience. Topics may include: medicine, health and demography; medical technology; medical museums; medicine and the body; places and spaces for medicine; military medicine; human experimentation and medical ethics; and healthcare in the future. The module makes use of a wide range of primary source material, including textbooks, media, newspapers, objects, ephemera and patient records.

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HI836 Congo: A History of Violence						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Learning and teaching will be carried out through two-hour seminar sessions

Contact hours: 22

Private Study hours: 278

Total hours: 300

Learning Outcomes

On successfully completing the module students will be able to:

1. Demonstrate a systematic understanding of Congolese history over the past 150 years.
2. Demonstrate a conceptual understanding of different historiographical approaches to the role played by armed conflict and violence in the Congo, from the late pre-colonial era to the present, enabling the student to critically evaluate current research and advanced scholarship in the discipline.
3. Show familiarity with the drivers and protagonists of violence, including state, non-state and international actors.
4. Demonstrate a comprehensive understanding of the workings of colonial and post-colonial polities and the problems faced by 'resource-cursed' states
5. Critically evaluate enduring international perceptions of the Congo's 'exceptionalism'.

Method of Assessment

Main assessment methods

Presentation (20%)

Essay, 3,000 words (40%)

Essay, 3,000 words (40%)

Preliminary Reading

D.M. Gordon, 'Precursors to Red Rubber: Violence in the Congo Free State, 1885-1895', Past & Present, 236, 1 (2017), 133-168

E.F. Kisangani, Civil Wars in the Democratic Republic of Congo, 1960-2010 (Boulder, CO, 2012)

O. Likaka, Rural Society and Cotton in Colonial Zaire (Madison, WI, 1997)

G. Macola, The Gun in Central Africa: A History of Technology and Politics (Athens, OH, 2016)

G. Prunier, From Genocide to Continental War: The 'Congolese' Conflict and the Crisis of Contemporary Africa (London, 2009)

C. Young and T. Turner, The Rise & Decline of the Zairian State (Madison, WI, 1985)

Synopsis <span style =

This module examines the main causes and consequences of armed conflict and violence in the DRC (Democratic Republic of Congo), from the 1860s to the present. It will begin with a discussion of the predatory political formations thrown up by the opening of the Central African interior to global commerce in the second half of the nineteenth century. The incorporation of their leaders, armed personnel and extractive forms of governance into King Leopold's personal colony, the Congo Free State, will next be addressed. After examining the key features of Belgian rule in the Congo following the reprise of 1908, the module will explore the precipitous modalities of Congolese decolonization and the process of violent disintegration that ensued. A discussion of secessionist and revolutionary challenges to the post-independence dispensation will help to account for the rise of Mobutu's authoritarian 'kleptocracy' and its longevity in an international context dominated by the Cold War. The module will end by investigating the circumstances that led to Mobutu's fall, as well as the armed balkanization experienced by the Congo in its aftermath.

HI857 Geiger Counter at Ground Zero: Explorations of Nuclear America						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 36

Private study hours: 264

Total study hours: 300

2022-23 Postgraduate Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Navigate a number of sub-disciplines of history, including cultural, social and environmental history, and recognized how historians and other scholars have responded to nuclear issues with a variety of responses and agendas.
- 2 Produce (and reflected on) written assignments and oral arguments situated within the discourse of American nuclear history by engaging with a range of apposite materials including US military propaganda films, atomic veteran memoirs, protester newspapers, alongside traditional histories.
- 3 Critically analysed the relationship between US military uses of nuclear weapons, media representations of the bomb and concepts of science, progress and security in the modern age.
- 4 Discuss how nuclear issues relate to themes of gender, nationalism, conformity and scientific norms.
- 5 Recognize the controversial nature of how to present nuclear memory/past in history, landscape and exhibit.
- 6 Improve their ability to analyse, criticise and assess historical arguments.
- 7 Analyse visual sources including maps, films, and documentaries.
- 8 Improve their ability to plan and write an original history essay and to organise it around a coherent argument.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Participate in discussion, make their own contributions to discussion and listen to and respect the contributions of others through the two-hour seminar format.
- 2 Engage in group work, cooperating on set tasks toward answering historical questions (for example, discussions over the social responsibility of Manhattan Project scientists), presenting individual and group responses.
- 3 Communicate their own ideas clearly and coherently, orally and in writing, assisted by peer and teacher feedback.
- 4 Reflect on their own learning, plan their use of time, and identify appropriate directions for further study, encouraged by the teacher.
- 5 Produce word-processed assignments that are of a high scholarly standard in terms of presentation and professionalism.
- 6 Effectively research using the Internet; recognizing the variety of sites on nuclear issues (such as the US Department of Energy's Nevada Test Site online resource) located on the world wide web and their associated problems/benefits.
- 7 Research issues independently and productively.

Method of Assessment

Main assessment methods:

Essay 5,000 words 70%
Presentation 10-15 minutes 30%

Reassessment methods:

Reassessment Instrument: 100% coursework

Preliminary Reading

Indicative Reading List:

Howard Ball, *Justice Downwind: America's Atomic Testing Program in the 1950s* (1986)
Paul Boyer, *By the Bomb's Early Light: American Thought and Culture at the Dawn of the Nuclear Age* (1994)
Philip Cantelon, Richard Hewlett & Robert Williams (eds.), *The American Atom: A Documentary History* (1991)
Barbara Epstein, *Political Protest and Cultural Revolution: Nonviolent Direct Action in the 1970s and 1980s* (1991)
Elaine Tyler May, *Homeward Bound: American Families in the Cold War Era* (1999)
Richard Misrach, *Bravo 20: The Bombing of the American West* (1990)
Philip Noble (ed.), *Judgment at the Smithsonian: The Bombing of Hiroshima and Nagasaki* (1995)
Richard Rhodes, *The Making of the Atomic Bomb* (1986)
Kenneth Rose, *One Nation Underground: The Fallout Shelter in American Culture* (2001)
Tom Vanderbilt, *Survival City: Adventures Among the Ruins of Atomic America* (2002)
Spencer Weart, *Nuclear Fear* (1986)

Pre-requisites

None

Synopsis <span style =

This module critically examines the surface and decay of Nuclear America in the twentieth century. Responsible for ushering in the modern atomic era, the USA is widely acknowledged as a pioneer in nuclear technology and weaponry. Receptivity towards the atom has nonetheless shifted over time: atomic materials once heralded the saviour of American society (through the promise of reactors delivering 'electricity to cheap to meter') have also been deemed responsible for long-term environmental problems and doomsday anxieties. Why the atom has received typically bi-polar and polemic responses is of great interest here. Along with events of global significance (such as the bombing of Hiroshima), the module also covers the more intimate views of American citizens living and working close to ground zero. Personal testimonies come from 'atomic foot soldiers' traversing blast sites in the 1950s and protesters trespassing across reactor sites in the 1970s. In particular, the module examines the role of media, propaganda and image in inventing popular understandings of the nuclear age, as well as the contribution of atomic scientists to national discourse.

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HI860 The British Army and the Great War						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Convenor: Dr Timothy Bowman – Contact Hours : 2 hours per week

Preliminary Reading

Ian Beckett and Keith Simpson (eds.), *A Nation in Arms: A Social History of the British Army in the First World War* (Manchester University Press, 1985).

Timothy Bowman, *Irish Regiments in the Great War: Discipline and Morale* (Manchester University Press, 2003).

J. G. Fuller, *Troop Morale and Popular Culture in the British and Dominion Armies, 1914-18* (Clarendon Press, Oxford, 1990).

Keith Grieves, *The politics of manpower, 1914-18* (Manchester University Press, 1988).

Janet Lee, *War Girls: The First Aid Nursing Yeomanry in the First World War* (Manchester University Press, 2005).

Gerard Oram, *Military Executions during World War I* (Palgrave, 2003).

Robin Prior and Trevor Wilson, *Command on the Western Front: The Military Career of Sir Henry Rawlinson 1914-1918*, Blackwell, Oxford, 1992).

Gary Sheffield, *Leadership in the Trenches* (Macmillan and KCL, 2000).

Gary Sheffield and John Bourne (eds.), *Douglas Haig: War Diaries and letters, 1914-18* (Weidenfield and Nicholson, London, 2005).

Peter Simkins, *Kitchener's Army: The Raising of the New Armies, 1914-16* (Manchester University Press, 1988).

Synopsis <span style =

This module will examine a number of aspects concerning the British army during the Great War. The (in)effectiveness of British generalship will be examined, allowing students to explore the rich historiography of this topic which dates back to the so-called, 'battle of the memoirs' in the 1920s. Consideration will then be given to the structure and expansion of the 'four armies' (regular, territorial, Kitchener and conscript) examining how effectively the British army coped with this massive expansion and trained the newly formed units. Allied to this, there will be a consideration of manpower policy during the Great War, in particular there will be some discussion given to the propaganda elements involved in the voluntary recruiting campaigns of 1914-16 and the British experience of conscription in 1916-18. Attention will also be given to the discipline and morale of the British army, which was the only European army of the Great War not to suffer from major problems in this area. Students will be invited to explore the full aspects of discipline and morale and will consider why the wartime executions of 312 soldiers have come to dominate the historiography. In terms of the British army in action, this module will contain case-studies of the well known Gallipoli campaign and the Battles of the Somme along with the lesser known so-called 100 days battles at the end of the war to consider the important issue of whether the British army did indeed participate in what some historians have termed a 'learning curve' during the Great War. Other topics, such as the experience of women in the British army, the British army on the home front, logistics and officer selection will also be discussed in detail.

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HI866 Making Science: Its History and Communication						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
6	Canterbury	Autumn	M	30 (15)	100% Coursework	

Contact Hours

Convenor: Dr Rebekah Higgitt

Contact Hours: 3 hours per week

Preliminary Reading

- Steven Shapin, *The Scientific Revolution* (Chicago: University of Chicago Press, 1996).
- M. Frasca-Spada and N. Jardine (eds), 2000, *Books and the Sciences in History*, Cambridge, Cambridge University Press
- P. Findlen, *Possessing Nature. Museums, Collecting and Scientific Culture in Early-Modern Italy*, (University of California Press, 1994).
- P. Fara, *An Entertainment for Angels: Electricity in the Enlightenment* (Columbia University Press, 2003).
- L. Henson et al (eds) *Culture and Science in the Nineteenth-Century Media*. Oxford: Ashgate, 2004.
- G. Mitman, *Reel nature: America's romance with wildlife on film*, (Harvard University Press, 1999)
- Irwin and B. Wynne (eds), *Misunderstanding science? The public reconstruction of science and technology* (Cambridge University Press, 1996).

Synopsis <span style =

There is no better way to understand how scientific knowledge is made and consumed today than to look at how this happened in the past. Our examples come from 400 years ago up to the present day, and highlight how changes in the media of knowledge have shaped our understanding of science – printing presses, public lectures, museums and TV. How have audience needs and interests changed during this time, and how has the medium affected the message?

Themes and Topics

- The printing press and the scientific revolution
- Cabinets of curiosity: the first museums?
- Science on display in the 18th century
- Science and the steam-driven press in the 19th century
- Science and film in the 20th century
- Science wars and the public understanding of science in the late 20th century

HI868 Early Modern Indian Ocean 1500-1857						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework	

Contact Hours

Contact hours: 30

Private study hours: 270

Total hours: 300

2022-23 Postgraduate Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Critically evaluate and critique modern scholarship on the importance of the Indian Ocean as a zone of encounter in the Early Modern Period.
- 2 Demonstrate a systematic understanding and critical awareness of the complexity of connected histories between the powers of the Indian Ocean region, including Europeans.
- 3 Independently investigate how people, ideas and cultural objects move across borders, how they experienced cultural, religious and linguistic difference, and how they overcame, hid or enforced these differences.
- 4 Systematically assess the merits and limits of different methodological approaches.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Actively participate in discussion, make their own contributions to discussion and listen to and respect the contributions of others.
- 2 Communicate complex concepts effectively and in an accessible way through oral written work, assisted by peer and teacher feedback
- 3 Demonstrate a sense of historical empathy and a sensitivity for issues of migration, for intercultural and interreligious encounters and for questions around the transfer of knowledge, ideas, and cultural products across borders.
- 4 Demonstrate problem solving skills by tackling seminar and research questions both independently and within groups.
- 5 Demonstrate independent research skills by using library resources, undertake historical research, organise and analyse material, give oral presentations, and write essays.
- 6 Demonstrate an ability to critically evaluate, and a comprehensive understanding of, intellectual concepts as well as differences of methods, opinion and interpretation amongst historians and social

Method of Assessment

Main assessment methods:

Essay 1 (3,000 words)	35%
Essay 2 (3,000 words)	35%
Annotated Bibliography	20%
Extended Primary Source Analysis (1,000 words)	10%

Preliminary Reading

Indicative Reading List:

Alam, Muzaffar, and Sanjay Subrahmanyam. *Indo-Persian Travels in the Age of Discoveries 1400–1800*. Cambridge, 2007.
Aslanian, Sebouh. *From the Indian Ocean to the Mediterranean: The Global Trade Networks of Armenian Merchants from New Julfa*. Oakland: University of California Press, 2011.
Baladouni, Vahé, and Margaret Makepeace. *Armenian Merchants of the Seventeenth Century and Early Eighteenth Centuries: English East India Sources*. American Philosophical Society Philadelphia, 1998.
Barendse, Rene. *The Arabian Seas: The Indian Ocean World in the Seventeenth Century*. New York: Routledge, 2002
Chaudhuri, K.N., *Trade and Civilisation in the Indian Ocean* (Cambridge MA: Cambridge University Press, 1985).
Das Gupta, Ashin, *India and the Indian Ocean World: Trade and Politics* (Oxford: Oxford University Press, 2004).
Dale, Stephen. *Indian Merchants and Eurasian Trade, 1600–1750*. Cambridge: Cambridge University Press, 1994.
-*The Muslim Empires of the Ottomans, Safavids and Mughals*. Cambridge: Cambridge University Press, 2010.
Ebrāhīm, Moḥammad, trans., John O'Kane, *Ship of Sulaiman* (New York: Routledge, 1972).
Islam, Riazul, *Indo-Persian Relations* (Tehran, 1970).
Ruangsilp, B., *The Dutch East India Company Merchants at the Court of Ayutthaya* (Leiden: Brill, 2007).
Subrahmanyam, Sanjay, *An Infernal Triangle: The Contest between the Mughals, Safavids and Portuguese 1590-1605* (London: I.B. Tauris, 2012).

Pre-requisites

None

Synopsis <span style =

This course will explore the dynamic history of the Early Modern Indian Ocean. Students will study the importance of the physical environment in the formation of the empires and states of the area; from the annual monsoon to the importance of inland deserts as barriers and arenas of exchange. This will be achieved through the study of local texts, objects and images. The course will also consider the relationships between emergent European empires and established powers. Students will learn about the rise and fall of some of the great empires of history, from the Safavids of Iran to the Mughals of India, as well as the fascinating period of female rule in the Indonesian Kingdom of Aceh. The course will use a variety of texts in translation, from a Persian poetic account about a voyage to Siam, to the personal diary of the Mughal Emperor Jahangir.

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HI874 Religion and Society in Seventeenth-Century England						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Method of Assessment

100% Coursework

Synopsis *

Religion has often been regarded as the motor for change and upheaval in 17th century England: it has been seen as the prime cause of civil war, the inspiration for the godly rule of Oliver Cromwell and 'the Saints', and central to the Glorious Revolution of 1688-9. Fears of popery, it has been suggested, helped forge English national identity. This module reflects critically on these claims. It explores tensions within English Protestantism, which led to an intense struggle for supremacy within the English Church in the early 17th century, to be followed in the 1640s and 1650s by the fragmentation of Puritanism into numerous competing sects which generated a remarkable proliferation of radical ideas on religion and society. The Restoration of Church and King in 1660 saw the gradual and contested emergence of a dissenting community and the partial triumph of religious tolerance, with profound implications for English society and culture. Another key theme is the changing fortunes of Anglicanism, with its erosion of its position from a national Church to the established Church over the century. The marginal position of English Catholics in 17th century England, albeit with a genuine possibility of significant recovery of rights and influence under James II, is also crucial. The module will address issues of theology, the close relationship between political power and religious change, and the nature of debates on religion at national and local level, and also track elements of continuity and change over a formative century in English religious experience.

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HI878 Methods and Interpretations of Historical Research						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	30 (15)	100% Coursework	
3	Canterbury	Autumn	M	30 (15)	100% Coursework	

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:

- 1 Demonstrate a systematic understanding of key topics in historiography
- 2 Engage with theoretical questions regarding the study and research of history, demonstrating a critical awareness of current debates and insights in the field.
- 3 Demonstrate a comprehensive understanding of techniques and methods available to historians
- 4 Engage in level-specific historical research and critically evaluate current scholarship in historiography

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

- 1 Exercise a professional critical capacity to assess both historical and contemporaneous evidence, compelling the presentation of arguments in a coherent and structured way to a variety of audiences and/or using a variety of methods.
- 2 Deal with complex issues both systematically and creatively.
- 3 Communicate their own ideas effectively to a variety of audiences and/or using a variety of methods.
- 4 Exercise initiative and personal responsibility in reflecting on their own learning, planning their use of time, and identifying appropriate directions for further study.

Method of Assessment

Main assessment methods
Portfolio 100%

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 <span style =

This module investigates the nature of historical research at its highest level. While postgraduate students are expected to become highly specialised researchers in their own particular field or subfield, this module encourages them to consider history as a wider discipline and to broaden their approach to evidence and interpretation. Students will be expected to engage with a variety of intellectual viewpoints and methodological approaches to the discipline, and consider the impact that other disciplines have had on the study of History. A number of dissertation workshops will be arranged to help students with their dissertations.

HI881 Museums, Material Culture and the History of Science						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Learning Outcomes

As a consequence of taking this module students will have:

- 11.1 Gained knowledge of key themes in the history of science, technology and medicine.
- 11.2 Gained knowledge and a critical understanding of a representative sample of science historiography, particularly in relation to: the analysis of material culture, using objects and buildings as historical sources, and geographies of scientific knowledge.
- 11.3 Gained a critical understanding of themes and trends in the display of objects related to science and technology in museums and an appreciation of the different spaces and locations in which such objects are displayed.
- 11.4 Gained an understanding of how the historical methodologies used by historians of science translate into displays and the brief label and panel texts that accompany them.
- 11.5 Learnt to think critically about popular myths about science and its history, and how object displays and museums can bolster or critique them.
- 11.6 Learnt to evaluate a range of sources for understanding the impact of science on wider culture.

Method of Assessment

The module will be assessed by 100% coursework.

- Object analysis (15%). Will encourage new approaches to research, applying curatorial skills and theory of material culture. Students will practice a different form of writing to essay writing, selecting and presenting information in a concise format (no more than 500 words each on two objects), providing basic but essential details such as description, date, materials, maker, provenance and object history."
- One 10-15 minute presentation on an existing display (15%). Giving a presentation will allow students to practice skills in oral communication and in the effective use of accompanying images/text/handouts or other aids. It will encourage students to identify key points from large amounts of information.
- Project (working in pairs or threes) creating a virtual exhibition through images and accompany label and panel text (30%). This will allow students to practice working with peers, improving writing skills, making effective use of material and visual culture and presenting complex ideas to a general audience. The mark for this assignment will be given to the group as a whole based on the work produced (unless specific problems are raised before the deadline, in which case the convenor would request reports regarding who has contributed what to the project and assign individual marks).
- Essay (3500 words – 40%). Through the essay, students learn to research a subject and to formulate and present their own opinions.

Preliminary Reading

- S.J. Alberti. (2005) 'Objects and the Museum', Isis, 96
- R. Bud. (1995) 'Science, meaning and myth in the museum', Public Understanding of Science
- K. Hill (ed.) (2012) Museums and Biographies: Stories, Objects, Identities. Woodbridge: Boydell Press
- S. Lubar & W.D. Kingery (eds.) (1993) History from Things. Essays on Material Culture. Washington D.C.: Smithsonian Institution Press
- P. Morris (ed.), (2010) Science for the Nation: Perspectives on the History of the Science Museum. Basingstoke: Palgrave Macmillan
- D. Pantalony. (2008) 'What is it? Twentieth-Century Artifacts out of Context', HSS Newsletter
- D.J. Warner (1990) 'What is a scientific instrument, when did it become one, and why?', British Journal for the History of Science

Synopsis

This module will explore the physical things, from pencils and air pumps to buildings and particle accelerators, that are essential to making scientific knowledge and, therefore, to understanding and communicating its history and practice. It will explore the literature on using objects, images and buildings as historical sources and museological approaches to the collection and interpretation of scientific instruments and related objects. Students will visit museums and have the opportunity to talk to curators about their work, as well as reflecting on existing displays. The module will be assessed through a mixture of practical tasks, based on real objects and displays, and an essay, encouraging critical reflection on the scholarship and museum practice encountered over the term.

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HI883 Work Placement						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Work experience of at least 60 hours over the course of the term, organised as suits the student and the organisation offering the placement.

4 two-hour seminars on campus (8 hours).

Learning Outcomes

As a consequence of taking this module students will have:

11.1 Gained experience working in an environment focused on communicating history/history of science/science with different audiences.

11.2 Developed a critical understanding of the requirements of the role/institution in which they are placed.

11.3 Gained the ability to judge and make use of modes of communication appropriate to the placement and the different audiences and/or stakeholders involved.

11.4 Gained an understanding of key themes explored by historians and communicators in exploring the relationship of history/science with the public.

Method of Assessment

This module will be assessed by 100% coursework.

A log of work undertaken each week (no more than 1000 words in total) – 15%. The log is intended purely as a record in order to demonstrate students' ongoing commitment and engagement with the placement, and help them recall what they've done as an aid for writing their reports.

Two reflective reports (1500 words each) describing and considering the work undertaken: topics to be agreed with module convenor – 30%

A formal 15-minute presentation to peers on campus, appropriate to the nature of the work undertaken (e.g. describing and placing in context an object/archive/display, an event/lesson plan and outcome or press release/marketing campaign) – 20%

One essay of 3000 words, reflecting on the work undertaken and the function of the institution/department in which the placement occurred through critical engagement with the relevant scholarship – 35%

Preliminary Reading

(Will depend on student interests and placements)

B.M. Carbonell. (2004) Museum Studies: an anthology of contexts. Malden MA: Blackwell

M. Frisch. (199) A Shared Authority: Essays on the Craft and Meaning of Oral and Public History. New York: SUNY Press

J. Gregory & D. Miller. (1998) Science in Public: Communication, Culture and Credibility. New York: Plenum Trade

E. Hooper-Greenhill. (1999) The Educational Role of the Museum. London: Routledge

A. Irwin & B. Wynne (eds.). (1996) Misunderstanding Science? The Public Reconstruction of Science and Technology. Cambridge: CUP

H. Kean, P. Martin and S. Morgan. (2000) Seeing History: Public History in Britain Now. London: Francis Boutle Publications

D. Nelkin. (1995) Selling Science: How the Press Covers Science and Technology. London: W.H. Freeman

N. Simon. (2010) The Participatory Museum. New York: First Edition

Synopsis

This module is organised around a work experience placement, undertaken in an institution relevant to the student's Masters' programme. This may be a museum, archive, school or other institution involved in engaging or communicating history and/or science to specific audiences or the general public.

The curriculum is flexible to allow students to work around other modules, to adapt to the requirements of different placements and to follow their interests. Placements should, with support from teaching staff, be researched and confirmed in the Autumn Term, with tasks/projects agreed.

Seminar sessions on campus will be organised to reflect the placements, offering appropriate reading, discussion and critical reflection. They are an opportunity for students to feedback on work they have achieved, giving presentations to share their experiences with other students. There will also be an opportunity for one-to-one feedback and discussion.

HI886 Europe after Napoleon 1815-1849						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 22

Total private study hours: 278

Total module study hours: 300

2022-23 Postgraduate Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate an enhanced and sophisticated understanding of the political, diplomatic, intellectual, cultural and social history of the History of the European Restorations 1815-1849.
- 2 Demonstrate a systematic understanding of advanced concepts in historiography, intellectual thought, political theory and post-imperial Europe.
- 3 Demonstrate an enhanced capability to understand complex and multi-valent movements like dynasticism, counter-revolution, conservatism, liberalism, socialism, romanticism and nationalism.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate their mental flexibility in dealing with complex issues.
- 2 Sustain concentration and aim in the application of advanced knowledge and techniques.
- 3 Construct detailed and coherent written and oral arguments which address complex issues.
- 4 Research and critically evaluate different types of complex sources.
- 5 Produce a wide variety of robust and detailed outputs, making use of in-depth historical knowledge and techniques.

Method of Assessment

Main assessment methods:

Essay 6,000 words 80%
Presentation 1 15 minutes 7.5%
Presentation 2 15 minutes 7.5%
Presentations Outline 1,000 words 5%

Reassessment methods :

100% Coursework (3,000 words)

Preliminary Reading

Indicative Reading List:

M.S. Anderson, *The Ascendancy of Europe: 1815-1914* (London, 2003)
Michael Broers, *Europe After Napoleon: Revolution, Reaction and Romanticism, 1814-1848* (Manchester, 1996)
T.C.W. Blanning, *The Nineteenth Century: Europe 1789-1914* (Oxford, 2001)
-, *The Romantic Revolution* (London, 2011)
Jacques Droz, *Europe between Revolutions 1815-1848* (London, 1985)
Robert Gildea, *Barriades and Borders: Europe 1800-1914* (Oxford, 2003)
Eric Hobsbawm, *The Age of Revolution: Europe, 1789-1848* (London, 1988)
Mark Jarrett, *The Congress of Vienna and its Legacy: War and Great Power Diplomacy After Napoleon* (London, 2014)
Henry A. Kissinger, *A World Restored: Metternich, Castlereagh and the Problems of Peace, 1812-22* (any edition)
Jürgen Osterhammel, *The Transformation of the World: A Global History of the Nineteenth Century* (Princeton, NJ, 2015)
Adam Zamoyski, *Holy Madness: Romantics, Patriots and Revolutionaries 1776 - 1871: Romantics, Patriots and Revolutionaries 1776-1871* (London, 1999)
-, *Phantom Terror: The Threat of Revolution and the Repression of Liberty 1789-1848* (London, 2014)

Pre-requisites

None

Synopsis <span style =

The period 1815-1848 is often seen as an age of stagnation, reaction and obscurantism when compared to the heroic revolutionary and Napoleonic maelstroms that had preceded it. There is a sense that, once the monarchs who attended the Congress of Vienna returned home, they turned the clocks back to 1789 and pretended that the previous decades had never happened. This is why the period is often given the label of the 'Restoration.' Nothing could be further from the truth. This was the age of Tocqueville, Turner, Balzac, Hugo, Schubert, Gogol, Hegel, Rossini, Bellini, Mazzini and Schinkel. Europe was awash in political, international and cultural ferment. States could not just sweep reality under a carpet of reaction, Europeans struggled to reconcile their heroic revolutionary past with the need for stability in the present. This age witnessed the first experiments with modern parliamentary government and democracy ceased being shorthand for demagoguery. Key terms, like liberalism, conservatism, socialism, and egotism, that remain foundational to our contemporary political lexicon, were all coined at this time. Equally, these years witnessed the great revolt against the austere classicism of the eighteenth century. Artists, novelists, poets, playwrights, philosophers and architects all sought keenly their inner genius and struggled to give life to their demons and monstrous passions. The movement known today as Romanticism was the result of this far from innocent soul-searching. It had repercussions that went well beyond the cultural sphere, spilling over into the world of politics, government, war and peace.

This module will introduce students to the latest research, theories and controversies surrounding the history of the European Restorations. Each week a theme, event or controversy will be chosen. Students will be presented with a key historiographical text and a key primary source. Every week, they will try to gauge how well the interpretations and arguments of historians fit the period. The primary goal of this module is to demonstrate that, far from stagnant, the Post-Napoleonic age was a crucial étape in the transition to what we today understand as modernity.

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HI888 Money and Medicine in Britain and America since 1750						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

This module will be taught by eleven 2-hour seminar sessions. Each session will comprise a mixture of lectures, discussion of primary source material and debates on secondary reading, and will support the achievement of the learning outcomes.

Learning Outcomes

The intended subject specific learning outcomes:

On successfully completing this module students will be able to:

1. Demonstrate an enhanced and sophisticated understanding of the historic relationship between money and medicine.
2. Critically assess the tension between healthcare provision as a universal right and healthcare as a commodity.
3. Demonstrate a broad and deep understanding of British and American medical history and its relevance for state, private and/or commercial healthcare provision in these countries today.
4. Demonstrate an enhanced and sophisticated understanding of relevant theoretical and practical tools for exploring that history.

The intended generic learning outcomes.

On successfully completing this module students will be able to:

1. Critically analyse a diverse range of primary source materials.
2. Construct critically nuanced coursework in an independent manner.
3. Undertake independent research and learning.
4. Demonstrate the ability to consider complex issues from a range of perspectives.
5. Present to an audience in a clear and confident manner, demonstrating oral communication skills.

Method of Assessment

The module will be assessed by 100% coursework:

Two independent research essays demanding close engagement with both primary and secondary sources (2,500 words each, 30% each - 60% in total).

One critical commentary on one of the groups of primary documents. This commentary will be written in a blog style and may be published on the blog of the Centre for the History of Medicine, Ethics and Medical Humanities (1,500 words, 15%).
One presentation (20 minutes, 25%).

Preliminary Reading

Blume, S. (1992) *Insight and Industry: On the Dynamics of Technological Change in Medicine*, Boston, MA: The MIT Press.
Cooter, R. and J. Pickstone (eds., 2003) *Companion to Medicine in the Twentieth Century*, London: Routledge.
Digby, A. (1994) *Making a Medical Living: Doctors and Patients in the English Market for Medicine, 1720-1911*, Cambridge: Cambridge University Press.
Jones, C. (2013) *The Medical Trade Catalogue in Britain, 1870-1914*, London: Pickering & Chatto.
Starr, P. (1982) *The Social Transformation of American Medicine: The Rise of a Sovereign Profession and the Making of a Vast Industry*, New York: Basic Books.
Takahiro, U. (2010) *Health in the Marketplace: Professionalism, Therapeutic Desires and Medical Commodification in Late-Victorian London*, Palo Alto, CA: The Society for the Promotion of Science and Scholarship.

Synopsis */

Medicine has often been depicted as an objective science, a science that can accurately diagnose and effectively treat many illnesses and diseases. Yet, medicine is also big business, generating and/or costing economies and multinational companies billions of pounds each year. Drawing on a combination of medical, commercial and social history, this module will explore the multifaceted relationship between money and medicine in Britain and America since 1750. It will follow a broadly chronological structure charting the rise of the 'medical marketplace' in the eighteenth century to the current healthcare crisis in provision in Britain and America. Topics will include patent and proprietary medicines; quackery and unorthodox medical provision, such as homeopathy; the development of the pharmaceutical industry; the emergence of healthcare insurance and the NHS; and the 'golden age' of technological medicine since the 1950s. A central theme of the module will be the tension between the provision of healthcare as a universal right and as a commodity and the module will examine the ways in which this tension affects the quality and therapeutic effectiveness of the care and goods provided in the British and American contexts. The module will also make use of a wide range of source material. As well as newspapers, reports and textbooks, it will draw on advertising media, film, newspapers and patent records.

2022-23 Postgraduate Module Handbook

HI892 Writing the Past						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	100% Coursework	

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:

- 1 Apply theoretical and methodological insights from historiography to their own specialised areas of interest.
- 2 Confidently deploy historians' skills in critique, research and writing, dealing with complex historiographical issues both systematically and creatively.
- 3 Embark upon their own original historical project (the dissertation), demonstrating self-direction and originality in tackling and solving problems of historical research and writing and acting autonomously in planning and implementing these activities.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate exceptional communication skills suitable for the (post)graduate workplace, conveying their ideas clearly and coherently, in a manner appropriate to specific audiences, both orally and in writing.
- 2 Exercise initiative and personal responsibility, exemplified by the ability to reflect on their own learning, plan their use of time, and identify appropriate directions for further study.
- 3 Exercise an ability for independent learning such as is required for continuing professional development, exemplified by their ability to research issues independently and productively.

Method of Assessment

Main assessment methods:

Written portfolio (5,000 words): 80%
Oral presentation: 20%

Reassessment methods
100% coursework

Preliminary Reading

Indicative Reading List:

De Groot, Jerome. Consuming history: Historians and heritage in contemporary popular culture. Routledge, 2016.
Finn, Margot, and Kate Smith. New Paths to Public Histories. Palgrave, 2015.
Frisch, M. (1999) A Shared Authority: Essays on the Craft and Meaning of Oral and Public History. New York: SUNY Press
Kean, H., Martin, P., and Morgan, S. (2000) Seeing History: Public History in Britain Now. London: Francis Boutle Publications
MacMillan, Margaret. Dangerous games: The uses and abuses of history. Modern Library, 2009.

Pre-requisites

None

Synopsis <span style =

This module further develops students' understanding of the methods and interpretations, introduced in Reading the Past, and encourages them to consider how these can be applied to their own specialist areas of historical research. There is a particular focus on communication skills, both written and oral, as a dimension of the historian's professional practice. The nature and use of history in public contexts is also considered. The module is delivered via workshops; the trajectory of the workshops and the module's assessments is to enable students to lay the groundwork for their dissertations.

HI915 Landscapes of the Great War: Interpretations and Representations						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	

Learning Outcomes

As a consequence of taking this module students will have gained:

- 11.1 An enhanced and sophisticated understanding of the military, cultural, political and social history of the First World War.
- 11.2 An understanding of advanced concepts in historiography and cultural theory.
- 11.3 An enhanced capability to understand theoretical issues regarding Historical study and cultural study.

Method of Assessment

The module will be assessed by 100% coursework.

Effective learning will be tested through the production of reports/source analyses and presentations. Reports/source analyses reveal a student's ability to marshal different sources of material, integrate them into sustained, overarching, sophisticated interpretations and communicate them in clear prose.

- Students will be expected to make regular contributions and to provide one formal presentation and submit an accompanying written plan/outline of the paper worth 25% of the final mark (20% presentation, 5% written record. The record should be no more than 1000 words)*. Oral presentations demand that a student reveal the same qualities of source analysis and the ability to deploy them in a fluent verbal argument, which is often accompanied by suitable audio/visual material.
- Reports/Source analyses: Three reports of 2000 words. At the end of each of the three main sections of the module students will produce a report or source analysis reflecting on the themes, approaches and materials of the section of 2000 words. Each of these reports will be worth 25% of the final mark.

*Marking to be based on combination of School of History and Drama presentation criteria.

Preliminary Reading

- G. Braybon. (2003) Evidence, History and the Great War: historians and the impact of 1914-1918. Oxford and New York: Berg
- Prost & J. Winter. (2005) The Great War in History: debates and controversies, 1914 to the present. Cambridge: Cambridge University Press
- Roshwald & R. Stites (eds.). (1999) European Culture in the Great War. Cambridge: Cambridge University Press
- V.B. Sherry (ed.). Cambridge Companion to the Literature of the First World War. Cambridge: Cambridge University Press
- T. Tate. (1998) Modernism, History and the First World War. Manchester: Manchester University Press

Synopsis

This module will explore the way in which different academic disciplines have dealt with the three main overarching experiences of the Great War – mobilisation, attrition and endurance and remobilisation. Each week students will be exposed to the differing interpretations and will explore the major differences between them. The agreed historical facts are therefore the starting point; the harnessing and meanings is the terminus. The module convenor will be present in all sessions chairing them and facilitating the dialogue with the contributing academics. Where possible it is expected that each seminar will have multiple academic contributors. Each section will consist of a tripartite format – week one sets up the following week in special collections with the final week being reflections on what was examined in special collections and interpreted according to the approaches of different academic disciplines.

HI932	Landscapes of the Great War: Public Histories					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Learning Outcomes

As a consequence of taking this module students will have gained:

11.1 An enhanced and sophisticated understanding of the military, cultural, political and social history of the First World War.

11.2 An understanding of advanced concepts in historiography and cultural theory.

11.3 An enhanced capability to understand theoretical issues regarding Historical study and cultural study.

11.4 The ability to assess interpretations of the past drawn from museum and gallery experiences.

Method of Assessment

The module will be assessed by 100% coursework.

Effective learning will be tested through the production of the final exhibition design (see below) and presentations. The written submissions reveal a student's ability to marshal different sources of material, integrate them into sustained, overarching, sophisticated interpretations and communicate them in clear prose.

• Oral presentations demand that a student reveal the same qualities of source analysis and the ability to deploy them in a fluent verbal argument, which is often accompanied by suitable audio/visual material. Students will be required to make one formal presentation and submit an accompanying written plan/outline of the paper worth 20% of the final mark (15% presentation; 5% written record. The record should be no more than 1000 words).*

*Marking to be based on combination of School of History and Drama presentation criteria.

• The creation of the exhibition will then test the ability to combine research, observation and analysis of a range of materials with high quality presentation skills.

o Final submission: a group project based on individual sections of up to 3000 words.

□ Students will be asked to design an exhibition on the First World War based upon the materials and approaches they have examined during the core module. As a group they will be asked to plan an overarching concept for the exhibition and then each student will be made responsible for a particular aspect of the exhibition. The following structures will be suggested to student:

□ To approach by theme, for example, women and the Great War and then assign someone to refine their understandings of the secondary literature in order to inform the selection of primary materials. That particular student will then analyse and reflect on their approach and justify their selection.

□ To approach by type of primary material, for example a particular material culture object such as a rifle. The student then creates a report justifying the use of the object and placing it within the overall context of First World War Studies.

□ Depending on the IT skills of the group, the final group submission might then take the form of a virtual walk through, or on a less sophisticated level, a Powerpoint or Prezi presentation in which the overarching concept, order, themes and progression of the exhibition is presented. This will be presented as a group by the students to the module's teaching team in the final week of the spring term before an assessment panel.

o Each student's individual 3000 word component will be free-standing in its own right addressing the points listed above. The student will have identified a theme or object that will be analysed within the framework of public presentation. This component is worth 70% of the overall mark.

• In the final presentation before the assessment panel, the students will be asked to explain how their individual components fit into the overall whole. Each individual student will be asked to provide a 5 minute oral presentation explain their contribution. This component will form 10% of the overall mark.

Preliminary Reading

• G. Braybon. (2003) Evidence, History and the Great War: historians and the impact of 1914-1918. Oxford and New York: Berg

• Prost & J. Winter. (2005) The Great War in History: debates and controversies, 1914 to the present. Cambridge: Cambridge University Press

• Roshwald & R. Stites (eds.). (1999) European Culture in the Great War. Cambridge: Cambridge University Press

• N.J. Saunders & P. Cornish (eds.). (2013) Contested Objects: material memories of the Great War. Abingdon: Routledge

• N.J. Saunders (ed.). (2004) Matters of Conflict: material culture, memory and the First World War. Abingdon: Routledge

• D. Stevenson. (2004) 1914-1918: The history of the Great War. London: Penguin

Synopsis

This module builds on Landscapes 1, but moves the students towards the public presentation of the Great War concentrating on museums, galleries and the processes of re-enactment/performance. Here students will apply the different disciplinary approaches and nature of the materials they have seen to the presentation of the conflict. The Special Collections team will contribute regularly to teaching.

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HI993 History Dissertation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	60 (30)	100% Coursework	
1	Canterbury	Spring	M	60 (30)	100% Project	

Contact Hours

Total contact hours: 24

Private study hours: 576

Total study hours: 600

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Navigate a number of sub-disciplines of history, including political, cultural, social, media and military history, and will have a comprehensive understanding of the shape and importance of historiography in these fields.
- 2 Produce (and reflect on) written assignments and oral arguments engaging with the origins and development of culture, politics and society in the modern period, demonstrating a systematic understanding of relevant subjects..
- 3 Critically evaluate current research and advanced historical scholarship in depth and detail.
- 4 Demonstrate self-direction and originality through the planning and writing of original history essays, centres around a coherent argument that deals with complex issues both systematically and creatively.
- 5 Express complex thoughts about the application of methods, concepts and theories used in the study of history and other relevant disciplines through written and oral communication and presentation.
- 6 Conduct research and independent study into theoretical and historical materials.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Construct and critically evaluate arguments.
- 2 Reflect on their own learning, applying their ability for independent learning to consider the ways in which they can advance their knowledge and understanding and develop new skills to a high level.
- 3 Produce a word-processed dissertation that is of a high scholarly standard in terms of presentation and professionalism.
- 4 Effectively research using the Templeman Library, archives and (as appropriate) the Internet, recognising their associated problems/benefits.

Method of Assessment

Main assessment methods:

Dissertation (15,000-18,000 words) – 100%

Reassessment methods:

Revision (where appropriate) and Resubmission of Dissertation – 100%

Preliminary Reading

Indicative Reading List:

D. Swetnam (2000) Writing Your Dissertation: A guide to Planning, Preparing and Presenting First Class Work. Oxford: How To Books

Pre-requisites

None

Synopsis */

This is an independent study module with no specified curriculum. The task of the dissertation is designed to provide students with the opportunity to articulate key concepts, ideas and theories underlying their creative work, as well as providing an in-depth contextual presentation of their work situating it within the current historiography. The dissertation involves student-directed learning and research with the aim of producing a structured and persuasive argument, demonstrating a command of the technical languages of a variety of historical approaches, and perhaps including the effective use of visual materials in support of their arguments.

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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	

JN010 NCTJ Shorthand MA						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Whole Year	M	0 (0)	Pass/Fail Only	

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	

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	

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	

2022-23 Postgraduate 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 Postgraduate 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 Postgraduate 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

Harrower 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 <span style =

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.

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 <span style =

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 Postgraduate 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 <span style =

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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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

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 Postgraduate 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

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 <span style =

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

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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 Postgraduate 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 Postgraduate 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 <span style =

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.

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 <span style =

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.

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.

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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.

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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.

37 Kent Law School

LW8000 Dissertation in Law (Canterbury)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	60 (30)	100% Project	
2	Canterbury	Spring	M	60 (30)	100% Project	

Availability

Compulsory to the LLM in (Specialisation) and LLM in Law.

Contact Hours

Total contact hours: 21

Private study hours: 579

Total study hours: 600

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate acute awareness of the difficulties involved in formulating a meaningful and feasible research question as well as of the ways of overcoming these difficulties;
2. Conceptualise a dissertation topic, and to comprehensively design the appropriate research methodology;
3. Demonstrate acute awareness of the need to be methodical and systematic in their studies, and to be critical in their use of the work done by other political and social scientists;
4. Understand, at a complex level, the relationship between a problem, theoretical approach, research design and analysis;
5. Systematically understand the key concepts, theories and methods used in the study of law and their application to the analysis of their chosen area of specialisation;
6. Critically engage with social, political, economic and legal dynamics of interaction between people, events, ideas and institutions relevant to their chosen area of specialisation;
7. Systematically understand the contestable nature of many concepts and different approaches to the study of areas of law relevant to the student's specialisation;
8. Demonstrate effortless use of the various conventions of academic writing (style, citation, bibliography etc.)

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Apply their theoretical knowledge in an insightful and critical way;
2. Undertake a comprehensive and critical analysis of complex, incomplete or contradictory areas of knowledge and make carefully and thoughtfully constructed arguments;
3. Demonstrate a level of conceptual understanding that will allow them to critically evaluate research, policies and practices;
4. Be reflective and self-critical in their work;
5. Use libraries, electronic and online resources to conduct effective research;
6. Demonstrate the independent learning ability required for continuing postgraduate and professional study

Method of Assessment

Main assessment methods

Dissertation of no more than 15,000 words (100%)

Reassessment methods

Reassessment instrument: 100% project

Preliminary Reading

- Banakar, R., & M. Travers (eds.), Law and Social Theory, 2nd ed. (Hart Publishing 2014).
- Banakar, R., & M. Travers, Theory and Methods in Socio-Legal Research (Oxford, 2005).
- Hollis, M., The Philosophy of Social Science: An Introduction (Cambridge University Press, 1994).
- King, G., R. Keohane, and S. Verba, Designing Social Inquiry: Scientific Inference in Qualitative Research (Princeton University Press, 1996).
- May, T., Social Research: Issues, Methods and Processes, 4th ed. (OUP, 2011).
- Potter, S. (ed.) Doing Postgraduate Research, 2nd ed. (Sage/Open University, 2006)
- Salter, M., Writing Law Dissertations: an Introduction and Guide to the Conduct of Legal Research (Pearson, 2007).
- Webb, K., An Introduction to Problems in the Philosophy of Social Sciences (Pinter, 1996).

Pre-requisites

LAWS9192 Legal Research and Writing Skills 2

2022-23 Postgraduate Module Handbook

Restrictions

Non-completion of Stage 1

Synopsis */

This module requires students to submit a dissertation of no more than 15,000 words on a topic relevant to one of the subject specialisations of the degree programme and approved by the academic staff. It is conceived as that part of the degree programme where students have considerable leeway to follow their own particular interests, with guidance from staff. Students are assigned a supervisor upon submission of the dissertation proposal according to topic and staff expertise. Supervision of work on the dissertation is concentrated in the second half of the academic year and appropriate help will be given to the student. Original research is likely to be rewarded with high grades, but it is not a requirement at this level.

LW8001	Public International Law (Intensive)					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

Optional for students on the LLM in (Specialisation), LLM in Law, PG Diploma in (Specialisation) and PG Certificate in Law. Also available to students studying the MA in International Relations with International Law.

Contact Hours

Total contact hours: 20

Private study hours: 180

Total study hours: 200

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 sophisticated knowledge and understanding of the concepts, principles and rules of International Law;
2. Demonstrate a comprehensive knowledge and understanding of the current theoretical and doctrinal debates within International Law;
3. Demonstrate an intricate familiarity with the operations of the institutions of International Law;
4. Critically apply international legal methods to international legal problems;
5. Demonstrate a critical awareness of the significance of International Law within the field of International Relations.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Present and apply relevant knowledge and understanding in the form of a complex, reasoned and supported argument;
2. Carry out thorough and independent research using a wide range of primary and secondary sources (both paper and electronic);
3. Critically analyse and evaluate various points of view;
4. Express coherent and sophisticated ideas, arguments and opinions;
5. Undertake appropriate further training or research in the field.

Method of Assessment

Main assessment methods

Essay 5000 words (100%)

Reassessment methods

Reassessment instrument: 100% coursework

Preliminary Reading

- Cassese, International Law (OUP, 2nd ed., 2004)
- Crawford, James and Koskenniemi, Martti (eds), Cambridge Companion to International Law (CUP, 2012).
- Crawford, James, Brownlie's Principles of Public International Law (OUP, 8th ed., 2012).
- Evans, Malcolm (ed.), International Law (OUP, 4th ed., 2014).
- Klabbers, Jan, International Law (CUP, 2013).
- Shaw, Malcolm, International Law (CUP, 7th ed., 2014)

Pre-requisites

None, although all students will need either some experience of Public International Law or be willing to do early and intensive reading.

Synopsis */

This module critically engages with the main components of Public International Law. The module begins with a critical review of the history of the international legal order and a review of key current perspectives in the study of international law. From this, the module reviews, amongst other topics, the sources of international law, issues around the relation between domestic law and international law, the recognition of states, the status of international organisations in international law, questions of jurisdiction and immunities, the settlement of disputes between states and state responsibility. As the module moves through these different topics particular emphasis will be given to how they can help students better understand global current issues, as well as the operation of particular areas of the international legal order, such as, international economic law, the law of the sea, the law of air space and outer space, international human rights law, the use of force and global security.

2022-23 Postgraduate Module Handbook

LW801 Intellectual Property 1: Copyright and Breach of Confidence						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	20 (10)	100% Coursework	
3	Canterbury	Spring	M	20 (10)	100% Coursework	
4	Canterbury	Autumn	M	20 (10)	100% Coursework	
4	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

LLM in (Specialisation); LLM in Law; PG Diploma in (Specialisation); PG Certificate in Law.

Contact Hours

Contact hours: 18

Private study hours: 182

Total study hours: 200

Department Checked

23/03/2022

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 main literature and sources relevant to the history of copyright law and breach of confidence;
2. Demonstrate a comprehensive understanding of the key justifications for copyright law and the protection of confidential information;
3. Demonstrate a critical awareness of the tensions between confidentiality and public interest and their connections to copyright in unpublished material;
4. Demonstrate a critical awareness of, and sensitivity to, the economic, political and/or social implications that arise from copyright law and the law protecting confidential information;
5. Critically understand and examine the role of copyright and confidentiality within society;
6. Critically examine the relations between the press and the copyright.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate new critical methods for understanding and evaluating knowledge in complex situations;
2. undertake advanced guided and independent legal research by taking into account a variety of sources of information.

They will also be able to demonstrate the following general abilities:

3. the ability to read carefully and efficiently both legal and non-legal texts;
4. argumentation skills;
5. the ability to engage critically with legal and non-legal sources.

Method of Assessment

Main assessment methods

Essay - no more than 5000 words (100%)

Reassessment methods

100% coursework

Preliminary Reading

- L Bently & B Sherman, Intellectual Property Law (Oxford University Press, 2014)
- J Davis, Intellectual Property Law (Oxford University Press, 2012)
- Blackstone's Statutes on Intellectual Property (latest edition)

Pre-requisites

None

Restrictions

None

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Synopsis *

Over the past few decades, the scope of intellectual property has grown significantly. The goal of the module is to provide an overview of copyright and the law of confidential information from different angles in order to be able to assess this expansion. In so doing, it will examine this area of law from historical, theoretical and practical perspectives. The emphasis throughout the module is on reflexive critique. That is, we will study the different modes of justifying copyright and the protection of confidential information; the different historical approaches to trace the ways in which we can understand the political economy of copyright and confidential information and we will look at the past to try to find ways of thinking about the present situation of international legal regimes. On a more contemporary level, we will study the interaction between copyright and freedom of expression, the problems posed by technological works, as well as the more practical question on the way of producing evidence in copyright and breach of confidence trials. No prior knowledge or study of intellectual property is required

LW802 International Business Transactions						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

LLM in (Specialisation); LLM in Law; PG Diploma in (Specialisation); PG Certificate in Law

Contact Hours

Total contact hours: 18

Private study hours: 182

Total study hours: 200

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Study the kinds of legal problems that arise in relation to commercial transactions between businesses established in different States,
specifically from the 'transnational' nature of such transactions, and some of the legal solutions characteristically adopted by legal systems
with emphasis on English, European, the Commonwealth and the United States legal systems.
2. Study the general principles of public and private international law that are applicable to international business transactions.
3. Critically examine current trends and developments in the regulation of international business transactions particularly in relation to
emerging markets.
4. Generate interest in the subject for its own sake and to develop basic expertise in the subject for those intending to practise law, work for
governments, businesses and international agencies.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Conduct independent research, which informs a sustained and complex argument.
2. Present complex arguments both orally and in writing.
3. Appreciate that juridical problems can only be fully understood through interdisciplinary research methods
4. Use electronic databases for original legal research – e.g. carry out online, subject specific journal searches.
5. Respond constructively to feedback
6. Make proper use of the library resources by way of law reports, articles and monographs and textbooks.

Method of Assessment

Main assessment methods

Essay - No more than 5,000 words (80%)

Participation - Group presentation and 2000-word paper (20%)

Reassessment methods

100% coursework

Preliminary Reading

- Schmitthoff's Export Trade: The Law and Practice of International Trade by Leo D'Arcy, Carole Murray and Barbara Cleave, 12th ed.
(London: Sweet & Maxwell, 2012).
- J.C.T. Chuah, Law of International Trade, 5th ed. (Sweet & Maxwell, 2013).
- Indira Carr, International Trade Law, 5th ed. (London: Cavendish (2014);
- Miriam Goldby, Indira Carr, International Trade Law Statutes and Conventions 2011-2013, Routledge.
- Module Booklet (With Articles and materials to read).
- Reference to articles largely from the following journals will be made:
 - o Lloyd's Maritime & Commercial Law Quarterly
 - o Journal of Business Law
 - o Anglo American Law Review
 - o International Journal of Comparative Law
 - o American Journal of Comparative Law
 - o Journal of World Trade

Pre-requisites

None

Restrictions

None

Synopsis <span style =

This module will examine the problems that arise in commercial transactions between businesses established in different States. The module will concentrate specifically on the 'transnational' nature of such transactions, and some of the solutions characteristically adopted by different legal systems, with emphasis on International, English or the US systems, or where appropriate legal rules and materials of other jurisdictions by way of illustration. The module will also cover the unique features of current transnational business transactions such as Mergers and Acquisitions, and the importance of information and communication technologies.

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LW810 International Law on Foreign Investment						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Brussels	Autumn	M	20 (10)	100% Coursework	
4	Canterbury	Autumn	M	20 (10)	100% Coursework	
4	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

LLM in (Specialisation); LLM Law; PG Diploma in (Specialisation); PG Certificate in Law; PGDip/LLM in (Specialisation)
Brussels

Contact Hours

Contact hours: 18
Private study hours: 182
Total study hours: 200

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to demonstrate:

1. An ability to systematically evaluate the substantive, analytical, normative and empirical characteristics of international law of foreign investment as field of study and practice.
2. A practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the field and an ability to critically analyse those techniques.
3. A critical awareness of historical and contemporary theoretical and policy problems around the world that have generated, and continue to inform, the international law of foreign investment.
4. Originality in the application and synthesis of the above knowledge and understanding.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Present relevant knowledge and understanding in the form of an integrated, reasoned argument through seminar discussion and written assessment.
2. Identify and evaluate complex legal and policy problems according to their historical, political and legal context.
3. Carry out independent further research, synthesising material from a variety of sources to inform a sustained and detailed argument.
4. Ability to summarise detailed historical and conceptual material, recognising different positions that arise in the literature surveyed.
5. Appreciate, and critically analyse the implications of, the fact that legal forms arise and operate within complex historical and political conditions.
6. Develop an awareness of, and an ability to critically analyse, the economic, political and/or social implications of legal forms and remedies.

Method of Assessment

Main assessment methods

Written essay of no more than 5,000 words (100%)

Reassessment methods

Reassessment instrument: 100% coursework

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Preliminary Reading

Textbook

- M. Sornarajah (2010) 'The shaping factors' in The International Law on Foreign Investment, CUP

Other sources

- A. Perry-Kessaris (2008) Global Business, Local Law: the Indian legal system as a communal resource in foreign investment relations
- A. Perry-Kessaris ed. (2010) Socio-legal approaches to international economic law: Text, context, subtext Routledge.
- P. Dicken (2011) 'Global Shift.
- A. Lowenfeld (2008) International Economic Law
- M. Herdegen (2013) Principles of International Economic Law Chapter
- P. Muchlinski (2007) Multinational Enterprises and the Law
- J. Bakan (2005) The Corporation Constable.
- J. Salacuse (2010) The Law of Investment Treaties

Pre-requisites

None. The course however assumes that the students will have studied Public International Law at the undergraduate level.

Restrictions

None

Synopsis *

This module explores the legal implications (practical and theoretical) of foreign direct investment. Attention is paid to the perspectives of states, investors, civil society actors and theorists; and to placing legal implications in their economic, social, political and historical context. Questions considered include:

- What political, economic and legal actors and factors have shaped the international law on foreign investment?
- What are the legal implications of the fact that most foreign investments are made by corporations?
- What roles can host state legal systems play in attracting and regulating foreign investments?
- What international legal mechanisms are used to enable foreign investment?
- What challenges do current concerns with corruption and tax evasion pose to existing international law on foreign investment?

Availability

LLM in (Specialisation); LLM Law; PG Diploma in (Specialisation); PG Certificate in Law; PGDip/LLM in (Specialisation) Brussels

Contact Hours

Contact hours: 18

Private study hours: 182

Total study hours: 200

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to demonstrate:

1. An ability to systematically evaluate the substantive, analytical, normative and empirical characteristics of international law of foreign investment as field of study and practice.
2. A practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the field and an ability to critically analyse those techniques.
3. A critical awareness of historical and contemporary theoretical and policy problems around the world that have generated, and continue to inform, the international law of foreign investment.
4. Originality in the application and synthesis of the above knowledge and understanding.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Present relevant knowledge and understanding in the form of an integrated, reasoned argument through seminar discussion and written assessment.
2. Identify and evaluate complex legal and policy problems according to their historical, political and legal context.
3. Carry out independent further research, synthesising material from a variety of sources to inform a sustained and detailed argument.
4. Ability to summarise detailed historical and conceptual material, recognising different positions that arise in the literature surveyed.
5. Appreciate, and critically analyse the implications of, the fact that legal forms arise and operate within complex historical and political conditions.
6. Develop an awareness of, and an ability to critically analyse, the economic, political and/or social implications of legal forms and remedies.

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Method of Assessment

Main assessment methods

Written essay of no more than 5,000 words (100%)

Reassessment methods

Reassessment instrument: 100% coursework

Preliminary Reading

Textbook

- M. Sornarajah (2010) 'The shaping factors' in The International Law on Foreign Investment, CUP

Other sources

- A. Perry-Kessaris (2008) Global Business, Local Law: the Indian legal system as a communal resource in foreign investment relations
- A. Perry-Kessaris ed. (2010) Socio-legal approaches to international economic law: Text, context, subtext Routledge.
- P. Dicken (2011) 'Global Shift.
- A. Lowenfeld (2008) International Economic Law
- M. Herdegen (2013) Principles of International Economic Law Chapter
- P. Muchlinski (2007) Multinational Enterprises and the Law
- J. Bakan (2005) The Corporation Constable.
- J. Salacuse (2010) The Law of Investment Treaties

Pre-requisites

None. The course however assumes that the students will have studied Public International Law at the undergraduate level.

Synopsis <span style =

This module explores the legal implications (practical and theoretical) of foreign direct investment. Attention is paid to the perspectives of states, investors, civil society actors and theorists; and to placing legal implications in their economic, social, political and historical context. Questions considered include:

- What political, economic and legal actors and factors have shaped the international law on foreign investment?
- What are the legal implications of the fact that most foreign investments are made by corporations?
- What roles can host state legal systems play in attracting and regulating foreign investments?
- What international legal mechanisms are used to enable foreign investment?
- What challenges do current concerns with corruption and tax evasion pose to existing international law on foreign investment?

LW811 International Commercial Arbitration						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

LLM in (Specialisation); LLM in Law; PG Diploma in (Specialisation); PG Certificate in Law

Contact Hours

Total contact hours: 18

Private study hours: 182

Total study hours: 200

Department Checked

23/03/2022

2022-23 Postgraduate Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate knowledge of the underlying concepts and principles associated with the study of international commercial arbitration;
2. Demonstrate a factual and conceptual knowledge base, with some appreciation of the breadth of the field of international dispute resolution and the relevant terminology;
3. Draft, evaluate and interpret arbitration and other dispute resolution clauses;
4. Demonstrate knowledge and critical understanding of the well-established principles of alternative dispute resolution;
5. Apply underlying concepts and principles of arbitration and ADR where appropriate in real life scenarios an employment context;
6. Demonstrate knowledge of the main arbitration conventions and national laws relevant to the regulation of international commercial arbitration;
7. Critically understand the shortcomings of the international regime of recognition and enforcement of arbitral awards;
8. Demonstrate an understanding of the limits of their knowledge, and how this influences analyses and interpretations.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Conduct independent research which informs a sustained and complex argument;
2. Present complex arguments in writing and/or orally;
3. Appreciate that juridical problems can only be fully understood through interdisciplinary research methods;
4. Use electronic data bases for original legal research – e.g. carry out online, subject specific journal searches;
5. Make proper use of the library resources by way of law reports, articles and monographs and textbooks.

Method of Assessment

Main assessment methods

Essay of no more than 4000 words (80%)

Presentation, in groups, approx. 15 minutes per group mark awarded for the group (10%)

Group work paper, 1000 words per group member, mark awarded for the paper overall (10%)

For the presentation and group work paper, the convenor will take opportunities to clarify aspects of each student's contribution to the group, as well as their overall knowledge and understanding. Students will also have the ability to discuss any 'free-riding' concerns with the convenor as necessary.

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

- Alvarez, G.A. & Reisman W.M., The Reasons Requirement in International Investment Arbitration: Critical Case Studies (Martinus Nijhoff Publishers, 2008).
- Berger, K P., Private Dispute Resolution in International Business: Negotiation, Mediation, Arbitration (3rd ed., Kluwer Law International, 2015).
- Buhning-Uhle C., Arbitration and Mediation in International Business (2nd revised ed, Kluwer Law International, 2006)
- Dezalay, Y. and Bryant, G.G., Dealing in Virtue: International Commercial Arbitration and the Construction of A Transnational Legal Order (2nd ed., The University of Chicago Press, 1998).
- Dowling-Hussey, A. & Dunne, D., Arbitration Law (Round Hall, 31 Oct 2008).
- Marshall, E.A., Gill: The Law of Arbitration (4th revised ed., Sweet & Maxwell, 2001).
- Marcel, F. & Ly, F., Drafting International Contracts (Brill- Nijhoff, 2006).
- Redfern, A. & Hunter, M., Law and Practice of International Commercial Arbitration (6th ed., 2015).

Pre-requisites

None

Restrictions

None

Synopsis <span style =

The aim of the module is to focus on the theoretical, institutional and practical aspects of modern international commercial arbitration. This would involve a close examination of the ad hoc systems and the main institutional structures (e.g., ICC, ICSID, WIPO, Iran-US Claims Tribunal, and PCA). The module covers current issues and developments relating to international commercial arbitration including: arbitral jurisdiction; applicable procedural and substantive laws; the status and role of arbitration agreements; the conduct of arbitral proceedings; the arbitral award; challenge, recognition and enforcement of award; and online arbitration/online dispute resolution (ODR). The English Arbitration Act 1996 and the UNCITRAL Rules as well as the UNCITRAL Model Law will be examined closely. The course will also critically examine the relationship between international commercial arbitration and international development law as well as aspects of the international commercial arbitration concerning sovereign states in oil and gas disputes. Comparative study will be made of the emerging commercial arbitration legislation and international arbitral practice of certain developing states such as Nigeria, India and China. The course also aims to provide an appreciation of the similarities and contrasts between the work of international arbitral institutions and the work of international courts such as the International Court of Justice in commercial and economic matters.

LW813 Contemporary Topics in Intellectual Property Law						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

LLM in (Specialisation); LLM in Law; PG Diploma in (Specialisation); PG Certificate in Law.

Contact Hours

Total study hours: 200

Contact hours: 18

Private study hours: 182

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 systematic knowledge of contemporary issues in the various fields of intellectual property (copyright, patents, trademarks and neighbouring rights) in both the domestic and global arenas;
2. Engage in informed scholarly discussions over the principles and practices of intellectual property law as they arise in relation to topical issues;
3. Propose creative reforms and solutions to contemporary intellectual property issues.

The intended generic learning outcomes.

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

1. Conduct comprehensive research and produce scholarly essays about contemporary issues and debates;
2. Critically examine complex issues in a concentrated and detailed manner;
3. Identify and critically debate the main issues at stake in the particular topic(s) being examined;
4. Identify and critically evaluate the main literature and sources relevant to the subject.

Method of Assessment

Main assessment methods

The module is assessed by 100% coursework consisting of:

Coursework – essay (4000 words) - 100%

Reassessment methods

100% coursework

Preliminary Reading

A course pack of readings will be produced by the module convenor in conjunction to electronic resources made available to students via course Moodle page. These will contain current intellectual property questions and debates, as well as relevant case law.

A selection of indicative reading:

- M. Biagioli, P. Jaszi & M. Woodmansee (eds), Making and Unmaking of Intellectual Property. Creative Production in Legal and Cultural Perspective (Chicago, 2011)
- C. Hayden, When Nature Goes Public. The Making and Unmaking of Bioprospecting in Mexico (Princeton, 2003)
- C. Kety, Two Bits. The Cultural Significance of Free Software (Duke, 2008)
- N. Klein, No Logo (Picador, 2000)
- C. Lury, Brands. The Logos of Global Economy (Routledge, 2004)
- B. Sherman & L. Bently, The Making of Modern Intellectual Property Law (Cambridge, 1999)
- K. Sunder Rajan, Biocapital (Duke, 2006)

Pre-requisites

Prior attendance of LAWS8010 Intellectual Property Law is welcome, but not a prerequisite.

Restrictions

None

Synopsis <span style =

This module explores a range of key issues in contemporary intellectual property, which are subject to contentious and often crudely conducted debates. It identifies and questions intellectual property law's underlying justifications, conceptual assumptions and material practices through the lens of novel modes of biological, cultural and scientific production that challenge the legal regime. Questions in this regard include:

- Can nature be patented? Do patents turn human persons into 'things'?
- Who produces knowledge? Who owns access to knowledge?
- Is enforcing patents on pharmaceuticals in developing countries just?
- Does quoting or paraphrasing in literature or art amount to copying? Is creativity original?
- Is plagiarism theft? Kidnapping? Plain bad manners?
- What is the cultural and political significance of free software?
- Do trade marks commodify language?

The module will introduce students in detail to the most acute and pressing current debates in intellectual property, such as justification for patents and their effects, copyright and piracy, logos & brands. It aims to provide students with a solid understanding of legal internal ways of thinking and arguing about intellectual property, as well as an introduction to wider theoretical resources which will encourage a differentiated and critical assessment of intellectual property law's effects and limitations. Intellectual property will furthermore be understood to comprise not only intellectual property law, but also proprietary practices and strategies that concern knowledge. Readings will be drawn from the multi-disciplinary scholarship on intellectual properties, including anthropology, history, science studies, economics and social theory.

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LW814 Public International Law						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Autumn	M	20 (10)	100% Coursework	
2	Brussels	Spring	M	20 (10)	100% Coursework	
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

Canterbury - LLM in (Specialisation); PG Diploma in (Specialisation); PG Certificate in Law

Contact Hours

Total contact hours: 20

Private study hours: 180

Total study hours: 200

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 a critical awareness of the significance of International Law within the field of International Relations
- 8.2 Demonstrate a sophisticated knowledge and understanding of the concepts, principles and rules of International Law
- 8.3 Demonstrate a comprehensive knowledge and understanding of the current theoretical and doctrinal debates within International Law
- 8.4 Critically apply international legal methods to international legal problems
- 8.5 Demonstrate an intricate familiarity with the operations of the institutions of International Law, especially the United Nations and the International Court of Justice

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Present and apply relevant knowledge and understanding in the form of reasoned and supported argument;
- 9.2 Carry out thorough and independent research analysing various points of view and using wide sources;
- 9.3 Express themselves to a high standard in a coherent form;
- 9.4 Undertake appropriate further training or research in the field.

Method of Assessment

Main assessment methods

Essay - 5000 words: 100%

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Cassese, Antonio, International Law (2nd ed. OUP, 2005)

Evans, Malcolm, International Law (4th edn, OUP, 2014)

Klabbers, Jan, International Law (CUP, 2013).

Malanczuk, Peter and Akehurst's, Michael, Modern Introduction to International Law (7th ed, Routledge, 1997).

Shaw, Malcolm, International Law (7th ed. CUP, 2014).

Pre-requisites

None, although all students will need either some experience of Public International Law or be willing to do early and intensive reading.

Restrictions

None

Synopsis *

This module provides a detailed study of the history, rules, doctrines and institutions of public international law. It offers a critical analysis of the international legal order and a firm basis upon which to found arguments concerning the political importance of international law. The module pays special attention to the way in which the evolution and operation of the international legal order influence not only international relations, but also daily domestic life.

At the end of the course students will be able to assess, both internally and in context, the main rules, doctrines and institutions of public international law. Students will also develop the necessary tools to reflect critically on some of the most important problems and tensions that define the contemporary global order: from calamities resulting from war, international interventions and surveillance strategies in countries like Afghanistan, Libya and Pakistan, to the everyday effects of increasing socio-economic disparities and environmental decay in both the Global South and the Global North.

Availability

Brussels - LLM in (Specialisation); PG Diploma in (Specialisation); PG Certificate in (Specialisation); MA in International Development; MA in International Political Economy; MA in International Relations.

2022-23 Postgraduate Module Handbook

Contact Hours

Total contact hours: 20
Private study hours: 180
Total study hours: 200

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 a critical awareness of the significance of International Law within the field of International Relations
- 8.2 Demonstrate a sophisticated knowledge and understanding of the concepts, principles and rules of International Law
- 8.3 Demonstrate a comprehensive knowledge and understanding of the current theoretical and doctrinal debates within International Law
- 8.4 Critically apply international legal methods to international legal problems
- 8.5 Demonstrate an intricate familiarity with the operations of the institutions of International Law, especially the United Nations and the International Court of Justice

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

- 9.1 Present and apply relevant knowledge and understanding in the form of reasoned and supported argument;
- 9.2 Carry out thorough and independent research analysing various points of view and using wide sources;
- 9.3 Express themselves to a high standard in a coherent form;
- 9.4 Undertake appropriate further training or research in the field.

Method of Assessment

Main assessment methods

Essay - 5000 words: 100%

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Cassese, Antonio, International Law (2nd ed. OUP, 2005)
Evans, Malcolm, International Law (4th edn, OUP, 2014)
Klabbers, Jan, International Law (CUP, 2013).
Malanczuk, Peter and Akehurst's, Michael, Modern Introduction to International Law (7th ed, Routledge, 1997).
Shaw, Malcom, International Law (7th ed. CUP, 2014).

Pre-requisites

None, although all students will need either some experience of Public International Law or be willing to do early and intensive reading.

Synopsis <span style =

This module provides a detailed study of the history, rules, doctrines and institutions of public international law. It offers a critical analysis of the international legal order and a firm basis upon which to found arguments concerning the political importance of international law. The module pays special attention to the way in which the evolution and operation of the international legal order influence not only international relations, but also daily domestic life. At the end of the course students will be able to assess, both internally and in context, the main rules, doctrines and institutions of public international law. Students will also develop the necessary tools to reflect critically on some of the most important problems and tensions that define the contemporary global order: from calamities resulting from war, international interventions and surveillance strategies in countries like Afghanistan, Libya and Pakistan, to the everyday effects of increasing socio-economic disparities and environmental decay in both the Global South and the Global North.

LW815 EU Constitutional and Institutional Law						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Brussels	Autumn	M	20 (10)	100% Coursework	
4	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

Canterbury – LLM in (Specialisation); LLM in Law; PG Diploma in (Specialisation); PG Certificate in Law
Brussels – LLM/MA in (Specialisation) - Brussels; PG Diploma in (Specialisation) - Brussels; PG Certificate in Law

Contact Hours

Total contact hours: 18
Private study hours: 182
Total study hours: 200

Department Checked

25/03/2022

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. To give students a firm grounding in the rules and concepts of EU constitutional and institutional law, and a deeper understanding of the
broader social and political implications of European legal integration.
2. To enable students to become familiar with the main sources of EU constitutional and institutional law and to gain an understanding of
how to access these materials for the purposes of preparing a module assessment.
3. To allow students to gain an insight into the operation of the EU legal system and into ways in which Union Law penetrates and becomes
part of the national law of the member states.
4. To enable students to appreciate the constitutional issues and agendas which are frequently implicit in cases arising before the ECJ and
national constitutional courts.
5. To allow students to engage directly with Court of Justice of the EU jurisprudence through oral presentation and analysis of selected cases

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Construct a critical argument in essay form, on the basis of independent research.
2. Present a case, identifying the key concepts, the inter-relation between the facts and the legal arguments and providing a coherent
account of the judgment and of its broader ramifications.
3. Demonstrate an increased confidence in oral communication by participation in seminar discussion of legal and non-legal issues and EU
case law, individually and/or through teamwork exercises and by delivering a case presentation.
4. Make proper use of the library resources by way of law reports, articles, monographs and textbooks.
5. Make proper use of web-based material and distinguish appropriate sources from inadequate ones.
6. Apply critical, analytical and problem-solving skills in a wide range of different legal and non-legal settings in seminars and for the purpose
of written assessment.

Method of Assessment

Main assessment methods

Short essay 1000 words (10%)

Long essay 4000 words (90%)

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

The following are required as general reading and are available in the library. Additional reading will be recommended and detailed in lecture and seminar handouts;

- Craig, P. & De Burca, G., EU Law: Text Cases and Materials (OUP, 6th Ed., 2016)
- Chalmers/Davies/Monti, EU Law, 3rd ed (CUP 2014)
- Craig/De Burca (eds) The Evolution of EU law (OUP 2011)

Pre-requisites

None

Restrictions

None

Synopsis <span style =

This module focuses on the foundational rules, principles and doctrines underpinning the constitutional and institutional legal framework of the European Union. Against the backdrop of financial turbulence within the Eurozone and the recent structural reforms to the Union introduced by the 2007 Lisbon Treaty, this core area of EU law has gained heightened political and legal significance in the context of on-going debates on the nature and extent of European legal integration.

Availability

Canterbury – LLM in (Specialisation); LLM in Law; PG Diploma in (Specialisation); PG Certificate in Law

Brussels – LLM/MA in (Specialisation) - Brussels; PG Diploma in (Specialisation) - Brussels; PG Certificate in Law

Contact Hours

Total contact hours: 18

Private study hours: 182

Total study hours: 200

Department Checked

25/03/2022

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. To give students a firm grounding in the rules and concepts of EU constitutional and institutional law, and a deeper understanding of the broader social and political implications of European legal integration.
2. To enable students to become familiar with the main sources of EU constitutional and institutional law and to gain an understanding of how to access these materials for the purposes of preparing a module assessment.
3. To allow students to gain an insight into the operation of the EU legal system and into ways in which Union Law penetrates and becomes part of the national law of the member states.
4. To enable students to appreciate the constitutional issues and agendas which are frequently implicit in cases arising before the ECJ and national constitutional courts.
5. To allow students to engage directly with Court of Justice of the EU jurisprudence through oral presentation and analysis of selected cases

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Construct a critical argument in essay form, on the basis of independent research.
2. Present a case, identifying the key concepts, the inter-relation between the facts and the legal arguments and providing a coherent account of the judgment and of its broader ramifications.
3. Demonstrate an increased confidence in oral communication by participation in seminar discussion of legal and non-legal issues and EU case law, individually and/or through teamwork exercises and by delivering a case presentation.
4. Make proper use of the library resources by way of law reports, articles, monographs and textbooks.
5. Make proper use of web-based material and distinguish appropriate sources from inadequate ones.
6. Apply critical, analytical and problem-solving skills in a wide range of different legal and non-legal settings in seminars and for the purpose of written assessment.

Method of Assessment

Main assessment methods

Short essay 1000 words (10%)

Long essay 4000 words (90%)

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

The following are required as general reading and are available in the library. Additional reading will be recommended and detailed in lecture and seminar handouts;

- Craig, P. & De Burca, G., EU Law: Text Cases and Materials (OUP, 6th Ed., 2016)
- Chalmers/Davies/Monti, EU Law, 3rd ed (CUP 2014)
- Craig/De Burca (eds) The Evolution of EU law (OUP 2011)

Pre-requisites

None

Synopsis <span style =

This module focuses on the foundational rules, principles and doctrines underpinning the constitutional and institutional legal framework of the European Union. Against the backdrop of financial turbulence within the Eurozone and the recent structural reforms to the Union introduced by the 2007 Lisbon Treaty, this core area of EU law has gained heightened political and legal significance in the context of on-going debates on the nature and extent of European legal integration.

LW826 Competition Law in a Transnational Context						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
5	Canterbury	Autumn	M	20 (10)	100% Coursework	
5	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

LLM in (Specialisation); PGDip in (Specialisation); PGCert in Law

Contact Hours

Contact hours: 18

Private Study hours: 182

Total hours: 200

Department Checked

23/03/2022

2022-23 Postgraduate Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

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

1. Demonstrate a systematic understanding of the rules and concepts of Competition Law in a transnational context, notably with reference to European Union (EU) Competition Law, international level developments in competition law as well as comparative reference to selected aspects of certain national competition laws.
2. With reference to EU Competition Law, demonstrate a comprehensive understanding of the principal provisions which empower the EU institutions to intervene in the regulation of the market and underlying economic rationale of these provisions.
3. Demonstrate a critical awareness of the principal drivers underpinning the evolution of competition law in a transnational context, namely the distinct drivers relating to the development of competition law from selected international, regional and national perspectives.
4. Critically evaluate the respective roles of the EU institutions in developing and enforcing EU competition law from an international legal perspective.
5. Critically evaluate the implications of EU Competition Law for the national economies and legal competences of EU member states.
6. Explore critically the possibilities and extent of the development of international competition law.

The intended generic learning outcomes.

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

1. Construct a critical argument in essay form, on the basis of detailed independent research.
2. Analyse a case, identifying the key concepts, the inter-relation between the facts and the legal arguments and providing a coherent account of the judgment and of its broader ramifications.
3. Make proper use of the library resources by way of law reports, articles, monographs and textbooks.
4. Make proper use of web-based material and to distinguish appropriate sources from inadequate ones.
5. Apply critical, analytical and problem-solving skills in a wide range of different legal and non-legal settings.

Method of Assessment

Main assessment methods

Short essay, 1,000 words (20%)

Long essay, 4,000 words (80%)

Reassessment methods

Like-for-like.

Preliminary Reading

- A. Jones and B. Sufrin: EU Competition Law Text, Cases, and Materials, 6th Edition (Oxford University Press, 2016)
- R. Whish and D. Bailey: Competition Law, 8th Edition (Oxford University Press, 2015)
- S.M. Colino: Competition Law of the EU and the UK, 7th Edition (Oxford University Press, 2011)
- S. Bishop and M. Walker: The Economics of EU Competition Law, 3rd Edition (Sweet and Maxwell, 2010)

Pre-requisites

None

Progression

Stage 1

Restrictions

None

Synopsis <span style =

This module focuses on considering Competition Law in a transnational context, particularly, by considering the development of international and regional legal and political developments concerning regulation of competition. Accordingly, it will predominantly focus on European Union Competition Law as the principal source of transboundary legal co-operation in this field. The module will also consider the state of, and implications of, broader international and/or regional legal co-operation in competition policy and, the impact of selected national competition law regimes' extraterritorial reach.

LW832 European Union Migration Law						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Brussels	Autumn	M	20 (10)	100% Coursework	

Availability

Canterbury – LLM in (Specialisation); LLM in Law; PG Diploma in (Specialisation); PG Certificate in Law.

Contact Hours

Total contact hours: 24

Private study hours: 176

Total study hours: 200

2022-23 Postgraduate Module Handbook

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 familiarity with the main legal principles governing the movement of persons within the European Union.
2. Demonstrate familiarity with the main legal principles governing the development of a common immigration policy at the level of the European Union, and the main elements of that policy.
3. Access the primary and secondary sources of European Union law in so far as it relates to the free movement of persons and the European Union's emerging common immigration policy. This material will be accessed both in hard copy and, where appropriate, in electronic form.
4. Analyse the primary and secondary sources of European Union law relating to the free movement of persons and immigration policy in order to obtain an understanding of its content and implications.
5. Demonstrate an understanding of the political and economic background to European Union law relating to the free movement of persons and immigration policy.
6. Demonstrate the ability to engage in independent research and thought on the free movement of persons and immigration policy in the context of the European Union.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Access primary and secondary European Union legal material in hard copy and electronic form.
2. Analyse primary and secondary European Union legal material to establish its implications for legal rules.
3. Evaluate the political and economic origins and implications of European Union policies, and defend this evaluation against alternative points of view.
4. Communicate, both orally and in writing, the content of legal principles and evaluation of legal principles.

Method of Assessment

Main assessment methods

Essay of no more than 5,000 words (100%)

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

- Catherine Barnard, *The Substantive Law of the EU: The Four Freedoms* (5th ed., Oxford University Press, 2016).
- Pieter Boeles et al., *European Migration Law* (2nd ed., Intersentia, 2014).
- Damian Chalmers and Anthony Arnall, *Oxford Handbook of European Union Law* (OUP, 2015).
- Vincent Chetail and Céline Bauloz (eds.), *Research Handbook on International Law and Migration* (Edward Elgar, 2014).
- Gina Clayton, *Textbook on Immigration and Asylum Law* (7th ed., Oxford University Press, 2016).
- Siobhan Douglas-Scott and Nicholas Hatzis (eds.), *Research Handbook on EU Law and Human Rights* (Edward Elgar, 2017).
- Panos Koutrakos and Jukka Snell (eds.), *Research Handbook on the Law of the EU's Internal Market* (Edward Elgar, 2017).
- Frans Pennings and Gijsbert Vonk, *Research Handbook on European Social Security Law* (Edward Elgar, 2015).
- Freidl Weiss and Clemens Kaupa, *European Union Internal Market Law* (Cambridge University Press, 2014).

Pre-requisites

None

Synopsis <span style =

The module will provide students with an introduction to the law governing migration within the European Union.

The module will begin with an examination of the principles of EU law underlying the legal framework relating to EU migration law and the institutional actors involved. The module will then examine the status of EU citizens and non-EU citizens, which is important since it delineates the scope of the different EU rules. Following this, the rules relating to entry into the EU will be examined, before examining the different residence rules that apply to EU citizens and non-EU citizens. This will involve looking at the rules on the free movement of EU citizens and their family members, as well as the rules governing non-discrimination on the basis of nationality. An examination of the legal rules governing non-EU citizens will follow, including both regular and forced migration. The module will also provide insights into related issues such as fundamental rights and equal treatment, and the existence and scope of formal and informal legal redress mechanisms through which citizens can enforce their rights and freedoms in the EU.

The module is designed for students wishing to study EU migration law and gain a detailed insight into how the EU rules work in practice. In doing so, students will be encouraged to explore the 'implementation gap'. This refers to the state of disconnect between the legislative framework as it is intended to work in theory and the way the rules are applied in practice by the EU Member States. The EU rules on migration provides particularly poignant examples of such implementation gaps.

Availability

Brussels - LLM in (Specialisation) - Brussels; PG Diploma in (Specialisation) - Brussels; PG Certificate in (Specialisation) – Brussels.

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Contact Hours

Total contact hours: 24
Private study hours: 176
Total study hours: 200

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 familiarity with the main legal principles governing the movement of persons within the European Union.
2. Demonstrate familiarity with the main legal principles governing the development of a common immigration policy at the level of the European Union, and the main elements of that policy.
3. Access the primary and secondary sources of European Union law in so far as it relates to the free movement of persons and the European Union's emerging common immigration policy. This material will be accessed both in hard copy and, where appropriate, in electronic form.
4. Analyse the primary and secondary sources of European Union law relating to the free movement of persons and immigration policy in order to obtain an understanding of its content and implications.
5. Demonstrate an understanding of the political and economic background to European Union law relating to the free movement of persons and immigration policy.
6. Demonstrate the ability to engage in independent research and thought on the free movement of persons and immigration policy in the context of the European Union.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Access primary and secondary European Union legal material in hard copy and electronic form.
2. Analyse primary and secondary European Union legal material to establish its implications for legal rules.
3. Evaluate the political and economic origins and implications of European Union policies, and defend this evaluation against alternative points of view.
4. Communicate, both orally and in writing, the content of legal principles and evaluation of legal principles.

Method of Assessment

Main assessment methods

Essay of no more than 5,000 words (100%)

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

- Catherine Barnard, *The Substantive Law of the EU: The Four Freedoms* (5th ed., Oxford University Press, 2016).
- Pieter Boeles et al., *European Migration Law* (2nd ed., Intersentia, 2014).
- Damian Chalmers and Anthony Arnall, *Oxford Handbook of European Union Law* (OUP, 2015).
- Vincent Chetail and Céline Bauoz (eds.), *Research Handbook on International Law and Migration* (Edward Elgar, 2014).
- Gina Clayton, *Textbook on Immigration and Asylum Law* (7th ed., Oxford University Press, 2016)
- Siobhan Douglas-Scott and Nicholas Hatzis (eds.), *Research Handbook on EU Law and Human Rights* (Edward Elgar, 2017).
- Panos Koutrakos and Jukka Snell (eds.), *Research Handbook on the Law of the EU's Internal Market* (Edward Elgar, 2017).
- Frans Pennings and Gijsbert Vonk, *Research Handbook on European Social Security Law* (Edward Elgar, 2015).
- Freidl Weiss and Clemens Kaupa, *European Union Internal Market Law* (Cambridge University Press, 2014).

Pre-requisites

None

Synopsis <span style =

The module will provide students with an introduction to the law governing migration within the European Union.

The module will begin with an examination of the principles of EU law underlying the legal framework relating to EU migration law and the institutional actors involved. The module will then examine the status of EU citizens and non-EU citizens, which is important since it delineates the scope of the different EU rules. Following this, the rules relating to entry into the EU will be examined, before examining the different residence rules that apply to EU citizens and non-EU citizens. This will involve looking at the rules on the free movement of EU citizens and their family members, as well as the rules governing non-discrimination on the basis of nationality. An examination of the legal rules governing non-EU citizens will follow, including both regular and forced migration. The module will also provide insights into related issues such as fundamental rights and equal treatment, and the existence and scope of formal and informal legal redress mechanisms through which citizens can enforce their rights and freedoms in the EU.

The module is designed for students wishing to study EU migration law and gain a detailed insight into how the EU rules work in practice. In doing so, students will be encouraged to explore the 'implementation gap'. This refers to the state of disconnect between the legislative framework as it is intended to work in theory and the way the rules are applied in practice by the EU Member States. The EU rules on migration provides particularly poignant examples of such implementation gaps.

LW839 Environmental Quality Law						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

LLM in (Specialisation); LLM in Law; PG Diploma in (Specialisation); PG Certificate in Law

Contact Hours

Total study hours: 200

Contact hours: 18

Private study hours: 182

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a comprehensive familiarity with the main sources of law relating to environmental quality and gain a reasonable understanding of how to access these materials for the purpose of preparing a module assessment and for more general research purposes.
2. Demonstrate a critical awareness of the relationship between environmental quality law and the policy objectives that it seeks to implement and gain the capacity to evaluate particular legal provisions in relation to underlying policy goals.
3. Demonstrate a sophisticated knowledge of the particular legal provisions concerning environmental quality in relation to water, air and land, and the interrelationships between these, and be able to compare, contrast and assess the different approaches used.
4. Demonstrate a critical awareness of different approaches to environmental quality at international, European Community and national levels, and the tensions which exist between these, and understand the significance of an appropriate empowered regulatory body in securing effective enforcement in practice.
5. Demonstrate a systematic understanding of the key policy principles that underlie legal responses to particular kind of environmental quality issues.
6. Demonstrate a conceptual understanding of the general legal options available for addressing environmental quality issues, to see how these are utilised in the context of the different environmental media of water, air and land and interrelations between these.
7. Demonstrate a conceptual familiarity to particular pollution control issues in relation to their institutional contexts, with particular emphasis upon the contrasts between international, European Community and national levels of control and the problems of enforcement which arise.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate sophisticated research techniques in locating and using materials.
2. Formulate written arguments, presenting a reasoned and critical opinion.
3. Critically evaluate the application and practice of law within and across different contexts.

Method of Assessment

Main assessment methods

The module will be assessed by 100% coursework as follows:

Participation assessment (20%)

Essay, 4000 words (80%)

Reassessment methods

The module will be reassessed by a reassessment instrument of an essay (100% coursework).

Preliminary Reading

- J. Alder and D. Wilkinson, Environmental Law and Ethics (1999)
 S. Bell, D. McGillivray and O. Pedersen, Environmental Law (8th ed. 2013)
 E. Fisher, B. Lange and E. Scofford, Environmental Law Text, Cases and Materials (2013).
 J. Holder and M. Lee, Environmental Protection Law and Policy: Text and Materials (2007).
 J. McEldowney and S. McEldowney, Environmental Law (2010).
 M. Stallworthy, Understanding Environmental Law (2008).
 S. Wolf and N. Stanley, On Environmental Law (6th revised ed. 2012)

Pre-requisites

None

Restrictions

None

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Synopsis *

This module provides an introduction to the law on environmental quality and a preface to regulatory themes that are pursued in other modules. In common language, the module is about the law relating to 'pollution', but, as will be seen, this is a concept that is quite difficult to define with the precision that is needed as a basis for legal rights and duties. 'Environmental quality' is a broader term, encompassing issues as to the degree of contamination that is considered acceptable in relation to the three environmental media of water, air and land. Broadly, the module is organised around the progression of approaches that law has taken towards the regulation of those activities that have been identified as most damaging to the environmental media. Although, this involves careful examination and evaluation of national laws relating to pollution control, attention is increasingly focused upon regulatory requirements drawn from European Union and international law. The module seeks to assess different models and strategies for environmental quality regulation against broader objectives for the environment in reflecting upon what it is that is to be regulated, and why, and whether actual approaches to regulation are the best way of achieving this.

LW841 International Trade Law and the Environment						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

LLM in (Specialisation); LLM in Law; PGDip in (Specialisation); PGCert in Law.

Contact Hours

Contact hours: 20

Private study hours: 180

Total study hours: 200

Department Checked

14/03/2021

Learning Outcomes

The intended subject specific learning outcomes.

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

1. Demonstrate systematic knowledge of the concepts, principles and rules of international law as these relate to the regulation of international trade and the protection of the environment;
2. Demonstrate a critical awareness of the way in which the various international institutions operating in this area co-operate, interact and conflict;
3. Demonstrate comprehensive familiarity with the compositions, constitutions, policies and operation of the key regulatory bodies with responsibilities relating to international trade and the environment, in particular the World Trade Organisation;
4. Think creatively about a subject whose borders and principles are far from settled;
5. Think critically about the ways in which international trade should be facilitated alongside the need for environmental protection and other socially desirable objectives;
6. Formulate a broad view of the adequacies of legal protection for areas of the environment which are impacted upon by international trade in general and WTO law and regulation in particular.
7. Appreciate the multifaceted nature of the trade/environment interface.

The intended generic learning outcomes.

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

1. Enter into informed and thoughtful discussions for the purposes of assessments.
2. Critically evaluate issues with regard to the underlying policy goals.
3. Compare, contrast and critically assess alternative approaches to examined issues.

Method of Assessment

Main assessment methods

- Short written assessment: 1,000 words (20%)
- Longer written assessment: 4,000 words (80%)

Reassessment methods

Reassessment instrument: 100% coursework

Preliminary Reading

- P. Birnie, Boyle, A. and Redgwell, C., International Law and the Environment, 3rd edition (Oxford, 2009).
- R-M. Dupuy, Vinuales, J. E., International Environmental Law (Cambridge, 2015).
- A. Gillespie, International Environmental Law Policy and Ethics, (Oxford, 2002).
- D. Hunter, Salzman, J. and Zaelke, D., International Environmental Law and Policy, 4th edition (Foundation Press, 2011).
- P. Sands and Peel, J., Principles of International Environmental Law, 4th edition (Cambridge, 2018).
- M. Trebilcock and Howse, R., The Regulation of International Trade, 4th Edition (Routledge, 2013).
- J. Watson, The WTO and the Environment: Development of Competence Beyond Trade (Routledge, 2013).

Pre-requisites

None

Restrictions

None

Synopsis <span style =

The law relating to international trade and the environment represents a key element in the national and international legal response to the need to protect the environment and to secure broader environmental policy objectives, notably sustainable development. This module is structured to provide a broad coverage of and opportunity for critical appraisal of various key international rules and institutions which address the relationship between freedom of trade between states and environmental protection. Within this structure, illustrations are provided of many of the key areas in case studies on topical and contentious issues.

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LW843 International Human Rights Law						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Spring	M	20 (10)	100% Coursework	
2	Canterbury	Autumn	M	20 (10)	100% Coursework	
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

Canterbury – optional to the:
LLM in (Specialisation)
PG Diploma in (Specialisation)
PG Certificate in Law
MA in International Law with International Relations

Contact Hours

Total contact hours: 19
Private study hours: 181
Total study hours: 200

Department Checked

23/03/2022

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 main concepts, principles, doctrines and procedures of international human rights law;
2. Critically analyse the practice and theory of international human rights law;
3. Engage with critical perspectives on, and theories of international human rights law;
4. Carry out independent research in the specific area of international human rights law and analyse issues from a range of theoretical approaches;
5. Critically appraise the application and functioning of international human rights law in different contexts while taking account of implications of diverse cultural values;

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

1. Apply the detailed and critical knowledge to analyse a variety of complex issues;
2. Communicate doctrinal debates and arguments concerning legal controversy and to formulate them in a lucid and well-informed argument;
3. Use the English language with finesse and creativity.

Method of Assessment

Main assessment methods

An essay of no more than 5000 words (100%)

Reassessment methods

100% coursework

Preliminary Reading

- P. Alston & J. Crawford (eds), *The Future of UN Human Rights Treaty Monitoring*, Cambridge Univ. Press, (2000);
- P. Alston and R. Goodman, *International Human Rights*, Oxford Univ. Press, (2013).
- Bantekas and Oette, *International Human Rights Law and Practice* (2nd ed., CUP 2016)
- Bisset, *Blackstone's International Human Rights Documents* (10th Ed., OUP 2016)
- K. Boyle (ed), *New Institutions for Human Rights Protection*, Oxford Univ. Press, (2009);
- A. Clapham, *Human Rights Obligations of Non-State Actors*, Oxford Univ. Press, (2006);
- D. Moeckli, S. Shah and S. Sivakumaran (eds), *International Human Rights Law*, (2nd Ed., Oxford Univ. Press, (2013);
- C. Tomuschat, *Human Rights – Between Idealism and Realism*, Oxford Univ. Press, (2003).

Pre-requisites

None

Restrictions

None

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Synopsis <span style =

This module is designed to enable postgraduate students to obtain both essential knowledge of and critical insight into, issues relating to international human rights law. Human rights occupy an extremely important place in contemporary discussions about law, justice and politics at both the domestic and the international level. Across all spheres of government, bodies of law and, pretty much, in every single social mobilization, human rights are invoked and debated.

This module approaches the key place occupied by human rights in the contemporary world from an international perspective. In placing a focus at the international level, the module aims to link the international origins of human rights and the main human rights systems, with the actual practice of human rights. Particular attention is paid in the module to the value, as well as the limits of human rights when they approach, or try to address the problems and the aspirations of five important 'subjects': the Citizen, the Army, the Migrant, the Worker, and the Woman.

Availability

Canterbury – optional to the:
LLM in (Specialisation)
PG Diploma in (Specialisation)
PG Certificate in Law
MA in International Law with International Relations

Brussels – compulsory to the:
LLM/MA in (Specialisation)
PG Diploma in (Specialisation)
PG Certificate in (Specialisation)

Contact Hours

Total contact hours: 19
Private study hours: 181
Total study hours: 200

Department Checked

23/03/2022

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 main concepts, principles, doctrines and procedures of international human rights law;
2. Critically analyse the practice and theory of international human rights law;
3. Engage with critical perspectives on, and theories of international human rights law;
4. Carry out independent research in the specific area of international human rights law and analyse issues from a range of theoretical approaches;
5. Critically appraise the application and functioning of international human rights law in different contexts while taking account of implications of diverse cultural values;

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Apply the detailed and critical knowledge to analyse a variety of complex issues;
2. Communicate doctrinal debates and arguments concerning legal controversy and to formulate them in a lucid and well-informed argument;
3. Use the English language with finesse and creativity.

Method of Assessment

Main assessment methods

An essay of no more than 5000 words (100%)

Reassessment methods

100% coursework

Preliminary Reading

- P. Alston & J. Crawford (eds), *The Future of UN Human Rights Treaty Monitoring*, Cambridge Univ. Press, (2000);
- P. Alston and R. Goodman, *International Human Rights*, Oxford Univ. Press, (2013).
- Bantekas and Oette, *International Human Rights Law and Practice* (2nd edn, CUP 2016)
- Bisset, *Blackstone's International Human Rights Documents* (10th Ed., OUP 2016)
- K. Boyle (ed), *New Institutions for Human Rights Protection*, Oxford Univ. Press, (2009);
- A. Clapham, *Human Rights Obligations of Non-State Actors*, Oxford Univ. Press, (2006);
- D. Moeckli, S. Shah and S. Sivakumaran (eds), *International Human Rights Law*, (2nd Ed., Oxford Univ. Press, (2013);
- C. Tomuschat, *Human Rights – Between Idealism and Realism*, Oxford Univ. Press, (2003).

Pre-requisites

None

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Synopsis <span style =

This module is designed to enable postgraduate students to obtain both essential knowledge of and critical insight into, issues relating to international human rights law. Human rights occupy an extremely important place in contemporary discussions about law, justice and politics at both the domestic and the international level. Across all spheres of government, bodies of law and, pretty much, in every single social mobilization, human rights are invoked and debated.

This module approaches the key place occupied by human rights in the contemporary world from an international perspective. In placing a focus at the international level, the module aims to link the international origins of human rights and the main human rights systems, with the actual practice of human rights. Particular attention is paid in the module to the value, as well as the limits of human rights when they approach, or try to address the problems and the aspirations of five important 'subjects': the Citizen, the Army, the Migrant, the Worker, and the Woman.

LW844 Legal Aspects of Contemporary International Problems						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Autumn	M	20 (10)	100% Coursework	
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

Canterbury – optional to the:
LLM in (Specialisation)
PG Diploma in (Specialisation)
PG Certificate in Law
MA in International Law with International Relations

Contact Hours

Total contact hours: 20
Private study hours: 180
Total study hours: 200

Department Checked

23/03/2022

Learning Outcomes

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

1. Demonstrate a sophisticated knowledge and understanding of the concepts, principles and rules of international law and transnational law and examine their interaction with contemporary international events.
2. Demonstrate a critical understanding of the relevance of international law and transnational law to particular international policy problems.
3. Demonstrate a comprehensive understanding of the possibilities and the limitations of legal method in international disputes.
4. Demonstrate a critical understanding of the relationship between international law and international politics.
5. Critically analyse the theory as practice of public international law.
6. Anticipate and map different legal arguments as directed toward particular global policy challenges.

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

1. Critically evaluate the application and practice of law within and across different contexts.
2. Identify relevant scholarly issues from complex factual situations.
3. Undertake independent and original research and formulate reasoned and critical arguments.
4. Analyse complex problems from a range of different theoretical perspectives and disciplinary approaches.

Method of Assessment

Main assessment methods

- Essay of no more than 5000 words (100%)

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

- Anghie, Anthony, Imperialism, Sovereignty and the Making of International Law, (Cambridge: Cambridge University Press, 2004).
- Aust, Anthony, Handbook of International Law, (Cambridge: Cambridge University Press, 2010).
- Crawford, James and Martti Koskeniemi (eds.), The Cambridge Companion to International Law, (Cambridge: Cambridge University Press, 2012).
- Klabbbers, Jan, International Law, (Cambridge: Cambridge University Press, 2013).
- Shaw, Malcolm N, International Law 6th ed., (Cambridge: Cambridge University Press, 2008).

Pre-requisites

None

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Restrictions

None

Synopsis <span style =

There are a number of ways to study the field of international law. It can be treated doctrinally as a system of rules from various sources – such as treaties, state practices that are seen to have the binding force of law, and general principles shared across domestic jurisdictions – built up over time to regulate interactions between states and other entities. It can be studied as a historical phenomenon, emerging out of a colonial history with contemporary implications. It can also be studied as an (imperfect) approach to addressing international 'problems', placing international law in broader social, political, and historical contexts as one possible source of 'solutions'. This course starts from international law as an approach, highlighting the field's limits and possibilities in relation to a set of contemporary inter- and trans-national concerns, which may include the use of armed force, responses to emerging security threats, and unresolved territorial disputes. The course focuses on a changing set of key themes in international law, such as sovereignty, statehood, self-determination, and the regulation of armed conflict. It explores these overlapping themes as they emerge across several issues and case studies, bringing international law into a relationship with contemporary geopolitics and the field's historical inheritance.

Availability

Compulsory to the:
LLM and MA in (Specialisation)
PG Diploma in (Specialisation)
PG Certificate in (Specialisation)

Contact Hours

Total contact hours: 20
Private study hours: 180
Total study hours: 200

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a sophisticated knowledge and understanding of the concepts, principles and rules of international law and transnational law and examine their interaction with contemporary international events.
2. Demonstrate a critical understanding of the relevance of international law and transnational law to particular international policy problems.
3. Demonstrate a comprehensive understanding of the possibilities and the limitations of legal method in international disputes.
4. Demonstrate a critical understanding of the relationship between international law and international politics.
5. Critically analyse the theory as practice of public international law.
6. Anticipate and map different legal arguments as directed toward particular global policy challenges.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Critically evaluate the application and practice of law within and across different contexts.
2. Identify relevant scholarly issues from complex factual situations.
3. Undertake independent and original research and formulate reasoned and critical arguments.
4. Analyse complex problems from a range of different theoretical perspectives and disciplinary approaches.

Method of Assessment

Main assessment methods:
Essay of no more than 5000 words (100%)

Reassessment methods:
Reassessment Instrument: 100% coursework

Preliminary Reading

- Anghie, Anthony, *Imperialism, Sovereignty and the Making of International Law*, (Cambridge: Cambridge University Press, 2004).
- Aust, Anthony, *Handbook of International Law*, (Cambridge: Cambridge University Press, 2010).
- Crawford, James and Martti Koskeniemi (eds.), *The Cambridge Companion to International Law*, (Cambridge: Cambridge University Press, 2012).
- Klabbbers, Jan, *International Law*, (Cambridge: Cambridge University Press, 2013).
- Shaw, Malcolm N, *International Law 6th ed.*, (Cambridge: Cambridge University Press, 2008)

Pre-requisites

None

Synopsis <span style =

There are a number of ways to study the field of international law. It can be treated doctrinally as a system of rules from various sources – such as treaties, state practices that are seen to have the binding force of law, and general principles shared across domestic jurisdictions – built up over time to regulate interactions between states and other entities. It can be studied as a historical phenomenon, emerging out of a colonial history with contemporary implications. It can also be studied as an (imperfect) approach to addressing international 'problems', placing international law in broader social, political, and historical contexts as one possible source of 'solutions'. This course starts from international law as an approach, highlighting the field's limits and possibilities in relation to a set of contemporary inter- and trans-national concerns, which may include the use of armed force, responses to emerging security threats, and unresolved territorial disputes. The course focuses on a changing set of key themes in international law, such as sovereignty, statehood, self-determination, and the regulation of armed conflict. It explores these overlapping themes as they emerge across several issues and case studies, bringing international law into a relationship with contemporary geopolitics and the field's historical inheritance.

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LW846 International Criminal Law						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Brussels	Spring	M	20 (10)	100% Coursework	
3	Canterbury	Autumn	M	20 (10)	100% Coursework	
3	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

Canterbury: LLM in Law (specialisation in International Criminal Justice); LLM in Law (specialisation in Human Rights); LLM in Law (Specialisation in International Law); LLM in Law (Specialisation in International Law with International Relations); LLM in Law; PG Diploma (in the above specialisations) and PG Certificate in Law.

Contact Hours

Total contact hours: 19

Private study hours: 181

Total study hours: 200

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a critical and systematic understanding of the main concepts, doctrines, principles and institutions of international criminal law;
2. Critically evaluate international criminal law in the light of key contemporary theoretical and doctrinal debates;
3. Critique international criminal law and contemporary theoretical and doctrinal debate relating thereto to controversial case studies;
4. Demonstrate sophisticated independent research into international criminal law and to critically evaluate the current state of knowledge in the field;

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a critical appraisal of the functioning of law in a variety of situations taking account of their unique contexts.
2. Demonstrate comprehensive research, gathering relevant and complex information and theoretical approaches from a range of diverse sources by electronic and other means.
3. Communicate complex academic argument regarding key points of legal controversy, synthesising this research into a well-formed argument according to relevant academic conventions.
4. Demonstrate a systematic awareness of the limitations of present knowledge and matters needing to be resolved by further research.

Method of Assessment

Main assessment methods

The module will be assessed by 100% coursework as follows:

Essay, 5000 words (100%)

Reassessment methods

100% Coursework.

Preliminary Reading

- Cassese's, International Criminal Law revised by Cassese, Gaeta, et al (OUP, 2013)
- Cryer, Friman, Robinson and Wilmshurst, An Introduction to International Criminal Law and Procedure (CUP, 2014)
- De Vos, Kendall and Stahn Contested Justice: the Politics and Practice of International Criminal Court Interventions (CUP, 2015)
- Schöbel, Critical Approaches to International Law: An Introduction (Routledge, 2014)
- Simpson, Law, War and Crime (Polity Press, 2007)
- Stover, The Witness: War Crimes and the Promise of Justice in the Hague (University of Pennsylvania Press, 2005)
- Werle and Jessberger, Principles of International Criminal Law (OUP, 2014)
- Williams, Hybrid and internationalised criminal tribunals: selected jurisdictional issues (Hart, 2012)

Pre-requisites

None

Restrictions

None

2022-23 Postgraduate Module Handbook

Synopsis <span style =

This module provides a critical examination of the principles and institutions and theory and practice of international criminal law. The module introduces the aims and objectives of international criminal law and examines the establishment and operation of international criminal justice institutions, and the substantive law of international crimes. It explores key theoretical and doctrinal debates in international criminal law. In particular, it seeks to locate the work of international criminal courts and tribunals in their broader political and contextual contexts. Case studies and special topics in international criminal law, form an important part of the module.

Availability

Brussels: Optional within the LLM/MA in (specialisation) specifically in Human Rights; PG Diploma in (in the above specialisation); PG Certificate in Law.

Contact Hours

Total contact hours: 19
Private study hours: 181
Total study hours: 200

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a critical and systematic understanding of the main concepts, doctrines, principles and institutions of international criminal law;
2. Critically evaluate international criminal law in the light of key contemporary theoretical and doctrinal debates;
3. Critique international criminal law and contemporary theoretical and doctrinal debate relating thereto to controversial case studies;
4. Demonstrate sophisticated independent research into international criminal law and to critically evaluate the current state of knowledge in the field;

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a critical appraisal of the functioning of law in a variety of situations taking account of their unique contexts.
2. Demonstrate comprehensive research, gathering relevant and complex information and theoretical approaches from a range of diverse sources by electronic and other means.
3. Communicate complex academic argument regarding key points of legal controversy, synthesising this research into a well-formed argument according to relevant academic conventions.
4. demonstrate a systematic awareness of the limitations of present knowledge and matters needing to be resolved by further research.

Method of Assessment

Main assessment methods

The module will be assessed by 100% coursework as follows:

Essay, 5000 words (100%)

Reassessment methods

100% Coursework.

Preliminary Reading

- Cassese's, International Criminal Law revised by Cassese, Gaeta, et al (OUP, 2013)
- Cryer, Friman, Robinson and Wilmshurst, An Introduction to International Criminal Law and Procedure (CUP, 2014)
- De Vos, Kendall and Stahn Contested Justice: the Politics and Practice of International Criminal Court Interventions (CUP, 2015)
- Schöbel, Critical Approaches to International Law: An Introduction (Routledge, 2014)
- Simpson, Law, War and Crime (Polity Press, 2007)
- Stover, The Witness: War Crimes and the Promise of Justice in the Hague (University of Pennsylvania Press, 2005)
- Werle and Jessberger, Principles of International Criminal Law (OUP, 2014)
- Williams, Hybrid and internationalised criminal tribunals: selected jurisdictional issues (Hart, 2012)

Pre-requisites

None

Synopsis <span style =

This module provides a critical examination of the principles and institutions and theory and practice of international criminal law. The module introduces the aims and objectives of international criminal law and examines the establishment and operation of international criminal justice institutions, and the substantive law of international crimes. It explores key theoretical and doctrinal debates in international criminal law. In particular, it seeks to locate the work of international criminal courts and tribunals in their broader political and contextual contexts. Case studies and special topics in international criminal law, form an important part of the module.

LW847 World Trade Organisation (WTO) Law and Practice I						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

LLM in (Specialisation); LLM in Law; PG Diploma in (Specialisation); PG Certificate in Law

Contact Hours

Total study hours: 200

Contact hours: 18

Private study hours: 182

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate systematic knowledge and understanding of the legal and regulatory order being created by the WTO.
2. Demonstrate a critical understanding of this order in the light of: competing theories and ideologies of economic and social globalisation and its regulation; and inter-state and inter-regional economic conflicts, especially as seen through decided cases before the dispute settlement organs of the WTO.
3. Place the WTO into its historical context;
4. Demonstrate sophisticated knowledge of the WTO's relationship with other multilateral, regional and sub-regional economic groupings, especially where this involves the interpretation of similar regulatory concepts;
5. Relate WTO law and practice to the national regulation of trade.
6. Engage in further comprehensive, interdisciplinary, study of the emerging law and practice of the WTO through an examination of: its institutional background, theoretical and political approaches to the question of international trade regulation and liberalisation, the principles of international economic dispute settlement;
7. Critically evaluate and examine the main provisions of the General Agreement on Tariffs and Trade (GATT) 1994, covering the main concepts and legal questions raised by them.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate comprehensive knowledge and understanding in the form of an original reasoned argument through written assessment.
2. Formulate, articulate and justify a point of view on the relative merits of differing approaches to regulation.
3. Demonstrate comprehensive independent research and creative thinking skills.

Method of Assessment

Main assessment methods

The module will be assessed by 100% coursework as follows:

Essay, of no more than 5,000 words (100%)

Reassessment methods

100% coursework

Preliminary Reading

- D. Alessandrini, 'Developing Countries and the Multilateral Trade Regime: The Failure and Promise of the WTO's Development Mission' (Hart, 2010).
- H.J. Chang, The Myth of Free Trade and the secret history of Capitalism (Bloomsbury Press, 2007)
- D. Harvey, The Enigma of Capital: and the Crises of Capitalism (London, Profile Books, 2010) 1-39
- D. Harvey, A Brief History of Neoliberalism (Oxford University Press, 2005)
- A. Lang, World Trade Law After Neo-Liberalism: RE-Imagining the Global Economic Order (Oxford: Oxford University Press, 2011)
- M. Matsushita, T.M. Schoenbaum, P.C. Mavrodís. The World Trade Organisation. Law, Practice and Policy (Oxford University Press, 3rd ed., 2015) (MSM)
- J.E. Stiglitz, A. Charlton, Fair trade for All: How Trade can Promote Development (Oxford University Press, 2005) (S&C)
- Michael J. Trebilcock, Robert Howse and Antonia Eliason The Regulation of International Trade (Routledge, 4th ed, 2013) (THE)
- R. Yearwood, The Interaction Between WTO Law and External International Law: The Constrained Openness of WTO Law (Routledge Research in International Economic Law, 2011)

Pre-requisites

None

Restrictions

None

2022-23 Postgraduate Module Handbook

Synopsis <span style =

The establishment of the WTO on 1 January 1995 has signalled the beginning of a new era in international economic relations. Unlike the GATT, whose main purpose was the reduction of barriers on trade in goods, the WTO legal regime reach deeper into more areas of policy-making, ranging from the regulation of services and investments to the protection and enforcement of intellectual property rights. Furthermore, through its Dispute Settlement Understanding (DSU) the WTO has the capacity to generate case-law on the resolution of disputes under the WTO agreements that it covers. This marks a significant shift from the earlier GATT dispute settlement mechanism as it creates, for the first time on the multilateral level, a binding decision-making apparatus. Thus any serious attempt to understand the nature and development of international economic law requires a careful and detailed study of the WTO and its emergent law and practice. It is the cornerstone of the new global economic order. This module offers a comprehensive overview of this evolving legal and regulatory order.

LW852 European Union Environmental Law and Policy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
6	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

LLM in (Specialisation); LLM in Law; PG Diploma in (Specialisation); PG Certificate in Law

Contact Hours

Contact hours: 18

Private study hours: 182

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:

1. Demonstrate a sophisticated understanding and appraisal of the main sources of Union law and institutional arrangements relating to environmental protection at Union level.
2. Demonstrate a comprehensive understanding of the rules and principles of Union environmental law and of the way in which these relate to, and influence, international and national law.
3. Formulate a broad view of the state and adequacies of Union legal protection and regulation for the environment, .
4. Demonstrate a comprehensive understanding and appraisal of key features of Union environmental regulation, such as various policy principles, implementation and enforcement of Union environmental law.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate sophisticated research techniques in locating and using materials.
2. Formulate detailed written arguments, presenting a reasoned and critical opinion.
3. Critically evaluate the application and practice of law within and across different contexts.

Method of Assessment

Main assessment methods

Short written assessment, 1000 words (20%)

Longer written assessment, 4000 words (80%)

Reassessment methods

Reassessment instrument: 100% coursework.

Preliminary Reading

P. Davies, European Union Environmental Law (2004)

M. Lee, EU Environmental Law (2014, 2nd ed.)

J. H. Jans and H. Vedder, European Environmental Law (2011, 4th ed.)

Jordan and C. Adelle, Environmental Policy in the EU (2013, 3rd ed.)

L. Kramer, EU Environmental Law (2016, 8th ed.)

Pre-requisites

None

Restrictions

None

Synopsis <span style =

This module provides an overview of the policy and legislation of the European Union in relation to the environment and ecological protection, with particular sectors considered in more detail in other modules. The overall purpose of the module is to appreciate the significance of European Union law as a system of regional international law seeking to harmonize the national laws of the Member States according to common principles of environmental regulation.

LW861 Law of Armed Conflict						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Autumn	M	20 (10)	100% Coursework	

Availability

Compulsory to LL.M. in (specialisation) specifically in Human Rights Law; PG Diploma in (Human Rights Law); PG Certificate in (Human Rights Law). Also optional to the MA in (Specialisation in International Conflict and Security);

Contact Hours

Total contact hours: 19

Private study hours: 181

Total study hours: 200

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 critical evaluation of the key concepts, principles and doctrines of international humanitarian law (IHL);
2. Demonstrate a comprehensive understanding of IHL in the context of evolving doctrinal and theoretical discourse;
3. Critique the principles and theories of IHL to specific cases of contemporary concern or to controversial issues;
4. Demonstrate systematic independent research in diverse areas of IHL and to construct reasoned and critical arguments based on the concepts, principles and doctrines of IHL;
5. Demonstrate a critical evaluation of the operation of IHL in diverse situations of armed conflict (international or non-international) and occupation;

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate comprehensive legal reasoning, in order to reach a considered judgment as to the correct legal outcome where the law is unclear or there are differences of interpretation;
2. Demonstrate sophisticated critical legal reasoning and argument;
3. Demonstrate a systematic synthesis of arguments derived from diverse sources and present a coherent explanatory framework.

Method of Assessment

Main assessment methods

The module will be assessed by 100% Coursework as follows:

Essay, maximum 5000 words (100%)

Reassessment methods

100% coursework

Preliminary Reading

Textbooks;

D. Fleck et al. (eds.), Handbook of International Humanitarian Law, 3rd ed., (Oxford: Oxford Univ. Press, 2013) (paperback);

Other recommended textbooks:

D. Thürer, International Humanitarian Law: Theory, Practice, Context, Hague Academy of International Law, 2011, (Mabège, France, 2011).

Eric David, Principes de Droit des Conflits Armés, 5ème ed., (Brussels : Bruylant, 2012).

Pre-requisites

None

Synopsis

This course is designed to enable LL.M. and MA students to obtain comprehensive knowledge of diverse issues involved in international humanitarian law (IHL). It starts with an introduction to the basic concepts and principles of humanitarian law and their historical development, while seeking to enhance students' insight into main theoretical debates on the significance of international humanitarian law in international relations. The course then moves to focus on specific issues, such as combatant or prisoners of war (PoW) status, civilian status, protection of the vulnerable persons (such as women and children), and issues of belligerent occupation, as well as issue of more contemporary interests such as the protection of cultural property, environment, applicability of IHL to UN Peacekeeping forces and the relationship between IHL and international human rights law. Students are encouraged to develop a critical standpoint in light of historical backgrounds and of theories of international law and international relations.

LW870 Critical Perspectives on the Criminal Justice System						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

LLM in (Specialisation); LLM in Law; PG Diploma in (Specialisation); PG Certificate in Law

Contact Hours

Total contact hours: 20

Private study hours: 180

Total study hours: 200

Department Checked

25/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

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

1. Critically engage with sources to analyse key debates in criminal justice.
2. Demonstrate a systematic awareness and understanding of the main theoretical perspectives on contemporary criminal justice
3. Critically examine the complex relationship between law and criminal justice.
4. Demonstrate a comprehensive understanding of the interaction between the different agencies involved in the criminal justice system.
5. Critically apply the theoretical and legal perspectives explored on the module to demonstrate deeper insights into the operation of the modern criminal justice system.

The intended generic learning outcomes.

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

1. Critically present relevant knowledge and understanding in the form of reasoned argument in written assessment.
2. Critically identify and evaluate complex legal and policy problems according to their social, political and legal context.
3. Demonstrate a comprehensive ability to carry out independent further research from a variety of sources informing a sustained and detailed argument.
4. Critically summarise detailed theoretical and legal material, analysing and critically evaluating different positions that arise in the literature surveyed.

Method of Assessment

Main assessment methods

100% coursework, comprising, either:

An Essay, 5000 words (100%)

An Essay, 4000 words (80%) and individual presentation, approx. 10 minutes (20%)

Reassessment methods

Reassessment instrument: 100% coursework

Preliminary Reading

Ashworth A. & M. Redmayne, The Criminal Process (most recent edition)

Hall, S. et al. Policing the Crisis (2nd Ed, Macmillan 2013)

Lacey, N, Reconstructing the Criminal Law (most recent edition)

McBarnet, D. Conviction: law, the state and the construction of justice (Macmillan 1981)

Padfield N., Text and Materials on the Criminal Justice Process (most recent edition)

Sanders, A., R. Young & M. Burton, Criminal Justice (most recent edition)

Pre-requisites

None, though a general background in either law or another discipline related to criminal justice is assumed.

Restrictions

None

Synopsis <span style =

This module seeks to provide the student with a critical appreciation of the key debates and controversies in contemporary criminal justice. While England and Wales is the focus of study, throughout the module comparisons will be made with other jurisdictions to provide deeper insights. The module will provide a grounding in the relevant theories, which will then be applied in analysing the institutions of criminal justice.

LW871 Policing						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

LLM in (Specialisation); LLM in Law; PG Diploma in (Specialisation); PG Certificate in Law

Contact Hours

Total contact hours: 20

Private study hours: 180

Total study hours: 200

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Critique the origins, development and future of policing in the United Kingdom and comparable jurisdictions.
2. Critically probe the forces driving and shaping the structure, organisation, functions, policies, practices and procedures of policing in the United Kingdom and comparable jurisdictions.
3. Critique the law and practice on: the investigation, detection and prevention of crime; the maintenance of public order; and cross-border police cooperation.
4. Critically assess the role of democratic, legal and administrative processes in the governance of the police and in rendering the police accountable for their actions, policies and performance.
5. Critically assess the emergence, development and practices of private policing.
6. Appreciate and critique the ethical and legal principles applicable to policing policies and practices.
7. Conduct independent critical research on policing issues, and present incisive perspectives on them.
8. Identify and critically debate the legal, constitutional, political and cultural forces underpinning topical issues in policing.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Research, interpret and apply complex material from across several disciplines, such as: law, criminal justice, politics, history and sociology
2. Research, interpret and apply primary and secondary legal materials from national, European and international sources
3. Demonstrate an understanding of the specificity of textual analysis
4. Demonstrate skills in making well-constructed written arguments
5. Demonstrate skills in oral and visual presentation of complex ideas and materials
6. Demonstrate critical and self-reflexive modes of thought and analysis
7. Demonstrate awareness of and capacity to debate some of the major social, political and legal issues of the day in national, European and international affairs
8. Demonstrate the capacity for independent learning
9. Demonstrate the ability to formulate viable research questions
10. Demonstrate the capacity to undertake independent research on a specific topic
11. Present research findings within a critical theoretical framework

Method of Assessment

Main assessment methods

Essay – no more than 5000 words (100%)

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Brodeur, J-P, The Policing Web (OUP, 2010)

Conway, V, Policing Twentieth Century Ireland: a History of An Garda Síochána (Sage, 2013)

Elmsley, C, The History of Policing (Ashgate, 2011)

Lister, S, and M. Rowe Accountability of Policing (Abingdon: Routledge, 2016).

McLaughlin, E, The New Policing (Sage 2007)

Newburn, T, (ed.) Handbook of Policing 2nd ed (Willan, 2014)

Newburn, T, (ed.) Policing – Key Readings (Willan, 2004)

Reiner, R. The Politics of the Police 4th ed (OUP, 2010)

Walsh, DPJ, Human Rights and Policing in Ireland: Law, Policy and Practice (Clarus, 2009)

Pre-requisites

None, though a general background in either law or another discipline related to criminal justice is assumed

Restrictions

None

Synopsis <span style =

This module offers a critical study of policing from historical, legal, political and social perspectives. It focuses primarily on policing in the United Kingdom, with other appropriate jurisdictions (including the European Union) being used for comparative purposes.

LW883 International Law of the Sea						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Autumn	M	20 (10)	100% Coursework	

Availability

LLM in (Specialisation) - Brussels; PG Diploma in (Specialisation) - Brussels; PG Certificate in Law

Contact Hours

Total contact hours: 24

Private study hours: 176

Total study hours: 200

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 awareness of the significance of International Law in regulating the use of marine resources and the settlement of disputes over these resources.
2. Demonstrate familiarity with the concepts, principles and rules of the International Law of the Sea
3. Demonstrate familiarity with current theoretical and doctrinal debates within the International Law of the Sea.
4. Apply international legal methods to international legal problems
5. Demonstrate familiarity with the operations of the institutions of International Law relevant to the seas.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Processing information: Students will be able to organise, source and digest large amounts of material from various sources
2. Analytical thought and writing: Students will be able to reflect upon complex ideas and arguments; digest, analyse and test scholarly views; relate scholarly ideas and arguments to issues and circumstances in the contemporary global political economy; summarise and analyse scholarly arguments in writing
3. Advocacy and defence: Students will be able to formulate an opinion in response to an issue or question, construct coherent and persuasive arguments to advocate their view and defend that view against criticism
4. Communication and presentation skills: Students will be able to prepare oral and written presentations of information and viewpoints to peers; respond to comment and criticism from peers; lead and manage group discussion
5. Problem-solving: Students will be able to respond at short notice to questions and challenges making use of knowledge, analytical tools and perspectives acquired in the module

Method of Assessment

Main assessment methods

Essay – no more than 5000 words (100%)

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Louis Sohn et al, Cases and Materials on the Law of the Sea (Martinus Nijhoff, 2nd ed., 2014).

Yoshifumi Tanaka, The International Law of the Sea (Cambridge UP, 2nd ed., 2015)

Donald Rothwell and Tim Stephens, The International Law of the Sea (Hart, 2nd ed., 2017)

Pre-requisites

None

Synopsis <span style =

The legal regime applicable to two-thirds of our planet forms the subject matter of this course. Starting point is the 1982 United Nations Convention on the Law of the Sea, which entered into force in 1994, as well as its implementing agreements of 1994 and 1995. The objective of this course is to familiarize the student with this conventional framework and the delicate interaction it has with the actual practice of states.

Starting from the principle of the freedom of the high seas, this course will address the different maritime zones existing today, which all possess a distinct legal regime: the internal waters, the territorial sea, the contiguous zone, the exclusive economic zone, the continental shelf, the Area, and the high seas. Since all these maritime zones, in one way or another, fall back on the baseline for their measurement and often need to be delimited in case of adjacent or opposite states, introductory chapters on both issues are provided. Special attention is finally also devoted to marine pollution, the living resources of the high seas, two topical issues in the contemporary law of the sea, as well as the articles of the above-mentioned convention of 1982 on the settlement of disputes, because this was the first multilateral agreement which incorporated such a detailed procedure for the peaceful settlement of international disputes.

LW884 International Environmental Law - Substantive Legal Aspects						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

LLM in (Specialisation); LLM in Law; PG Diploma in (Specialisation); PG Certificate in Law

Contact Hours

Total study hours: 200

Contact hours: 18

Private study hours: 182

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 systematic knowledge and understanding of the concepts, principles, and rules relating to the development and application of selected areas of substantive international environmental law.
2. Demonstrate a detailed appreciation of the importance of broader underlying political and policy contexts and dynamics that underpin the evolution of substantive legal provisions and principles in international environmental law.
3. Access the main sources of literature and legal texts relating to the substantive legal topics of international environmental law, including relevant treaty and/or legislative sources, judicial decisions as well as secondary literature such as quality academic opinion.
4. Assimilate and analyse complex material from various sources including international treaties, protocols, declarations, judgments of international courts and tribunals in the field of international environmental law;
5. Undertake appropriate further training or research in the environmental law field.

The intended generic learning outcomes.

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

1. Present relevant knowledge and understanding in the form of reasoned and supported argument.
2. Carry out thorough research, analysing various points of view and using wide sources.
3. Express themselves to a high standard in a coherent form, with appropriate use of citation.
4. Find relevant primary and secondary material for research in hard copy and through electronic sources

Method of Assessment

Main assessment methods

The module is assessed by 100% coursework, comprising:

- Seminar presentation – approx. 15 minutes (10%)
- An essay of no more than 1,000 words (10%)
- An essay of no more than 4,000 words (80%)

Reassessment methods

Reassessment instrument (coursework)

Preliminary Reading

Beyerlin/Marauhn, International Environmental Law (Hart, 2011)

Birnie/Boyle/Redgwell, International Law and the Environmental (3rd edn) (2009: Oxford)

Bodansky/Brune/Hey (eds), Oxford Handbook of International Environmental Law (Oxford 2008)

Sands, Principles of International Environmental Law (4th edn) (2018: Cambridge UP)

Pre-requisites

None

Progression

Stage 1

Restrictions

None

Synopsis <span style =

This module is designed to examine and assess selected substantive legal aspects of International Environmental Law. For this purpose, the module is divided into two main parts. The first part considers particular sectors of environmental policy that are the subject of international legal regulation and obligations. This will involve an appraisal of how international legal regulation has developed in these areas, taking into account various challenges, legal and political, that have been influential in shaping their respective evolution. The second part of the module focuses on selected legal topics concerning the implementation of international environmental law. In particular, it will consider various relatively recent developments in international environmental law that have served to broaden out participation beyond the level of the nation state as regards the monitoring and enforcement of international environmental protection obligations.

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LW885 Law and Development						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Autumn	M	20 (10)	100% Coursework	
2	Brussels	Spring	M	20 (10)	100% Coursework	

Availability

LLM (Specialisation); LLM Law; PGDip (Specialisation); PGCert in Law; PGDip/LLM in (Specialisation) - Brussels

Contact Hours

Contact hours: 22

Private study hours: 178

Total study hours: 200

Department Checked

25/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to demonstrate:

1. Detailed knowledge and understanding of the theoretical debates and academic controversies surrounding the relationship between law and economic development.
2. Detailed knowledge and understanding of the theoretical debates and academic controversies surrounding the relationship between law and democratization.
3. Critical understanding and awareness of the major doctrines and policies directing current international and regional efforts in the field.
4. A critical understanding of the advantages and drawbacks of 'conditionality' in development policy, particularly as it applies to demands for good governance and the observance of human rights.
5. Critical knowledge and understanding of the place and role of law and legal institutions in efforts directed at the reconstruction of war-torn territories.
6. The ability to place issues of law and development in their proper political, economic and social contexts.
7. A critical awareness of the historical and ideological underpinnings of Western legal thought and international policy in the field of law and development.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Present relevant knowledge and understanding in the form of reasoned and supported argument;
2. Develop and apply their knowledge and understanding in the form of reasoned supported argument;
3. Carry out thorough research analysing various points of view and using wide sources.
4. Express themselves to a high standard in a coherent form, with appropriate use of citation, and by the use of computer word processing.
5. Find relevant primary and secondary material for research in hard copy and through electronic sources.
6. Undertake further appropriate further training or research in the field.

Method of Assessment

Main assessment methods

This module is assessed by 100% coursework and offers 2 patterns of assessment A & B, the pattern applied will be at the discretion of the convenor at the delivery campus.

Assessment Pattern A

1000 word answer to an assigned question (10%)

5000 word essay (90%)

Assessment Pattern B

5000 word essay (100%).

Reassessment methods

Reassessment instrument: 100% coursework

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Preliminary Reading

- Philip Alston and Mary Robinson (eds.), Human Rights and Development- Towards Mutual Enforcement (OUP 2005).
- Kenneth W. Dam, The Law-Growth Nexus- The Rule of Law and Economic Development (Brookings 2006).
- Mark Goodale and Sally Engle Merry (eds.), The Practice of Human Rights- Tracking law between the Global and the Local (CUP 2007).
- Michael Likosky, Law, Infrastructure, and Human Rights (CUP 2006).
- Ugo Mattei and Laura Nader, Plunder- When the Rule of Law is Illegal (Blackwell 2008)
- Curtis J. Milhaupt and Katharina Pistor, Law & Capitalism- What Corporate Crises Reveal about Legal Systems and Economic Development around the World (University of Chicago Press 2008).
- Balakrishnan Rajagopal, International Law from Below- Development, Social Movements and Third World Resistance (CUP 2003).
- Jane Stromseth, David Wippman and Rosa Brooks, Can Might make Rights? Building the Rule of Law after Military Interventions (CUP 2006)
- Michael Trebilcock and Ronald Daniels, Rule of Law Reform and Development (Edward Elgar 2008)
- David M Trubek and Alvaro Santos (eds.), The New Law and Economic Development- A Critical Appraisal (CUP 2006)
- Ngaire Woods, The Globalizers- The IMF, the World bank, and their Borrowers (Cornell UP 2007).

Pre-requisites

None

Synopsis <span style =

The module will deal with three main interrelated clusters of topics. The first topic is the relationship between law and economic development. This will involve a thorough examination of material ranging from classic sociology (Max Weber, notably) up to modern assertions of the economic superiority of the common law over civil law traditions. The second topic is the relationship between law and development understood in a wider sense than mere economic growth. This will involve, inter alia, an investigation of the relationship between law, human rights and democratisation, an examination of theories of the centrality of 'good governance' in effective development policies, and an introduction to the topic of 'legal transplants' and the associated concerns of comparative law scholarship. These two theoretical topics will be underpinned by an emphasis on the historical and ideological frameworks that have informed much of dominant legal thought on the subject. The third part of the module will deal with selected case studies, to provide students the opportunity to apply the theoretical and conceptual basis they have acquired in the first part of the course. These case studies could range from issues related to specific projects (for example, indigenous rights policies as relevant to a major infrastructure project financed by the World Bank), specific regions (for example, Afghanistan, the Balkans), and specific legal instruments (for example, the imposition of standard Bilateral Investment Treaties in North-South relations).

Availability

LLM (Specialisation); LLM Law; PGDip (Specialisation); PGCert in Law; PGDip/LLM in (Specialisation) - Brussels

Contact Hours

Contact hours: 22
Private study hours: 178
Total study hours: 200

Department Checked

25/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to demonstrate:

1. Detailed knowledge and understanding of the theoretical debates and academic controversies surrounding the relationship between law and economic development.
2. Detailed knowledge and understanding of the theoretical debates and academic controversies surrounding the relationship between law and democratization.
3. Critical understanding and awareness of the major doctrines and policies directing current international and regional efforts in the field.
4. A critical understanding of the advantages and drawbacks of 'conditionality' in development policy, particularly as it applies to demands for good governance and the observance of human rights.
5. Critical knowledge and understanding of the place and role of law and legal institutions in efforts directed at the reconstruction of war-torn territories.
6. The ability to place issues of law and development in their proper political, economic and social contexts.
7. A critical awareness of the historical and ideological underpinnings of Western legal thought and international policy in the field of law and development.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Present relevant knowledge and understanding in the form of reasoned and supported argument;
2. Develop and apply their knowledge and understanding in the form of reasoned supported argument;
3. Carry out thorough research analysing various points of view and using wide sources.
4. Express themselves to a high standard in a coherent form, with appropriate use of citation, and by the use of computer word processing.
5. Find relevant primary and secondary material for research in hard copy and through electronic sources.
6. Undertake further appropriate further training or research in the field.

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Method of Assessment

Main assessment methods

This module is assessed by 100% coursework and offers 2 patterns of assessment A & B, the pattern applied will be at the discretion of the convenor at the delivery campus.

Assessment Pattern A

1000 word answer to an assigned question (10%)
5000 word essay (90%)

Assessment Pattern B

5000 word essay (100%).

Reassessment methods

Reassessment instrument: 100% coursework

Preliminary Reading

- Philip Alston and Mary Robinson (eds.), Human Rights and Development- Towards Mutual Enforcement (OUP 2005).
- Kenneth W. Dam, The Law-Growth Nexus- The Rule of Law and Economic Development (Brookings 2006).
- Mark Goodale and Sally Engle Merry (eds.), The Practice of Human Rights- Tracking law between the Global and the Local (CUP 2007).
- Michael Likosky, Law, Infrastructure, and Human Rights (CUP 2006).
- Ugo Mattei and Laura Nader, Plunder- When the Rule of Law is Illegal (Blackwell 2008)
- Curtis J. Milhaupt and Katharina Pistor, Law & Capitalism- What Corporate Crises Reveal about Legal Systems and Economic Development around the World (University of Chicago Press 2008).
- Balakrishnan Rajagopal, International Law from Below- Development, Social Movements and Third World Resistance (CUP 2003).
- Jane Stromseth, David Wippman and Rosa Brooks, Can Might make Rights? Building the Rule of Law after Military Interventions (CUP 2006)
- Michael Trebilcock and Ronald Daniels, Rule of Law Reform and Development (Edward Elgar 2008)
- David M Trubek and Alvaro Santos (eds.), The New Law and Economic Development- A Critical Appraisal (CUP 2006)
- Ngaire Woods, The Globalizers- The IMF, the World bank, and their Borrowers (Cornell UP 2007).

Pre-requisites

None

Synopsis <span style =

The module will deal with three main interrelated clusters of topics. The first topic is the relationship between law and economic development. This will involve a thorough examination of material ranging from classic sociology (Max Weber, notably) up to modern assertions of the economic superiority of the common law over civil law traditions. The second topic is the relationship between law and development understood in a wider sense than mere economic growth. This will involve, inter alia, an investigation of the relationship between law, human rights and democratisation, an examination of theories of the centrality of 'good governance' in effective development policies, and an introduction to the topic of 'legal transplants' and the associated concerns of comparative law scholarship. These two theoretical topics will be underpinned by an emphasis on the historical and ideological frameworks that have informed much of dominant legal thought on the subject. The third part of the module will deal with selected case studies, to provide students the opportunity to apply the theoretical and conceptual basis they have acquired in the first part of the course. These case studies could range from issues related to specific projects (for example, indigenous rights policies as relevant to a major infrastructure project financed by the World Bank), specific regions (for example, Afghanistan, the Balkans), and specific legal instruments (for example, the imposition of standard Bilateral Investment Treaties in North-South relations).

LW886 Transnational Criminal Law						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

LLM in (Specialisation); LLM in Law; PG Diploma in (Specialisation); PG Certificate in Law

Contact Hours

Total study hours: 200
Contact hours: 20
Private study hours: 180

Department Checked

25/03/2022

2022-23 Postgraduate Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate systematic knowledge and understanding of the main concepts, principles of, and policy considerations surrounding transnational criminal law through a study of selected areas of transnational criminal law;
2. Critically assess controversial issues or case studies of transnational criminal law in the light of key theoretical and academic perspectives;
3. Critique, current theoretical, political or doctrinal debates in transnational criminal law;
4. Demonstrate comprehensive research into specific issues of transnational criminal law and formulate arguments based on this research into a reasoned opinion.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Apply and critically evaluate the operation of law in a range of situations according to their context.
2. Demonstrate comprehensive research skills in gathering, summarising and evaluating relevant and complex information and key sources by electronic or other means;
3. Formulate written arguments concerning areas of controversy and present a reasoned and critical opinion;
4. Demonstrate an awareness of the limitations of present knowledge.

Method of Assessment

Main assessment methods

The module will be assessed by 100% coursework as follows:

Essay, of no more than 5,000 words (100%)

Reassessment methods

100% coursework

Preliminary Reading

- Aas, Globalisation and Crime (Sage, 2013)
- Albanese and Reichel, Transnational Organised Crime: An Overview from 6 countries (2014)
- Anderson, Policing the world: Interpol and the politics of international police cooperation (OUP 1989)
- Boister, An Introduction to Transnational Criminal Law (OUP, 2012)
- Boister and Curry, Routledge Handbook of Transnational Criminal Law (2015)
- Hufnagel, Bronniti and Harfield, Cross Border Law Enforcement: regional law enforcement cooperation – European, Australian and Asia-Pacific Perspectives (Routledge, 2012)
- Obokata, Transnational Organised Crime in International Law (Hart, 2010)
- Reichel and Albanese, Handbook of Transnational Crime and Justice (Sage, 2013).

Pre-requisites

None

Progression

Stage 1

Restrictions

None

Synopsis <span style =

In this module we study the main principles, key institutions, policies and politics of transnational criminal law. We explore selected examples of transnational offending and international legal responses thereto in the light of current theoretical, political and doctrinal debates. We consider transnational crimes and the mechanisms by which states cooperate with each other and with international institutions in order to enforce their domestic criminal law. Some of the key debates considered include: the nature of transnational criminal law as an emerging regime; the relationship between human rights and transnational criminal law; the role of the United Nations Security Council in transnational criminal law and critically the role of the individual in the transnational criminal legal system.

LW888 Climate Change and Renewable Energy Law						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

LLM in (Specialisation); LLM in Law; PG Diploma in (Specialisation); PG Certificate in Law

Contact Hours

Contact hours: 18

Private study hours: 182

Total study hours: 200

Department Checked

14/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

Specifically, on successfully completing the module students will be able to:

1. Demonstrate a deep understanding of one area of environmental law, and of the role in particular of national and regional (especially EU) law in relation to this
2. Demonstrate a critical appreciation of the central tensions, and debates, in relation to climate change as a policy problem, and the promotion of renewable energy in response to this problem
3. Demonstrate a critical appreciation of the relative strength of competing regulatory approaches in this field, and law reform possibilities
4. Demonstrate a critical appreciation of practical considerations and an ability to apply knowledge and understanding to practical scenarios
5. Demonstrate a critical appreciation of how the issues raised in relation to climate change and renewable energy law, such as the legal response to significant forms of diffuse pollution, may apply more widely to law, especially environmental law

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Identify and critically appraise decision-making challenges from real and assumed scenarios
2. Demonstrate advanced retrieval and research skills including advanced retrieval of primary and secondary literature
3. Summarise detailed and complex bodies of information concisely and accurately, and formulate and defend an argument
4. Appropriately present work suitable to a diverse range of audiences, including clients and the policy-making community

Method of Assessment

Main assessment methods

Essay, 4,000 words (80%)

Seminar participation assessment (20%).

Reassessment methods

Re-assessment instrument: 100% coursework.

Preliminary Reading

- S. Bell et al, Environmental Law (9th edition, OUP, 2017)
- D. Bodansky, J. Brune and L. Rajamani, International Climate Change Law (OUP, 2017)
- W. Burns and H. Osofsky (eds.) Adjudicating climate change: state, national and international approaches (CUP, 2009).
- M. Hulme, Why We Disagree About Climate Change (Earthscan, 2009)
- William Nordhaus, The Climate Casino – Risk, Uncertainty and Economics for a Warming World (Yale, 2013)
- E. Woerdman et al, Essential EU Climate Law (Edward Elgar, 2015)

Pre-requisites

None

Restrictions

None

Synopsis <span style =

This module examines a range of topics which illustrate the role of law in relation to the social, political, economic and environmental challenges arising from anthropogenic climate change and the need to move to a low carbon economy, including through the promotion of renewable and other alternative forms of energy generation and conservation. This includes the operation of regulatory and governance frameworks at an international, regional and national level and the role of litigation.

The module requires introductory coverage of the international context, and explores some of the specific ethical and policy questions to be addressed in tackling climate change. The module does not cover those aspects of the international legal regulation of climate change that are covered in LW906 International Environmental Law: Legal Foundations or any coverage that there may be in LW884 International Environmental Law: Substantive Legal Aspects. The focus is on the EU and national level, and comparative analysis.

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LW898 International Trade Law						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Brussels	Spring	M	20 (10)	100% Coursework	

Availability

PGCert/PGDip/LLM in (Specialisation) Brussels

Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

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 systematic knowledge and understanding of the major institutions, rules and principles of international economic law.
2. Demonstrate a comprehensive knowledge and understanding of the theoretical debates and academic controversies surrounding the proliferation of bilateral and regional preferential trade agreements.
3. Demonstrate a systematic knowledge and understanding of the developing relationship between international trade law and international investment law.
4. Place issues of international economic law in its proper economic and political context.
5. Critically evaluate and assess the historical and ideological underpinnings of international economic law.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate systematic knowledge and understanding in the form of critically reasoned arguments.
2. Carry out thorough research analysing various points of view and using wide sources.
3. Express themselves to a high standard in a coherent written form with appropriate use of citation.

Method of Assessment

Main assessment methods

The module will be assessed by 100% coursework as follows:

Essay, 5,000 words (100%)

Reassessment methods

100% coursework.

Preliminary Reading

- Matthias Herdegen, Principles of International Economic Law (OUP, 2nd ed., 2016)
- Simon Lester et al., World Trade Law: Text, Materials and Commentary (Hart, 3rd ed., 2018)
- Michael Trebilcock et al., The Regulation of International Trade (Routledge, 4th ed., 2013)
- Peter Van den Bosch and Werner Zdouc, The Law and Policy of the World Trade Organisation: Text, cases and materials (CUP, 4th ed., 2017)

Pre-requisites

None

Synopsis */

The intellectual and institutional history of international economic law has aptly been described in one phrase- 'From politics to technocracy- and back again.' The separation of economic development from political issues, upon which policymaking in the World Bank and the IMF is largely based, is coming under increasing criticism. GATT/WTO law has developed into a highly contentious set of institutions, rules and principles delineating 'acceptable' forms of economic regulation from 'unacceptable' ones. This module will trace these developments, and provide a thorough grounding in the institutions, rules and principles of international economic policymaking. The module will also discuss the proliferation of bilateral and regional preferential trade agreements in terms of its impact on both the multilateral trading system and on the separation of trade and investment issues from political considerations. Lastly, the module will occupy itself with the rise of investment treaty arbitration and the migration of fundamental concepts and principles of trade law to investment law.

LW899 Corporate Governance						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Spring	M	20 (10)	100% Coursework	
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

Canterbury - LLM in (Specialisation); LLM in Law; PG Diploma in (Specialisation); PG Certificate in Law.

Contact Hours

Contact hours: 18
Private study hours: 182
Total study hours: 200

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to demonstrate:

1. A critical understanding of the historical origins of contemporary corporate governance regimes;
2. A critical understanding of different views of the nature and purpose of the public corporation, of the corporate share, and of corporate shareholding;
3. A critical understanding of the leading contemporary theories of corporate governance, and of the ideologies and views of social and economic life that underpin them;
4. A critical understanding of the relationship between various corporate governance regimes and different models of capitalist development;
5. Critical knowledge and understanding of contemporary processes and pressures tending towards convergence of corporate governance regimes, and of the global economic and political context of these processes and pressures, and
6. A critical understanding of the relationship between issues of corporate governance and wider international debates of law and policy regarding, especially, multinational corporations in such areas as the environment and human rights.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Present relevant knowledge and understanding in the form of reasoned and supported argument;
2. Develop and apply their knowledge and understanding in the form of reasoned supported argument;
3. Carry out thorough research analysing various points of view and using wide sources.
4. Express themselves to a high standard in a coherent form, with appropriate use of citation, and by the use of computer word processing.
5. Find relevant primary and secondary material for research in hard copy and through electronic sources.
6. Undertake further appropriate training or research in the field.

Method of Assessment

Main assessment methods

The module will be assessed by 100% coursework as follows:

A written essay of no more than 5000 words (100%).

Reassessment methods

Reassessment instrument: 100% coursework

Preliminary Reading

- John Cioffi, Public Law and Private Power: Corporate Governance Reform in the Age of Finance Capitalism (Cornell UP 2010)
- Thomas Clarke (ed.), Theories of Corporate Governance- The Philosophical Foundations of Corporate Governance (Routledge 2004)
- Peter Gourevitch and James Shinn, Political Power and Corporate Control- The New Global Politics of Corporate Governance (Princeton UP 2009);
- Reinier Kraakman et al., The Anatomy of Corporate Law- A Comparative and Functional Approach (OUP, 2nd ed., 2009).
- Curtis J. Milhaupt and Katharina Pistor, Law & Capitalism- What corporate crises reveal about legal systems and economic development around the world (University of Chicago Press 2008).
- Peter Muchlinski, Multinational Enterprises and the Law (OUP, 2nd ed, 2007).
- Susanne Soederberg, Corporate Power and Ownership in Contemporary Capitalism: The Politics of Resistance and Domination (Routledge 2009)
- Stephen Tully (ed.), Research handbook on corporate legal responsibility (Cheltenham: Elgar, 2007).
- Cynthia Williams and Peer Zumbansen (eds.), The Embedded Firm: Governance, Labor, and Finance Capitalism (Cambridge UP 2011).

Pre-requisites

None

Restrictions

None

2022-23 Postgraduate Module Handbook

Synopsis *

In recent years corporate governance - meaning the governance of the large corporations which dominate modern economic life - has emerged as a major area of political and academic interest. Increasing attention has come to be focused, in particular, on the comparative aspects of corporate governance and on the different legal regimes found in different parts of the world, with policy makers striving to determine which regimes are most likely to deliver (so-called) 'efficiency' and competitive success. In this context much has been made of the differences between shareholder-oriented, Anglo-American governance regimes and the more inclusive (more stakeholder-oriented) regimes to be found in certain parts of continental Europe and Japan. One result is that the increasing interest in corporate governance has re-opened old questions about the nature of corporations, about the role and duties of corporate managers and about the goal of corporate activities and the interests in which corporations should be run.

This module will explore these debates. More generally, the question of corporate governance has become entangled with other important debates, most notably that surrounding the merits (or otherwise) of different models of capitalism: Anglo-American regimes are associated with stock market-based versions of capitalism, while European regimes are associated with so-called welfare-based versions of capitalism.

The question of corporate governance has, therefore, become embroiled with debates about the morality and efficiency of different models of capitalism. These too will be explored in this module.

Availability

Brussels - LLM in (Specialisation); PG Diploma in (Specialisation); PG Certificate in Law.

Contact Hours

Contact hours: 18

Private study hours: 182

Total study hours: 200

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to demonstrate:

1. A critical understanding of the historical origins of contemporary corporate governance regimes;
2. A critical understanding of different views of the nature and purpose of the public corporation, of the corporate share, and of corporate shareholding;
3. A critical understanding of the leading contemporary theories of corporate governance, and of the ideologies and views of social and economic life that underpin them;
4. A critical understanding of the relationship between various corporate governance regimes and different models of capitalist development;
5. Critical knowledge and understanding of contemporary processes and pressures tending towards convergence of corporate governance regimes, and of the global economic and political context of these processes and pressures, and
6. A critical understanding of the relationship between issues of corporate governance and wider international debates of law and policy regarding, especially, multinational corporations in such areas as the environment and human rights.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Present relevant knowledge and understanding in the form of reasoned and supported argument;
2. Develop and apply their knowledge and understanding in the form of reasoned supported argument;
3. Carry out thorough research analysing various points of view and using wide sources.
4. Express themselves to a high standard in a coherent form, with appropriate use of citation, and by the use of computer word processing.
5. Find relevant primary and secondary material for research in hard copy and through electronic sources.
6. Undertake further appropriate training or research in the field.

Method of Assessment

Main assessment methods

The module will be assessed by 100% coursework as follows:

An essay of no more than 5,000 words (80%)

Seminar participation (20%)

Reassessment methods

Reassessment instrument: 100% coursework

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Preliminary Reading

- John Cioffi, Public Law and Private Power: Corporate Governance Reform in the Age of Finance Capitalism (Cornell UP 2010)
- Thomas Clarke (ed.), Theories of Corporate Governance- The Philosophical Foundations of Corporate Governance (Routledge 2004)
- Peter Gourevitch and James Shinn, Political Power and Corporate Control- The New Global Politics of Corporate Governance (Princeton UP 2009);
- Reinier Kraakman et al., The Anatomy of Corporate Law- A Comparative and Functional Approach (OUP, 2nd ed., 2009).
- Curtis J. Milhaupt and Katharina Pistor, Law & Capitalism- What corporate crises reveal about legal systems and economic development around the world (University of Chicago Press 2008).
- Peter Muchlinski, Multinational Enterprises and the Law (OUP, 2nd ed, 2007).
- Susanne Soederberg, Corporate Power and Ownership in Contemporary Capitalism: The Politics of Resistance and Domination (Routledge 2009)
- Stephen Tully (ed.), Research handbook on corporate legal responsibility (Cheltenham: Elgar, 2007).
- Cynthia Williams and Peer Zumbansen (eds.), The Embedded Firm: Governance, Labor, and Finance Capitalism (Cambridge UP 2011).

Pre-requisites

None

Synopsis *

In recent years corporate governance - meaning the governance of the large corporations which dominate modern economic life - has emerged as a major area of political and academic interest. Increasing attention has come to be focused, in particular, on the comparative aspects of corporate governance and on the different legal regimes found in different parts of the world, with policy makers striving to determine which regimes are most likely to deliver (so-called) 'efficiency' and competitive success. In this context much has been made of the differences between shareholder-oriented, Anglo-American governance regimes and the more inclusive (more stakeholder-oriented) regimes to be found in certain parts of continental Europe and Japan. One result is that the increasing interest in corporate governance has re-opened old questions about the nature of corporations, about the role and duties of corporate managers and about the goal of corporate activities and the interests in which corporations should be run.

This module will explore these debates. More generally, the question of corporate governance has become entangled with other important debates, most notably that surrounding the merits (or otherwise) of different models of capitalism: Anglo-American regimes are associated with stock market-based versions of capitalism, while European regimes are associated with so-called welfare-based versions of capitalism.

The question of corporate governance has, therefore, become embroiled with debates about the morality and efficiency of different models of capitalism. These too will be explored in this module.

LW900 Critical International Migration Law						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Brussels	Spring	M	20 (10)	100% Coursework	
4	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

Canterbury - LLM in (Specialisation); PG Diploma in (Specialisation); PG Certificate in Law

Contact Hours

Contact hours: 20
Private study hours: 180
Total study hours: 200

Department Checked

23/03/2022

2022-23 Postgraduate Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate an extensive knowledge and understanding of the main sources of international migration law.
2. Demonstrate an extensive knowledge and understanding of the systems for the international protection of migrants, refugees and asylum seekers.
3. Demonstrate a critical understanding of the main international treaties which relate to migration.
4. Critically evaluate the political and philosophical discourses attached to contemporary international migration.
5. Demonstrate a critical awareness of the theoretical and interdisciplinary critiques of international migration law.
6. Locate and utilise complex primarily legal and comparative materials to formulate a complex legal argument concerning state practice.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Identify and critically evaluate relevant issues from complex factual situations;
2. Conduct sustained and detailed independent legal research using a range of resources, both paper and electronic;
3. Summarise detailed and complex bodies of information concisely and accurately;
4. Present information and arguments in written form, in accordance with academic conventions, and appropriately to the intended readership;
5. Critically evaluate law both doctrinally and in terms of its socio-economic, theoretical and political consequences.

Method of Assessment

Main assessment methods

Essay, 5000 words (100%)

Reassessment methods

Reassessment instrument, 100% Coursework.

Preliminary Reading

- B. Chinmi, International Refugee Law: A Reader (2000)
- E. Feller, V. Türk and F. Nicholson (eds), Refugee Protection in International Law (2003)
- M. Gibney, The Ethics and Politics of Asylum: Liberal Democracy and the Responses to Refugees Cambridge University Press (2004)
- G. Goodwin Gill, & McAdam, The Refugee in International Law (3rd ed., 2007)
- T. Kushner and Knox, K. Refugees In An Age Of Genocide: Global, National And Local Perspectives During The Twentieth Century, Frank Cass, London (1999)
- B. Opeskin et al, Foundations of International Migration Law, (2012)

Pre-requisites

None

Restrictions

None

Synopsis <span style =

The module examines the complex sets of laws and policies that inform the varied field of migration law with regard to the variety of its subjects. In particular, the module examines the context and history of controlling migration internationally; the role of the concept and practices of state sovereignty in conjunction with the development of international protections and regulations; the critical evaluation of international labour migration law, international asylum and refugee law, forced labour and human trafficking. In addition, the module offers, each year, a series of case studies on particularly prevalent contemporary issues such as environmental displacement, internal displacement, extraterritoriality and indefinite detention.

Availability

Brussels - LLM in (Specialisation); PG Diploma in (Specialisation); PG Certificate in Law

Contact Hours

Contact hours: 20

Private study hours: 180

Total study hours: 200

Department Checked

23/03/2022

2022-23 Postgraduate Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate an extensive knowledge and understanding of the main sources of international migration law.
2. Demonstrate an extensive knowledge and understanding of the systems for the international protection of migrants, refugees and asylum seekers.
3. Demonstrate a critical understanding of the main international treaties which relate to migration.
4. Critically evaluate the political and philosophical discourses attached to contemporary international migration.
5. Demonstrate a critical awareness of the theoretical and interdisciplinary critiques of international migration law.
6. Locate and utilise complex primarily legal and comparative materials to formulate a complex legal argument concerning state practice.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Identify and critically evaluate relevant issues from complex factual situations;
2. Conduct sustained and detailed independent legal research using a range of resources, both paper and electronic;
3. Summarise detailed and complex bodies of information concisely and accurately;
4. Present information and arguments in written form, in accordance with academic conventions, and appropriately to the intended readership;
5. Critically evaluate law both doctrinally and in terms of its socio-economic, theoretical and political consequences.

Method of Assessment

Main assessment methods

Essay, 5000 words (100%)

Reassessment methods

Reassessment instrument, 100% Coursework.

Preliminary Reading

- B. Chinmi, International Refugee Law: A Reader (2000)
- E. Feller, V. Türk and F. Nicholson (eds), Refugee Protection in International Law (2003)
- M. Gibney, The Ethics and Politics of Asylum: Liberal Democracy and the Responses to Refugees Cambridge University Press (2004)
- G. Goodwin Gill, & McAdam, The Refugee in International Law (3rd ed., 2007)
- T. Kushner and Knox, K. Refugees In An Age Of Genocide: Global, National And Local Perspectives During The Twentieth Century, Frank Cass, London (1999)
- B. Opeskin et al, Foundations of International Migration Law, (2012)

Pre-requisites

None

Synopsis <span style =

The module examines the complex sets of laws and policies that inform the varied field of migration law with regard to the variety of its subjects. In particular, the module examines the context and history of controlling migration internationally; the role of the concept and practices of state sovereignty in conjunction with the development of international protections and regulations; the critical evaluation of international labour migration law, international asylum and refugee law, forced labour and human trafficking. In addition, the module offers, each year, a series of case studies on particularly prevalent contemporary issues such as environmental displacement, internal displacement, extraterritoriality and indefinite detention.

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LW901 International Diplomatic Law						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Spring	M	20 (10)	100% Coursework	

Availability

LLM in (Specialisation) - Brussels; PG Diploma in (Specialisation) - Brussels; PG Certificate in Law

Contact Hours

Total contact hours: 18

Private study hours: 182

Total study hours: 200

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 awareness of the significance of international diplomatic law in the conduct of international relations;
2. Demonstrate familiarity with the concepts, principles and rules of international diplomatic law;
3. Demonstrate familiarity with current theoretical and doctrinal debates within international diplomatic law;
4. Apply international legal methods to international legal problems
5. Place the principles and institutions of international diplomatic law in the context of international relations.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Processing information: organise, source and digest large amounts of material from various sources
2. Analytical thought and writing: reflect upon complex ideas and arguments; digest, analyse and test scholarly views; relate scholarly ideas and arguments to issues and circumstances in contemporary international affairs; summarise and analyse scholarly arguments in writing
3. Advocacy and defence: formulate an opinion in response to an issue or question, construct coherent and persuasive arguments to advocate one's view and defend that view against criticism
4. Communication and presentation skills: prepare oral and written presentations of information and viewpoints to peers; respond to comment and criticism from peers; lead and manage group discussion
5. Problem-solving: respond at short notice to questions and challenges, making use of knowledge, analytical tools and perspectives acquired in the module

Method of Assessment

Main assessment methods

Essay - 2000 words (10%)

Essay - 3000 words (90%)

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

A. AUST, Handbook of International Law 2nd ed. (Cambridge: Cambridge University Press, 2010).

E. DENZA, Diplomatic Law. A Commentary on the Vienna Convention on Diplomatic Relations, 3rd ed. (Oxford: OUP, 2016)

I. ROBERTS, Satow's Guide to Diplomatic Practice, 6th ed. (Oxford: Oxford University Press, 2016)

Pre-requisites

None

Synopsis *

The module pursues two closely intertwined objectives: diplomatic law in theory and diplomatic law in practice.

First Objective: Diplomatic Law in Theory. This part of the module examines inter alia the establishment and conduct of diplomatic relations, the categories and functions of diplomatic missions, the legal position in international law of Heads of State, Heads of Government, Ministers and diplomatic agents, the diplomatic corps, status and functions of diplomatic missions, duties of diplomatic missions, diplomatic asylum, members of the diplomatic mission, diplomatic inviolability, diplomatic privileges and immunities, and the sanctions available in diplomatic law.

Second Objective: Diplomatic Law in Practice. In this part of the module, relevant case law and state practice will be examined and discussed in class. Moreover, students will apply rules and principles of diplomatic law to facts by solving (real or fictitious) problems (problem-based learning) in order to have a better understanding of diplomatic law in practice.

LW904 Laws of the Maritime, Air and Outer Spaces						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	20 (10)	100% Coursework	

2022-23 Postgraduate Module Handbook

Availability

LLM in (Specialisation); LLM in Law; PG Diploma in (Specialisation); PG Certificate in Law

Contact Hours

Total contact hours: 18

Private study hours: 182

Total study hours: 200

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 an advanced understanding of the relationships between the legal regimes governing international business transactions relating to the movement of vessels, goods and persons in maritime, sea, airspace and outer space territories.
2. Demonstrate a critical understanding of the unification and harmonisation of private international regulation of maritime law, air law and space law through the adoption of international treaties and conventions.
3. Demonstrate a systematic understanding of the principles of liability for maritime, airspace and outer space activities.
4. Demonstrate originality in the application of knowledge of key legal dimensions of the aviation business, such as aviation insurance and liability for damage.
5. Critically appreciate the legal and economic implications of the development of space activities, particularly the commercialization of space transportation and communications systems, as well as the fast developing potentials of exploitation of space based resources.

The intended generic learning outcomes.

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

1. Critically reflect upon complex ideas and arguments, to digest, analyse and test scholarly views, to relate scholarly ideas and arguments to issues and circumstances in the contemporary global political economy and to summarise and analyse scholarly arguments.
2. Demonstrate advocacy and defence by formulating an opinion in response to an issue or question and to construct coherent and persuasive arguments to advocate one's view and to defend that view against criticism.
3. Demonstrate self-direction and originality in tackling and solving problem questions. Responding at short notice to questions and challenges making use of knowledge, analytical tools and perspectives acquired in the module.
4. Demonstrate a systematic ability to adopt cross-disciplinary approaches to the study of law and to appreciate the interactions between law with other disciplines, particularly international relations, economics and politics as well as science and technology.

Method of Assessment

Main assessment methods

Essay of no more than 4000 words (80%)

Presentation, in groups, approx. 15 minutes per group, mark awarded for the group (10%)

Group work paper, 1000 words per group member, mark awarded for the paper overall (10%)

For the participation elements, the convenor will take opportunities to clarify aspects of each student's contribution to the group, as well as their overall knowledge and understanding. Students will also have the ability to discuss any 'free-riding' concerns with the convenor as necessary.

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Carr, I., International Trade Law (6th ed, Routledge, 2017).

Churchill, R.R., & Lowe, A.V., The Law of the Sea (3rd ed, Manchester University Press, 1999).

Grief, N., Public International Law in the Airspace of the High Seas (Springer, 1994).

Oduntan, G., Sovereignty and Jurisdiction in Airspace and Outer Space: Legal Criteria for Spatial Delimitation, (Routledge, 2011).

Wilson, J., Carriage of Goods by Sea (7th ed, Longman, 2010).

Pre-requisites

None

Restrictions

None

Synopsis <span style =

The module aims to facilitate a holistic understanding of public and private international law issues in the contemporary legal regulation of the sovereign and non-sovereign parts of maritime, airspace and outer space territories. This includes an examination of the key areas of private law such as transportation, liability and business transactions in maritime law, the law of the sea, air law and space law. Any international business transaction involving the sale and supply of goods has to contemplate the means by which the goods are transported from the exporter's country to the importer's country. This means that international carriage of goods is a central aspect of international commercial law. Carriage of goods by sea, by air and increasingly in the form of payload on spacecraft has played and continues to play an extremely important role in contemporary international commercial law. This module further complements the departmental emphasis on cross-disciplinary approaches to the study of law and examination of the interaction of law with other disciplines, particularly international relations, politics, business and economics, as well as science and technology.

LW905 International Financial Services Regulation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

LLM in (Specialisation); PG Diploma in (Specialisation); PG Certificate in Law

Contact Hours

Total study hours: 200

Contact hours: 18

Private study hours: 182

Department Checked

23/03/2022

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 rationales for the development of the New International Financial Architecture and of critiques of this development;
2. Demonstrate a comprehensive understanding of theories of global business regulation and their implications for the selection and application of regulatory technique in the financial sector;
3. Demonstrate comprehensive knowledge of the institutions, interests and practices of international and domestic financial sector regulation under conditions of neo-liberal economic development;
4. Critically evaluate policy documents and contemporary scholarship on financial sector regulation;
5. Demonstrate a high competence in conducting academic research on international governance of the financial sector;
6. Demonstrate a sophisticated understanding of the key legal principles and policies relevant to an important aspect of international commercial law, that is, international regulation of markets for financial transactions;
7. Express an intricate and reasoned view on the merits, drawbacks and implications of different aspects of the international regulation of financial services;
8. Conduct informed and detailed analyses of the theoretical underpinnings and economic implications of regulatory techniques.

The intended generic learning outcomes.

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

1. Summarise detailed and complex bodies of information concisely and accurately;
2. Carry out independent research and present claims and findings in a written form that meets academic conventions for scholarly writing in law;
3. Identify limitations of their knowledge and commence further research into unresolved issues;
4. Present relevant knowledge and understanding in the form of a sustained, reasoned, supported and detailed argument.

Method of Assessment

Main assessment methods

The module will be assessed by a 5,000 word essay, which is worth 100 per cent of the final mark.

Reassessment methods

100% coursework

Preliminary Reading

- Andenas, M. & Iris H-Y Chiu, The Foundations and Future of Financial Regulation - Governance for Responsibility (London: Routledge, 2014).
- Evans, Huw. Plumbers and Architects: A Supervisory Perspective on International Financial Architecture. (London: Financial Services Authority, 2000).
- Goede, Mareike de, Speculative security: the politics of pursuing terrorist monies. (University of Minnesota Press, 2012).

Pre-requisites

None

Restrictions

None

Synopsis <span style =

This module focuses on the international regime of financial services regulation. It is concerned with critical perspectives on the international financial regulatory framework, assessing its strengths and weaknesses. With the recent Global Financial Crisis there is a lot to explore in this module, including questions as to the relationship between states and markets in regulation, the rationales for regulation, theories of regulation, understanding the international finance system and its challenges and the adequacy of the international financial regulatory regime.

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LW906 International Environmental Law - Legal Foundations						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

LLM in (Specialisation); LLM in Law; PG Diploma in (Specialisation); PG Certificate in Law

Contact Hours

Total contact hours: 18

Private study hours: 182

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:

1. Demonstrate a comprehensive knowledge and understanding of the key concepts, principles, and rules relating to the legal foundations of international environmental law, including those relating to legal sources, institutional arrangements, implementation and enforcement of international environmental law.
2. Demonstrate a critical appreciation of the importance of broader underlying political and policy contexts and dynamics that underpin the evolution of the legal foundations of international environmental law.
3. Access the main sources of literature and legal texts relating to the legal foundations of international environmental law, including relevant treaty and/or legislative sources, as well as secondary literature such as quality academic opinion.
4. Assimilate and analyse complex material from various sources including international treaties, protocols, declarations, judgments of international courts and tribunals in the field of international environmental law;
5. Undertake appropriate further training or research in the environmental law field.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Present relevant knowledge and understanding in the form of reasoned and supported argument.
2. Carry out thorough research analysing various points of view and using wide sources.
3. Express themselves to a high standard, with appropriate use of citation.
4. Find relevant primary and secondary material for research in hard copy and through electronic sources.

Method of Assessment

Assessment methods

Main assessment methods

Short essay - 1000 words - 20%

Long essay - 4000 words - 80%

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Beyerlin/Marauhn, International Environmental Law (Hart, 2011)

Birnie/Boyle/Redgwell, International Law and the Environment (2nd edn) (2009: Oxford)

Bodansky/Bruneel/Hey (eds), Oxford Handbook of International Environmental Law (Oxford 2007)

Sands/Peel, Principles of International Environmental Law (3rd edn) (2012: Cambridge UP)

Pre-requisites

None. However, a general background in either law or another discipline relating to the study of the environment is required.

Restrictions

None

Synopsis *

This module is designed to examine and assess the core foundational legal principles and regulatory structures underpinning international environmental law and policy. Specifically, it considers the various core sources of international law relating to the environment, the principal international institutions involved in its development as well as legal issues involved relating to its implementation and enforcement.

LW907 Commercial Credit						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

LLM in (Specialisation); PG Diploma in (Specialisation); PG Certificate in Law

2022-23 Postgraduate Module Handbook

Contact Hours

Contact hours: 18
Private study hours: 182
Total hours: 200

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a critical understanding of the legal, economic and social role of commercial credit and security in the economy.
2. Demonstrate a systematic understanding of the politics of commercial credit and the assumptions underlying international initiatives to promote credit market reform and regulate security.
3. Demonstrate a critical understanding of the key legal concepts of the existing legal regime of security in the UK, its sources and its intellectual assumptions.
4. Engage in critical independent comparative and interdisciplinary research on commercial credit law and policy.
5. Draw upon normative principles and other disciplines to evaluate and critique commercial law.
6. Demonstrate a sophisticated understanding of the legal forms which arise and operate within complex historical and political conditions.
7. Demonstrate a detailed awareness of the economic, political and/or social implications of legal forms and remedies.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Carry out independent academic research, to effectively locate primary and secondary sources at national and international level as well as specific policy and legal issues.
2. Effectively apply knowledge to critically analyse and assess complex issues.
3. Present relevant knowledge and understanding with originality in the form of a reasoned argument.

Method of Assessment

Main assessment methods

Essay, 5,000 words (100%)

Reassessment methods

100% coursework.

Preliminary Reading

- L. Calder, Financing the American Dream: Cultural History of Consumer Credit (Princeton University Press, 2011).
- D. Harvey, The Enigma of Capital: and the Crises of Capitalism (Profile Books, 2011).
- P. Ireland, Law and the Neoliberal Vision: Financial Property, Pension Privatization and the Ownership Society (Northern Ireland Legal Quarterly, 2011, Volume 62, pp 1-31).
- J. Montgomerie, The financialisation of consumption: The case of Anglo-American household indebtedness in the 1990s (University of Sussex, 2007).
- T. Williams, Empowerment of Whom and for What? Financial Literacy Education and the New Regulation of Consumer Financial Services (Law & Policy, 2007, 29(2), pp 226-256).
- A. Zokaityte, Consumer Financial Education: Edu-regulating our saving and spending habits (Palgrave Macmillan, 2017).

Pre-requisites

None

Progression

Stage 1

Restrictions

None

Synopsis <span style =

Credit is the lifeblood of capitalism. The law that regulates household and commercial credit is of significant, economic, and social importance in developed and developing economies. The 2008 world financial crisis was triggered by failures in debt-markets associated with household financing. This module explores central ideas about the role of credit in the economy and its contribution to economic, social, political and cultural development.

This module focuses on how law facilitates, shapes and determines the flow of credit to households and businesses domestically as well as internationally. It primarily explores the rationales that underpin the creation, production and supply of credit. It traces these to mainstream, economic thought and understandings of credit. The module critically examines and evaluates how these rationales take into consideration (or, indeed, fails to consider) principles of social justice and equality. Importantly, the module introduces historical, gendered, cultural, and sociological approaches to credit as viable alternatives to the dominant, mainstream understanding of consumer and commercial credit.

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LW908 International and Comparative Consumer Law and Policy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

LLM in (Specialisation); LLM in Law; PG Diploma in (Specialisation); PG Certificate in Law

Contact Hours

Total study hours: 200

Contact hours: 18

Private study hours: 182

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 systematic knowledge of relevant institutions and sources in the area of EU and international consumer law and policy and the ability to research and apply them.
2. Demonstrate a comprehensive understanding of the political and economic background to consumer law at the national and international level
3. Demonstrate a critical awareness of competing national approaches to consumer law and policy and the possible reasons for these differences.
4. Identify and critically assess issues of effectiveness, accountability and legitimacy in the development of transnational networks and international standard setting in consumer law.
5. Demonstrate comprehensive independent and interdisciplinary research on consumer law at the national level and international level
6. Demonstrate a systematic knowledge and understanding of the central principles and institutional frameworks of an important aspect of international commercial law, the theoretical perspectives and the academic debates of this substantive areas of law;

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Apply their comprehensive knowledge and understanding in the form of an original reasoned argument.
2. Articulate a reasoned point of view on the relative merits of differing approaches to regulation.
3. Demonstrate comprehensive independent research and creative thinking abilities.
4. Identify and commence further research into unresolved issues.

Method of Assessment

Main assessment methods

The module will be assessed by 100% coursework as follows:

Essay, of no more than 5000 words (100%)

Reassessment methods

100% coursework

Preliminary Reading

G. Howells, I. Ramsay, and T. Wilhelmsson, Handbook of Research on International Consumer Law (Edward Elgar, Cheltenham, 2nd ed. 2018)

I. Ramsay, Consumer Law and Policy: Text and Materials on Regulating Consumer Markets (Hart, Oxford, 3rd ed. 2012)

Pre-requisites

None

Progression

Stage 1

Restrictions

None

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Synopsis *

1. A synopsis of the curriculum

Consumer law is a significant area of business regulation in many parts of the world. The EU has developed an ambitious programme of harmonization, provides intriguing approaches to transnational governance of markets, and competes as an international model of consumer law with models such as the US. Standards for consumer products and services are increasingly established at the international level through "private" bodies such as the International Standards Organization (ISO)

The module is structured as follows:

- An introduction to the rationales for and explanations for the growth of consumer law and policy at the national and international level. An introduction to transnational, comparative and international dimensions of consumer regulation and relevant institutional structures.
- Critical analysis of International, regional and national regulation of selected areas of consumer law such as unfair commercial practices, product safety, internet and digital regulation, unfair contract terms and consumer credit and debt.

LW912 Transitional Justice and Rule of Law Programming						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Spring	M	20 (10)	100% Coursework	

Availability

MA and LLM in (Specialisation); PG Diploma in (Specialisation) - Brussels

Contact Hours

Total study hours: 200

Contact hours: 18

Private study hours: 182

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 sophisticated knowledge and understanding of the main concepts, principles of, and policy considerations surrounding transitional justice and transitional justice institutions and the interrelationships between transitional justice institutions and the international legal order. This will be achieved through selected case studies of past and present major legal, political, social, and economic transitions and associated legal interventions
2. Critically assess their application to controversial issues and case studies of contemporary concern in the light of key theoretical and academic perspectives
3. Critique, current theoretical, political and doctrinal debates in transitional justice
4. Demonstrate independent research into specific issues of transitional justice and to formulate arguments based on this research into a reasoned opinion.
5. Apply and evaluate the operation of rule of law programming in a range of situations

The intended generic learning outcomes.

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

1. Research, gather, summarise and evaluate relevant and complex information and key sources by electronic or other means
2. Formulate written arguments concerning areas of controversy and present a reasoned and critical opinion
3. Demonstrate awareness of the limitations of present knowledge and matters needing to be resolved by further research.

Method of Assessment

Main assessment methods

Assessment Pattern A – Brussels only (LAWS9120)

Short paper, 1500 words (20%)

Essay, 3500 words (80%) – students must pass this component to pass the module

Reassessment methods

100% coursework

Preliminary Reading

McEvoy Kieran and McGregor Lorna (2008), *Transitional Justice from Below: Grassroots Activism and the Struggle for Change*, Oxford: Hart Publishing.

Murphy Colleen (2017), *The Conceptual Foundations of Transitional Justice*, Cambridge: Cambridge University Press.

Schabas William (2012), *Unimaginable Atrocities*, Oxford: Oxford University Press.

Teitel Ruti (2000), *Transitional Justice*, Oxford: Oxford University Press.

Pre-requisites

None

2022-23 Postgraduate Module Handbook

Synopsis <span style =

The broad and expanding field of transitional justice covers a vast set of topics, ranging from political transition to legal accountability across different scales, whether international, regional, domestic or local. The specific topics of this research-led course will vary, but may include theories and dilemmas of transitional justice, truth and reconciliation commissions, the role of amnesties, international criminal prosecutions, reparations and restitution, traditional forms of justice, and judicial reform among other subjects.

Availability

LLM in (Specialisation); PG Diploma in (Specialisation); PG Certificate in Law - Canterbury

Contact Hours

Total study hours: 200

Contact hours: 18

Private study hours: 182

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 sophisticated knowledge and understanding of the main concepts, principles of, and policy considerations surrounding transitional justice and transitional justice institutions and the interrelationships between transitional justice institutions and the international legal order. This will be achieved through selected case studies of past and present major legal, political, social, and economic transitions and associated legal interventions
2. Critically assess their application to controversial issues and case studies of contemporary concern in the light of key theoretical and academic perspectives
3. Critique, current theoretical, political and doctrinal debates in transitional justice
4. Demonstrate independent research into specific issues of transitional justice and to formulate arguments based on this research into a reasoned opinion.
5. Apply and evaluate the operation of rule of law programming in a range of situations

The intended generic learning outcomes.

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

1. Research, gather, summarise and evaluate relevant and complex information and key sources by electronic or other means
2. Formulate written arguments concerning areas of controversy and present a reasoned and critical opinion
3. Demonstrate awareness of the limitations of present knowledge and matters needing to be resolved by further research.

Method of Assessment

Assessment Pattern

Participation (20%)

Essay, 4000 words (80%) – students must pass this component to pass the module

13.2 Reassessment methods

100% coursework

Pre-requisites

None

Synopsis <span style =

The broad and expanding field of transitional justice covers a vast set of topics, ranging from political transition to legal accountability across different scales, whether international, regional, domestic or local. The specific topics of this research-led course will vary, but may include theories and dilemmas of transitional justice, truth and reconciliation commissions, the role of amnesties, international criminal prosecutions, reparations and restitution, traditional forms of justice, and judicial reform among other subjects.

LW916 European Union International Relations Law						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Autumn	M	20 (10)	100% Coursework	
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

Brussels: compulsory to the LLM and MA in [Primary Specialisation] with [Secondary Area of Specialisation]

Contact Hours

Total contact hours: 21

Private study hours: 179

Total study hours: 200

Department Checked

25/03/2022

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate sophisticated knowledge and understanding of the key concepts, principles, and rules relating to the institutional and legal framework of European Union external action, and how these have evolved.
2. Demonstrate sophisticated knowledge and understanding of the different policy models, international agreements and legal instruments employed in relations with countries or groups of countries, and critically assess how these reflect the different political perspectives underlying the EU's Common Commercial Policy, the Common Foreign and Security Policy and development policy.
3. Demonstrate critical knowledge and understanding of the rules underpinning the membership of the EU in international organizations and especially the complexity of the membership of the EU in the World Trade Organisation.
4. Access and deploy the main sources relating to the law governing the EU's external relations, including relevant treaty sources, other foreign policy instruments and case-law, as well as literature in the field, for the purpose of module assessments.
5. Critically understand and evaluate the theoretical perspectives and academic debates which underlie EU international relations law.
6. Research, in detail, and critically analyse, how the EU external relations law influences the foreign policy of the EU Member States as well as how the EU's international agreements and policy instruments impact on the domestic legislation as well as treaty negotiations of third countries.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Find relevant material from various sources including literature, international treaties, protocols, declarations, court judgments, both in hard copy, and through electronic sources and specialist databases.
2. Assimilate and analyse complex material in the context of its conceptual and theoretical underpinnings, and present relevant knowledge and understanding in the form of an original, reasoned and supported argument.
3. Express themselves to a high standard in a coherent written form, with appropriate use of citation.
4. Communicate orally by virtue of experience in delivering an oral presentation in front of a class, and participation in group seminar discussions.
5. Tackle practical problems.

Method of Assessment

Main assessment methods

Essay of no more than 5000 words (80%)

Oral presentation (20%)

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

- P. Craig and G. De Burca, EU law: text, cases, and materials 6th ed. (Oxford University Press, 2015)
- P. Eeckhout, External Relations of the European Union – Legal and Constitutional Foundations (Oxford University Press, 2011)
- N.G. Foster, Blackstone's EU Treaties & Legislation (latest edition) (Oxford University Press)
- C. Hill and M. Smith (eds.) International Relations and the EU, 2nd ed. (OUP 2011)
- P. Koutrakos, EU International Relations Law 2nd ed. (Hart, 2015)
- K. Smith, EU Foreign Policy in a Changing World, 3rd ed. (Polity 2014)
- B. Van Vooren and R. Wessel, EU External Relations Law – Cases and Materials (CUP, 2014)

Pre-requisites

None, although a general background in either law, political science, sociology or another discipline relating to European Union studies is desirable.

Progression

Stage 1

Restrictions

None.

2022-23 Postgraduate Module Handbook

Synopsis *

The Court of Justice held in Opinion 2/13, 'the EU is, under international law precluded by its very nature from being considered a State'. And yet, while the European Union (EU) is indeed not a state, it is a unique international actor with extensive legal powers on the international stage. The EU has treaty making powers, can assume international legal responsibility, and can give effect to international commitments in its own legal order. At the same time, the exercise of these powers raises intricate legal issues over the respective roles of the institutions of the EU in negotiating and concluding international agreements and the representation of the EU, the relationship between the Member States and the EU at the international stage, and the role of the European Court of Justice (ECJ) in giving effect to international commitments.

This module is about these constitutional aspects of EU international relations law. While the focus is on constitutional law, it will inevitably cover substantive areas of law, such as trade, environmental protection, and sanctions. The EU is visible in many areas of international relations and international law. Most prominently it conducts a common commercial policy by negotiating trade agreements and giving effect to the EU's trade defence instruments. The EU is also party to a host of international environmental and development agreements and is increasingly active in more traditional forms of foreign policy relating to collective security issues. The module will also cover important EU legal aspects of Brexit. The EU is currently negotiating an agreement with the United Kingdom, following the UK's notification under Article 50 TEU.

The module will provide students with an insight into the three core areas of EU international relations law. Firstly, it will elaborate on the internal constitutional aspects of the EU's external actions, discussing the powers of the respective institutions as well as the division of powers between the EU and its Member States. It will also discuss membership of international organizations and the unique EU legal construct of 'mixed' agreements. Secondly, it will look into the role of the European Court of Justice in EU international relations law. It will discuss the Court's powers and how it gives effect to international law, as well as its relationship with other international courts and tribunals. Finally, the module will discuss selected substantive aspects of EU international relations law, including Brexit.

LW918 International and Comparative Bankruptcy and Insolvency Law & Policy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

LLM in (Specialisation); LLM in Law; PG Diploma in (Specialisation); PG Certificate in Law

Contact Hours

Contact hours: 20

Private study hours: 180

Total study hours: 200

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 detailed and systematic understanding of the institutions and structure of insolvency law and their economic and social role in the economy.
2. Critically engage with the theoretical debates on the role of bankruptcy and insolvency law, the key concepts, policy issues and principles.
3. Demonstrate a comprehensive understanding of the existing legal regimes of bankruptcy and insolvency in England and North America, their sources and intellectual assumptions.
4. Critically evaluate the central features of International attempts to develop norms for bankruptcy and insolvency.
5. Form a view on the relative merits of differing approaches to bankruptcy and insolvency, and appreciate and evaluate the main theoretical and legal perspectives underlying the legal provisions.
6. Think creatively about an important area of international commercial law

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Formulate comprehensive arguments and provide a critical assessment of a complex issue.
2. Skilfully utilise research skills to commence further research into unresolved issues.
3. Demonstrate sophisticated independent academic research, particularly by written presentation of arguments.

Method of Assessment

Main assessment methods

Essay, 5000 words (100%)

Reassessment methods

Reassessment instrument: 100% Coursework

Preliminary Reading

V. Finch, Corporate insolvency law: perspectives and principles (Cambridge: CUP, 3rd ed, 2017)

T. Jackson, The Logic and Limits of Bankruptcy Law (Cambridge, MA, Harvard 1986).

G. MacCormick, Corporate Rescue Law: An Anglo-American Comparison (Elgar, 2008).

V. Markham Lester, Victorian Insolvency: Bankruptcy, Imprisonment for Debt and Company Winding Up in Nineteenth Century England (Oxford: OUP) (1995)

J. Niemi, I Ramsay and W. Whitford, Consumer Credit, Debt and Bankruptcy: International and Comparative Dimensions (Oxford: Hart 2009).

J. Niemi, I. Ramsay and W. Whitford, Consumer Bankruptcy in Global Perspective (Oxford: Hart) (2003)

I. Ramsay, Personal Insolvency in the 21st Century: A Comparative Analysis of Europe and the US (Hart, Bloomsbury, 2017)

D. Skeel, Debt's Dominion — A History of Bankruptcy Law in America (Princeton, Princeton Univ Press) (2001).

T. Sullivan, E. Warren & J Westbrook, The Fragile Middle Class: Americans in Debt (New Haven, Yale) (2000).

J. Westbrook, C. Booth, C Paulus & H Rajak, A global view of business insolvency systems (Leiden: Nijhoff) (2010).

E. Warren, J. Westbrook, K. Porter & J Pottow, The Law of Debtors and Creditors: Text, Cases and Problems (Kluwer, 7th ed 2014).

Pre-requisites

None

Progression

Stage 1

Restrictions

None

Synopsis <span style =

Bankruptcy and Insolvency law has become a central aspect of commercial law. The restructuring of capitalism since the 1970s, the growth of neo-liberalism, the increased use of debt financing by both firms and individuals, and the volatility of the international economy have contributed to its international importance. The World Bank views a 'modern' insolvency law as central to the development infrastructure, it is linked to fostering entrepreneurialism as well as providing a safety net for individuals in a high debt economy. This course provides a critical introduction to central issues in business and personal insolvency.

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LW921 Privacy and Data Protection Law						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

LLM in (Specialisation); LLM in Law; PG Diploma in (Specialisation); PG Certificate in Law. Available to non-law students with convenor's permission.

Contact Hours

Contact hours: 18
Private study hours: 182
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:

1. Demonstrate an advanced grounding in concepts, principles and rules of data protection, consent, and privacy.
2. Demonstrate a systematic understanding of the origins and development of data protection laws.
3. Critically analyse emerging issues in data protection.
4. Demonstrate a critical awareness of, and the ability to evaluate legal and regulatory actions taken in response to the failure to protect data and ensure confidentiality.
5. Critically analyse and evaluate the permeability of public/private boundaries in the workplace, in public and commercial spaces, on the Internet and in cyber space.
6. Demonstrate a critical understanding of the public and private tensions involved in privacy and data protection.

The intended generic learning outcomes.

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

1. Present relevant knowledge and understanding in the form of an original and reasoned argument.
2. Identify, analyse and critically evaluate complex legal and policy problems.
3. Carry out independent research from a variety of sources informing an original, sustained and detailed argument.
4. Summarise detailed conceptual material, recognising, critically evaluating and synthesising different positions that arise in the literature surveyed.

Method of Assessment

Main assessment methods

Option 1:

Assessment 5,000 words (100%)

Option 2:

Blog/Briefing Note assessment: 1,000 words (20%)

Essay: 4,000 words (80%)

Reassessment methods

Like-for-like

Preliminary Reading

- C. Bennett, *Privacy Advocates: Resisting the Spread of Surveillance* (MIT Press, 2008).
P. Carey, *Data Protection: a practical guide to UK and EU Law* (Oxford: OUP, 2009).
R. N. Charette, *Online Advertisers Turning up the Heat Against Making "Do Not Track" Browsers' Default Setting*, IEEE SPECTRUM, <http://spectrum.ieee.org/riskfactor/computing/it/online-advertisers-turning-up-the-heatagainst-defaulting-browsers-to-do-not-track-setting>.
M. Hickman, *9 Things You Probably Shouldn't Do in the Presence of a Google Street View Vehicle*, MOTHER NATURE ETWORK, <https://www.mnn.com/lifestyle/arts-culture/stories/9-things-you-probably-shouldnt-do-in-the-presence-of-a-google-street>;
Artist Captures Bizarre Images Shot by Google's Street View Cameras, N.Y. DAILY NEWS, <http://www.nydailynews.com/entertainment/bizarre-images-captured-google-street-view-cameras-gallery-1.1214757>
L. Katz, (2013) 'Symposium on Cybercrime'. Jr. of Criminal Law and Criminology, 103 (3).
A. Kenyon and M. Richardson, *New Dimensions in Privacy Law* (Cambridge: CUP, 2006).
C. Kunar, *International Data Privacy Law* (Oxford: OUP, 2013).
G. Laurie, *Genetic Privacy: Challenge to Medico-legal Norms* (Cambridge: CUP, 2002).
D. Lyon, *Surveillance Studies: An overview* (Cambridge: Polity Press, 2007).
R. A. Posner, (1981) *The Economics of Privacy*, 71 AM. ECON. REV. 405.
M. D. Scott, (2008) *Tort Liability for Vendors of Insecure Software: Has the Time Finally Come?*, 67 MD. L. REV. 425, 442-50.
Solove, P. Schwartz, *Information Privacy Law* (Harvard University Press, 2008).
Solove, P. Schwartz, *Privacy, Information, and Technology*, 3rd edition (Aspen Publishing Co., 2012).
D. Solove, *Understanding Privacy* (Harvard University Press, 2008).
F. Westin, *Privacy and Freedom* (NY: Atheneum, 1967).
A.F. Westin, (2003) 'Social and Political Dimensions of Privacy', Jr. of Social Issues 59(2), 431-453.
R. Williams, P. Johnston, *Genetic Policing: The Use of DNA in Criminal Investigations* (Willan Publishing, 2008).
R. Williams, *Making Identity Matter* (York: Sociology Press, 2000).

Pre-requisites

None

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Restrictions

None

Synopsis <span style =

The module will explore emerging privacy and data protection issues. Students will be challenged to critically examine how e.g. personal, financial, health and transactional data are managed and who has access to this information. It will require students to assess emerging legal, regulatory, data protection and personal privacy issues raised by widespread access to personal information, including genetic data.

The essential aims and objectives of the proposed LLM module are to equip students to undertake a sustained analysis of privacy and data protection law. Students will be asked to critically examine whether privacy protection, consent and confidentiality measures are proportionate to the legal requirements to protect personal information while balancing the requirements of economic commerce, the state and public administrations to collect, use and share personal information.

LW923 Law and Economy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	20 (10)	100% Coursework	
3	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

LLM in (Specialisation); LLM in Law; PG Diploma in (Specialisation); PG Certificate in Law

Contact Hours

Total contact hours: 20

Private study hours: 180

Total study hours: 200

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

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

1. Demonstrate a systematic evaluation of the substantive, analytical, normative and empirical characteristics of economic sociology of law (ESL).
2. Demonstrate a comprehensive knowledge and understanding of how established techniques of research and enquiry are used to create and interpret knowledge in ESL, and an ability to critically analyse those techniques.
3. Demonstrate a critical awareness of how ESL differs from other approaches to the legal and the economic.
4. Demonstrate a critical awareness of historical and contemporary theoretical and policy problems around the world that have generated, and continue to inform, ESL.
5. Demonstrate originality in the application and synthesis of the above knowledge and understanding.

The intended generic learning outcomes.

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

1. Demonstrate a systematic knowledge and understanding in the form of an integrated, reasoned argument.
2. Critically identify and evaluate complex legal and policy problems according to their historical, political and legal context.
3. Demonstrate self-direction whilst carrying out independent further research, synthesising material from a variety of sources to inform a sustained and detailed argument.
4. Demonstrate a sophisticated ability to summarise detailed historical and conceptual material, recognising different positions that arise in the literature surveyed.
5. Critically analyse and evaluate the implications of the fact that legal forms arise and operate within complex historical and political conditions.
6. Critically analyse the economic, political and/or social implications of legal forms and remedies.

Method of Assessment

Main assessment methods

100% coursework, comprising, either:

An Essay, 5000 words (100%)

An Essay, 4000 words (80%) and presentation, in pairs, five minutes per person (20%)

Reassessment methods

Reassessment instrument: 100% coursework

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Preliminary Reading

Birla, R. Stages of Capital: Law, culture and market governance in late colonial India (Duke University Press, 2009)
Cooter, R. and Ulen, T. Law and Economics 6th Edition (Pearson, 2011).
Cotterrell, R. The Sociology of Law: An Introduction 2nd Edition (Butterworths, 2005).
Planet Money, National Public Radio podcast <<http://www.npr.org/money>>
Polanyi, K. The Great Transformation 2nd Edition (Beacon Press, 2001).
Zelizer, V. Economic Lives: How Culture Shapes the Economy (Princeton Press, 2010)

Pre-requisites

None

Progression

Stage 1

Restrictions

None

Synopsis *

What causes us to forget that 'the economy' and 'the law' are made up of interacting human beings? Why does it matter? These are questions that are relevant to every person in every country. They are the questions that motivate the emergent field of Economic Sociology of Law (ESL), which takes sociologically-inspired approaches to relationships between the 'economic' (the production, distribution and consumption of goods and services) and the 'legal' (the use, abuse and avoidance of legal rules and institutions). In this module we systematically (that is, addressing the analytical, empirical and normative components) explore the limitations of orthodox legal and economic approaches, and examine how Economic Sociology of Law might compensate for them. There is a strong practical and empirical emphasis, and examples are drawn from current events and policy from all over the world.

LW924 EU Criminal Law and Procedure						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

All law postgraduate programmes. Available to postgraduate students from other schools at the convenors discretion.

Contact Hours

Total contact hours: 20
Private study hours: 180
Total study hours: 200

Department Checked

25/03/2022

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Critique the origins, development and future of EU criminal law and procedure
2. Critically probe the forces driving and shaping the law-making, policy-making and implementation processes in EU criminal law and procedure
3. Critique the law and practice on cross-border police, prosecution and judicial cooperation from constitutional and human rights perspectives
4. Critically assess the role of select EU criminal law and procedure measures in shaping national and international responses to global crime challenges
5. Appreciate and critique the emergence of a distinct EU criminal process
6. Critically debate the legal, constitutional, political and cultural tensions between domestic criminal processes and EU influences and how they are mediated
7. Conduct independent critical research on EU criminal law and procedure issues, and present incisive perspectives on them.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Research, interpret and apply complex material from across several disciplines, such as: law, criminal justice, politics, international relations, history and philosophy
2. Research, interpret and apply primary and secondary legal materials from national, European and international sources
3. Demonstrate an understanding of the specificity of textual analysis
4. Demonstrate skills in making well-constructed argument
5. Demonstrate skills in the presentation of complex ideas and materials
6. Demonstrate critical and self-reflexive modes of thought and analysis
7. Demonstrate awareness of and capacity to debate the major social, political and legal issues of the day in national, European and international affairs
8. Demonstrate the capacity for independent learning
9. Demonstrate the ability to formulate viable research questions
10. Demonstrate the capacity to undertake independent research on a specific topic
11. Present research findings within a critical theoretical framework

Method of Assessment

Main assessment methods

Essay, no more than 5000 words (100%)

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

- E. Herlin-Karnell *The Constitutional Dimension of European Criminal Law* (Oxford: Hart, 2012)
A. Klip *European Criminal Law: an Integrative Approach* (Cambridge: Intersentia, 2012)
S. Miettinen *Criminal Law and Policy in the European Union* (London: Routledge, 2013).
V. Mitsilegas *EU Criminal Law* (Oxford: Hart, 2009).

Pre-requisites

None

Progression

Stage 1

Restrictions

None

Synopsis <span style =

This module offers a critical study of the origins, principles, concepts and practices of European Union criminal law and procedure from historical, constitutional, legal, political and social perspectives. It also addresses how national criminal law and procedure (especially that in the United Kingdom) are being shaped by developments at EU level, and explores the emergence of a distinct EU criminal process.

LW925 Cultural Heritage Law						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

LLM in (Specialisation); LLM in Law; PG Diploma in (Specialisation); PG Certificate in Law. Available to postgraduate students from other schools at the convenors discretion.

Contact Hours

Contact hours: 18
Private study hours: 182
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:

1. Demonstrate a systematic understanding of the key concepts, policy issues and principles underlying cultural heritage law.
2. Engage in a sophisticated analysis of the theoretical and academic debates that underlie the substantive law of cultural heritage protection.
3. Critically evaluate the role of international and national institutions as well as other stakeholders in the protection of the cultural heritage.
4. Demonstrate a comprehensive understanding of the practical context in which cultural heritage law operates.
5. Demonstrate a detailed appreciation of the scope of European law, international law and policies and their impact on English cultural heritage law.
6. Compare existing legal regimes of the protection of the cultural heritage in England, North America, and continental Europe.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Engage in sophisticated independent academic research, to effectively locate primary and secondary materials.
2. Critically evaluate an area of law both doctrinally and in terms of its historical and social consequences
3. Effectively apply knowledge to analyse complex issues and provide a critical assessment of the law.
4. Recognise potential alternative solutions to particular problems and make a reasoned choice between them.

Method of Assessment

Main assessment methods

The module will be assessed by 100% coursework as follows:

Essay, no more than 5000 words (100%)

Reassessment methods

100% coursework

Preliminary Reading

- Chamberlain, Kevin, 2013. War and Cultural Heritage: Commentary on the Hague Convention 1954 and Its Two Protocols, Leicester: Institute of Art & Law.
- Chechi, Alessandro, 2014. The Settlement of International Cultural Heritage Disputes, Oxford: Oxford University Press.
- Forrest, Craig, 2009. International law and the protection of cultural heritage, London: Routledge
- Kono, Toshiyuki, 2010. The impact of uniform laws on the protection of cultural heritage and the preservation of cultural heritage in the 21st century, Leiden: Martinus Nijhoff Publishers.
- Prott, Lyndel V., 2009. Witnesses to history: a compendium of documents and writings on the return of cultural objects, Paris: UNESCO.
- Stamatoudi, Irini, 2011. Cultural property law and the restitution of cultural property: a commentary to international conventions and European Union law, Cheltenham: Edward Elgar.
- Journals: The international journal of cultural property; Art, Antiquity and Law
- Newspaper: The Art Newspaper.

Pre-requisites

None

Restrictions

None

Synopsis <span style =

Cultural heritage law has developed as a distinctive legal topic in the last thirty years to regulate the widening concept of heritage which started with the protection of historical monuments in the 19th century and now includes intangible values.

This area of law considers a developing jurisprudence that involves international treaties, laws, ethics, and policy consideration relating to the heritage. Academic research now aims to identify values and principles that contribute to a fair and equitable cultural heritage policy. It addresses the essential question of the need to change the law to accommodate the specific needs of protection of cultural heritage/cultural property. It aims to give coherence to practices shaped by art dealers, collectors, museums, communities and States, as well as a complex body of rules at the intersection of civil law, property law, criminal law, public law, private international law and public international law. Those different interactions have developed a less than coherent legal framework that will be comparatively analyzed by reference to French, English and American Law.

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LW926 Trusts in Capitalist Society						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

LLM in (Specialisation); LLM in Law; PG Diploma in (Specialisation); PG Certificate in Law

Contact Hours

Total study hours: 200

Contact hours: 20

Private study hours: 180

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 an advanced grounding in, principles and law of trusts.
2. Demonstrate a systematic understanding and evaluation of the different views on the nature of the trust.
3. Critically analyse and evaluate the trust as a juridical relation and institution in contemporary contexts.
4. Demonstrate a comparative understanding of trust and trust-like institutions.
5. Demonstrate a critical awareness and analysis of historical and contemporary theoretical and policy problems in equity and trusts.
6. Critically analyse and evaluate trust law's contribution to and role in modern society.

The intended generic learning outcomes.

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

1. Present relevant knowledge and understanding in the form of reasoned argument.
2. Identify and evaluate complex problems according to their historical, political and legal context.
3. Carry out independent further research from a variety of sources informing a sustained and detailed argument.
4. Summarise detailed conceptual material, analysing and critically evaluating different positions that arise in the literature surveyed.
5. Appreciate that legal forms arise and operate within complex historical and political conditions.
6. Demonstrate an awareness of the economic, political and/or social implications of legal forms and remedies.

Method of Assessment

Main assessment methods

The module will be assessed by 100% coursework, comprising:

Essay (no more than 5,000 words) – 100%

Reassessment methods

Reassessment instrument: 100% coursework

Preliminary Reading

- R-M.B. Antoine, *Offshore Financial Law: Trusts and Related Tax Issues* (Oxford: Oxford University Press, 2nd ed, 2013)
- J. Garton (ed), *Moffat's Trusts Law: Texts and Materials* (Cambridge: Cambridge University Press, 6th ed, 2015)
- D. Hayton (ed.), *The International Trust* (Bristol: Jordans, 3rd ed, 2011)
- B. Harrington, *Capital Without Borders: Wealth Managers and the One Percent* (London: Harvard University Press, 2016)
- G. Ingham, *Capitalism* (Cambridge: Polity, 2008)
- A.J. Oakley (ed.), *Trends in Contemporary Trust Law* (Oxford: OUP, 1996)
- S. Picciotto, *Regulating Global Corporate Capitalism* (Cambridge: Cambridge University Press, 2011)
- M. W. Lau, *The Economic Structure of Trusts: Towards a Property-based Approach* (Oxford: Oxford University Press, 2011)
- L. Smith, *The Worlds of Trust* (Cambridge: Cambridge University Press, 2013)
- S. Worthington, *Proprietary Interests in Commercial Transactions* (Oxford: Clarendon Press, 1996)

Pre-requisites

None

Progression

Stage 1

Restrictions

None

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Synopsis *

The module will analyse and evaluate trusts in contemporary capitalist society, adopting critical and historical methodologies in relation to a variety of topics or case studies. Doctrines and remedies first developed by the English court of equity, the Court of Chancery, are pervasive within the contemporary juridical landscape, both within the English jurisdiction and internationally with London as an international financial and legal centre. Amongst equity's most important contributions to the contemporary juridical landscape is the trust, which has been utilised in a vast range of contexts, including private wealth planning and the structuring of inheritance, charities, pension funds, and facilitating international bond markets. The trust's flexibility is such that many international jurisdictions outside the common law world are seeking to replicate the trust form. Consequently, critical engagement with equity and trusts in modern society is essential. The course will be split into two parts. The first part will consist of an advanced introduction to trusts law and theories of the trust in legal and political contexts. The second part of the course will analyse and evaluate topics of contemporary significance in light of theories explored in the first part of the course. In doing so, it will explore the interplay of form and function in trusts law and practice.

LW927 Law and the Humanities 1: Ethos and Scholarship (Intensive Delivery)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	20 (10)	100% Coursework	
4	Paris	Spring	M	20 (10)	100% Coursework	

Availability

All law postgraduate programmes. Available to postgraduate students from other schools at the convenor's discretion.

Contact Hours

Total study hours: 200

Contact hours: 20

Private study hours: 180

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 systematic understanding of the specific importance of humanities scholarship and scholarly perspectives to the history, nature and thought of law.
2. Demonstrate a comprehensive appreciation of the nature and value of humanities research perspectives in the contemporary study of law and the academy more generally.
3. Critically analyse contemporary understandings of the key parameters of legal scholarship, such as the object of legal scholarship, the end or purpose of legal scholarship, the notion of a research ethos, the problem of ethics and responsibility, and the nature and status of legal knowledge.
4. Critically reflect on how humanities research perspectives can inform and shape students' own scholarly engagement with law and legal inquiry.
5. Develop a research question of contemporary relevance to the law and humanities academy.
6. Synthesise competing theories and critical perspectives relevant to a humanities-based approach to law.
7. Critically evaluate examples of scholarship relevant to a humanities-based approach to law.
8. Participate in an exchange of informed views in a public online forum on topics relevant to the discipline of law and the humanities.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Evaluate and synthesize complex material from across various disciplines (law, philosophy, political theory, history).
2. Demonstrate a sophisticated understanding of the specificity of textual analysis in humanities methodologies.
3. Make well-constructed and structured arguments.
4. Formulate a viable research question.
5. Deploy critical and self-reflexive modes of thought and analysis.
6. Demonstrate sophisticated independent learning.
7. Undertake independent research on a focused topic.

Method of Assessment

Main assessment methods

Four posts on the module blog (10%)

Research essay, 4000-5000 words (90%).

Reassessment methods

Reassessment instrument: 100% coursework

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Preliminary Reading

Davies, M., 2008. Asking the law question: the dissolution of legal theory. Sydney: Lawbook co.
Douzinas, C. and Gearey, A., 2005. Critical Jurisprudence: the political theory of justice. Oxford: Hart
Sarat, A et al., 2010. Law and the Humanities: An Introduction. Cambridge: Cambridge UP
Thomas, M. and Leibold, M., 2004. Legal theories; in principle. Lawbook Co.
Thomas, M. and Leibold, M., Legal theories: Contexts and Practices. Australia: Thomson Reuters.

Pre-requisites

None

Progression

Stage 1

Restrictions

None

Synopsis <span style =

This module provides students with a solid grounding in law and the humanities, a distinct approach to law that draws upon disciplines like political theory, literature, film studies, history and social theory. The module familiarises students with key questions in the field, provides training in humanities methods in relation to law, and equips students with a clear and rigorous approach to all their present and future academic work. No special knowledge or experience of any particular discipline is required to undertake the module.

Availability

All law postgraduate programmes. Available to postgraduate students from other schools at the convenor's discretion.

Contact Hours

Total study hours: 200

Contact hours: 20

Private study hours: 180

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 systematic understanding of the specific importance of humanities scholarship and scholarly perspectives to the history,
nature and thought of law.
2. Demonstrate a comprehensive appreciation of the nature and value of humanities research perspectives in the contemporary study of law
and the academy more generally.
3. Critically analyse contemporary understandings of the key parameters of legal scholarship, such as the object of legal scholarship, the
end or purpose of legal scholarship, the notion of a research ethos, the problem of ethics and responsibility, and the nature and status of
legal knowledge.
4. Critically reflect on how humanities research perspectives can inform and shape students' own scholarly engagement with law and legal
inquiry.
5. Develop a research question of contemporary relevance to the law and humanities academy.
6. Synthesise competing theories and critical perspectives relevant to a humanities-based approach to law.
7. Critically evaluate examples of scholarship relevant to a humanities-based approach to law.
8. Participate in an exchange of informed views in a public online forum on topics relevant to the discipline of law and the humanities.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Evaluate and synthesize complex material from across various disciplines (law, philosophy, political theory, history).
2. Demonstrate a sophisticated understanding of the specificity of textual analysis in humanities methodologies.
3. Make well-constructed and structured arguments.
4. Formulate a viable research question.
5. Deploy critical and self-reflexive modes of thought and analysis.
6. Demonstrate sophisticated independent learning.

Method of Assessment

Main assessment methods

Four posts on the module blog (10%)

Research essay, 4000-5000 words (90%).

Reassessment methods

Reassessment instrument: 100% coursework

Preliminary Reading

Davies, M., 2008. Asking the law question: the dissolution of legal theory. Sydney: Lawbook co.
Douzinas, C. and Gearey, A., 2005. Critical Jurisprudence: the political theory of justice. Oxford: Hart
Sarat, A et al., 2010. Law and the Humanities: An Introduction. Cambridge: Cambridge UP
Thomas, M. and Leibold, M., 2004. Legal theories; in principle. Lawbook Co.
Thomas, M. and Leibold, M., Legal theories: Contexts and Practices. Australia: Thomson Reuters.

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Synopsis <span style =

This module provides students with a solid grounding in law and the humanities, a distinct approach to law that draws upon disciplines like political theory, literature, film studies, history and social theory. The module familiarises students with key questions in the field, provides training in humanities methods in relation to law, and equips students with a clear and rigorous approach to all their present and future academic work. No special knowledge or experience of any particular discipline is required to undertake the module.

LW928 Law and the Humanities 2: Current Issues (Intensive Delivery)						
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	
4	Paris	Spring	M	20 (10)	100% Coursework	

Availability

All law postgraduate programmes. Available to postgraduate students from other schools at the convenors' discretion.

Contact Hours

Total study hours: 200

Contact hours: 20

Private study hours: 180

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 comprehensive understanding of the specific importance of humanities scholarship and scholarly perspectives to the history, nature and thought of law
2. Demonstrate a systematic appreciation of the nature and value of humanities research perspectives in the contemporary study of law and the academy more generally
3. Critically understand and analyse key issues and debates in contemporary law and humanities scholarship.
4. Critically reflect on how specific humanities research perspectives can inform and shape students' own scholarly engagement with law and legal inquiry
5. Develop a research question of contemporary relevance to the law and humanities academy
6. Synthesise competing theories and critical perspectives relevant to a humanities-based approach to law
7. Critically evaluate examples of scholarship relevant to a humanities-based approach to law
8. participate in an exchange of informed views in a public online forum on topics relevant to the discipline of law and the humanities

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Evaluate and synthesize complex material from across various disciplines (law, literature, social and political theory, history, theatre and film studies)
2. Demonstrate a sophisticated understanding of the specificity of textual analysis in humanities methodologies
3. Make well-constructed and structured arguments
4. Formulate a viable research question
5. Deploy critical and self-reflexive modes of thought and analysis
6. Demonstrate sophisticated independent learning

Method of Assessment

Main assessment methods

Four posts on the module blog (10%)

Research essay, 4000-5000 words (90%)

Reassessment methods

Reassessment instrument: 100% coursework

2022-23 Postgraduate Module Handbook

Preliminary Reading

Jonathan Bate (ed) (2011) *The Public Value of the Humanities* (London: Bloomsbury)
Peter Brookes (ed) (2014) *The Humanities in Public Life* (New York: Fordham University Press).
Margaret Davies (2002) *Asking the Law Question* (2nd Edition) (Sydney: Lawbook Co.).
Costas Douzinas and Adam Gearey (2005) *Critical Jurisprudence: The Political Philosophy of Justice* (Cambridge: Hart Publishing).
Marett Leiboff and Mark Thomas (2014) *Legal Theories: contexts and practices* (Sydney: Thompson Reuters).
Martha Nussbaum (2010) *Not for Profit* (Princeton: Princeton University Press)
Austin Sarat et al (eds) *Law and the Humanities: an introduction* (Cambridge: Cambridge University Press)

Pre-requisites

Although knowledge acquired in the module Law and the Humanities 1 (LAWS9270) would be an advantage in taking this module, it is not a prerequisite.

Progression

Stage 1

Restrictions

None

Synopsis <span style =

This module presents students with a selection of the most important contemporary debates in the field of law and the humanities. Drawing in any one year from a range of current issues in the field, the module addresses a larger set of themes situated at the intersection between the humanities and law. These themes include: textuality, performativity, representation, memory, iconography, tradition, the archive, rhetoric, aesthetics, and affect. The module therefore encourages a deeper understanding of law's relationship to humanities disciplines such as literature, visual culture, history, language, and political and social theory.

Availability

All law postgraduate programmes. Available to postgraduate students from other schools at the convenors' discretion.

Contact Hours

Total study hours: 200

Contact hours: 20

Private study hours: 180

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 comprehensive understanding of the specific importance of humanities scholarship and scholarly perspectives to the
history, nature and thought of law
2. Demonstrate a systematic appreciation of the nature and value of humanities research perspectives in the contemporary study of law and
the academy more generally
3. Critically understand and analyse key issues and debates in contemporary law and humanities scholarship.
4. Critically reflect on how specific humanities research perspectives can inform and shape students' own scholarly engagement with law
and legal inquiry
5. Develop a research question of contemporary relevance to the law and humanities academy
6. Synthesise competing theories and critical perspectives relevant to a humanities-based approach to law
7. Critically evaluate examples of scholarship relevant to a humanities-based approach to law
8. participate in an exchange of informed views in a public online forum on topics relevant to the discipline of law and the humanities

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Evaluate and synthesize complex material from across various disciplines (law, literature, social and political theory, history, theatre and
film studies)
2. Demonstrate a sophisticated understanding of the specificity of textual analysis in humanities methodologies
3. Make well-constructed and structured arguments
4. Formulate a viable research question
5. Deploy critical and self-reflexive modes of thought and analysis
6. Demonstrate sophisticated independent learning
7. Undertake independent research on a specific topic

Method of Assessment

Main assessment methods

Four posts on the module blog (10%)

Research essay, 4000-5000 words (90%)

Reassessment methods

Reassessment instrument: 100% coursework

2022-23 Postgraduate Module Handbook

Preliminary Reading

Jonathan Bate (ed) (2011) *The Public Value of the Humanities* (London: Bloomsbury)
Peter Brookes (ed) (2014) *The Humanities in Public Life* (New York: Fordham University Press).
Margaret Davies (2002) *Asking the Law Question* (2nd Edition) (Sydney: Lawbook Co.).
Costas Douzinas and Adam Gearey (2005) *Critical Jurisprudence: The Political Philosophy of Justice* (Cambridge: Hart Publishing).
Marett Leiboff and Mark Thomas (2014) *Legal Theories: contexts and practices* (Sydney: Thompson Reuters).
Martha Nussbaum (2010) *Not for Profit* (Princeton: Princeton University Press)
Austin Sarat et al (eds) *Law and the Humanities: an introduction* (Cambridge: Cambridge University Press)

Pre-requisites

Although knowledge acquired in the module Law and the Humanities 1 (LAWS9270) would be an advantage in taking this module, it is not a prerequisite.

Synopsis <span style =

This module presents students with a selection of the most important contemporary debates in the field of law and the humanities. Drawing in any one year from a range of current issues in the field, the module addresses a larger set of themes situated at the intersection between the humanities and law. These themes include: textuality, performativity, representation, memory, iconography, tradition, the archive, rhetoric, aesthetics, and affect. The module therefore encourages a deeper understanding of law's relationship to humanities disciplines such as literature, visual culture, history, language, and political and social theory.

LW932 EU Citizenship and Residence Rights-Clinical Option						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

LLM in (Specialisation), LLM in Law, PG Dip in (Specialisation) and PG Cert in Law

Contact Hours

Contact hours: 18
Private study hours: 182
Total study hours: 200

Department Checked

25/03/2022

2022-23 Postgraduate Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will have:

1. A comprehensive knowledge and understanding of the concepts of EU free movement and citizenship.
2. A thorough understanding of the law and procedures relevant to EU free movement and citizenship, including case law at a CJEU and domestic law level; with particular focus on access to social security and social assistance.
3. The ability to critically reflect upon the operation of the law in practice and, by drawing upon original research, the ability to assess the application and effects of specific laws, principles and procedures, situating them in their wider context, and critically evaluating them against intrinsic aims and external criteria, for example, doctrinal coherence, certainty and finality, and certain conceptions of social justice and economic efficiency.
4. The ability to advance coherent legal argument directed at securing vindication of an individual client's desired outcome.
5. The ability to understand and analyse intricate factual situations in legal terms, identifying the relevant points and issues arising from the clients' cases requiring further research with the aim of gaining an overview of the different and disparate aspects of a specific legal problem.
6. The ability to comment upon and test current legal instruments, case law and scholarship in the context of the factual and legal issues arising from the client's case; recognise the different positions arising in the materials surveyed and critically analyse the different positions.
7. Taken responsibility for the conduct of a client's case.

The intended generic learning outcomes.

On successfully completing the module students be able to:

1. Conduct advanced research, making proper use of the library resources by way of law reports, articles, monographs and textbooks, demonstrating the ability to retrieve up-to-date information quickly.
2. Identify and evaluate complex legal and policy problems according to their historical, political and legal context; identify relevant economic, political and/or social implications of legal forms and institutions.
3. Develop and test in practice hypotheses and strategies appropriate to unstructured situations of fact; to suggest alternative strategies and solutions to problems raised; to assess relative probabilities and outcomes in changing situations; to relate a situation or problem to wider contexts.
4. Produce a creative, critical and analytical essay on the basis of independent research; writing in a clear and accessible way an argument or hypothesis and to set out a reasoned conclusion; having demonstrated the ability to utilise good footnoting, bibliographic, citation and reference systems, and careful and accurate use of the English language and legal terminology.

Method of Assessment

Main assessment methods

Continuous in-module case conduct ('casework') (20%)

Essay, 4000 words (80%)

Reassessment methods

Like for Like

Preliminary Reading

- Barnard C and Peers S, (eds) (2014) EU Law (OUP).
- Carrera S, and Atger AF, (2009) Implementation of Directive 2004/38 in the context of EU Enlargement: A proliferation of different forms of citizenship? (Centre for European Policy Studies Special Reports).
- Craig P and De Búrca G, (2011) EU Law: Text, Cases, and Materials, 5th ed. (OUP).
- De Búrca G, (ed) (2005) EU Law and the Welfare State (OUP).
- Guild E, Peers S, and Tomkin J, (2014) The EU Citizenship Directive: A Commentary (OUP).
- Habermas J, (1990) 'Citizenship and National Identity' Annex 2 in Between Facts and Norms (Polity Press 1996).
- Marshall TH, (1950) Citizenship and Social Class, and Other Essays (CUP).

Pre-requisites

None

Progression

Stage 1

Restrictions

None

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Synopsis <span style =

This module focuses on citizens of the EU and their family members who have chosen to exercise free movement and residence rights and thereby seek to rely on their 'rights' as EU citizens in the territory of another Member State. Students will investigate the idea of free movement and citizenship of the EU, including the foundational rules, principles, doctrines and their scope, through the prism of Clinical Legal Practice. The Clinical Option provides an opportunity for students to develop their knowledge of this contested and rapidly developing area of law by conducting, under the supervision of a Kent Law Clinic solicitor, a 'real' case where the law or rules said to derive from EU law are the subject of 'live' as opposed to 'academic' dispute/contestation. Each student will be allocated a case where a Clinic client is seeking to rely on free movement or citizenship rights in an appeal against a decision by the Department for Work and Pensions, the UK Border Agency or a local authority that s/he does not have a right to reside in the UK under EU law.

LW934 Intellectual Property 2: Patents and Trade Marks						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	20 (10)	100% Coursework	
1	Canterbury	Spring	M	20 (10)	100% Coursework	
2	Canterbury	Autumn	M	20 (10)	100% Coursework	
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

LLM in (Specialisation); LLM in Law; PG Diploma in (Specialisation); PG Certificate in Law

Contact Hours

Contact hours: 18

Private study hours: 182

Total study hours: 200

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate an advanced scholarly understanding of the concepts, principles and practices of patent and trademarks laws, including the law of passing off.
2. Engage in informed scholarly debate over the principles and practices of patents and trademarks.
3. Evaluate different views on the nature and practical effects of patent and trade mark concepts.
4. Gain a critical understanding of the theoretical and socio-historical contexts in which patents, trademarks and passing off operate and are contested.
5. Critically analyse how intellectual property law and policy interact with economic and technological developments.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Present relevant knowledge and understanding in the form of an integrated, reasoned argument through seminar discussion and written assessment.
2. Identify and evaluate complex legal and policy problems according to their historical, political and cultural contexts.
3. Carry out independent further research, synthesising material from a variety of sources to inform a sustained and detailed argument.
4. Appreciate that legal forms arise and operate within complex historical and political conditions.
5. Develop an awareness of the economic, political and/or social implications of legal forms and remedies.

Method of Assessment

Main assessment methods

Essay, 5000 words (100%)

Reassessment methods

Reassessment instrument: 100% Coursework

Preliminary Reading

- L Bently & B Sherman, Intellectual Property Law (Oxford University Press, 2014)
- L Bently & J Davis (eds) Trade Marks and Brands: An Interdisciplinary Critique (Cambridge University Press, 2008)
- L Bently & B Sherman, The Making of Modern Intellectual Property Law (Cambridge University Press, 1999)
- C. Lury, Brands: The Logos of Global Economy (Routledge, 2004)
- A Pottage & B Sherman, Figures of Invention, A History of Modern Patent Law (Oxford University Press, 2010)

2022-23 Postgraduate Module Handbook

Pre-requisites

None

Progression

Stage 1

Restrictions

None

Synopsis *

The goal of the module is to provide an in-depth introduction to the laws of patents and trademarks (including passing off). Particular emphasis is placed on the political, socio-historical, cultural and economic contexts in which these laws operate, as well as on the implications of legal concepts on proprietary strategies.

The module will take a distinctive approach towards the study of intellectual properties by focusing on concepts and their practical effects: the module will focus on key concepts in patents, trademarks and passing off and critically examine their implications for political economy, culture and science. Such key concepts may include: patents, novelty and invention; in trademarks and passing off: brands, sign and goodwill.

No prior knowledge or study of intellectual property is required.

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LW940 Healthcare Law and Ethics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	20 (10)	100% Coursework	
1	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

LLM in (Specialisation); PG Diploma in (Specialisation); PG Certificate in Law

Contact Hours

Contact Hours: 18

Private Study Hours: 182

Total Study Hours: 200

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

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

1. Demonstrate systematic knowledge of the substantive law relevant to a range of key areas of healthcare law;
2. Demonstrate systematic knowledge of major western traditions in bioethics and key ethical principles relevant to the provision of healthcare;
3. Demonstrate a critical understanding of how these different traditions and principles apply to current key issues in healthcare law;
4. Critically analyse the interrelationship of law and ethics in the field;
5. Critically engage with broader academic debates regarding healthcare law and ethics.

The intended generic learning outcomes.

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

1. Critically evaluate the application and practice of law within different contexts and from different perspectives;
2. Identify relevant issues from complex factual situations;
3. Undertake independent and original research;
4. Formulate reasoned, critical arguments – demonstrating originality in the application of knowledge;
5. Analyse complex problems from a range of different theoretical perspectives and disciplinary approaches.

Method of Assessment

Main assessment methods

Essay (5,000 words) – 100%

Reassessment methods

100% coursework

Preliminary Reading

- Jackson and Keown, Debating Euthanasia (2011)
- Laurie et al, Mason and McCall Smith's Law and Medical Ethics (2019)
- Smith (et al eds) Ethical Judgments: Rewriting Medical Law (2016)
- Wilkinson et al, Medical Ethics and Law: A curriculum for the 21st Century (3rd edition, 2020)

Pre-requisites

None

Restrictions

None

Synopsis *

The curriculum will offer an introduction to major schools of ethical reasoning within the western tradition (including deontology, consequentialism, and principle based moral reasoning) and significant concepts in bioethics (including autonomy, welfare, and justice). The concepts will be explored through application to a number of legal case studies including the regulation of death and dying and organ transplantation.

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LW941 The Regulation of Healthcare						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	20 (10)	100% Coursework	
1	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

LLM in (Specialisation); PG Diploma in (Specialisation); PG Certificate in Law

Contact Hours

Contact Hours: 18

Private Study Hours: 182

Total Study Hours: 200

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

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

1. Demonstrate systematic knowledge of a range of legal issues within the regulation of healthcare practice;
2. Demonstrate a systematic understanding of the broad political contexts that impact on the regulation of health;
3. Demonstrate a systematic understanding of the different kinds of regulatory environment that impact on human health and how these intersect with axes of disadvantage and discrimination;
4. Critically engage with current broader academic debates regarding healthcare law in this area.

The intended generic learning outcomes.

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

1. Critically evaluate the application and practice of law within different contexts and from different perspectives;
2. Identify relevant issues from complex factual situations;
3. Undertake independent and original research;
4. Formulate reasoned, critical arguments – demonstrating originality in the application of knowledge;
5. Analyse complex problems from a range of different theoretical perspectives and disciplinary approaches.

Method of Assessment

Main assessment methods

Essay (5,000 words) – 100%

Reassessment methods

100% coursework

Preliminary Reading

- Roger Brownsword Law, Technology and Society: Reimagining the Regulatory Environment (2019)
- Emily Jackson, Text and Materials in Medical Law (5th edition, 2019).
- Alasdair Maclean, Autonomy, Informed Consent and Medical Law: A Relational Challenge (2013)
- Linda Mulcahy, Regulating Medical Work (1997).
- Oliver Quick Regulating Patient Safety. An End to Professional Dominance? (2017).

Pre-requisites

None

Restrictions

None

Synopsis *

The module will explore some of the most significant issues in the legal regulation of healthcare, including medical malpractice; duty of care; capacity; consent; best interests; refusal of treatment; public health; and resource allocation.

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LW942 Reproductive Justice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	20 (10)	100% Coursework	
1	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

LLM in (Specialisation); LLM in Law; PG Diploma in (Specialisation); PG Certificate in Law - Optional
MSc Reproductive Medicine - Compulsory

Contact Hours

Contact Hours: 18
Private Study Hours: 182
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:

1. Demonstrate a systematic understanding of the legal regulation of reproduction and the ethical principles upon which this regulation is based.
2. Demonstrate a systematic understanding of human rights law as it applies to the legal regulation of reproduction.
3. Demonstrate critical insight into the broader social, political and economic factors that impact on the legal regulation of reproduction.
4. Demonstrate a systematic understanding of current and continuing debates over the appropriate limits upon reproductive autonomy.

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

1. Critically evaluate the application and practice of law within different contexts and from different perspectives;
2. Identify relevant issues from complex factual situations;
3. Undertake independent and original research;
4. Formulate reasoned, critical arguments – demonstrating originality in the application of knowledge;
5. Analyse complex problems from a range of different theoretical perspectives and disciplinary approaches.

Method of Assessment

Main assessment methods

Option 1:
Assessment 5,000 words (100%)

Option 2:
Blog/Briefing Note assessment: 1,000 words (20%)
Essay: 4,000 words (80%)

Reassessment methods
100% coursework

Preliminary Reading

- Rebecca J Cook, Bernard Dickens and Mahmoud F Fathalla, Reproductive Health and Human Rights (2003)
- Ruth Deech and Anna Smajdor, From IVF to immortality: controversy in the era of reproductive technology (2007)
- Emily Jackson, Text and Materials in Medical Law (5th edition, 2019).
- Emily Jackson, Regulating reproduction: law, technology and autonomy (2001)
- Loretta Ross, Rickie Solinger, Reproductive Justice: An Introduction (2017)
- Deborah Rhode, 'Reproductive Justice' 13 Stan. J. C.R. & C.L. 29 (2017)
- Dorothy Roberts 'Reproductive Justice, Not Just Rights' 62 Dissent (2015)

Pre-requisites

None

Restrictions

None

Synopsis *

The curriculum will focus on the issues of reproductive rights, reproductive justice and the appropriate limits on reproductive autonomy. Topics covered will include moral and legal status of the embryo and fetus and the 'right to life' as it applies in this context; the regulation of embryo research and assisted reproductive technologies; surrogacy; contraception, abortion, sterilisation and the legal regulation of pregnancy.

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LW943 Global Health Law, Governance and Ethics (Intensive)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	20 (10)	100% Coursework	
1	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

LLM in (Specialisation); PG Diploma in (Specialisation); PG Certificate in Law

Note that this version of Global Health Law, Governance and Ethics with module code LAWS9431 (LW9431) is taught intensively over 1 week. The version of this module taught over 12 weeks is listed under code LAWS9431 (LW9431).

Contact Hours

Contact Hours: 18

Private Study Hours: 182

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:

1. Demonstrate a systematic knowledge of the sources of law and governance in GLHGE and a critical awareness of the social, political and historical context within which they have developed.
2. Demonstrate a systematic understanding of a range of issues in GLHGE that are currently the subject of debate at national and international level.
3. Critically identify legal and ethical issues in global healthcare practices.
4. Critically engage with broader academic debates regarding global health law and ethics.

The intended generic learning outcomes.

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

1. Critically evaluate the application and practice of law within different contexts and from different perspectives.
2. Identify relevant issues from complex factual situations.
3. Undertake independent and original research.
4. Formulate reasoned, critical arguments – demonstrating originality in the application of knowledge.
5. Analyse complex problems from a range of different theoretical perspectives and disciplinary approaches.

Method of Assessment

Main assessment methods

Essay (5,000 words) – 100%

Reassessment methods

100% coursework

Preliminary Reading

- M Freeman, Sarah Hawkes, and Belinda Bennett (eds) Law and Global Health: Current Legal Issues (2014)
- I Glenn Cohen, Patients with Passports: Medical Tourism, Law, and Ethics (OUP, 2015).
- L Gostin, Global Health Law (Harvard UP 2014).
- J Harrington and M Stuttaford (eds), Global Health and Human Rights: Legal and Philosophical Perspectives (London, Routledge 2010).

Pre-requisites

None

Restrictions

None

Synopsis *

This module will examine the scope and nature of a 'right to health' and how it has been put into effect. It will also study the manner in which law and other forms of regulation facilitate or impede the achievement of health objectives in areas such as access to essential medicines, control of infectious diseases, cross-border medical research and treatment, reduction of tobacco usage, promotion of breastfeeding and so on. It will also explore the issues raised by 'health tourism', including for access to treatment which would be illegal or unavailable in the home country, e.g. for surrogacy, abortion and assisted reproductive technologies.

LW9431 Global Health Law, Governance and Ethics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

Note that this version of Global Health Law, Governance and Ethics with module code LAWS9431 (LW9431) is taught over 12 weeks. The INTENSIVE version of the this module is listed under code LAWS9430 (LW943).

Contact Hours

Contact Hours: 18
Private Study Hours: 182
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:

1. Demonstrate a systematic knowledge of the sources of law and governance in GLHGE and a critical awareness of the social, political and historical context within which they have developed.
2. Demonstrate a systematic understanding of a range of issues in GHLGE that are currently the subject of debate at national and international level.
3. Critically identify legal and ethical issues in global healthcare practices.
4. Critically engage with broader academic debates regarding global health law and ethics.

The intended generic learning outcomes.

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

1. Critically evaluate the application and practice of law within different contexts and from different perspectives.
2. Identify relevant issues from complex factual situations.
3. Undertake independent and original research.
4. Formulate reasoned, critical arguments – demonstrating originality in the application of knowledge.
5. Analyse complex problems from a range of different theoretical perspectives and disciplinary approaches.

Method of Assessment

Main assessment methods

Essay (5,000 words) – 100%

Reassessment methods

100% coursework

Preliminary Reading

- M Freeman, Sarah Hawkes, and Belinda Bennett (eds) Law and Global Health: Current Legal Issues (2014)
- I Glenn Cohen, Patients with Passports: Medical Tourism, Law, and Ethics (OUP, 2015).
- L Gostin, Global Health Law (Harvard UP 2014).
- J Harrington and M Stuttford (eds), Global Health and Human Rights: Legal and Philosophical Perspectives (London, Routledge 2010).

Pre-requisites

None

Restrictions

None

Synopsis <span style =

This module will examine the scope and nature of a 'right to health' and how it has been put into effect. It will also study the manner in which law and other forms of regulation facilitate or impedes the achievement of health objectives in areas such as access to essential medicines, control of infectious diseases, cross-border medical research and treatment, reduction of tobacco usage, promotion of breastfeeding and so on. It will also explore the issues raised by 'health tourism', including for access to treatment which would be illegal or unavailable in the home country, e.g. for surrogacy, abortion and assisted reproductive technologies.

LW944 Inequality and Diversity in the Regulation of Health						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	20 (10)	100% Coursework	
1	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

LLM in (Specialisation); PG Diploma in (Specialisation); PG Certificate in Law

Contact Hours

Contact Hours: 18

Private Study Hours: 182

Total Study Hours: 200

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 systematic understanding of a range of critical perspectives on law and regulation including feminist, queer, disability and critical race perspectives.
2. Demonstrate a systematic knowledge of a range of current issues related to inequality, discrimination and diversity in health care.
3. Critically identify how different regulatory practices can reinforce or challenge inequality and diversity in healthcare.
4. Critically engage with broader academic debates in the field.

The intended generic learning outcomes.

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

1. Critically evaluate the application and practice of law within different contexts and from different perspectives.
2. Identify relevant issues from complex factual situations.
3. Undertake independent and original research.
4. Formulate reasoned, critical arguments – demonstrating originality in the application of knowledge.
5. Analyse complex problems from a range of different theoretical perspectives and disciplinary approaches.

Method of Assessment

Main assessment methods

Essay (5,000 words) – 100%

Reassessment methods

100% coursework

Preliminary Reading

- Hypatia, Special Issue: The Reproduction of Whiteness: Race and the Regulation of the Gendered Body (May 2007)
- Laura Erickson-Schroth Trans Bodies, Trans Selves: A Resource for the Transgender Community (2014).
- Aart Hendriks (2008) 'Ethnic and Cultural Diversity: Challenges and Opportunities for Health Law' 15(3) European Journal of Health Law
- Rosamond Rhodes, Margaret Battin, and Anita Silvers (eds) Medicine and Social Justice: Essays on the Distribution of Health Care (2012)
- Tom Shakespeare, Disability Rights and Wrongs Revisited (2013)

Pre-requisites

None

Restrictions

None

Synopsis <span style =

This module will interrogate how the regulation of health intersects with inequality, discrimination and diversity. It will draw on diverse theoretical and interdisciplinary perspectives to consider a range of case studies that focus on how age, race, gender, disability, LGBTI, religion and other axes of difference and discrimination interrelate with health and the role played by legal frameworks in reinforcing or challenging those connections. The following indicative topics may be discussed: disadvantage, discrimination and access to health care; trans and intersex issues; the regulation of obesity; religious belief and conscientious refusal (by both health carers and patients); enhancement drugs and their potential to deepen or challenge inequalities; mental health issues.

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LW945 Health, Poverty and Social Justice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	20 (10)	100% Coursework	
1	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

LLM in (Specialisation); PG Diploma in (Specialisation); PG Certificate in Law

Contact Hours

Contact Hours: 18

Private Study Hours: 182

Total Study Hours: 200

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

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

1. Demonstrate a sophisticated understanding of a range of critical perspectives on the relationship of health and poverty.
2. Demonstrate a systematic knowledge of relevant laws and regulations which impact on the intersection of health and poverty.
3. Critically identify how different legal and regulatory practices can ameliorate or compound poor health and welfare outcomes in a range of contexts.
4. Critically engage with broader academic debates in the field.

The intended generic learning outcomes.

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

1. Produce a creative and sophisticated original argument drawing on independent research.
2. Undertake a comprehensive and critical analysis of complex, incomplete or contradictory information.
3. Conduct advanced research, making proper use of appropriate resources, demonstrating the ability to retrieve up-to-date information.
4. Work independently and be reflective, self-directed and self-critical in their work.
5. Set out critical analysis in a clear and accessible way, demonstrating careful and accurate use of the English language.

Method of Assessment

Main assessment methods

Essay (5,000 words) – 100%

Reassessment methods

100% coursework

Preliminary Reading

- Helen Carr, Caroline Hunter, Brendan Edgeworthy, Law and the Precarious Home, Socio-legal perspectives on the home in insecure times, Hart, 2018
- Edwin Chadwick, Report on the Sanitary Condition of the Labouring Population of Great Britain, 1842.
- Vickie Cooper and David Whyte, The Violence of Austerity, Pluto Press, 2017.
- Barry Knight, Rethinking Poverty: what makes a good society, Policy Press, 2017.
- Isabel Lorey, State of Insecurity, Government of the Precarious, Verso Futures, 2015.
- Chris Renwick, Bread for All: The origins of the welfare state, Allen Lane, 2017.
- Jill Stewart, Pioneers in Public Health, Lessons from History, Routledge Focus, 2017.

Pre-requisites

None

Restrictions

None

Synopsis <span style =

This international interdisciplinary module will provide students with the opportunity to critically analyse the role of law in relation to (broad understandings of) health, poverty, and social justice, with a particular focus on welfare, resilience and precarity for vulnerable groups. The module draws on increased acknowledgement of links between poverty and health, including mental health, and contestation of contradictory accounts that disaggregate poverty and poor health outcomes. To examine these themes, the module will explore a series of linked case studies on areas of law, asking, in each context, the question of how the law ameliorates or compounds poor health and welfare outcomes. The case studies will be reviewed annually, but for example, the fire at Grenfell Tower might be used as a common theme to open discussion of case studies on the law relating to fire safety, housing conditions, building regulations/urban planning, homelessness, disability, mental health provision, responses to disaster, and environmental law. In each case study, historical context will be explored alongside contemporary legal and policy concerns, drawing together regulatory structures, and redress including state enforcement and investigations, and private claims.

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LW947 Graduate Student Law Conference						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	2 (1)	Pass/Fail Only	

Availability

LLM in (Specialisation) – Optional and non-contributory

Contact Hours

Contact Hours: 10
Private Study Hours: 10
Total Study Hours: 20

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 a comprehensive understanding of the principles underlying academic conferences, and in particular critical law conferences
2. Demonstrate a systematic understanding of the preparatory work required in the lead up to academic conferences
3. Demonstrate an in-depth knowledge of the practice, techniques and structure of the academic conference
4. Identify the links between academic work undertaken in the course of the law degree and the topics of research relevant to critical law conferences
5. Demonstrate a sophisticated understanding of the practical purposes and benefits of academic networking

The intended generic learning outcomes.

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

1. Demonstrate professional communication and organisational skills
2. Participate in networking activity
3. Apply the transferrable practices and techniques required for the successful running of a professional conference

Method of Assessment

Main assessment methods

The module prepares students for the annual Kent Graduate Student Conference that runs in the summer term (between weeks 28 and 30). Students will be deemed to have passed this module if they successfully complete the different agreed-upon tasks leading up to the conference (e.g., deciding themes, drafting calls for papers, drafting keynote invitations, advertising and marketing, communicating with internal university services and staff, communicating externally with academics and participants, logistical and administrative duties, budgeting and treasury duties, and practical organisational duties on the day of the conference).

The module will be assessed on a pass/fail basis. Students will submit a portfolio of their task to be submitted after the organisation of the conference.

Portfolio – approx. 1,000 words (inc. evidence of preparatory activities) - (100%) – pass/fail

Reassessment methods

Given its format, the module cannot be repeated, or re-sat in the standard University re-assessment period. In the event that a student fails the module, it will be removed from their transcript, and therefore no penalty will be incurred for non-completion.

Preliminary Reading

- Ireland, P., Grigg-Spall, I., (eds) "The Critical Lawyer's Handbook" (Pluto Press, 1992)
- Mansell, W. et al, "A Critical Introduction to Law" (Routledge, 2015)
- Collini, S., "What are Universities For?" (Penguin, 2012)
- Douzinas, C., "A Short History of the British Critical Legal Conference or, the Responsibility of the Critic" Law and Critique (2014) Vol. 25, No. 2, pp 187-198

Pre-requisites

None

Restrictions

Applications to the course will be made to the module convenor (it will not be available as part of online module registration).

Synopsis *

This non-contributory module provides a practical introduction to academic research conferences in the context of the annual Kent Graduate Student Law Conference. Students will be the organisational committee, and their tasks include selecting the conference theme and subject streams, choosing and inviting keynote speakers, budgeting, marketing and managing the event.

LW988 Dissertation in Law						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Autumn	M	60 (30)	85% Project, 10% Coursework, 5% Exam	

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2	Brussels	Autumn	M	60 (30)	85% Project, 15% Coursework
2	Brussels	Spring	M	60 (30)	85% Project, 10% Coursework, 5% Exam
2	Brussels	Spring	M	60 (30)	85% Project, 15% Coursework

Availability

Compulsory to the LLM Specialisation (Brussels)

Contact Hours

Total contact hours: 40

Private study hours: 560

Total study hours: 600

Supervision

Students will be allocated a supervisor who will help them gain momentum in their research. Meetings would normally be expected to take place on a regular basis and could be arranged via office hours and/or email. The supervisor will guide the students towards the relevant (general and specialised) literature, help with the design of the project and offer subject-specific advice. Each student is allocated approximately 7-hours of supervision over the course of their dissertation (according to individual needs).

Department Checked

23/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a sophisticated understanding the ontological, epistemological, and methodological issues involved in the research design of projects in international law and international relations, and the relationship between these concepts.
2. Conceptualise a question for investigation, and to design the appropriate research methodology.
3. Demonstrate a sophisticated understanding of the relationship between a problem, theoretical approach, research design, and analysis.
4. Deploy and operationalise successfully the appropriate concepts in the philosophy of social science to inform a research design leading to a successful conclusion in the production of a dissertation.
5. Follow logically the research design, overcoming any anticipated and unanticipated problems in the empirical research, realising the successful conclusion of the product in the form of a dissertation.
6. Apply theoretical perspectives in law, politics and international relations to case studies.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Work with complex theoretical knowledge and critically apply theory to practical issues.
2. Demonstrate a critical awareness of the ethical, metaphysical, theoretical, epistemological, and methodological dimensions of the scholarly work done in their discipline in general and in their own work.
3. Undertake an analysis of complex, incomplete or contradictory areas of knowledge and make carefully constructed arguments.
4. Demonstrate a level of conceptual understanding that will allow them to critically evaluate research, policies, and practices.
5. Be reflective and self-critical in their work.
6. Use the libraries, the internet, bibliographic search engines, online resources, and effectively conduct complex research.
7. Engage in sophisticated academic and professional communication with others.
8. Demonstrate a highly developed independent learning ability required for further study or professional work.

Method of Assessment

Main assessment methods

Dissertation Proposal 1,500 words (10%)

Group Project (5%) – each group participant will be receive one collective group mark.

Dissertation 15,000 words (85%)

Reassessment methods

Reassessment Instrument: 100% project

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Preliminary Reading

- Banakar, R. and Travers M. (eds.), Law and Social Theory, Hart Publishing, Oxford, 2014.
- Chatterjee, C., Methods of Research in Law, Old Bailey Press, Horsamonden, 2000 (2nd edition)
- Hanson, S., Learning Legal Skills and Reasoning. Routledge, London, 2015 (4th edition)
- Hollis M., The Philosophy of Social Science: An Introduction, Cambridge University Press, Cambridge, 1994.
- Hollis M. and Smith S., Explaining and Understanding in International Relations, Clarendon, Oxford, 1990.
- King, G., Keohane, R. and Verba S., Designing Social Inquiry: Scientific Inference in Qualitative Research, Princeton University Press, 1996.
- May, T., Social Research: Issues, Methods and Processes 4th ed., OUP, 2011.
- Potter, S. (Ed), Doing Postgraduate Research 2nd ed. (Sage/Open University, 2006)
- Sunstein, C. R., Legal Reasoning and Political Conflict, Oxford University Press, New York, 2000
- Webb, K., An Introduction to Problems in the Philosophy of Social Sciences, Pinter, London, 1996.

Pre-requisites

None

Synopsis *

The module is built around 16 hours of lectures and 24 hours of seminars over the course of one term. Following on from Fundamental of Dissertation and Research in Law (LAWS9881) which addressed the ontological, epistemological, and methodological issues in the social sciences; the main approaches to social science; analytical approaches, modes of reasoning (deduction, induction) and levels of analysis (agency, structure, co-determination); this module will demonstrate how these concepts are used differently in different subject-specific contexts which represent the main fields of inquiry at BSIS, including legal analysis, political analysis, historical analysis, and economic analysis. The module then moves on to practical questions of research and writing the dissertation, including the construction of the dissertation proposal and the dissertation itself, 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.

LW999		Thesis:Law				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	60 (30)	100% Project	

Availability

The Law School is currently considering which modules are running and in which terms. The module outlines will be modified at a later date.

MA501 Statistics for Insurance						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Exam	
1	Canterbury	Spring	I	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	I	15 (7.5)	90% Exam, 10% Coursework	

Contact Hours

Total contact hours: 36

Private study hours:114

Total study hours: 150

Learning Outcomes

On successfully completing the module students will be able to:

1. explain basic concepts and models of Bayesian statistics and apply them to credibility theory;
2. construct risk models appropriate to short term insurance contracts and make the related statistical inference;
3. describe and apply the fundamental concepts of loss distributions;
4. describe and apply the basic methodology of generalised linear models;
5. explain basic concepts and models of extreme value theory and apply them in insurance.

Method of Assessment

80% Examination, 20% Coursework

Preliminary Reading

Boland, P.J. Statistical and Probabilistic Methods in Actuarial Science, Chapman & Hall, 2007.

Study notes published by the Actuarial Education Company for Subjects CS1 and CS2.

Pre-requisites

Pre-requisite: MAST5007 Mathematical Statistics

Co-requisite: MAST5001 Applied Statistical Modelling 1

Or:

Pre-requisite: MACT5290 Probability and Statistics for Actuarial Science 2 / MACT7290 Probability and Statistics for Actuarial Science

Synopsis >*

This module covers aspects of Statistics which are particularly relevant to insurance. Some topics (such as risk theory and credibility theory) have been developed specifically for actuarial use. Other areas (such as Bayesian Statistics) have been developed in other contexts but now find applications in actuarial fields. Indicative topics covered by the module include Bayesian Statistics; Loss Distributions; Reinsurance and Ruin; Credibility Theory; Risk Models; Ruin Theory; Generalised Linear Models; Extreme Value Theory. This module will cover a number of syllabus items set out in Subjects CS1 and CS2 – Actuarial Statistics published by the Institute and Faculty of Actuaries.

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MA516 Contingencies 1						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	80% Exam, 20% Coursework	
2	Canterbury	Autumn	I	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 48

Private study hours: 102

Total study hours: 150

Learning Outcomes

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

- 1 demonstrate systematic understanding of the mathematical techniques used to model and value cashflows which are contingent on mortality and morbidity risks;
- 2 demonstrate the capability to deploy established approaches accurately to analyse and solve problems using a reasonable level of skill in calculation and manipulation of cashflows which are contingent on mortality and morbidity risks;
- 3 demonstrate a basic understanding of recent developments in Actuarial Mathematics and the links between the theory of Actuarial Mathematics and their practical application.

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

- 1 apply a logical mathematical approach to solving problems;
- 2 demonstrate skills in written communication;
- 3 demonstrate skills in the use of relevant information technology;
- 4 demonstrate skills in time management, organisation and studying.

Method of Assessment

70% Examination, 30% Coursework

Preliminary Reading

Students are provided with the study notes published by the Actuarial Education Company for Subject CM1 – Actuarial Mathematics.

Pre-requisites

Prerequisite: MACT3150 or MACT4012 Financial Mathematics;

or co-requisite: MACT7150 or MACT6009 Financial Mathematics

Synopsis *

The aim of this module is to provide a grounding in the principles of modelling as applied to actuarial work – focusing particularly on deterministic models which can be used to model and value cashflows which are dependent on death, survival, or other uncertain risks. Indicative topics covered by the module include equations of value and its applications, single decrement models, multiple decrement and multiple life models. This module will cover a number of syllabus items set out in Subject CM1 – Actuarial Mathematics published by the Institute and Faculty of Actuaries.

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MA525		Survival Models				
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	
3	Canterbury	Autumn	H	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 42

Private study hours: 108

Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the level 6 module students will be able to:

- 1 describe, interpret and discuss key aspects of survival models;
- 2 demonstrate the capability to deploy established approaches accurately to analyse and solve problems using a reasonable level of skill in calculation and manipulation of survival models;
- 3 demonstrate an appreciation of recent developments in survival models and the links between the theory of survival models and their practical application in well-defined contexts.

The intended generic learning outcomes. On successfully completing the level 6 module students will be able to:

- 1 develop a logical mathematical approach to solving complex problems including cases where information/data is not complete
- 2 demonstrate skills in written communication to both technical and non-technical audiences,
- 3 demonstrate skills in the use of relevant information technology,
- 4 demonstrate skills in time management, organisation and studying so that tasks can be planned and implemented at a professional level.

Method of Assessment

70% Examination, 30% Coursework

Preliminary Reading

Study notes published by the Actuarial Education Company for Subject CS2

Pre-requisites

MACT5160 (Actuarial Mathematics 1); MAST5007 Mathematical Statistics

Synopsis <span style =

The aim of this module is to provide a grounding in mathematical and statistical modelling techniques that are of particular relevance to survival analysis and their application to actuarial work.

Calculations in life assurance, pensions and health insurance require reliable estimates of transition intensities/survival rates. This module covers the estimation of these intensities and the graduation of these estimates so they can be used reliably by insurance companies and pension schemes. The syllabus also includes the study of various other survival models, and an introduction to machine learning. This module will cover a number of syllabus items set out in Subject CS2 – Actuarial Mathematics published by the Institute and Faculty of Actuaries.

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MA529 Probability and Statistics for Actuarial Science 2						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	90% Exam, 10% Coursework	

Contact Hours

approximately 36 scheduled lecture hours; plus 6 workshops.

Learning Outcomes

The intended subject specific learning outcomes. On successful completion of the module, students:

- will have a reasonable knowledge of probability theory and of the key ideas of statistical inference, in particular to enable them to study further statistics modules at levels I and H (for which this module is a pre-requisite);
- will have a reasonable ability to use mathematical techniques to manipulate joint, marginal and conditional probability distributions, and to derive distributions of transformed random variables;
- will have a reasonable ability to use mathematical techniques to calculate point and interval estimates of parameters and to perform tests of hypotheses;
- will have some appreciation of the relevance of mathematical statistics to real world problems.

The intended generic learning outcomes. On successful completion of the module, students:

- will have developed their understanding of probability and statistics;
- will have applied a range of mathematical techniques to solve statistical problems;
- will have developed their ability to abstract the essentials of problems and to formulate them mathematically;
- will have improved their key skills in numeracy and problem solving;
- will have enhanced their study skills and ability to work with relatively little supervision.

Method of Assessment

90% by a 2-hour written examination at the end of the year and 10% coursework.

Preliminary Reading

Students are provided with study notes published by the Actuarial Education Company.

I Miller & M Miller John E Freund's Mathematical Statistics with Applications, 8th ed. Pearson Education, 2012 (QA276) (R)

RV Hogg, JW McKean & AT Craig Introduction to Mathematical Statistics, 7th ed. Boston, Pearson, 2013 (QA276) (B)

HJ Larson Introduction to Probability Theory and Statistical Inference. 3rd ed. Wiley, 1982 (HA29) (B)

Synopsis *

This module is a pre-requisite for many of the other statistics modules at Stages 2, 3 and 4, but it can equally well be studied as a module in its own right, extending the ideas of probability and statistics met at Stage 1 and providing practice with the mathematical skills learned in MA321. Marks on this module can count towards exemption from the professional examination CT3 of the Institute and Faculty of Actuaries. It starts by revising the idea of a probability distribution for one or more random variables, and then looks at different methods to derive the distribution of a function of random variables. These techniques are then used to prove some of the results underpinning the hypothesis test and confidence interval calculations met at Stage 1, such as for the t-test or the F-test. With these tools to hand, the module moves on to look at how to fit models (probability distributions) to sets of data. A standard technique, known as the method of maximum likelihood, is introduced, which is then used to fit the model to the data to obtain point estimates of the model parameters and to construct hypothesis tests and confidence intervals for these parameters. Linear regression and analysis of variance models are introduced, which aim to describe the relationship between a random variable of interest and one or more covariates, for example the relationship between income and education level or gender. Outline Syllabus includes: Joint, marginal and conditional distributions of discrete and continuous random variables; Generating functions; Transformations of random variables; Poisson processes; Sampling distributions; Point and interval estimation; Properties of estimators; Maximum likelihood; Hypothesis testing; Neyman-Pearson lemma; Maximum likelihood ratio test; Simple linear regression: ANOVA.

Marks on this module can count towards exemption from the professional examination CT3 of the Institute and Faculty of Actuaries. Please see <http://www.kent.ac.uk/casri/Accreditation/index.html> for further details.

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MA533		Contingencies 2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	70% Exam, 30% Coursework	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	
2	Canterbury	Spring	H	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 42
 Private study hours: 108
 Total study hours: 150

Learning Outcomes

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

1. demonstrate systematic understanding of the mathematical techniques used to model and value cashflows which are contingent on mortality and morbidity risks;
2. demonstrate the capability to deploy established approaches accurately to analyse and solve problems using a good level of skill in calculation and manipulation of models used to value cashflows which are contingent on mortality and morbidity risks;
3. demonstrate an understanding of recent developments in Actuarial Mathematics and the links between the theory of Actuarial Mathematics and their practical application.

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

- 1 apply a logical mathematical approach to solving problems;
- 2 demonstrate skills in written communication to both technical and non-technical audiences;
- 3 demonstrate skills in the use of relevant information technology;
- 4 demonstrate skills in time management, organisation and studying.

Method of Assessment

70% Examination, 30% Coursework

Preliminary Reading

Students are provided with the study notes published by the Actuarial Education Company for Subject CM1 – Actuarial Mathematics.

Pre-requisites

MACT5160: Actuarial Mathematics 1

Synopsis *

The aim of this module is to provide a grounding in the principles of modelling as applied to actuarial work – focusing particularly on deterministic models which can be used to model and value cashflows which are dependent on death, survival, or other uncertain risks. Indicative topics covered by the module include equations of value and its applications, single decrement models, multiple decrement and multiple life models, pricing and reserving. This module will cover a number of syllabus items set out in Subject CM1 – Actuarial Mathematics published by the Institute and Faculty of Actuaries.

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MA537 Mathematics of Financial Derivatives						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% 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 level 6 module students will be able to:

- 1 describe, interpret and discuss the mathematics of financial derivatives;
- 2 demonstrate the capability to deploy established approaches accurately to analyse and solve problems using a basic level of skill in calculation and manipulation of financial derivatives;
- 3 demonstrate a basic appreciation of recent developments in the mathematics of financial derivatives and the links between the theory of the mathematics of financial derivatives and its practical application.

The intended generic learning outcomes. On successfully completing the level 6 module students will be able to:

- 1 use a logical mathematical approach to solve problems;
- 2 solve problems and communicate in writing effectively to both a technical and non-technical audience;
- 3 manage their time and work independently.

Method of Assessment

80% Examination, 20% Coursework

Preliminary Reading

Hull, John, Options, Futures and other derivatives, 8th Edition, Prentice Hall, 2012.

Baxter, Martin; Rennie, Andrew, Financial Calculus: an introduction to derivative pricing, Cambridge University Press, 1996 (E-book version also available)

Study notes published by the Actuarial Education Company for Subject CM2

Pre-requisites

Pre-requisites: MAST5007 Mathematical Statistics or alternatively students would be expected to have studied material equivalent to that covered in MAST5007.

Synopsis *

The aim of this module is to provide a grounding in the principles of modelling as applied to actuarial work – focusing particularly on the valuation of financial derivatives. These skills are also required to communicate with other financial professionals and to critically evaluate modern financial theories.

Indicative topics covered by the module include theories of stochastic investment return models and option theory.

This module will cover a number of syllabus items set out in Subject CM2 – Actuarial Mathematics published by the Institute and Faculty of Actuaries.

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MA539		Financial Modelling				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	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:

- 1 demonstrate skills in specific actuarial software and information technology (e.g. PROPHET);
- 2 understand the principles of specific actuarial mathematics techniques;
- 3 develop simple actuarial computer models to solve actuarial problems;
- 4 interpret and communicate the results of the models derived in 3 above.

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

- 1 use a logical mathematical approach to solving problems;
- 2 communicate material competently in writing;
- 3 apply relevant computing skills.

Method of Assessment

100% coursework

Preliminary Reading

This is primarily a practical model. The majority of the reading will be provided by specific lecture notes.

Pre-requisites

Co-requisite: MACT5330 Actuarial Mathematics 2

Synopsis *

This module is split into two parts:

1. An introduction to the practical experience of working with the financial software package, PROPHET, which is used by commercial companies worldwide for profit testing, valuation and model office work. The syllabus includes: overview of the uses and applications of PROPHET, introduction on how to use the software, setting up and performing a profit test for a product, analysing and checking the cash flow results obtained for reasonableness, using the edit facility on input files, performing sensitivity tests, creating a new product using an empty workspace by selecting the appropriate indicators and variables for that product and setting up the various input files, debugging errors in the setting up of the new product, performing a profit test for the new product and analysing the results.
2. An introduction to financial modelling techniques on spreadsheets which will focus on documenting the process of model design and communicating the model's results. The module enables students to prepare, analyse and summarise data, develop simple financial and actuarial spreadsheet models to solve financial and actuarial problems, and apply, interpret and communicate the results of such models.

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MA549		Discrete Mathematics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Exam	
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Autumn	H	15 (7.5)	90% Exam, 10% Coursework	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

Total contact hours: 42
 Private study hours: 108
 Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the level 6 module students will be able to:

- 1 demonstrate systematic understanding of key aspects of the theory and practice of finite fields and their application to Latin squares, cryptography, m-sequences and cyclic codes;
- 2 demonstrate the capability to deploy established approaches accurately to analyse and solve problems using a reasonable level of skill in calculation and manipulation of the material in the following areas: modular arithmetic, factorising polynomials, construction of finite fields, Latin squares, classical and public key ciphers including RSA, m-sequences and cyclic codes;
- 3 apply key aspects of discrete mathematics in well-defined contexts, showing judgement in the selection and application of tools and techniques.

The intended generic learning outcomes.

On successfully completing the level 6 module students will be able to:

- 1 manage their own learning and make use of appropriate resources;
- 2 understand logical arguments, identifying the assumptions made and the conclusions drawn;
- 3 communicate straightforward arguments and conclusions reasonably accurately and clearly;
- 4 manage their time and use their organisational skills to plan and implement efficient and effective modes of working;
- 5 solve problems relating to qualitative and quantitative information;
- 6 make competent use of information technology skills such as online resources (Moodle), internet communication;
- 7 communicate technical material competently;
- 8 demonstrate an increased level of skill in numeracy and computation;
- 9 demonstrate the acquisition of the study skills needed for continuing professional development.

Method of Assessment

80% Examination, 20% Coursework

Preliminary Reading

N L Biggs, Discrete Mathematics, Oxford University Press, 2nd edition, 2002
 D Welsh, Codes and Cryptography, Oxford University Press, 1988
 R Hill, A First Course in Coding Theory, Oxford University Press, 1980

Pre-requisites

Pre-requisite: MAST4001 (Algebraic Methods) or MAST4005 (Linear Mathematics)

Co-requisite: None

Synopsis *

Discrete mathematics has found new applications in the encoding of information. Online banking requires the encoding of information to protect it from eavesdroppers. Digital television signals are subject to distortion by noise, so information must be encoded in a way that allows for the correction of this noise contamination. Different methods are used to encode information in these scenarios, but they are each based on results in abstract algebra. This module will provide a self-contained introduction to this general area of mathematics.

Syllabus: Modular arithmetic, polynomials and finite fields. Applications to

- orthogonal Latin squares,
- cryptography, including introduction to classical ciphers and public key ciphers such as RSA,
- "coin-tossing over a telephone",
- linear feedback shift registers and m-sequences,
- cyclic codes including Hamming,

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MA561 Introduction to Lie Groups and Algebras						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	
3	Canterbury	Autumn	M	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

Total contact hours: 42

Private study hours: 108

Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes

On successfully completing the level 7 module students will be able to:

- 1 demonstrate systematic understanding of Matrix Lie Groups and Lie Algebras;
- 2 demonstrate the capability to solve complex problems using a very good level of skill in calculation and manipulation of the material in the following areas: Matrix Lie groups, Lie algebras, representations of Lie groups and Lie algebras;
- 3 apply a range of concepts and principles in Matrix Lie Groups and Lie Algebras theory in loosely defined contexts, showing good judgment in the selection and application of tools and techniques.

The intended generic learning outcomes.

On successfully completing the level 7 module students will be able to:

- 1 work competently and independently, be aware of their own strengths and understand when help is needed;
- 2 demonstrate a high level of capability in developing and evaluating logical arguments;
- 3 communicate arguments confidently with the effective and accurate conveyance of conclusions;
- 4 manage their time and use their organisational skills to plan and implement efficient and effective modes of working;
- 5 solve problems relating to qualitative and quantitative information;
- 6 make effective use of information technology skills such as online resources (Moodle), internet communication;
- 7 communicate technical material effectively;
- 8 demonstrate an increased level of skill in numeracy and computation;
- 9 demonstrate the acquisition of the study skills needed for continuing professional development.

Method of Assessment

80% Examination, 20% Coursework

Preliminary Reading

- K. Erdmann and M. Wildon: Introduction to Lie algebras. Springer Undergraduate Mathematics Series. Springer-Verlag London, Ltd., London, 2006. x+251 pp. ISBN: 978-1-84628-040-5; 1-84628-040-0
- B. Hall: Lie groups, Lie algebras, and representations. An elementary introduction. Second edition. Graduate Texts in Mathematics, 222. Springer, Cham, 2015. xiv+449 pp. ISBN: 978-3-319-13466-6; 978-3-319-13467-3

Synopsis *

- Introduction to Matrix Lie Groups: Basic examples. Matrix groups $GL(n)$, $SL(n)$, $SO(n)$, $Sp(n)$.
- Representations of $SU(2)$: Tensor product of representations, Clebsch-Gordan series for $SU(2)$.
- The Lie algebra of a Lie group. The exponential map.
- Introduction to Lie algebras: The Lie algebras $gl(n)$, $sl(n)$, $so(n)$, $sp(n)$. Nilpotent, solvable and semi-simple Lie algebras. The adjoint action of a group on its Lie algebra, and of a Lie algebra on itself. Derivations.
- Representations of $sl(2)$.

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MA567		Topology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

Total contact hours: 42
 Private study hours: 108
 Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the level 6 module students will be able to:

- 1 demonstrate systematic understanding of key aspects of topology;
- 2 demonstrate the capability to deploy established approaches accurately to analyse and solve problems using a reasonable level of skill in calculation and manipulation of the material in the following areas: topological spaces, continuity, convergence, homotopy theory;
- 3 apply key aspects of topology in well-defined contexts, showing judgement in the selection and application of tools and techniques.

The intended generic learning outcomes. On successfully completing the level 6 module students will be able to:

- 1 manage their own learning and make use of appropriate resources;
- 2 understand logical arguments, identifying the assumptions made and the conclusions drawn;
- 3 communicate straightforward arguments and conclusions reasonably accurately and clearly;
- 4 manage their time and use their organisational skills to plan and implement efficient and effective modes of working;
- 5 solve problems relating to qualitative and quantitative information;
- 6 make competent use of information technology skills such as online resources (Moodle), internet communication;
- 7 communicate technical material competently;
- 8 demonstrate an increased level of skill in numeracy and computation;
- 9 demonstrate the acquisition of the study skills needed for continuing professional development.

Method of Assessment

80% Examination, 20% Coursework

Preliminary Reading

The module will not follow a specific text. However, the following texts cover the material.

J.G. Hocking and G. Young: Topology, Dover Publications, 1988

J.R. Munkres: Topology, a first course, Prentice-Hall, 1975

C. Adams and A. Franzosa: Introduction to Topology, pure and applied, Pearson Prentice-Hall, 2008

Pre-requisites

Pre-requisite: MAST5013 (Real Analysis 2)

Co-requisite: None

Synopsis *

This module is an introduction to point-set topology, a topic that is relevant to many other areas of mathematics. In it, we will be looking at the concept of topological spaces and related constructions. In an Euclidean space, an "open set" is defined as a (possibly infinite) union of open "epsilon-balls". A topological space generalises the notion of "open set" axiomatically, leading to some interesting and sometimes surprising geometric consequences. For example, we will encounter spaces where every sequence of points converges to every point in the space, see why for topologists a doughnut is the same as a coffee cup, and have a look at famous objects such as the Moebius strip or the Klein bottle.

MA568 Orthogonal Polynomials and Special Functions						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

Total contact hours: 42
Private study hours: 108
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the level 6 module students will be able to:

- 1 demonstrate systematic understanding of key aspects of orthogonal polynomial sequences and in particular classical polynomials, special functions and their properties;
- 2 demonstrate the capability to deploy established approaches accurately to analyse and solve problems using a reasonable level of skill in calculation and manipulation of the material in the following areas: analysis of solutions to linear differential equations with polynomial coefficients which includes their asymptotic behaviour; approximation theory; numerical analysis techniques; mathematical physics problems; probability theory;
- 3 apply key aspects of orthogonal polynomials and special functions in well-defined contexts, showing judgement in the selection and application of tools and techniques;
- 4 show judgement in the selection and application of Maple as appropriate.

The intended generic learning outcomes. On successfully completing the level 6 module students will be able to:

- 1 manage their own learning and make use of appropriate resources;
- 2 understand logical arguments, identifying the assumptions made and the conclusions drawn;
- 3 communicate straightforward arguments and conclusions reasonably accurately and clearly;
- 4 manage their time and use their organisational skills to plan and implement efficient and effective modes of working;
- 5 solve problems relating to qualitative and quantitative information;
- 6 make competent use of information technology skills such online resources (Moodle), internet communication);
- 7 communicate technical material competently;
- 8 demonstrate an increased level of skill in numeracy and computation;
- 9 demonstrate the acquisition of the study skills needed for continuing professional development.

Method of Assessment

80% Examination, 20% Coursework

Preliminary Reading

The module does not follow a specific text. However, the following texts cover the material.

- R. Askey, Orthogonal Polynomials and Special Functions, Society for Industrial and Applied Mathematics, Philadelphia, PA, 1975
R. Beals and R. Wong, Special Functions – A Graduate Text, Cambridge University Press, Cambridge, 2010
T.S. Chihara, An Introduction to Orthogonal Polynomials, Dover Publ., Mineola, N.Y., 2011
M. Ismail, Classical and Quantum Orthogonal Polynomials in One Variable, Cambridge University Press, Cambridge, 2005
F.W.J. Olver, D.W. Lozier, C.W. Clark, R.F. Boisvert, Digital Library of Mathematical Functions, National Institute of Standards and Technology, Gaithersburg, U.S.A., 2010 (<http://dlmf.nist.gov>)
I.N. Sneddon, Special Functions of Mathematical Physics and Chemistry, 3rd Edition, Longman, London, 1980
G. Szego, Orthogonal Polynomials, 4th Ed., American Mathematical Society, Providence, RI, 1975

Pre-requisites

Pre-requisite: MAST4004 (Linear Algebra); MAST4010 (Real Analysis 1); MAST5013 (Real Analysis 2); MAST5012 (Ordinary differential equations).

Synopsis

This module provides an introduction to the study of orthogonal polynomials and special functions. They are essentially useful mathematical functions with remarkable properties and applications in mathematical physics and other branches of mathematics. Closely related to many branches of analysis, orthogonal polynomials and special functions are related to important problems in approximation theory of functions, the theory of differential, difference and integral equations, whilst having important applications to recent problems in quantum mechanics, mathematical statistics, combinatorics and number theory. The emphasis will be on developing an understanding of the structural, analytical and geometrical properties of orthogonal polynomials and special functions. The module will utilise physical, combinatorial and number theory problems to illustrate the theory and give an insight into a plank of applications, whilst including some recent developments in this field. The development will bring aspects of mathematics as well as computation through the use of MAPLE. The topics covered will include: The hypergeometric functions, the parabolic cylinder functions, the confluent hypergeometric functions (Kummer and Whittaker) explored from their series expansions, analytical and geometrical properties, functional and differential equations; sequences of orthogonal polynomials and their weight functions; study of the classical polynomials and their applications as well as other hypergeometric type polynomials.

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MA572		Complex Analysis				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Exam	
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Autumn	H	15 (7.5)	90% Exam, 10% Coursework	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

48 (approx.. 36 lectures and 12 example classes).

Learning Outcomes

The intended subject specific learning outcomes

On successful completion of this module students will:

- Have a reasonable ability to perform basic computational skills: calculations with Cartesian and polar form of complex numbers, modulus and argument; roots of unity; partial fractions and the general binomial theorem; calculations with exponential, trigonometric and hyperbolic functions, complex logarithm and complex exponents, and hyperbolic functions.
- Have a reasonable knowledge, and understand the place in the theory and the proofs: of the Cauchy Fundamental Theorem, Cauchy Integral Formulae with and without winding numbers, the Deformation Theorem, Existence and formulae for Taylor and Laurent series, differentiability of power series, Cauchy Residue Theorem, the Cauchy-Riemann equations, a proof of the Fundamental Theorem of Algebra..
- Gain experience and solve problems using more advanced analytic skills such as: computation of Taylor and Laurent series; radius of convergence of power series; calculation of residues and types of singularity; evaluation of integrals using residues, possibly including the use of Riemann surfaces; homotopy of paths to ease calculations of path integrals; use of winding numbers of paths; evaluation of limits and differentiability of a complex function; conjugate harmonic functions.

The intended generic learning outcomes

Students who successfully complete this module will have further developed:

- a logical mathematical approach to solving problems;
- an ability to solve problems relevant to applications in engineering and physics;
- the basic skills for postgraduate studies in topology, engineering mathematics and applied analysis.

Method of Assessment

80% Examination, 20% Coursework

Preliminary Reading

M.R. Spiegel Complex Variables, McGraw-Hill, 1964

H.A. Priestley Introduction to Complex Analysis, Oxford University Press, 2003

J.H. Mathews & R.W Howell Complex Analysis for Mathematics and Engineering, Jones and Bartlett 5th ed., 2006

I Stewart & D Tall, Complex Analysis, Cambridge, 2004

Pre-requisites

MA552 (for undergraduate courses only)

Synopsis <span style =

This module is concerned with complex functions, that is functions which are both defined for and assume complex values. Their theory follows a quite different development from that of real functions, is remarkable in its directness and elegance, and leads to many useful applications. Topics covered will include: Complex numbers. Domains and simple connectivity. Cauchy-Riemann equations. Integration and Cauchy's theorem. Singularities and residues. Applications.

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MA574 Polynomials in Several Variables						
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	

Contact Hours

Total contact hours: 42
Private study hours: 108
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the level 6 module students will be able to:

- 1 demonstrate systematic understanding of key aspects of polynomials in several variables;
- 2 demonstrate the capability to deploy established approaches accurately to analyse and solve problems using a reasonable level of skill in calculation and manipulation of the material in the following areas: solution sets for systems of polynomial equations and the corresponding ideals in the ring of polynomials;
- 3 apply key aspects of polynomial in several variables in well-defined contexts, showing judgement in the selection and application of tools and techniques;
- 4 show judgement in the selection and application of computer calculation of Gröbner bases.

The intended generic learning outcomes.

On successfully completing the level 6 module students will be able to:

- 1 manage their own learning and make use of appropriate resources;
- 2 understand logical arguments, identifying the assumptions made and the conclusions drawn;
- 3 communicate straightforward arguments and conclusions reasonably accurately and clearly;
- 4 manage their time and use their organisational skills to plan and implement efficient and effective modes of working;
- 5 solve problems relating to qualitative and quantitative information;
- 6 make competent use of information technology skills such online resources (Moodle), internet communication;
- 7 communicate technical material competently;
- 8 demonstrate an increased level of skill in numeracy and computation;
- 9 demonstrate the acquisition of the study skills needed for continuing professional development.

Method of Assessment

80% Examination, 20% Coursework

Preliminary Reading

Adams, Loustanaun, An introduction to Gröbner bases, AMS, 1994
Cox, Little, O'Shea, Ideals, Varieties and Algorithms, Springer, Undergraduate Texts in Mathematics, 1991
Hibi, Gröbner bases: Statistics and Software Systems, Springer, 2013

Pre-requisites

Pre-requisite: MAST4001 (Algebraic Methods), MAST5503 (Groups and Symmetries)
Recommended: MAST5514 (Rings and Fields)
Co-requisite: None

Synopsis *

This module provides a rigorous foundation for the solution of systems of polynomial equations in many variables. In the 1890s, David Hilbert proved four ground-breaking theorems that prepared the way for Emmy Nöther's famous foundational work in the 1920s on ring theory and ideals in abstract algebra. This module will echo that historical progress, developing Hilbert's theorems and the essential canon of ring theory in the context of polynomial rings. It will take a modern perspective on the subject, using the Gröbner bases developed in the 1960s together with ideas of computer algebra pioneered in the 1980s. The syllabus will include

- Multivariate polynomials, monomial orders, division algorithm, Gröbner bases;
- Hilbert's Nullstellensatz and its meaning and consequences for solving polynomials in several variables;
- Elimination theory and applications;
- Linear equations over systems of polynomials, syzygies.

MA577 Elements of Abstract Analysis						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

48

Learning Outcomes

The Intended Subject Specific Learning Outcomes. On successful completion of the module students will:

- (a) be able to work with fundamental concepts in analysis and metric spaces including, Cauchy sequences, compactness, completeness, inner-product spaces, and complete orthonormal systems;
- (b) have a grasp of formal definitions and rigorous proofs in analysis;
- (c) have gained an appreciation of a wider context in which previously encountered concepts from analysis can be used;
- (d) be able to apply abstract ideas to concrete problems in analysis;
- (e) be aware of applications of basic techniques and theorems of metric spaces and analysis in other areas of mathematics, e.g., approximation theory, and the theory of ordinary differential equations.

The Intended Generic Learning Outcomes. We expect students successfully completing the module to have

- (i) an enhanced ability to correctly formulate abstract problems and solve them efficiently;
- (ii) enhanced skills in understanding and communicating mathematical results and conclusions;
- (iii) furthered a holistic view of mathematics as a problem solving and intellectually stimulating discipline;
- (iv) an appreciation of the power of abstract reasoning and formal proofs in mathematics and its applications

On completion of the module students will have:

- matured in their problem formulating and solving skills;
- enhanced their ability to apply abstract methods and theorems from analysis in a wide context.

Method of Assessment

80% Examination, 20% Coursework

Preliminary Reading

- E Kreyszig, Introductory Functional Analysis with Applications. (John Wiley, 1978) (B)
- W Rudin, Principles of Mathematical Analysis. (International Series in Pure and Applied Mathematics, McGraw-Hill, 1976) (B)
- N Young, An Introduction to Hilbert space. (Cambridge University Press, 1998) (R)
- JR Giles, Introduction to the Analysis of Metric Spaces. (Australian Mathematical Society Lecture Series, Cambridge, 1987) (R)
- K Saxe, Beginning Functional Analysis. (Springer, 2002) (B)

Synopsis <span style =

In this module we build on the key analytical concepts of sequences, series, limits, and continuity developed in any first course on Real Analysis, and place them in the more general context of metric spaces. In the first part of the course fundamental notions of metric spaces, such as compactness and completeness, are discussed. Metric space theory underpins much of modern analysis and its applications. In the second part of the course we use techniques and theorems from metric spaces to discuss elements of Hilbert space theory. The course emphasizes formal definitions and proofs, and aims to enable you to place your previous knowledge of analysis in a much wider context.

The syllabus will be taken from the following topics:

(1) Metric space theory.

- Definitions and examples of metric spaces, normed spaces, inner-product spaces.
- Balls, boundedness, open and closed sets.
- Convergence, Cauchy sequences, completeness, and equivalence of metrics.
- Completion of a metric space, uniform convergence, and exchanging limits.
- Incompleteness of the space of Riemann-integrable functions under L_p -norms, and an informal discussion of its completion, i.e., L_p -spaces. The space of continuous functions and supremum norm.
- Limit points, closure, boundary, separability, density.
- Banach contraction mapping theorem; applications to ODE theory (Picard's theorem), and/or integral equations.
- Continuity in metric spaces, uniform continuity, and continuity of linear mappings.
- Compactness, sequential compactness, Heine-Borel, Non-compactness of balls in infinite dimensional normed spaces.
- The spaces of continuous functions $C(X)$ on a compact metric space X , and the Weierstrass approximation theorem.

(2) Basic Hilbert space theory.

- Definitions and examples of inner-product spaces, Hilbert spaces, Cauchy-Schwarz inequality, parallelogram identity, l_2 and $L_2([a,b])$.
- Orthogonal complements and orthogonal projections.
- Orthonormal sets and Gram-Schmidt orthogonalisation.
- Examples of orthogonal polynomials, e.g., Legendre polynomials and/or Chebyshev polynomials.
- Complete orthonormal systems, Bessel's inequality, Parseval's theorem, and the Riesz-Fisher theorem. Trigonometric series and L_2 convergence.

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MA587 Numerical Solution of Differential Equations						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Autumn	H	15 (7.5)	90% Exam, 10% Coursework	
1	Canterbury	Spring	H	15 (7.5)	90% Exam, 10% Coursework	

Contact Hours

Total contact hours: 42
Private study hours: 108
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 demonstrate systematic understanding of key aspects of finite difference methods for approximating solutions of ordinary differential equations (ODEs) and partial differential equations (PDEs);
- 2 demonstrate the capability to deploy established approaches accurately to analyse and solve problems using a reasonable level of skill in calculation and manipulation of the material in the following areas: multistep methods, approximation of boundary value problems for ODEs, discretization of PDEs, error and stability analysis, elementary numerical linear algebra;
- 3 apply key aspects of finite difference methods in well-defined contexts, showing judgement in the selection and application of tools and techniques;
- 4 show judgement in the selection and application of Matlab commands to implement numerical methods.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 manage their own learning and make use of appropriate resources;
- 2 understand logical arguments, identifying the assumptions made and the conclusions drawn;
- 3 communicate straightforward arguments and conclusions reasonably accurately and clearly;
- 4 manage their time and use their organisational skills to plan and implement efficient and effective modes of working;
- 5 solve problems relating to qualitative and quantitative information;
- 6 make competent use of information technology skills such as online resources (Moodle), internet communication;
- 7 communicate technical material competently;
- 8 demonstrate an increased level of skill in numeracy and computation;
- 9 demonstrate the acquisition of the study skills needed for continuing professional development.

Method of Assessment

80% Examination, 20% Coursework

Preliminary Reading

Burden, R.L., and Faires, J.D., and Burden, A. M., Numerical Analysis, 10th edition, Cengage Learning, 2016
Iserles, A first course in the numerical analysis of differential equations, 2nd edition, Cambridge University Press, 2009
Morton, K. W. and Mayers, D.F., Numerical solution of partial differential equations: an introduction, Cambridge University Press, 2011

Pre-requisites

Pre-requisite: MAST5005 (Linear Partial Differential Equations), MAST5012 (Ordinary differential equations)
Recommended: MAST5009 (Numerical Methods)

Synopsis *

Most differential equations which arise from physical systems cannot be solved explicitly in closed form, and thus numerical solutions are an invaluable way to obtain information about the underlying physical system. The first half of the module is concerned with ordinary differential equations. Several different numerical methods are introduced and error growth is studied. Both initial value and boundary value problems are investigated. The second half of the module deals with the numerical solution of partial differential equations. The syllabus includes: initial value problems for ordinary differential equations; Taylor methods; Runge-Kutta methods; multistep methods; error bounds and stability; boundary value problems for ordinary differential equations; finite difference schemes; difference schemes for partial differential equations; iterative methods; stability analysis.

MA602 Project in Statistics or Probability						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	95% Project, 5% Coursework	

Contact Hours

Total contact hours: 13
 Private study hours: 137
 Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 demonstrate appreciation of an area of statistics or probability in more depth than in taught courses;
- 2 apply skills in mathematical computation relevant to the topic;
- 3 draw conclusions from statistical data, mathematical calculations and/or computer output;
- 4 apply mathematical concepts and statistical techniques in a particular context;
- 5 write a coherent account of an area of statistics or probability;
- 6 perform computations that show their understanding of the techniques relevant to the topic;
- 7 demonstrate an improved ability in mathematical and statistical modelling.

Method of Assessment

95% Project, 5% Coursework

Preliminary Reading

Texts depend on the projects offered. For the Key Skills component:

A Primer of Mathematical Writing, Stephen G. Krantz, American Mathematical Society, 1997. The LaTeX Companion by Frank Mittelbach et al., Addison Wesley; 2 edition (23 April 2004).

How to think like a mathematician: a companion to undergraduate mathematics - Houston, Kevin, CUP 2009.

Handbook of writing for the mathematical sciences - Higham, Nicholas J., SIAM, 1998.

Pre-requisites

Co-requisites: MAST6007 Mathematical Statistics, MAST6008 Applied Statistical Modelling 1

Synopsis <span style =

This module offers students the opportunity to work on a project in statistics or probability. Student choose a project and supervisor during the Autumn term and work on the project with the support of the supervisor in the Spring term. The module offers the opportunity to develop their skills in self-study and report writing.

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MA636 Stochastic Processes						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Autumn	H	15 (7.5)	90% Exam, 10% Coursework	

Contact Hours

Total contact hours: 48
 Private study hours: 102
 Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the level 6 module students will be able to:

- 1 demonstrate systematic understanding of key aspects of stochastic modelling;
- 2 demonstrate the capability to deploy established approaches accurately to analyse and solve problems using a reasonable level of skill in calculation and manipulation of the material in the following areas: random walks, discrete and continuous time Markov chains, queues and branching processes;
- 3 apply key aspects of stochastic modelling in well-defined contexts, showing judgement in the selection and application of tools and techniques.

The intended generic learning outcomes.

On successfully completing the level 6 module students will be able to:

- 1 manage their own learning and make use of appropriate resources;
- 2 understand logical arguments, identifying the assumptions made and the conclusions drawn;
- 3 communicate straightforward arguments and conclusions reasonably accurately and clearly and communicate technical material competently;
- 4 manage their time and use their organisational skills to plan and implement efficient and effective modes of working;
- 5 solve problems relating to qualitative and quantitative information;
- 6 make competent use of information technology skills such as online resources (Moodle);
- 7 communicate technical material competently;
- 8 demonstrate an increased level of skill in numeracy and computation;
- 9 demonstrate the acquisition of the study skills needed for continuing professional development.

Method of Assessment

80% Examination, 20% Coursework

Preliminary Reading

Ross, S.M. (1996) Stochastic Processes. New York, Wiley.
 Breuer, L. and Baum, D. (2005) An introduction to Queueing Theory and Matrix-Analytic Methods. Springer, Dordrecht.
 Jones, P.W. and Smith, P. (2001) Stochastic Processes: An Introduction. London, Arnold.
 Karlin, S., Taylor, H.M. (1998) A First Course in Stochastic Processes. 3rd Edition, Academic Press, London.
 Ross, S.M. (1970) Applied Probability Models with Optimization Applications. Holden-Day, San Francisco.
 Cox, D.R. and Miller, H.D. (1965) The Theory of Stochastic Processes. Chapman & Hall/CRC.

Pre-requisites

Pre-requisite: MAST4009 (Probability), MAST4011 (Statistics), MAST4006 (Mathematical Methods 1), MAST4007 (Mathematical Methods 2), either MAST4010 (Real Analysis 1) and MAST4004 (Linear Algebra) or MAST4005 (Linear Mathematics), and MAST5007 Mathematical Statistics; or their equivalents.

Co-requisite: None

Synopsis *

Introduction: Principles and examples of stochastic modelling, types of stochastic process, Markov property and Markov processes, short-term and long-run properties. Applications in various research areas.

Random walks: The simple random walk. Walk with two absorbing barriers. First-step decomposition technique. Probabilities of absorption. Duration of walk. Application of results to other simple random walks. General random walks. Applications.

Discrete time Markov chains: n-step transition probabilities. Chapman-Kolmogorov equations. Classification of states. Equilibrium and stationary distribution. Mean recurrence times. Simple estimation of transition probabilities. Time inhomogeneous chains. Elementary renewal theory. Simulations. Applications.

Continuous time Markov chains: Transition probability functions. Generator matrix. Kolmogorov forward and backward equations. Poisson process. Birth and death processes. Time inhomogeneous chains. Renewal processes. Applications.

Queues and branching processes: Properties of queues - arrivals, service time, length of the queue, waiting times, busy periods. The single-server queue and its stationary behaviour. Queues with several servers. Branching processes. Applications.

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MA639 Time Series Modelling and Simulation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	
2	Canterbury	Spring	H	15 (7.5)	90% Exam, 10% Coursework	

Contact Hours

Total contact hours: 46
 Private study hours: 104
 Total study hours: 150

Learning Outcomes

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

- 1 demonstrate systematic understanding of key aspects of time series modelling and simulation;
- 2 demonstrate the capability to deploy established approaches accurately to analyse and solve problems using a reasonable level of skill in calculation and manipulation of the material in the following areas: ARIMA and GARCH time series models including those modelling seasonality, main methods for simulating random variates;
- 3 apply key aspects of time series modelling in well-defined contexts, showing judgement in the selection and application of tools and techniques.

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

- 1 manage their own learning and make use of appropriate resources;
- 2 understand logical arguments, identifying the assumptions made and the conclusions drawn;
- 3 communicate straightforward arguments and conclusions reasonably accurately and clearly and communicate technical material competently;
- 4 manage their time and use their organisational skills to plan and implement efficient and effective modes of working;
- 5 solve problems relating to qualitative and quantitative information;
- 6 make competent use of information technology skills such as online resources (Moodle);
- 7 communicate technical material competently;
- 8 demonstrate an increased level of skill in numeracy and computation;
- 9 demonstrate the acquisition of the study skills needed for continuing professional development.

Method of Assessment

80% Examination, 20% Coursework

Preliminary Reading

Enders, W. (2004), Applied Econometric Time Series, New York: Wiley.
 Brockwell, P.J., and Davis, R. A. (2002), Introduction to Time Series Analysis and Forecasting, New York: Springer-Verlag.
 Morgan, B. J. T. (1984), Elements of Simulation, London: Chapman & Hall/CRC.

Pre-requisites

MAST5007 Mathematical Statistics (or equivalent) or MACT7290 Probability and Statistics for Actuarial Science

Synopsis */

Stationary Time Series: Stationarity, autocovariance and autocorrelation functions, partial autocorrelation functions, ARMA processes.

ARIMA Model Building and Testing: estimation, Box-Jenkins, criteria for choosing between models, diagnostic tests for residuals of a time series after estimation.

Forecasting: Holt-Winters, Box-Jenkins, prediction bounds.

Testing for Trends and Unit Roots: Dickey-Fuller, ADF, structural change, trend-stationarity vs difference stationarity.

Seasonality and Volatility: ARCH, GARCH, ML estimation.

Multiequation Time Series Models: transfer function models, vector autoregressive moving average (VARMA(p,q)) models, impulse responses.

Spectral Analysis: spectral distribution and density functions, linear filters, estimation in the frequency domain, periodogram.

Simulation: generation of pseudo-random numbers, random variate generation by the inverse transform, acceptance rejection. Normal random variate generation: design issues and sensitivity analysis.

MA6507 Mathematical Statistics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% 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 level 6 module students will be able to:

- 1 demonstrate systematic understanding of key aspects of frequentist and Bayesian statistics;
- 2 demonstrate the capability to deploy established approaches accurately to analyse and solve problems using a reasonable level of skill in calculation and manipulation of the material in the following areas: joint, marginal and conditional probability distributions, to derive distributions of transformed random variables, to calculate point and interval estimates of parameters, to perform tests of hypotheses, prior and posterior distributions, conjugate prior, loss function, Bayesian estimators and credible intervals;
- 3 apply key aspects of frequentist and Bayesian statistics in well-defined contexts, showing judgement in the selection and application of tools and techniques.

The intended generic learning outcomes.

On successfully completing the level 6 module students will be able to:

- 1 manage their own learning and make use of appropriate resources;
- 2 understand logical arguments, identifying the assumptions made and the conclusions drawn;
- 3 communicate straightforward arguments and conclusions reasonably accurately and clearly;
- 4 manage their time and use their organisational skills to plan and implement efficient and effective modes of working;
- 5 solve problems relating to qualitative and quantitative information;
- 6 make competent use of information technology skills such as online resources (moodle), internet communication;
- 7 communicate technical material competently;
- 8 demonstrate an increased level of skill in numeracy and computation;
- 9 demonstrate the acquisition of the study skills needed for continuing professional development

Method of Assessment

80% examination, 20% coursework

Preliminary Reading

MILLER, I. and MILLER, M. (2014) John E. Freund's Mathematical Statistics with Applications. 8th international edition. Pearson Education, Prentice Hall, New Jersey.
 LINDLEY, D.V. and SCOTT, W.F. (1995) New Cambridge Statistical Tables. 2nd edition.
 HOGG, R., CRAIG, A. and McKEAN, J. (2003) Introduction to Mathematical Statistics. 6th international edition.
 LARSON, H. J. (1982) Introduction to Probability Theory and Statistical Inference. 3rd edition.
 SPIEGEL, M. R., SCHILLER, J. and ALU SRINIVASAN, R. (2013) Schaum's Outline of Probability and Statistics. 4th edition.
 LEE, P. M. (2012) [for level 6 students] Bayesian Statistics an Introduction. 4th edition. (ebook)

Pre-requisites

Material equivalent to that covered in the following:

MAST4006 (Mathematical Methods 1), MAST4007 (Mathematical Methods 2), MAST4009 (Probability), MAST4011 (Statistics)

Synopsis *

Probability: Joint distributions of two or more discrete or continuous random variables. Marginal and conditional distributions. Independence. Properties of expectation, variance, covariance and correlation. Poisson process and its application. Sums of random variables with a random number of terms.
 Transformations of random variables: Various methods for obtaining the distribution of a function of a random variable — method of distribution functions, method of transformations, method of generating functions. Method of transformations for several variables. Convolutions. Approximate method for transformations.
 Sampling distributions: Sampling distributions related to the Normal distribution — distribution of sample mean and sample variance; independence of sample mean and variance; the t distribution in one- and two-sample problems.
 Statistical inference: Basic ideas of inference — point and interval estimation, hypothesis testing.
 Point estimation: Methods of comparing estimators — bias, variance, mean square error, consistency, efficiency. Method of moments estimation. The likelihood and log-likelihood functions. Maximum likelihood estimation.
 Hypothesis testing: Basic ideas of hypothesis testing — null and alternative hypotheses; simple and composite hypotheses; one and two-sided alternatives; critical regions; types of error; size and power. Neyman-Pearson lemma. Simple null hypothesis versus composite alternative. Power functions. Locally and uniformly most powerful tests. Composite null hypotheses. The maximum likelihood ratio test.
 Interval estimation: Confidence limits and intervals. Intervals related to sampling from the Normal distribution. The method of pivotal functions. Confidence intervals based on the large sample distribution of the maximum likelihood estimator — Fisher information, Cramer-Rao lower bound. Relationship with hypothesis tests. Likelihood-based intervals.
 In addition, for level 6 students:
 Bayesian Inference: Prior and posterior distributions, conjugate prior, loss function, Bayesian estimators and credible intervals. Examples of application.

MA6518		Games and Strategy				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

Total contact hours: 42
 Private study hours: 108
 Total study hours: 150

Learning Outcomes

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

- 1 demonstrate systematic understanding of key aspects of game theory;
- 2 demonstrate the capability to deploy established approaches accurately to analyse and solve problems using a reasonable level of skill in calculation and manipulation of the material in the following areas: combinatorial games, two-player zero-sum games, general and multiplayer games, optimal strategies and equilibria in games;
- 3 apply key aspects of game theory in well-defined contexts, showing judgement in the selection and application of tools and techniques.

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

- 1 manage their own learning and make use of appropriate resources;
- 2 understand logical arguments, identifying the assumptions made and the conclusions drawn;
- 3 communicate straightforward arguments and conclusions reasonably accurately and clearly;
- 4 manage their time and use their organisational skills to plan and implement efficient and effective modes of working;
- 5 solve problems relating to qualitative and quantitative information;
- 6 make competent use of information technology skills such as online resources (Moodle), internet communication;
- 7 communicate technical material competently;
- 8 demonstrate an increased level of skill in numeracy and computation;
- 9 demonstrate the acquisition of the study skills needed for continuing professional development.

Method of Assessment

80% examination, 20% coursework

Preliminary Reading

Game Theory: A playful introduction, M. DeVos and D.A. Kent, Student Mathematical Library, vol. 80, Amer. Math. Soc., 2016.

Playing for real: A text on game theory, K. Binmore, Oxford Univ. Press, 2007.

Pre-requisites

Pre-requisite: MAST4004 (Linear Algebra) or MAST4005 (Linear Mathematics)

Co-requisite: None

Synopsis *

In this module we study the fundamental concepts and results in game theory. We start by analysing combinatorial games, and discuss game trees, winning strategies, and the classification of positions in so called impartial combinatorial games. We then move on to discuss two-player zero-sum games and introduce security levels, pure and mixed strategies, and prove the famous von Neumann Minimax Theorem. We will see how to solve zero-sum two player games using domination and discuss a general method based on linear programming. Subsequently we analyse arbitrary sum two-player games and discuss utility, best responses, Nash equilibria, and the Nash Equilibrium Theorem. The final part of the module is devoted to multi-player games and cooperation; we analyse coalitions, the core of the game, and the Shapley value.

MA715 Financial Mathematics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

48 hours of Lectures and Examples classes.

Learning Outcomes

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

- Describe how to use a generalized cashflow model to described financial transactions, making allowances for the probability of payment.
- Describe how to take into account the time value of money using the concepts of compound interest and discounting.
- Show how interest rates or discount rates may be expressed in terms of different time periods.
- Demonstrate a knowledge and understanding of real and money interest rates
- Calculate the present value and the accumulated value of a stream of equal or unequal payments using specified rates of interest and the net present value at a real rate of interest, assuming a constant rate of inflation.
- Define and use the more important compound interest functions including annuities certain.
- Define an equation of value.
- Describe how a loan may be repaid by regular instalments of interest and capital.
- Show how discounted cashflow techniques can be used in investment project appraisal.
- Describe the investment and risk characteristics of typical assets available for investment purposes.
- Analyse elementary compound interest problems.
- Calculate the delivery price and the value of a forward contract using arbitrage free pricing methods
- Show an understanding of the term structure of interest rates.
- Show an understanding of simple stochastic interest rate models.
- Appreciate recent developments in Financial Mathematics and the links between the theory of Financial Mathematics and their practical application

Method of Assessment

80% Examination, 20% Coursework

Preliminary Reading

Adams, A. T., et al, Investment mathematics – (Wiley 2003)

McCutcheon, J. J., Scott, W. F., An introduction to the Mathematics of Finance – (Institute of actuaries, Faculty of Actuaries in Scotland 1986)

Garrett S – An introduction to the Mathematics of Finance; a deterministic approach – 2nd edition (Institute and faculty of Actuaries 2013)

Synopsis <span style =

The aim of this module is to provide a grounding in financial mathematics and its simple applications. The idea of interest, which may be regarded as a price for the use of money, is fundamental to all long-term financial contracts. The module deals with accumulation of past payments and the discounting of future payments at fixed and varying rates of interest; it is fundamental to the financial aspects of Actuarial Science. The syllabus will cover: Generalised cashflow models, the time value of money, real and money interest rates, discounting and accumulating, compound interest functions, equations of value, loan schedules, project appraisal, investments, elementary compound interest problems, arbitrage free pricing and the pricing and valuation of forward contracts, the term structure of interest rates, stochastic interest rate models.

Marks on this module can count towards exemption from the professional examination CT1 of the Institute and Faculty of Actuaries. Please see <http://www.kent.ac.uk/casri/Accreditation/index.html> for further details.

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MA726 Finance & Financial Reporting						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	H	15 (7.5)	70% Exam, 30% Coursework	
3	Canterbury	Whole Year	H	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

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:

- 1 demonstrate systematic knowledge, understanding and critical awareness of the theory related to core principles in corporate finance and financial reporting;
- 2 demonstrate comprehensive understanding of the complex techniques applicable to solve problems in corporate finance and financial accounting;
- 3 demonstrate an appreciation of recent developments and methodologies in corporate finance and financial accounting and the links between the financial theories and their practical application and to critically evaluate such methodologies.

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

- 1 use a logical mathematical approach to solve complex problems including cases where information/data is not complete;
- 2 communicate material competently in writing to both technical and non-technical audiences;
- 3 apply skills in time management, organisation and studying so that tasks can be planned and implemented at a professional level.

Method of Assessment

70% examination, 30% coursework

Preliminary Reading

Students are provided with the study notes published by the Actuarial Education Company for Subject CB1 – Business Finance.

The following may be used for background reading:

Anne Britton, Christopher Waterston, Financial Accounting (5th edition), Pearson, 2009

Richard Brealey, Stewart Myers, Franklin Allen, Principles of Corporate Finance (12th Edition, International Student Edition), McGraw Hill 2016

Geoffrey Holmes, Alan Sugden, Paul Gee, Interpreting Company Reports and Accounts (10th edition), Prentice Hall 2008

Pre-requisites

None

Synopsis *

This module provides an introduction to the principles of corporate finance and financial reporting. It is intended for students of Actuarial Science

The syllabus introduces and develops the concepts and elements of corporate finance including a knowledge of the instruments used by companies to raise finance and manage financial risk, introduces the concepts and techniques of financial accounting and enables students to understand and interpret critically financial reports of companies and financial institutions including financial statements used by pension funds and insurance companies

This module will cover a number of syllabus items set out in Subject CB1 – Business Finance published by the Institute and Faculty of Actuaries.

(This is a dynamic syllabus, changing regularly to reflect current practice.)

MA729 Probability and Statistics for Actuarial Science						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	80% Exam, 20% Coursework	

Contact Hours

Total contact hours: 75

Private study hours: 225

Total number of study hours: 300

Learning Outcomes

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

- 1 have a systematic knowledge of probability theory and statistical inference
- 2 be able to use mathematical techniques to manipulate joint, marginal and conditional probability distributions, to derive distributions of transformed random variables, to analyse associations between random variables, and study the effects of one or more explanatory variables on the response variables through linear regression modeling
- 3 be able to use a comprehensive range of mathematical techniques to calculate point and interval estimates of parameters and to perform tests of hypotheses
- 4 be able to select and apply the above techniques to critically evaluate complex real world problems and find suitable solutions.

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

- 1 have developed their understanding of probability and statistics;
- 2 have critically applied a range of mathematical techniques to solve complex statistical problems
- 3 have developed their ability to critically evaluate and abstract the essentials of problems and to formulate them mathematically
- 4 have developed high-level skills in numeracy and problem solving
- 5 have enhanced their study skills and ability to work with relatively little supervision

Method of Assessment

80% examination, 20% coursework

Preliminary Reading

Miller, I. and Miller, M. (2003) [Recommended]

John E. Freund's Mathematical Statistics with Applications. 7th international edition.

Pearson Education, Prentice Hall, New Jersey.

Hogg, R., Craig, A. and McKean, J. (2013) [Background]

Introduction to Mathematical Statistics. 7th international edition.

Pearson Education, Prentice Hall, New Jersey.

Larson, H. J. (1982) [Background]

Introduction to Probability Theory and Statistical Inference. 3rd edition.

Wiley, New York.

Spiegel, M. R., Schiller, J. and Alu Srinivasan, R. (2013) [Background]

Schaum's Outline of Probability and Statistics. 4th edition.

McGraw-Hill, New York

Pre-requisites

Prerequisite: material equivalent to that covered in MAST4006 (Mathematical Methods 1) and MAST4007 (Mathematical Methods 2).

Synopsis <span style =

The curriculum covers parts of the professional curriculum of the Institute and Faculty of Actuaries syllabus CS1, and it introduces (and revises for some students) the essentials of probability and classical (frequentist) statistical inference. Probability: review of elementary probability, concept of random variable, discrete and continuous probability distributions, cumulative distribution function, expectation and variance, joint distributions, marginal and conditional distributions, generating functions and transformation of random variables. Statistics: sampling distributions, point estimation, method of moment and maximum likelihood estimation, confidence intervals, hypothesis testing, association between variables and linear regression.

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MA735 Actuarial Mathematics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	30 (15)	70% Exam, 30% Coursework	
2	Canterbury	Whole Year	M	30 (15)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 96

Private study hours: 204

Total study hours: 300

Learning Outcomes

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

1. describe, interpret and discuss mathematical techniques used to model and value cashflows which are contingent on mortality and morbidity risks;
2. show a comprehensive understanding of the complex techniques applicable to solve problems in actuarial mathematics;
3. demonstrate a critical appreciation of recent developments in Actuarial Mathematics and the links between the theory of Actuarial Mathematics and their practical application.

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

1. apply a logical mathematical approach to solving complex problems including cases where information/data is not complete;
2. demonstrate skills in written communication to both technical and non-technical audiences;
3. demonstrate skills in the use of relevant information technology;
4. demonstrate skills in time management, organisation and studying so that tasks can be planned and implemented at a professional level.

Method of Assessment

70% examination, 30% coursework

Preliminary Reading

Students on the MSc in Actuarial Science and International Masters in Applied Actuarial Science programmes are provided with the study notes published by the Actuarial Education Company for Subject CM1 – Actuarial Mathematics.

The following may be used for background reading:

Dickson, D.C.M., et al, Actuarial Mathematics for Life Contingent Risks 3rd edition (Cambridge University Press 2020)

Pre-requisites

Co-requisite: MACT7009 Financial Mathematics

Synopsis *

The aim of this module is to provide a grounding in the principles of modelling as applied to actuarial work – focusing particularly on deterministic models which can be used to model and value cashflows which are dependent on death, survival, or other uncertain risks. The module will include coverage of equations of value and its applications, single decrement models, multiple decrement and multiple life models. This module will cover a number of syllabus items set out in Subject CM1 – Actuarial Mathematics published by the Institute and Faculty of Actuaries.

MA7503		Communicating Mathematics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 12
Private study hours: 138
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the level 7 module students will be able to:

- 1 convey a systematic understanding of a topic in mathematics, statistics or financial mathematics through scientific writing and oral presentation;
- 2 demonstrate a very good level of skill in written and oral presentation of a topic in mathematics, statistics or financial mathematics;
- 3 show good judgement in the selection and presentation of material to communicate with both specialist and non-specialist audiences.

The intended generic learning outcomes. On successfully completing the level 7 module students will be able to:

- 1 work competently and independently, be aware of their own strengths and understand when help is needed;
- 2 communicate arguments confidently with the effective and accurate conveyance of conclusions;
- 2 manage their time and use their organisational skills to plan and implement efficient and effective modes of working;
- 4 make effective use of information technology skills such as word-processing and online resources (Moodle);
- 5 communicate technical and non-technical material competently;
- 6 demonstrate the acquisition of the study skills needed for continuing professional development.

Method of Assessment

100% coursework

Preliminary Reading

Stephen G. Krantz,, A Primer of Mathematical Writing, A.M.S., 1997.
Kevin Houston, How to think like a mathematician: a companion to undergraduate mathematics, C.U.P., 2009.
Hilary Glasman-Deal, Science Research Writing for Non-Native Speakers of English, Imperial College Press, 2009.
Anne E. Greene, Writing science in plain English, University of Chicago Press, 2013.
Alan Beardon, Creative Mathematics: a gateway to research, C.U.P., 2009.
Carmine Gallo, Talk Like TED : The 9 Public Speaking Secrets of the World's Top Minds, Macmillan, 2014.
Toby Oetiker, The not so short introduction to LaTeX, available online, 1995.

Pre-requisites

Students are expected to have studied material equivalent to that covered in MAST4010 (Real Analysis 1); MAST4004 (Linear Algebra); MAST4005 (Linear Mathematics); MAST4009 (Probability); MAST4011 (Statistics). Specific projects may have additional pre-requisites.

Synopsis <span style =

There is no specific mathematical syllabus for this module; students will chose a topic in mathematics, statistics or financial mathematics from a published list on which to base their coursework assessments (different topics for levels 6 and 7). The coursework is supported by a series of workshops covering various forms of written and oral communication. These may include critically evaluating the following: a research article in mathematics, statistics or finance; a survey or magazine article aimed at a scientifically-literate but non-specialist audience; a mathematical biography; a poster presentation of a mathematical topic; a curriculum vitae; an oral presentation with slides or board; a video or podcast on a mathematical topic. Guidance will be given on typesetting mathematics using LaTeX.

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MA7510 Advances in Statistics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	80% Coursework, 20% Exam	
1	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

36 hours

Learning Outcomes

The intended subject specific learning outcomes:

On successfully completing the level 7 module students will be able to:

- 1 demonstrate systematic understanding of some selected topics within modern statistics;
- 2 demonstrate the capability to solve complex problems using a very good level of skill in calculation and manipulation of the material the following areas: modern statistical modelling and statistical methods;
- 3 apply a range of concepts and principles in some selected topics within modern statistics in loosely defined contexts, showing good judgment in the selection and application of tools and techniques;
- 4 make effective and well-considered use of R

The intended generic learning outcomes:

On successfully completing the level 7 module students will be able to:

- 1 work competently and independently, be aware of their own strengths and understand when help is needed;
- 2 demonstrate a high level of capability in developing and evaluating logical arguments;
- 3 communicate arguments confidently with the effective and accurate conveyance of conclusions;
- 4 manage their time and use their organisational skills to plan and implement efficient and effective modes of working;
- 5 solve problems relating to qualitative and quantitative information;
- 6 make effective use of information technology skills such as online resources (moodle), internet communication;
- 7 communicate technical and non-technical material effectively;
- 8 demonstrate an increased level of skill in numeracy and computation;
- 9 demonstrate the acquisition of the study skills needed for continuing professional development.

Method of Assessment

80% examination, 20% coursework

Preliminary Reading

The reading list will depend on the topics offered; for the example topics the list is:

- a) Statistical Ecology
McCrea, R. S. and Morgan, B. J. T. (2014): Analysis of capture-recapture data (Chapman & Hall / CRC)
- b) Survival Analysis
Collet, D. (2003): Modelling survival data in medical research, Second Edition (Chapman & Hall / CRC)
- c) Regression models with many variables
Hastie, T., Tibshirani, R. and Wainwright, M. J. (2015): Statistical Learning with Sparsity (Chapman & Hall / CRC).
- d) Modern nonparametric statistics
Larry Wasserman (2006): All of Nonparametric Statistics, Springer: New York.

Pre-requisites

Pre-requisite: Students are expected to have studied material equivalent to that covered in MAST4009 (Probability); MAST4011 (Statistics); MA5007 (Mathematical Statistics) or MAST5001 (Applied Statistical Modelling 1)

Synopsis *

Each year three topics will be offered and will reflect recent advances in statistical modelling and statistical methodology.

Example topics are:

- a) Statistical Ecology: Understanding demographic parameters and how they are used to model population dynamics. Estimating abundance and the effect of heterogeneity. Models for estimating survival probabilities. Multi-site and multi-state models. Classical model-selection. Complex models. Case studies.
- b) Survival analysis: Survival data, types of censoring. Failure times and hazard functions; Accelerated failure time model. Parametric models, exponential, piecewise exponential, Weibull. Nonparametric estimates: the Kaplan-Meier estimator, and asymptotic confidence regions. Parametric inference. Survival data with covariates. Proportional hazards. Cox's model and inference. Computer software: R and WinBUGS.
- c) Regression models with many variables: Examples of high-dimensional problems; Penalized maximum likelihood; Ridge regression; non-negative garrote; Lasso and adaptive Lasso estimation; LARS algorithm; Oracle property; Elastic Net; Group lasso.
- d) Modern nonparametric statistics: Bias-variance trade-off, Kernel density estimation, Kernel smoothing, Locally linear and locally quadratic estimation, basis function methods.

In addition, level 7 students will study advanced applications of these techniques (often using R) in all topics.

MA7515 Discrete Mathematics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

Total contact hours: 42
 Private study hours: 108
 Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the level 7 module students will be able to:

- 1 demonstrate systematic understanding of the theory and practice of finite fields and their application to Latin squares, cryptography, m-sequences, cyclic codes and further error-correcting codes;
- 2 demonstrate the capability to solve complex problems using a very good level of skill in calculation and manipulation of the material in the following areas: modular arithmetic, factorising polynomials, construction of finite fields, Latin squares, classical and public key ciphers including RSA, m-sequences, cyclic codes;
- 3 apply a range of concepts and principles of discrete mathematics in loosely defined contexts, showing good judgment in the selection and application of tools and techniques.

The intended generic learning outcomes. On successfully completing the level 7 module students will be able to:

- 1 work competently and independently, be aware of their own strengths and understand when help is needed;
- 2 demonstrate a high level of capability in developing and evaluating logical arguments;
- 3 communicate arguments confidently with the effective and accurate conveyance of conclusions ;
- 4 manage their time and use their organisational skills to plan and implement efficient and effective modes of working;
- 5 solve problems relating to qualitative and quantitative information;
- 6 make effective use of information technology skills such as online resources (Moodle), internet communication;
- 7 communicate technical material effectively;
- 8 demonstrate an increased level of skill in numeracy and computation;
- 9 demonstrate the acquisition of the study skills needed for continuing professional development.

Method of Assessment

80% examination, 20% coursework

Preliminary Reading

N L Biggs, Discrete Mathematics, Oxford University Press, 2nd edition, 2002
 D Welsh, Codes and Cryptography, Oxford University Press, 1988
 R Hill, A First Course in Coding Theory, Oxford University Press, 1980

Pre-requisites

Students are expected to have studied material equivalent to that covered in MAST4001 (Algebraic Methods) or MAST4005 (Linear Mathematics) .
 Co-requisite: None

Synopsis *

Discrete mathematics has found new applications in the encoding of information. Online banking requires the encoding of information to protect it from eavesdroppers. Digital television signals are subject to distortion by noise, so information must be encoded in a way that allows for the correction of this noise contamination. Different methods are used to encode information in these scenarios, but they are each based on results in abstract algebra. This module will provide a self-contained introduction to this general area of mathematics.

Syllabus: Modular arithmetic, polynomials and finite fields. Applications to

- orthogonal Latin squares,
- cryptography, including introduction to classical ciphers and public key ciphers such as RSA,
- "coin-tossing over a telephone",
- linear feedback shift registers and m-sequences,
- cyclic codes including Hamming,

At level 7, topics will be studied and assessed to greater depth.

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MA7521 Groups, Knots and Fields						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

Total contact hours: 42

Private study hours: 108

Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the level 7 module students will be able to:

- 1 demonstrate systematic understanding of Groups, Knots and Fields ;
- 2 demonstrate a high level of capability in developing and evaluating logical arguments of the material in the following areas: groups, Sylow's Theorems, finitely generated abelian groups, Smith normal form, knots and their invariants, Galois extensions;
- 3 apply a range of concepts and principles in Groups, Knots and Fields theory in loosely defined contexts, showing good judgment in the selection and application of tools and techniques.

The intended generic learning outcomes. On successfully completing the level 7 module students will be able to:

- 1 work competently and independently, be aware of their own strengths and understand when help is needed;
- 2 demonstrate a high level of capability in developing and evaluating logical arguments;
- 3 communicate arguments confidently with the effective and accurate conveyance of conclusions;
- 4 manage their time and use their organisational skills to plan and implement efficient and effective modes of working;
- 5 solve problems relating to qualitative and quantitative information;
- 6 make effective use of information technology skills such as online resources (Moodle), internet communication;
- 7 communicate technical material effectively;
- 8 demonstrate an increased level of skill in numeracy and computation;
- 9 demonstrate the acquisition of the study skills needed for continuing professional development.

Method of Assessment

80% examination, 20% coursework

Preliminary Reading

Group theory:

M. Aschbacher: Finite Group Theory (Cambridge Studies in Advanced Mathematics), Cambridge University Press, 2000

B. Baumslag and B. Chandler: Schaum's Outline of Group Theory, McGraw Hill Professional, 1968

A. Kerber, Applied Finite Group Actions, Springer, 1999

Knot theory:

C. Livingston, Knot theory, Mathematical Association of America, 1993

V. Manturov, Knot Theory, Chapman & Hall, 2004

Field theory:

John M. Howie, Fields and Galois Theory, Springer, 2006

Pre-requisites

Students are expected to have studied material equivalent to that covered in the modules MAST5003 (Groups and Symmetries); MAST5014 (Rings and Fields)

Synopsis *

- Groups: revision, presentations of groups, Sylow's theorems and applications (e.g. classification of groups)
- Finitely generated abelian groups: finite abelian groups, Smith normal form, classification, applications (e.g. systems of linear Diophantine equations)
- Knots: introduction, Reidemeister moves, knot invariants, the Abelian knot group
- Fields: revision, soluble groups, Galois Theorem, applications (e.g. impossibility of solving the quintic)

In addition, for level 7 students:

- Advanced topic such as proof of the Galois Theorem, the Jones polynomial, the Alexander polynomial, braid groups or Polya enumeration.

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MA7522 Integrable Systems						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	80% Coursework, 20% Exam	
1	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

Total contact hours: 42
 Private study hours: 108
 Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the level 7 module students will be able to:

- 1 demonstrate systematic understanding of integrable systems;
- 2 demonstrate the capability to solve complex problems using a very good level of skill in calculation and manipulation of the material in the following areas: nonlinear differential equations, Hamiltonian systems, nonlinear difference equations;
- 3 apply a range of concepts and principles in integrable systems in various different contexts, showing good judgment in the selection and application of tools and techniques.

The intended generic learning outcomes. On successfully completing the level 7 module students will be able to:

- 1 work competently and independently, be aware of their own strengths and understand when help is needed;
- 2 demonstrate a high level of capability in developing and evaluating logical arguments;
- 3 communicate arguments confidently with the effective and accurate conveyance of conclusions;
- 4 manage their time and use their organisational skills to plan and implement efficient and effective modes of working;
- 5 solve problems relating to qualitative and quantitative information;
- 6 make effective use of information technology skills such as online resources (Moodle) and internet communication;
- 7 communicate technical material effectively;
- 8 demonstrate an increased level of skill in numeracy and computation;
- 9 demonstrate the acquisition of the study skills needed for continuing professional development.

Method of Assessment

80% examination, 20% coursework

Preliminary Reading

O. Babelon, D. Bernard and M. Talon, Introduction to Classical Integrable Systems, Cambridge Monographs on Mathematical Physics, Cambridge University Press, 2003.
 M.J. Ablowitz and P.A. Clarkson, Solitons, Nonlinear Evolution Equations and Inverse Scattering, London Mathematical Society Lecture Note Series 149, Cambridge University Press, 1992.
 P.G. Drazin and R.S. Johnson, Solitons: an introduction, Cambridge Texts in Applied Mathematics 2, Cambridge University Press, 1989.
 J. Hietarinta, N. Joshi and F. W. Nijhoff, Discrete Systems and Integrability, Cambridge Texts in Applied Mathematics, Cambridge University Press, 2016.

Synopsis */

Integrable systems are special dynamical systems which can be solved exactly in some sense. They arise in a variety of settings, ranging from Hamiltonian systems and nonlinear wave equations to difference equations. This module covers the origins of the subject as well as modern topics like integrable maps and lattice equations.

- Liouville integrability in classical mechanics. Hamiltonian mechanics. Canonical symplectic form and Poisson brackets. Liouville's theorem (statement and examples). Lax pairs for finite-dimensional systems.
- Soliton equations. History and physical origins (e.g. Korteweg-de Vries and/or sine-Gordon). Conservation laws. Hamiltonian formalism. Lax pairs.
- Construction of solitons. Introduction to inverse scattering. Darboux-Bäcklund transformations. Hirota's method.
- Discrete integrability. Symplectic maps. Liouville's theorem (discrete version). Integrable lattice equations. Discrete Lax pairs with examples.

At level 7, topics will be studied and assessed to greater depth.

MA7524 Metric and Normed Spaces						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

Total contact hours: 42
Private study hours: 108
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the level 7 module students will be able to:

- 1 demonstrate systematic understanding of the theory of metric and normed spaces;
- 2 demonstrate the capability to solve complex problems using a very good level of skill in calculation and manipulation of the material in the following areas: convergence and continuity of maps in metric spaces, contraction mappings, completeness of spaces, spaces of continuous functions, linear operators;
- 3 apply a range of concepts and principles in metric space theory and the theory of functions in loosely defined contexts, showing good judgment in the selection and application of tools and techniques.

The intended generic learning outcomes. On successfully completing the level 7 module students will be able to:

- 1 work competently and independently, be aware of their own strengths and understand when help is needed;
- 2 demonstrate a high level of capability in developing and evaluating logical arguments;
- 3 communicate arguments confidently with the effective and accurate conveyance of conclusions;
- 4 manage their time and use their organisational skills to plan and implement efficient and effective modes of working;
- 5 solve problems relating to qualitative and quantitative information;
- 6 make effective use of information technology skills such as online resources (Moodle), internet communication;
- 7 communicate technical material effectively;
- 8 demonstrate an increased level of skill in numeracy and computation;
- 9 demonstrate the acquisition of the study skills needed for continuing professional development.

Method of Assessment

80% examination, 20% coursework

Preliminary Reading

G. Cohen: A Course in Modern Analysis and its Applications. Cambridge University Press (2003).
J.R. Giles: Introduction to the Analysis of Normed Linear Spaces. Cambridge University Press (2000).
V.L. Hansen: Functional Analysis – Entering Hilbert Space. World Scientific (2006).
B. Rynne, M. Youngson: Linear Functional Analysis. Springer (2008).
W.A. Sutherland: Introduction to Metric and Topological Spaces. Oxford University Press (2002).
R.L. Devaney: An introduction to chaotic dynamical systems. Second edition. Addison-Wesley Studies in Nonlinearity. Addison-Wesley Publishing Company, Advanced Book Program, Redwood City, CA, 1989.
S. Shirali, H.L. Vasudeva: Metric Spaces. Springer, London (2006).

Pre-requisites

Pre-requisite: Students are expected to have studied material equivalent to that covered in MAST5013 (Real Analysis 2)

Synopsis <span style =

Metric spaces: Examples of metrics and norms, topology in metric spaces, sequences and convergence, uniform convergence, continuous maps, compactness, completeness and completions, contraction mapping theorem and applications.

Normed spaces: Examples, including function spaces, Banach spaces and completeness, finite and infinite dimensional normed spaces, continuity of linear operators and spaces of bounded linear operators, compactness in normed spaces, Arzela-Ascoli theorem, Weierstrass approximation theorem.

Additional topics, especially for level 7, may include:

- Tietze extension theorem and Urysohn's lemma
- Baire category theorem and applications
- Cantor sets, attractors and chaos

MA7527 Polynomials in Several Variables						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

Total contact hours: 42
Private study hours: 108
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the level 7 module students will be able to:

- 1 demonstrate systematic understanding of polynomials in several variables;
- 2 demonstrate the capability to solve complex problems using a very good level of skill in calculation and manipulation of the material in the following areas: solution sets
for systems of polynomial equations and the corresponding ideals in the ring of polynomials;
- 3 apply a range of concepts and principles of polynomials in several variables in loosely defined contexts, showing good judgment in the selection and application of tools
and techniques;
- 4 make effective and well-considered use of computer calculation of Gröbner bases.

The intended generic learning outcomes. On successfully completing the level 7 module students will be able to:

- 1 work competently and independently, be aware of their own strengths and understand when help is needed;
- 2 demonstrate a high level of capability in developing and evaluating logical arguments;
- 3 communicate arguments confidently with the effective and accurate conveyance of conclusions;
- 4 manage their time and use their organisational skills to plan and implement efficient and effective modes of working;
- 5 solve problems relating to qualitative and quantitative information;
- 6 make effective use of information technology skills such as online resources (Moodle), internet communication;
- 7 communicate technical material effectively;
- 8 demonstrate an increased level of skill in numeracy and computation;
- 9 demonstrate the acquisition of the study skills needed for continuing professional development.

Method of Assessment

80% examination, 20% coursework

Preliminary Reading

Adams, Loustanaun, An introduction to Gröbner bases, AMS, 1994
Cox, Little, O'Shea, Ideals, Varieties and Algorithms, Springer, Undergraduate Texts in Mathematics, 1991
Hibi, Gröbner bases: Statistics and Software Systems, Springer, 2013

Pre-requisites

Pre-requisite: Students are expected to have studied material equivalent to that covered in MAST4001 (Algebraic Methods), MAST5003 (Groups and Symmetries), MAST5014 (Rings and Fields)

Synopsis <span style =

This module provides a rigorous foundation for the solution of systems of polynomial equations in many variables. In the 1890s, David Hilbert proved four ground-breaking theorems that prepared the way for Emmy Nöther's famous foundational work in the 1920s on ring theory and ideals in abstract algebra. This module will echo that historical progress, developing Hilbert's theorems and the essential canon of ring theory in the context of polynomial rings. It will take a modern perspective on the subject, using the Gröbner bases developed in the 1960s together with ideas of computer algebra pioneered in the 1980s.

Indicative syllabus:

- Multivariate polynomials, monomial orders, division algorithm, Gröbner bases;
- Hilbert's Nullstellensatz and its meaning and consequences for solving polynomials in several variables;
- Elimination theory and applications;
- Linear equations over systems of polynomials, syzygies.

Level 7 students will cover additional topics such as polynomial maps between varieties.

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MA7529		Statistical Learning				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	80% Coursework, 20% Exam	
1	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% 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 level 7 module students will be able to:

- 1 demonstrate systematic understanding of multivariate statistics and machine learning;
- 2 demonstrate the capability to solve complex problems using a very good level of skill in calculation and manipulation of the material in the following areas: multivariate statistics, mixture modelling and clustering, discriminant analysis and graphical models;
- 3 apply a range of concepts and principles in multivariate statistics and machine learning in loosely defined contexts, showing good judgment in the selection and application of tools and techniques;
- 4 make effective and well-considered use of R.

The intended generic learning outcomes. On successfully completing the level 7 module students will be able to:

- 1 work competently and independently, be aware of their own strengths and understand when help is needed;
- 2 demonstrate a high level of capability in developing and evaluating logical arguments;
- 3 communicate arguments confidently with the effective and accurate conveyance of conclusions;
- 4 manage their time and use their organisational skills to plan and implement efficient and effective modes of working;
- 5 solve problems relating to qualitative and quantitative information;
- 6 make effective use of information technology skills such as online resources (Moodle), internet communication;
- 7 communicate technical and non-technical material effectively;
- 8 demonstrate an increased level of skill in numeracy and computation;
- 9 demonstrate the acquisition of the study skills needed for continuing professional development.

Method of Assessment

80% examination, 20% coursework

Preliminary Reading

D. F. Morrison (1990). Multivariate Statistical Methods, McGraw-Hill Series in Probability and Statistics
 T. Hastie, R. Tibshirani and J. H. Friedman (2009). The Elements of Statistical Learning, Springer-Verlag.
 K. P. Murphy (2012). Machine Learning: A Probabilistic Perspective, MIT Press.

Pre-requisites

Pre-requisite: Students are expected to have studied material equivalent to that covered in the following modules: MAST4009 (Probability); MAST4011 (Statistics); MAST5007 (Mathematical Statistics) or MAST5001 (Applied Statistical Modelling 1)

Synopsis <span style =

Multivariate normal distribution, Inference from multivariate normal samples, principal component analysis, mixture models, factor analysis, clustering methods, discrimination and classification, graphical models, the use of appropriate software.

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MA7544 Nonlinear Systems and Applications						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

Total contact hours: 42

Private study hours: 108

Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the level 7 module students will be able to:

- 1 demonstrate systematic understanding of qualitative analysis for nonlinear differential and difference equations;
- 2 demonstrate the capability to solve complex problems using a very good level of skill in calculation and manipulation of the material in the following areas: equilibria for both nonlinear differential and difference equations and their stability, phase portraits, the existence of limit cycles;
- 3 apply a range of concepts and principles of nonlinear systems in loosely defined contexts, showing good judgment in the selection and application of tools and techniques;
- 4 make effective and well-considered use of Maple.

The intended generic learning outcomes. On successfully completing the level 7 module students will be able to:

- 1 work competently and independently, be aware of their own strengths and understand when help is needed;
- 2 demonstrate a high level of capability in developing and evaluating logical arguments;
- 3 communicate arguments confidently with the effective and accurate conveyance of conclusions;
- 4 manage their time and use their organisational skills to plan and implement efficient and effective modes of working;
- 5 solve problems relating to qualitative and quantitative information;
- 6 make effective use of information technology skills such as online resources (Moodle), internet communication;
- 7 communicate technical material effectively;
- 8 demonstrate an increased level of skill in numeracy and computation;
- 9 demonstrate the acquisition of the study skills needed for continuing professional development.

Method of Assessment

80% examination, 20% coursework

Preliminary Reading

Jordan, J. W., and Simth, P., Nonlinear Ordinary Differential Equations: an introduction for scientists and engineers, Oxford University Press, Fourth Edition, 2007

Elaydi, S., An introduction to difference equations, Springer, 1999

Murray, J. D., Mathematical Biology I: An Introduction, Springer, Third Edition, 2002

Glendinning, P. A., Stability, Instability and Chaos: An Introduction to the Qualitative Theory of Differential Equations, Cambridge University Press, 1994

Kaplan, D., and Glass, L., Understanding Nonlinear Dynamics, Springer, 1995

Pre-requisites

Students are expected to have studied material equivalent to that covered in MAST4006 (Mathematical Methods 1); MAST4007 (Mathematical Methods 2); MAST4004 (Linear Algebra) or MAST4005 (Linear Mathematics). MAST5012 (Ordinary Differential Equations)

Co-requisite: None

Synopsis

- Scalar autonomous nonlinear first-order ODEs. Review of steady states and their stability; the slope fields and phase lines.
- Autonomous systems of two nonlinear first-order ODEs. The phase plane; Equilibria and nullclines; Linearisation about equilibria; Stability analysis; Constructing phase portraits; Applications. Nondimensionalisation.
- Stability, instability and limit cycles. Liapunov functions and Liapunov's theorem; periodic solutions and limit cycles; Bendixson's Negative Criterion; The Dulac criterion; the Poincare-Bendixson theorem; Examples.
- Dynamics of first order difference equations. Linear first order difference equations; Simple models and cobwebbing: a graphical procedure of solution; Equilibrium points and their stability; Periodic solutions and cycles. The discrete logistic model and bifurcations.

At level 7, topics will be studied and assessed to greater depth.

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MA776 Groups and Representations						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

Total contact hours: 42
Private study hours: 108
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the level 7 module students will be able to:

- 1 demonstrate systematic understanding of the theory and practice of groups (with examples including permutation groups and matrix groups, and the combinatorics of the symmetric group), of linear algebra, and of representations and characters of groups.
- 2 demonstrate the capability to solve complex problems using a very good level of skill in calculation and manipulation of the material in the following areas: calculations within permutation groups and matrix groups; computations of the character tables of small groups; derivation of structural information about a group from its character table; formulation and proof of simple statements about groups and representations in precise abstract algebraic language; breaking up representations into smaller simpler objects; composition series and composition factors of small groups.
- 3 apply a range of concepts and principles in group theory and representation theory in loosely defined contexts, showing good judgment in the selection and application of tools and techniques.

The intended generic learning outcomes. On successfully completing the level 7 module students will be able to:

- 1 work competently and independently, be aware of their own strengths and understand when help is needed
- 2 demonstrate a high level of capability in developing and evaluating logical arguments
- 3 communicate arguments confidently with the effective and accurate conveyance of conclusions
- 4 manage their time and use their organisational skills to plan and implement efficient and effective modes of working
- 5 solve problems relating to qualitative and quantitative information
- 6 make effective use of information technology skills such as online resources (moodle) and internet communication.
- 7 communicate technical material effectively
- 8 demonstrate an increased level of skill in numeracy and computation.
- 9 demonstrate the acquisition of the study skills needed for continuing professional development

Method of Assessment

80% examination and 20% coursework.

Preliminary Reading

We will not follow a single text, and the lecture notes will cover the entire syllabus. Nevertheless
G.D. James and M. Liebeck, Representations and characters of groups, CUP (2001)
J.P. Serre, Linear representations of finite groups, Springer GTM (1977)
J.L. Alperin and R.B. Bell, Groups and Representations, Springer GTM (1995)
contain a large amount of the material.

Pre-requisites

Pre-requisite: Students are expected to have studied introductory courses on linear algebra and groups.
Co-requisite: None

Synopsis *

Groups arise naturally in many areas of mathematics as well as in chemistry and physics. A concrete way to approach groups is by representing them as a group of matrices, in which explicit computations are easy. This approach has been very fruitful in developing our understanding of groups over the last century. It also helps students to understand aspects of their mathematical education in a broader context, in particular concepts from earlier modules (From Geometry to Algebra/Groups and Symmetries and Linear Algebra) have been amalgamated into more general and powerful tools.

This module will provide a rigorous introduction to the main ideas and notions of groups and representations. It will also have a strong computational strand: a large part of the module will be devoted to explicit computations of representations and character tables (a table of complex numbers associated to any finite group).

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MA790 Symmetry Methods for Differential Equations						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

42 hours

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the level 7 module students will be able to:
 1 demonstrate systematic understanding of techniques for finding and using Lie point symmetries to obtain exact solutions of given equations.

2 demonstrate the capability to solve complex problems using a very good level of skill in calculation and manipulation of the material in the following areas: calculation of Lie point symmetry generators, canonical coordinates and differential invariants; identification of invariant solutions; successive reduction of order, where the Lie algebra is solvable; construction of the general solution of a given ordinary differential equation.

3 apply a range of concepts and principles in Lie symmetry methods in loosely defined contexts, showing good judgment in the selection and application of tools and techniques

The intended generic learning outcomes. On successfully completing the level 7 module students will be able to:

1 work competently and independently, be aware of their own strengths and understand when help is needed

2 demonstrate a high level of capability in developing and evaluating logical arguments

3 communicate arguments confidently with the effective and accurate conveyance of conclusions

4 manage their time and use their organisational skills to plan and implement efficient and effective modes of working

5 solve problems relating to qualitative and quantitative information

6 make effective use of information technology skills such as using online resources (Moodle).

7 communicate technical material effectively

8 demonstrate an increased level of skill in numeracy and computation

9 demonstrate the acquisition of the study skills needed for continuing professional development

Method of Assessment

80% examination and 20% coursework.

Preliminary Reading

P. E. Hydon, Symmetry Methods for Differential Equations, Cambridge University Press, (2000).

H. Stephani, Differential Equations: Their Solution Using Symmetries, Cambridge University Press, (1989).

G. W. Bluman and S. C. Anco, Symmetry and Integration Methods for Differential Equations, Springer, (2002)

Pre-requisites

Pre-requisite modules: Students are expected to have studied material equivalent to that covered in MAST5005 (Linear partial differential equations), MAST5012 (Ordinary differential equations)

Synopsis *

Over a century ago, the Norwegian mathematician Sophus Lie made a simple but profound observation: each well-known method for solving a class of ordinary differential equations (ODEs) uses a change of variables that exploits symmetries of the class. Lie went on to develop this idea into a systematic method for attacking the problem of solving unknown differential equations. Essentially, one can use mathematical tools to force a given differential equation to reveal whether or not it has certain symmetries – provided it has, they can be used to simplify or solve the equation. This module is designed to enable students to understand the mathematics behind Lie's methods and to become proficient in using these powerful tools.

Indicative content: symmetries of geometrical objects; symmetries of first-order ODEs; how to find Lie symmetries; differential invariants; reduction of order. At level 7, topics will be studied and assessed in greater depth.

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MA791 Linear and Nonlinear Waves						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

Total contact hours: 42
Private study hours: 108
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the level 7 module students will be able to:

- 1 demonstrate systematic understanding of linear and nonlinear PDEs;
- 2 demonstrate the capability to solve complex problems using a very good level of skill in calculation and manipulation of the material in the following areas: Fourier transforms for linear differential equations, shock waves, exact solutions of nonlinear PDEs;
- 3 apply a range of concepts and principles in PDEs in loosely defined contexts, showing good judgment in the selection and application of tools and techniques;
- 4 make effective and well-considered use of MAPLE.

The intended generic learning outcomes. On successfully completing the level 7 module students will be able to:

- 1 work competently and independently, be aware of their own strengths and understand when help is needed;
- 2 demonstrate a high level of capability in developing and evaluating logical arguments;
- 3 communicate arguments confidently with the effective and accurate conveyance of conclusions;
- 4 manage their time and use their organisational skills to plan and implement efficient and effective modes of working;
- 5 solve problems relating to qualitative and quantitative information;
- 6 make effective use of information technology skills such as using online resources (Moodle);
- 7 demonstrate an increased level of skill in numeracy and computation.

Method of Assessment

80% examination and 20% coursework.

Preliminary Reading

M.J. Ablowitz, Nonlinear Dispersive Waves, Cambridge (2011)
J. Bellingham and A.C. King, Wave Motion, Cambridge (2000)
P.G. Drazin and R.S. Johnson, Solitons: an Introduction, Cambridge (1989)
R. Knobel, An Introduction to the Mathematical Theory of Waves, A.M.S. (2000)
J.D Logan, An Introduction to Partial Differential Equations, Wiley (1994)
I.N. Sneddon, Elements of Partial Differential Equations, McGraw-Hill (1957)

Synopsis *

Linear PDEs. Dispersion relations. Review of d'Alembert's solutions of the wave equation.
Quasi-linear first-order PDEs. Total differential equations. Integral curves and integrability conditions. The method of characteristics.
Shock waves. Discontinuous solutions. Breaking time. Rankine-Hugoniot jump condition. Shock waves. Rarefaction waves. Applications of shock waves, including traffic flow.
General first-order nonlinear PDEs. Charpit's method, Monge Cone, the complete integral.
Nonlinear PDEs. Burgers' equation; the Cole-Hopf transformation and exact solutions. Travelling wave and scaling solutions of nonlinear PDEs. Applications of travelling wave and scaling solutions to reaction-diffusion equations. Exact solutions of nonlinear PDEs. Applications of nonlinear waves, including to ocean waves (e.g. rogue waves, tsunamis).
Level 7 Students only. Further applications of shock waves and nonlinear waves.

MA792 Operators and Matrices						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

Total contact hours: 42
Private study hours: 108
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the level 7 module students will be able to:

- 1 demonstrate systematic understanding of the theory of linear operators;
- 2 demonstrate the capability to solve complex problems using a very good level of skill in calculation and manipulation of the material in the following areas: Hermitian matrices and their spectral properties, Hilbert spaces, linear operators and functionals, compact operators, spectral theory;
- 3 apply a range of concepts and principles in Hilbert space theory and operator theory in loosely defined contexts, showing good judgment in the selection and application of tools and techniques.

The intended generic learning outcomes. On successfully completing the level 7 module students will be able to:

- 1 work competently and independently, be aware of their own strengths and understand when help is needed;
- 2 demonstrate a high level of capability in developing and evaluating logical arguments;
- 3 communicate arguments confidently with the effective and accurate conveyance of conclusions;
- 4 manage their time and use their organisational skills to plan and implement efficient and effective modes of working;
- 5 solve problems relating to qualitative and quantitative information;
- 6 communicate technical material effectively;
- 7 demonstrate an increased level of skill in numeracy and computation;
- 8 demonstrate the acquisition of the study skills needed for continuing professional development.

Method of Assessment

80% examination and 20% coursework.

Preliminary Reading

- J.R. Giles: Introduction to the Analysis of Normed Linear Spaces. Cambridge University Press (2000).
V.L. Hansen: Functional Analysis – Entering Hilbert Space. World Scientific (2006).
R. Horn, C. Johnson: Matrix Analysis. Cambridge University Press (1985).
C.D. Meyer: Matrix Analysis and Applied Linear Algebra. SIAM (2000).
B. Rynne, M. Youngson: Linear Functional Analysis. Springer (2008).
G. Strang: Linear Algebra and its Applications, 3rd edition. Saunders (1988).
N. Young: An Introduction to Hilbert space. Cambridge University Press (1988).
F. Zhang: Matrix Theory – Basic Results and Techniques. Springer (2011).

Additional reading for level 7:

G. Teschl: Topics in Real and Functional Analysis. Lecture notes available at <http://www.mat.univie.ac.at/~gerald/ftp/book-fa/index.html>

Pre-requisites

Pre-requisite: Students are expected to have studied material equivalent to that covered in MAST5013 (Real Analysis 2)

Synopsis <span style =

Matrix theory: Hermitian and symmetric matrices, spaces of these matrices and the associated inner product, diagonalization, orthonormal basis of eigenvectors, spectral properties, positive definite matrices and their roots
Hilbert space theory: inner product spaces and Hilbert spaces, L^2 and ℓ^2 spaces, orthogonality, bases, Gram-Schmidt procedure, dual space, Riesz representation theorem
Linear operators: the space of bounded linear operators with the operator norm, inverse and adjoint operators, Hermitian operators, infinite matrices, spectrum, compact operators, Hilbert-Schmidt operators, the spectral theorem for compact Hermitian operators.

Additional topics, may include:

- the Rayleigh quotient and variational characterisations of eigenvalues,
- the functional calculus,
- applications to Sturm-Liouville systems.

At level 7, topics will be studied and assessed to greater depth.

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MA816		Contingencies 1				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	75% Exam, 25% Coursework	

Contact Hours

48 hours of Lectures and classes

Learning Outcomes

The intended subject specific learning outcomes. On successful completion of the module students will be able to:

- Define simple assurance and annuity contracts, and develop formulae for the means and variances of the present values of the payments under these contracts, assuming constant deterministic interest.
- Obtain expressions in the form of sums/integrals for the mean and variance of the present value of benefit payments under each contract above including cases where premiums are payable more frequently than annually and that benefits may be payable annually or more frequently than annually.
- Describe practical methods of evaluating expected values and variances of the simple contracts defined in objective a.
- Describe and calculate, using ultimate or select mortality, net premiums and net premium provisions of simple insurance contracts.
- Carry out the above for simple insurance contracts involving two lives.

The intended generic learning outcomes. On successful completion of the module students will:

- have developed a logical mathematical approach to solving problems;
- have developed skills in written communication, time management and organisation and studying.

Method of Assessment

75% Examination, 25% Coursework

Preliminary Reading

The study notes published by the Actuarial Education Company are recommended. Instructions on how to obtain the notes will be given in class.

The following may be consulted for background reading, but are not required reading.

NL Bowers, HU Gerber, JC Hickman et al. Actuarial mathematics. 2nd ed. Society of Actuaries, 1997. ISBN: 0938959468
WF Scott Life assurance mathematics, Heriot-Watt University, 1999.

Synopsis *

This module introduces the concept of survival models, which model future survival time as a random variable. The concept is combined with the financial mathematics learned in module MA820, making it possible to analyse simple contracts which depend on survival time, such as life insurance and annuities. The syllabus will cover: introduction to survival models including actuarial notation, allowance for temporary initial selection and an overview of the typical pattern of human mortality; formulae for the means and variances of the present values of payments under life insurance and annuity contracts assuming constant deterministic interest; practical methods for evaluating the formulae; description and calculation of net premiums, net premium provisions and mortality profit or loss under simple life insurance and annuity contracts; and extension of the basic concepts to straightforward contracts involving two lives.

Marks on this module can count towards exemption from the professional examination CT5 of the Institute and Faculty of Actuaries. Please see <http://www.kent.ac.uk/casri/Accreditation/index.html> for further details.

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MA817		Contingencies 2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	75% Exam, 25% Coursework	

Contact Hours

36 hours of lectures and classes

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 be able to:

- Describe the calculation, using ultimate or select mortality, of net premiums and net premium reserves for increasing and decreasing benefits and annuities.
- Describe the calculation of gross premiums and reserves of assurance and annuity contracts.
- Describe methods which can be used to model cashflows contingent upon competing risks.
- Describe the technique of discounted emerging costs, for use in pricing, reserving, and assessing profitability.
- Describe the principal forms of heterogeneity within a population and the ways in which selection can occur.

The intended generic learning outcomes. On successful completion of the module students will:

- have developed a logical mathematical approach to solving problems;
- have developed skills in written communication, time management and organisation and studying.

Method of Assessment

75% Examination, 25% Coursework

Synopsis */

Life Contingencies is concerned with the probabilities of life and death. Its practical application requires a considerable sophistication in mathematical techniques to ensure the soundness of many of the biggest financial institutions – life assurance companies and pension funds. This module introduces the actuarial mathematics which is needed for this. The aim of this module (together with MA816 – Contingencies 1) is to provide a grounding in the mathematical techniques which can be used to model and value cash flows dependent on death, survival, or other uncertain risks and cover the application of these techniques to calculate premium rates for annuities and assurances on one or more lives and the reserves that should be held for these contracts. Outline syllabus includes variable benefits and with profits contracts; gross premiums and reserves for fixed and variable benefit contracts; competing risks; pension funds; profit testing and reserves; mortality, selection and standardisation. This module together with module MA816 cover the entire syllabus of the UK Actuarial Profession's subject CT5 – Contingencies

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MA819 Business Economics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	15 (7.5)	75% Exam, 25% Coursework	
4	Canterbury	Spring	M	15 (7.5)	75% Exam, 25% Coursework	
4	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

Total contact hours: 48
Private study hours: 102
Total study hours: 150

Learning Outcomes

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

- 1 show a systematic knowledge, understanding and critical awareness of economic theory
- 2 show a comprehensive understanding of the complex techniques applicable to solve problems in economics
- 3 appreciate recent developments and methodologies in economics and the links between economic theory and its practical application in business and to critically evaluate such methodologies

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

- 1 demonstrate a logical mathematical approach to solving complex problems including cases where information/data is not complete
- 2 demonstrate skills in written communication to both technical and non-technical audiences
- 3 demonstrate skills in the use of relevant information technology
- 4 demonstrate skills in time management, organisation and studying so that tasks can be planned and implemented at a professional level

Method of Assessment

75% Examination, 25% Coursework

Preliminary Reading

John Sloman, Dean Garratt, Jon Guest and Elizabeth Jones (2016), Economics for Business 7th Ed (Pearson)

The Actuarial Education Company Subject CB2 study notes support the above text.

Synopsis *

The aim of this module is to introduce students to core economic principles and how these could be used in a business environment to understand economic behaviour and aid decision making, and to provide a coherent coverage of economic concepts and principles. Indicative topics covered by the module include the working of competitive markets, market price and output determination, decisions made by consumers on allocating their budget and by producers on price and output, and different types of market structures and the implication of each for social welfare, the working of the economic system, governments' macroeconomic objectives, unemployment, inflation, economic growth, international trade and financial systems and financial crises.

This module will cover a number of syllabus items set out in Subject CB2 – Business Economics published by the Institute and Faculty of Actuaries.

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MA820		Financial Mathematics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	75% Exam, 25% Coursework	

Contact Hours

48 hours of Lectures

Learning Outcomes

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

- show a systematic knowledge, understanding and critical awareness of the actuarial theory in the areas of the syllabus listed in Section 13
- to show a comprehensive understanding of the complex techniques applicable to solve problems in the areas of the syllabus listed in Section 13
- to appreciate recent developments and methodologies in financial mathematics and the links between the theory of financial mathematics and their practical application and to critically evaluate such methodologies

Method of Assessment

75% Examination, 25% Coursework

Preliminary Reading

Adams, A. T., et al, Investment mathematics – (Wiley 2003)

McCutcheon, J. J., Scott, W. F., An introduction to the Mathematics of Finance – (Institute of actuaries, Faculty of Actuaries in Scotland 1986)

Garrett S – An introduction to the Mathematics of Finance; a deterministic approach – 2nd edition (Institute and faculty of Actuaries 2013)

Synopsis *

The aim of this module is to provide a grounding in financial mathematics and its simple applications. The idea of interest, which may be regarded as a price for the use of money, is fundamental to all long-term financial contracts. The module deals with accumulation of past payments and the discounting of future payments at fixed and varying rates of interest; it is fundamental to the financial aspects of Actuarial Science. The syllabus will cover: Generalised cashflow models, the time value of money, real and money interest rates, discounting and accumulating, compound interest functions, equations of value, loan schedules, project appraisal, investments, elementary compound interest problems, arbitrage free pricing and the pricing and valuation of forward contracts, the term structure of interest rates, stochastic interest rate models.

Marks on this module can count towards exemption from the professional examination CT1 of the Institute and Faculty of Actuaries. Please see <http://www.kent.ac.uk/casri/Accreditation/index.html> for further details.

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MA825		Survival Models				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	75% Exam, 25% Coursework	
2	Canterbury	Spring	M	15 (7.5)	75% Exam, 25% Coursework	
3	Canterbury	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 42

Private study hours: 108

Total study hours: 150

Learning Outcomes

On successfully completing the module students will be able to:

1. describe, interpret and discuss key aspects and concepts involved in survival models;
2. demonstrate the capability to deploy established approaches accurately to analyse and solve complex problems using a high level of skill in calculation and manipulation of survival models;
3. demonstrate an appreciation of recent developments in survival analysis and modelling and the links between the theory of these topics and their practical application in loosely defined contexts.
4. apply the principles of survival analysis to complex financial instruments.

Method of Assessment

60% Examination, 40% Coursework

Preliminary Reading

Study notes published by the Actuarial Education Company for Subject CS2

Modelling Mortality with Actuarial Applications, MacDonald, Richards, Currie (2018)

Synopsis *

The aim of this module is to provide a grounding in mathematical and statistical modelling techniques that are of particular relevance to survival analysis and their application to actuarial work.

Calculations in life assurance, pensions and health insurance require reliable estimates of transition intensities/survival rates. This module covers the estimation of these intensities and the graduation of these estimates so they can be used reliably by insurance companies and pension schemes. The syllabus also includes the study of various other survival models, and an introduction to machine learning. This module will cover a number of syllabus items set out in Subject CS2 – Actuarial Mathematics published by the Institute and Faculty of Actuaries.

2022-23 Postgraduate Module Handbook

MA826 Finance & Financial Reporting						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	15 (7.5)	75% Exam, 25% Coursework	

Contact Hours

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:

- 1 demonstrate systematic knowledge, understanding and critical awareness of the theory related to core principles in corporate finance and financial reporting;
- 2 demonstrate comprehensive understanding of the complex techniques applicable to solve problems in corporate finance and financial accounting;
- 3 demonstrate an appreciation of recent developments and methodologies in corporate finance and financial accounting and the links between the financial theories and their practical application and to critically evaluate such methodologies.

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

- 1 use a logical mathematical approach to solve complex problems including cases where information/data is not complete;
- 2 communicate material competently in writing to both technical and non-technical audiences;
- 3 apply skills in time management, organisation and studying so that tasks can be planned and implemented at a professional level.

Method of Assessment

75% Examination, 25% Coursework

Preliminary Reading

Students on programmes: Postgraduate Diploma in Actuarial Science and International Masters in Applied Actuarial Science (Stage 1) are provided with the study notes published by the Actuarial Education Company for Subject CB1 – Finance and Financial Reporting.

The following may be used for background reading:

Anne Britton, Christopher Waterston, Financial Accounting (5th edition), Pearson, 2009
 Richard Brealey, Stewart Myers, Franklin Allen, Principles of Corporate Finance (12th Edition, International Student Edition), McGraw Hill 2016
 Geoffrey Holmes, Alan Sugden, Paul Gee, Interpreting Company Reports and Accounts (10th edition), Prentice Hall 2008

Synopsis <span style =

This module provides an introduction to the principles of corporate finance and financial reporting. It is intended for students of Finance and Actuarial Science.

The syllabus introduces and develops the concepts and elements of corporate finance including a knowledge of the instruments used by companies to raise finance and manage financial risk, introduces the concepts and techniques of financial accounting and enables students to understand and interpret critically financial reports of companies and financial institutions including financial statements used by pension funds and insurance companies.

This module will cover a number of syllabus items set out in Subject CB1 – Business Finance published by the Institute and Faculty of Actuaries.

This is a dynamic syllabus, changing regularly to reflect current practice.

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MA835 Portfolio Theory and Asset Pricing Models						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	75% Exam, 25% Coursework	
2	Canterbury	Spring	M	15 (7.5)	75% Exam, 25% Coursework	
3	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	
3	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	
4	Canterbury	Whole Year	M	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 40
 Private study hours: 110
 Total study hours: 150

Learning Outcomes

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

- 1 describe, interpret and discuss key aspects and concepts involved in financial economics, and asset and liability models;
- 2 demonstrate the capability to deploy established approaches accurately to analyse and solve complex problems using a high level of skill in calculation and manipulation of financial economics, and asset and liability models;
- 3 demonstrate an appreciation of recent developments in financial economics and modelling and the links between the theory of these topics and their practical application.
- 4 apply the principles of financial economics and asset and liability modelling to complex financial instruments.

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

- 1 use a logical mathematical approach to solve complex problems;
- 2 solve problems and communicate in writing effectively to both a technical and non-technical audience;
- 3 manage their time and work independently;
- 4 demonstrate a high level of higher order numeracy and communication skills.

Method of Assessment

Main Assessment Methods
 Examination 70%, Coursework 30%

Preliminary Reading

David Hillier, Mark Grinblatt, Sheridan Titman, 2012. Financial markets and corporate strategy, McGraw-Hill Higher Education, London.

Martin Baxter, Andrew Rennie, 1996. Financial Calculus: An Introduction to Derivative Pricing, Cambridge University Press, Cambridge.

Students on the BSc Actuarial Science programmes are provided with the study notes published by the Actuarial Education Company for Subject CM2 – Actuarial Mathematics 2.

Pre-requisites

Co-requisites:
 MAST7290 Probability and Statistics for Actuarial Science 2 or alternatively students would be expected to have studied material equivalent to that covered in MAST7290.

Synopsis *

The aim of this module is to provide a grounding in the principles of modelling as applied to actuarial work – focusing particularly on stochastic asset liability models. These skills are also required to communicate with other financial professionals and to critically evaluate modern financial theories.

Indicative topics covered by the module include theories of financial market behaviour, measures of investment risk, stochastic investment return models, asset valuations, and liability valuations.

The additional 4 contact hours for level 7 students will be devoted to applications of the principles of financial economics and asset and liability modelling to complex financial instruments.

This module will cover a number of syllabus items set out in Subject CM2 – Actuarial Mathematics published by the Institute and Faculty of Actuaries.

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MA836 Stochastic Processes						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	75% Exam, 25% Coursework	

Contact Hours

Total contact hours: 48
Private study hours: 102
Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the level 7 module students will be able to:

- 1 demonstrate systematic understanding of the concepts involved in stochastic modelling;
- 2 demonstrate the capability to solve complex problems using a very good level of skill in calculation and manipulation of the material in the following areas: random walks, discrete and continuous time Markov chains, queues and branching processes;
- 3 apply a range of concepts and principles in stochastic modelling in loosely defined contexts, showing good judgement in the selection and application of tools and techniques.

The intended generic learning outcomes. On successfully completing the level 7 module students will be able to:

- 1 work competently and independently, be aware of their own strengths and understand when help is needed;
- 2 demonstrate a high level of capability in developing and evaluating logical arguments;
- 3 communicate arguments confidently with the effective and accurate conveyance of conclusions;
- 4 manage their time and use their organisational skills to plan and implement efficient and effective modes of working;
- 5 solve problems relating to qualitative and quantitative information;
- 6 make effective use of information technology skills such as online resources (Moodle);
- 7 communicate technical material effectively;
- 8 demonstrate an increased level of skill in numeracy and computation;
- 9 demonstrate the acquisition of the study skills needed for continuing professional development.

Method of Assessment

80% Examination, 20% Coursework

Preliminary Reading

Ross, S.M. (1996) Stochastic Processes. New York, Wiley.
Breuer, L. and Baum, D. (2005) An introduction to Queueing Theory and Matrix-Analytic Methods. Springer, Dordrecht.
Jones, P.W. and Smith, P. (2001) Stochastic Processes: An Introduction. London, Arnold.
Karlin, S., Taylor, H.M. (1998) A First Course in Stochastic Processes. 3rd Edition, Academic Press, London.
Ross, S.M. (1970) Applied Probability Models with Optimization Applications. Holden-Day, San Francisco.
Cox, D.R. and Miller, H.D. (1965) The Theory of Stochastic Processes. Chapman & Hall/CRC.

Pre-requisites

Pre-requisite: Students are expected to have studied material equivalent to that covered in MAST4009 (Probability), MAST4011 (Statistics), MAST4006 (Mathematical Methods 1), MAST4007 (Mathematical Methods 2), either MAST4010 (Real Analysis 1) and MAST4004 (Linear Algebra) or MAST4005 (Linear Mathematics), and MAST5007 Mathematical Statistics.

Co-requisite: None

Synopsis *

Introduction: Principles and examples of stochastic modelling, types of stochastic process, Markov property and Markov processes, short-term and long-run properties. Applications in various research areas.

Random walks: The simple random walk. Walk with two absorbing barriers. First-step decomposition technique. Probabilities of absorption. Duration of walk. Application of results to other simple random walks. General random walks. Applications.

Discrete time Markov chains: n-step transition probabilities. Chapman-Kolmogorov equations. Classification of states. Equilibrium and stationary distribution. Mean recurrence times. Simple estimation of transition probabilities. Time inhomogeneous chains. Elementary renewal theory. Simulations. Applications.

Continuous time Markov chains: Transition probability functions. Generator matrix. Kolmogorov forward and backward equations. Poisson process. Birth and death processes. Time inhomogeneous chains. Renewal processes. Applications.

Queues and branching processes: Properties of queues - arrivals, service time, length of the queue, waiting times, busy periods. The single-server queue and its stationary behaviour. Queues with several servers. Branching processes. Applications.

In addition, level 7 students will study more complex queueing systems and continuous-time branching processes.

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MA837 Mathematics of Financial Derivatives						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	
2	Canterbury	Spring	M	15 (7.5)	75% Exam, 25% Coursework	
3	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

Total contact hours: 40

Private study hours: 110

Total study hours: 150

Learning Outcomes

On successfully completing the module students will be able to:

- 1 describe, interpret and discuss key aspects and concepts involved in the mathematics of financial derivatives;
- 2 demonstrate the capability to deploy established approaches accurately to analyse and solve complex problems using a high level of skill in calculation and manipulation of financial derivatives;
- 3 demonstrate an appreciation of recent developments in the mathematics of financial derivatives and the links between the theory of the mathematics of financial derivatives and its practical application;
- 4 apply the principles of mathematics of financial derivatives to complex financial instruments.

Method of Assessment

70% Exam, 30% Coursework

The coursework mark alone will not be sufficient to demonstrate the student's level of achievement on the module.

Preliminary Reading

Hull, John, Options, futures and other derivatives, 8th Edition, Prentice Hall, 2012.

Baxter, Martin; Rennie, Andrew, Financial Calculus : an introduction to derivative pricing, Cambridge University Press, 1996 (E-book version also available)

Study notes published by the Actuarial Education Company for Subject CM2.

Pre-requisites

Co-requisites: MAST7290 Probability and Statistics for Actuarial Science 2 or alternatively students would be expected to have studied material equivalent to that covered in MAST7290.

Synopsis <span style =

The aim of this module is to provide a grounding in the principles of modelling as applied to actuarial work – focusing particularly on the valuation of financial derivatives. These skills are also required to communicate with other financial professionals and to critically evaluate modern financial theories.

Indicative topics covered by the module include theories of stochastic investment return models and option theory.

The additional 4 contact hours for level 7 students will be devoted to applications of the principles of option pricing techniques, valuation methods and hedging techniques for complex financial derivative concepts.

This module will cover a number of syllabus items set out in Subject CM2 – Actuarial Mathematics published by the Institute and Faculty of Actuaries.

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MA840		Financial Modelling				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	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:

- 1 demonstrate skills in specific actuarial software and information technology (e.g. PROPHET);
- 2 understand the principles of specific actuarial mathematics techniques;
- 3 develop simple actuarial computer models to solve actuarial problems;
- 4 interpret and communicate the results of the models derived in the above.

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

- 1 apply a logical mathematical approach to solving problems.
- 2 demonstrate skills to communicate competently in writing;
- 3 apply the relevant computing skills to solving problems and communicating solutions.

Method of Assessment

100% coursework

Preliminary Reading

This is primarily a practical module. The majority of the reading will be provided by specific lecture notes.

Synopsis *

This module is split into two parts:

1. An introduction to the practical experience of working with the financial software package, PROPHET, which is used by commercial companies worldwide for profit testing, valuation and model office work. The syllabus includes: overview of the uses and applications of PROPHET, introduction on how to use the software, setting up and performing a profit test for a product, analysing and checking the cash flow results obtained for reasonableness, using the edit facility on input files, performing sensitivity tests, creating a new product using an empty workspace by selecting the appropriate indicators and variables for that product and setting up the various input files, debugging errors in the setting up of the new product, performing a profit test for the new product and analysing the results.
2. An introduction to financial modelling techniques on spreadsheets which will focus on documenting the process of model design and communicating the model's results. The module enables students to prepare, analyse and summarise data, develop simple financial and actuarial spreadsheet models to solve financial and actuarial problems, and apply, interpret and communicate the results of such models.

MA858 Computational Statistics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

Total contact hours: 38
 Private study hours: 112
 Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the level 7 module students will be able to:

1. demonstrate systematic understanding of computational statistics;
2. demonstrate the capability to solve complex problems using a very good level of skill in calculation and manipulation of the material in the following areas: Numerical aspects of maximum likelihood estimation, EM algorithm and simulation methods, including advanced techniques;
3. apply a range of concepts and principles in computational statistics in loosely defined contexts, showing good judgment in the selection and application of tools and techniques;
4. write R programs for complex applications, making effective and well-considered use of R.

The intended generic learning outcomes.

On successfully completing the level 7 module students will be able to:

1. work competently and independently, be aware of their own strengths and understand when help is needed;
2. demonstrate a high level of capability in developing and evaluating logical arguments;
3. communicate arguments confidently with the effective and accurate conveyance of conclusions;
4. manage their time and use their organisational skills to plan and implement efficient and effective modes of working;
5. solve problems relating to qualitative and quantitative information;
6. make effective use of information technology skills such as online resources (Moodle), internet communication;
7. communicate technical material effectively;
8. demonstrate an increased level of skill in numeracy and computation;
9. demonstrate the acquisition of the study skills needed for continuing professional development.

Method of Assessment

80% Examination, 20% Coursework

Preliminary Reading

Morgan, B. J. T. (2009) Applied Stochastic Modelling, Chapman and Hall.

Pre-requisites

Pre-requisite: None

Co-requisite: MAST8810 (Probability and Classical Inference), MAST8820 (Advanced Regression Modelling)

Synopsis <span style =

Statistics methods contribute significantly to areas such as biology, ecology, sociology and economics. The real data collected does not always follow standard statistical models. This module looks at modern statistical models and methods that can be utilised for such data, making use of R programs to execute these methods.

Indicative module content: Motivating examples; model fitting through maximum likelihood for specific examples; function optimization methods; profile likelihood; score tests; Wald tests; confidence interval construction; latent variable models; EM algorithm; mixture models; simulation methods; importance sampling; kernel density estimation; Monte Carlo inference; bootstrap; permutation tests; R programs.

In addition, for level 7 students: advanced EM algorithm methods, advanced simulation methods, writing R programs for advanced methods and applications.

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MA867		Project				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	60 (30)	95% Project, 5% Coursework	
3	Canterbury	Whole Year	M	60 (30)	100% Coursework	

Contact Hours

Total contact hours: 14
 Private study hours: 586
 Total study hours: 600

Learning Outcomes

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

- 1 demonstrate the relationship of the material to background material and to more advanced material;
- 2 write a coherent account of an area of Statistics, with particular reference to applications in Finance, if appropriate;
- 3 perform statistical analyses that show the depth of student understanding of the statistical methods relevant to the topic.
- 4 present complex analyses and draw appropriate conclusions with clarity and accuracy;
- 5 demonstrate understanding of theoretical and practical aspects of analysing statistical data.
- 6 use the text-processing software LaTeX to prepare presentation slides and to present their dissertation.

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

- 1 apply a logical, mathematical approach to solving complex problems, at an advanced level;
- 2 work with relatively little guidance, and be able to exercise initiative;
- 3 utilise advanced organisational, computer and study skills, and be able to adapt them to new situations;
- 4 use scientific word processing software, such as LaTeX, to present their dissertation;
- 5 produce a dissertation that effectively communicates the material to the reader;
- 6 demonstrate an ability to evaluate research work critically;
- 7 select appropriate material from complex source texts, either recommended to or found by the student.

Method of Assessment

Assessment: requiring on average 5-8 hours preparation 5%
 (Take home assessment to produce document requiring use of a variety of LaTeX features)
 Presentation: 10 minutes 10%
 Written Dissertation: approximately 40-50 pages 85%

Preliminary Reading

There is no general reading list for this module. Literature relevant to specific project topics will be recommended by individual supervisors.

Synopsis *

The module enables students to undertake an independent piece of work in a particular area of statistics, or statistical finance/financial econometrics and to write a coherent account of the material.
 There is no specific syllabus for this module.

2022-23 Postgraduate Module Handbook

MA871 Asymptotics and Perturbation Methods						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	15 (7.5)	80% Exam, 20% Coursework	
4	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

42

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the level 7 module students will be able to:
 1 demonstrate a systematic understanding of the use of asymptotic techniques in the study of integrals and differential equations;

2 critically apply the techniques to obtain asymptotic approximations of various types of integrals and approximate solutions of linear differential equation in complex situations;

3 demonstrate a good understanding of the techniques of matched asymptotic expansions for singular perturbation and boundary layer problems;

4 make effective use of WKB (Wentzel-Kramers-Brillouin), multiple scales and related methods to obtain asymptotic expansions of solutions of some differential equations.

The intended generic learning outcomes. On successfully completing the level 7 module students will be able to:

1 work competently and independently, be aware of their own strengths and understand when help is needed;

2 demonstrate a high level of capability in developing and evaluating logical arguments;

3 communicate arguments confidently with the effective and accurate conveyance of conclusions;

4 manage their time and use their organisational skills to plan and implement efficient and effective modes of working;

5 solve problems relating to qualitative and quantitative information;

6 make effective use of information technology skills such as using online resources (Moodle);

7 demonstrate an increased level of skill in numeracy and computation.

Method of Assessment

80% Examination, 20% coursework

Preliminary Reading

C M Bender and S A Orszag, "Advanced Mathematical Methods for Scientists and Engineers I: Asymptotic Methods and Perturbation Theory", Springer-Verlag, New York (1999)

J D Murray, "Asymptotic Analysis", Springer-Verlag, New York (1997)

M H Holmes, "Introduction to Perturbation Methods", Second Edition, Springer, New York (2013)

Pre-requisites

Synopsis *

The lectures will introduce students to asymptotic and perturbation methods for the approximate evaluation of integrals and to obtaining approximations for solutions of ordinary differential equations. These methods are widely used in the study of physically significant differential equations which arise in Applied Mathematics, Physics and Engineering. The material is chosen so as to demonstrate a range of the Mathematical techniques available and to illustrate some different applications which are amenable to such analysis.

The indicative syllabus is:

- Asymptotics. Ordering symbols. Asymptotic sequences, expansions and series. Differentiation and integration of asymptotic expansions. Dominant balance. Solution of algebraic and transcendental equations.
- Asymptotic evaluation of integrals. Integration by parts. Laplace's method and Watson's lemma. Method of stationary phase.
- Approximate solution of linear differential equations. Classification of singular points. Local behaviour at irregular singular points. Asymptotic expansions in the complex plane. Stokes phenomena: Stokes and anti-Stokes lines, dominance and sub-dominance. Connections between sectors of validity. Airy functions.
- Matched asymptotic expansions. Regular and singular perturbation problems. Asymptotic matching. Boundary layer theory: inner, outer and intermediate expansions and limits.
- WKB method. Schrödinger equation and Sturm-Liouville problems. Turning points.
- Multiple scales analysis and related methods. Secular terms. Multiple scales method. Method of strained coordinates (Lindstedt--Poincaré method).

Level 7 Students will study selected topics in greater depth than level 6 students.

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MA881 Probability and Classical Inference						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

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

Learning Outcomes

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

- 1 demonstrate a systematic understanding of probability and frequentist statistical inference;
- 2 use a comprehensive range of relevant concepts and principles;
- 3 select and apply these to solve advanced problems in probability and statistical inference, using a variety of methods.

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

- 1 apply a logical, mathematical approach to their work, identifying the assumptions made and the conclusions drawn;
- 2 solve challenging problems.

Method of Assessment

80% Examination, 20% Coursework

Preliminary Reading

BICKEL, P.J. and DOKSUM, K. (2001). Mathematical Statistics: Basic Ideas and Selected Topics, Volume 1, 2nd edition. London: Prentice-Hall International
 CASELLA, G. and BERGER, R. L. (2002). Statistical Inference, 2nd Edition. Pacific Grove, CA: Duxbury.
 FELLER, W. (1967). An Introduction to Probability Theory and its Applications, Volume 1, New York: Wiley.
 HOGG, R., McKEAN, J. and CRAIG, A. (2014). Introduction to Mathematical Statistics. 7th International Edition. Harlow, Essex: Pearson Education.
 ROSS, S.M. (2014). A First Course in Probability, 9th International Edition. Harlow, Essex: Pearson Education.

Synopsis *

This course introduces (and revises for some students) the essentials of probability and classical (frequentist) statistical inference, which provide the backbone for later modules.
 Syllabus: Probability: axioms, marginal, joint and conditional distributions, Bayes theorem, important distributions, generating functions and various modes of convergence. Classical Inference: Sampling distributions. Point estimation: consistency, Cramer-Rao inequality, efficiency, sufficiency, minimum variance unbiased estimators. Likelihood. Methods of estimation. Hypothesis tests: maximum likelihood-ratio test, Wald and score tests, profile and test-based confidence intervals.

MA882 Advanced Regression Modelling						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

Total contact hours: 36

Private study hours: 114

Total study hours: 150

Learning Outcomes

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

- 1 demonstrate a systematic understanding of regression analysis and analysis of variance, and be able to apply these techniques critically to real world data using statistical packages;
- 2 interpret the results of analysis, and communicate these clearly and concisely to other statisticians and to non-statisticians;
- 3 demonstrate an appreciation of the limitations of standard regression and analysis of variance models for discrete data, and a clear understanding of how these models can be generalised so as to be more appropriate for discrete data.

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

- 1 apply a logical, mathematical approach to their work;
- 2 appropriately manipulate data for regression analysis;
- 3 demonstrate an appreciation of the need for techniques used to be appropriate to the type of data available.

Method of Assessment

80% examination and 20% coursework

Preliminary Reading

Draper, N. R., and Smith, H. (1998). Applied Regression Analysis, 3rd ed. New York, Wiley.

McCullagh, P., and Nelder, J. A. (1989). Generalized Linear Models, 2nd ed. London, Chapman and Hall.

Everitt, B.S. (1992). The Analysis of Contingency Tables. London, Chapman and Hall.

Pre-requisites

None

Synopsis <span style =

Linear model. Least squares. General linear model; simple and multiple regression, polynomial regression. Model selection, residuals, outliers, diagnostics. Analysis of variance. Generalised linear model.

Discrete data analysis. Review of Binomial, Poisson, negative binomial and multinomial distributions. Properties, estimation, hypothesis tests.

Contingency tables. Tests for independence. Measures of association. Logistic models.

Multidimensional tables. Log-linear models; fitting and model selection.

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MA883 Bayesian Statistics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

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

Learning Outcomes

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

- 1 demonstrate systematic understanding of key aspects of Bayesian Statistics;
- 2 demonstrate the capability to solve complex problems using a very good level of skill in calculation and manipulation of the material in the following areas: derivation of posterior distributions; computation of posterior summaries, including the predictive distribution; construction of Bayesian hierarchical models and their estimation using Markov chain Monte Carlo methods; critical evaluation and interpretation of software output.
- 3 apply a range of concepts and principles in Bayesian Statistics in loosely defined contexts, showing good judgement in the selection and application of tools and techniques;
- 4 show judgement in the selection and application of R and WinBugs/OpenBugs.

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

- 1 manage their own learning and make use of appropriate resources.
- 2 understand logical arguments, identifying the assumptions made and the conclusions drawn
- 3 communicate straightforward arguments and conclusions reasonably accurately and clearly
- 4 manage their time and use their organisational skills to plan and implement efficient and effective modes of working
- 5 solve problems relating to qualitative and quantitative information
- 6 make competent use of information technology skills such as R and WinBugs/OpenBugs, online resources (Moodle), internet communication.
- 7 communicate technical material competently
- 8 demonstrate an increased level of skill in numeracy and computation

Method of Assessment

80% examination and 20% coursework

Preliminary Reading

A.F.M. Smith and Bernardo, J.M. (1994). Bayesian Theory. Wiley.
 A. Gelman, J.B. Carlin, H.S. Stern, D.B. Dunson, A. Vehtari and D.B. Rubin (2014). Bayesian Data Analysis. 3rd Edition, Chapman & Hall/CRC Texts in Statistical Science.
 D. Gamerman and H.F. Lopes (2006). Markov Chain Monte Carlo: Stochastic Simulation for Bayesian Inference. 2nd Edition, Taylor and Francis.

Pre-requisites

For undergraduate programmes:
 Pre-requisite: MAST5007: Mathematical Statistics

For postgraduate programmes:
 Co-requisite: MAST7077: Probability and Classical Inference

Synopsis *

Bayes Theorem for density functions; Conjugate models; Predictive distribution; Bayes estimates; Sampling density functions; Gibbs and Metropolis-Hastings samplers; Winbugs/OpenBUGS; Bayesian hierarchical models; Bayesian model choice; Objective priors; Exchangeability; Choice of priors; Applications of hierarchical models.

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MA884 Principles of Data Collection						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

42 hours

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the level 7 module students will be able to:

- 1 demonstrate systematic understanding of sampling and experimental design;
- 2 demonstrate the capability to solve complex problems using a very good level of skill in calculation and manipulation of the material in the following areas: sampling, questionnaire design, analysis of variance, clinical trial design, advanced experimental design;
- 3 apply a range of concepts and principles in sampling and experimental design in loosely defined contexts, showing good judgment in the selection and application of tools and techniques;
- 4 make effective and well-considered use of R for the analysis of data from experiments.

The intended generic learning outcomes. On successfully completing the level 7 module students will be able to:

- 1 work competently and independently, be aware of their own strengths and understand when help is needed;
- 2 demonstrate a high level of capability in developing and evaluating logical arguments;
- 3 communicate arguments confidently with the effective and accurate conveyance of conclusions;
- 4 manage their time and use their organisational skills to plan and implement efficient and effective modes of working;
- 5 solve problems relating to qualitative and quantitative information;
- 6 make effective use of information technology skills such as R, online resources (moodle), internet communication;
- 7 communicate technical and non-technical material effectively;
- 8 demonstrate an increased level of skill in numeracy and computation;
- 9 demonstrate the acquisition of the study skills needed for continuing professional development.

Method of Assessment

80% examination and 20% coursework

Preliminary Reading

Barnett, V. (2002) Sample Survey Principles and Methods. 3rd edition. New York, Wiley.
 Cox, D.R. (1992) Planning of Experiments. New York, Wiley.
 Cochran, W.G. & Cox, G.M. (1992) Experimental Designs. 2nd edition. New York, Wiley.
 Cox, D.R. & Reid, N. (2000) The Theory of the Design of Experiments. Boca Raton, Chapman & Hall/CRC
 Lawson, J. (2015) Design and Analysis of Experiments with R. Boca Raton, Chapman & Hall/CRC.
 Matthews, J. N. S. (2000) An Introduction to Randomized Controlled Clinical Trials. 2nd edition. Boca Raton, Chapman & Hall/CRC.

Pre-requisites

Students are expected to have studied material covered equivalent to that covered in the following modules:

MAST4009 (Probability), MAST4011 (Statistics) and at least one of MAST5007 (Mathematical Statistics) and MAST5001 (Applied Statistical Modelling 1)

Synopsis *

Sampling: Simple random sampling. Sampling for proportions and percentages. Estimation of sample size. Stratified sampling. Systematic sampling. Ratio and regression estimates. Cluster sampling. Multi-stage sampling and design effect. Questionnaire design. Response bias and non-response.

General principles of experimental design: blocking, randomization, replication. One-way ANOVA. Two-way ANOVA. Orthogonal and non-orthogonal designs. Factorial designs: confounding, fractional replication. Analysis of covariance.

Design of clinical trials: blinding, placebos, eligibility, ethics, data monitoring and interim analysis. Good clinical practice, the statistical analysis plan, the protocol. Equivalence and noninferiority. Sample size. Phase I, II, III and IV trials. Parallel group trials. Multicentre trials.

In addition, level 7 students will study hierarchical designs: fixed and random effects models; split-plot designs; crossover trials; variance components.

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MA885 Stochastic Processes and Time Series						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	15 (7.5)	80% Exam, 20% Coursework	
2	Canterbury	Whole Year	M	15 (7.5)	90% Exam, 10% Coursework	

Contact Hours

Total contact hours: 30
Private study hours: 120
Total study hours: 150

Learning Outcomes

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

- 1 will have a critical appreciation of the importance of statistics in different areas of current relevance;
- 2 will have an appreciation of actuarial areas of application in which statistical methods play a vital role, and of their importance;
- 3 will have an appreciation of the development of specialised methods of stochastic analysis for actuarial areas of application;
- 4 will be able to synthesise knowledge, and to appreciate links between disparate subject areas;
- 5 will appreciate the need to understand real world contexts in depth, and to devise appropriate stochastic models and methods.

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

- 1 will have a systematic understanding of the role of logical argument;
- 2 will be able to evaluate research work critically;
- 3 will have technical expertise, particularly in relation to financial problems .
- 4 will have improved their key skills in written communication, numeracy and problem solving.

Method of Assessment

90% examination and 10% coursework

Preliminary Reading

L. Breiman (1992) Probability. Philadelphia, PA: SIAM.
E. Cinlar (1975) Introduction to stochastic processes. Englewood Cliffs, N.J.:Prentice- Hal.
L. Breuer and D. Baum (2005) An introduction to queueing theory and matrix-analytic methods. Springer, Heidelberg
S. Karlin and H. M. Taylor (1975) A first course in stochastic processes. 2nd ed., New York: Academic Press.
S. Ross (1970) Applied Probability Models with Optimization Applications. Dover, New York.
S. Ross (1983) Stochastic Processes. John Wiley & Sons, New York
W. Enders (2004) Applied Econometric Time Series New York: Wiley.
P.J. Brockwell and R.A. Davis (2002) Introduction to time series and forecasting. Springer

Pre-requisites

Co-requisite: MAST8810: Probability and Classical Inference

Synopsis <span style =

This module will focus on basic features of stochastic processes and time series analysis. It includes: Markov chains on discrete state spaces, communication classes, transience and recurrence, positive recurrence, stationary distributions. Markov processes on discrete state spaces, exponential distribution, embedded Markov chain, transition graphs, infinitesimal generator, transition probabilities, stationary distributions, skip-free Markov processes. Stationary time series: Stationarity, autocovariance and autocorrelation functions, partial autocorrelation functions, ARMA processes. ARIMA Model Building and Testing: Estimation, Box Jenkins, criteria for choosing between models, diagnostic tests for the residuals of a time series after estimation. Forecasting: Holt-Winters, Box-Jenkins, prediction bounds.

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MA886 Financial Econometrics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
5	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

Total contact hours: 40
 Private study hours: 110
 Total study hours: 150

Learning Outcomes

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

1. demonstrate systematic understanding of financial time series data analysis;
2. demonstrate the capability to solve complex problems using a very good level of skill in calculation and manipulation of the material in the following areas: ARIMA and GARCH model building, testing and estimation, model selection, forecasting, financial hypothesis testing and modelling in the context of asset returns, the efficient portfolio;
3. apply a range of concepts and principles in financial time series data analysis in loosely defined contexts, showing good judgement in the selection and application of tools and techniques;
4. make effective and well-considered use of R.

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

- 1 manage their own learning and make use of appropriate resources;
- 2 understand logical arguments, identifying the assumptions made and the conclusions drawn;
- 3 communicate straightforward arguments and conclusions reasonably accurately and clearly and communicate technical material competently;
- 4 manage their time and use their organisational skills to plan and implement efficient and effective modes of working;
- 5 solve problems relating to qualitative and quantitative information;
- 6 make competent use of information technology skills such as online resources (mMoodle);
- 7 communicate technical and non-technical material competently;
- 8 demonstrate an increased level of skill in numeracy and computation;
- 9 demonstrate the acquisition of the study skills needed for continuing professional development.

Method of Assessment

80% examination and 20% coursework

Preliminary Reading

Enders, W. (2004). Applied Econometric Time Series. New York: Wiley.
 Brockwell, P.J. & Davis, R.A. (2002). Introduction to Time Series and Forecasting. New York: Springer.
 Ruey S. Tsay (2002). Analysis of financial time series, New York: Wiley
 Campbell, J.Y., Lo, A.W. and Mackinlay, A.C. (1997). The Econometrics of Financial Markets, New Jersey: Princeton University Press.
 Lyuu Y. (2002). Financial Engineering and Computation. Cambridge University Press

Pre-requisites

Pre-requisites: Students are expected to have studied material equivalent to that covered in MAST4009 Probability, MAST4011 Statistics, MAST5001 Applied Statistical Modelling and MAST5007 Mathematical Statistics

Synopsis *

Overview of statistical methods. Stationary time series. Autocovariance and autocorrelation functions. Partial autocorrelation functions. ARMA processes. ARIMA model building, testing and estimation. Criteria for choosing between models. Forecasting. Cointegration. Prediction bounds. Asset return and risk. Term structure of interest rates. Distributional properties of asset returns. Testing for CAPM. Testing random walk hypothesis and predicting asset return. Sharpe ratio and efficient portfolio. Cross-section modelling and GMM. Estimate multifactor models. Financial applications of AR, MA, and ARMA. ARCH and GARCH models. Volatility processes. Simple applications of these techniques using R. In addition, level 7 students will study advanced applications of these techniques using R.

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MA909 Enterprise Risk Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	30 (15)	80% Exam, 20% Coursework	

Contact Hours

Standard Delivery
Total contact hours: 72
Private study hours: 228
Total study hours: 300

Tutorial Delivery (for 6 or less students)
Total contact hours: 36
Private study hours: 264
Total study hours: 300

Teaching methods will differ according to the number of students registered on the module.
The standard format, for more than 6 students registered:
The module will be taught by means of 72 hours of lectures over two terms, including example classes, computer laboratory classes and presentations.
The tutorial format, for 6 students or less registered:
The module will be taught by means of 36 small group tutorials over two terms, including example classes, computer laboratory classes and presentations.

Learning Outcomes

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

- 1 Demonstrate knowledge and understanding of complex techniques applicable to solve problems in Enterprise Risk Management in the context of current professional actuarial practice.
- 2 Demonstrate knowledge and understanding of complex current issues in Enterprise Risk Management in the context of current professional actuarial practice.
- 3 Demonstrate a high level of understanding of the main body of knowledge for the module.
- 4 Demonstrate skill in calculation and manipulation of the material written within the module.
- 5 Apply a range of concepts and principles of Enterprise Risk Management in various contexts.
- 6 Demonstrate skill in solving problems in Enterprise Risk Management by various appropriate methods.
- 7 Demonstrate skills in the specific mathematical and statistical techniques used in the actuarial practice of Enterprise Risk Management and their application to solving problems in that subject.
- 8 Demonstrate understanding of the current practical applications of the module material.

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

- 1 Demonstrate ability for logical argument.
- 2 Demonstrate ability to work with relatively little guidance.
- 3 Demonstrate high-level problem-solving skills, relating to qualitative and quantitative information, demonstrating self-direction and originality of thought.
- 4 Demonstrate communications skills, covering both written and oral communication, with the ability to communicate clearly to both specialist and non-specialist audiences using the appropriate information technology.
- 5 Demonstrate judgemental skills.
- 6 Demonstrate numeracy and computational skills.
- 7 Demonstrate time-management and organisational skills, as evidenced by the ability to plan and implement efficient and effect modes of working, and to act autonomously.
- 8 Demonstrate study skills needed for continuing professional development.
- 9 Demonstrate decision-making skills in complex situations.

Method of Assessment

80% Examination, 20% Coursework

Preliminary Reading

The students are provided with the textbook Sweeting (2011) Financial Enterprise Risk Management, Cambridge. The following textbook is also recommended: J Lam (2006) Enterprise Risk Management: From Incentives to Controls, Wiley

The students will be provided with the study notes published by the Actuarial Education Company for Subject ST9 – Enterprise Risk Management.

Pre-requisites

Co-requisite: MACT9210 Actuarial Risk Management 1 and MACT9220 Actuarial Risk Management 2

Synopsis <span style =

The aim of this module is to introduce the key principles of Enterprise Risk Management ("ERM") within an organisation (e.g. insurance companies, banks, pension schemes). ERM involves the integration of risk management across an organisation, rather than treating each individual risk which an organisation faces separately. Students should gain an understanding of the implementation and application of ERM; as such successful students in MA909 will acquire skills which are applicable to a diverse range of organisations and scenarios. A number of syllabus items are highly technical - students will be introduced to a number of concepts such as copulas and GARCH models, whilst developing concepts introduced under CT6, CT8 and CA1. As such students intending to study this module should be confident with material studied in the CT6 and CT8 syllabuses. Outline syllabus: ERM framework and processes, risk classification, modelling risks and correlations, identifying, measuring and managing risks across an organisation, economic capital, application of quantitative techniques/models such as copulas, extreme value theory, credit risk models, GARCH models. To follow professional curriculum of the Faculty and Institute of Actuaries examination ST9 – <https://www.actuaries.org.uk/studying/plan-my-study-route/fellowshipassociateship/specialist-technical-subjects>. This is a dynamic syllabus, changing regularly to reflect current practice.

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MA912		Life Insurance				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	30 (15)	80% Exam, 20% Coursework	

Contact Hours

Standard Delivery
Total contact hours: 72
Private study hours: 228
Total study hours: 300

Tutorial Delivery
Total contact hours: 36
Private study hours: 264
Total study hours: 300

Teaching methods will differ according to the number of students registered on the module.
The standard format, for more than 6 students registered:
The module will be taught by means of 72 hours of lectures over two terms, including example classes, computer laboratory classes and presentations.
The tutorial format, for 6 students or less registered:
The module will be taught by means of 36 small group tutorials over two terms, including example classes, computer laboratory classes and presentations.

Learning Outcomes

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

- 1 Demonstrate knowledge and understanding of complex techniques applicable to solve problems in Life Insurance in the context of current professional actuarial practice.
- 2 Demonstrate knowledge and understanding of complex current issues in Life Insurance in the context of current professional actuarial practice.
- 3 Demonstrate a high level of understanding of the main body of knowledge for the module.
- 4 Demonstrate skill in calculation and manipulation of the material written within the module.
- 5 Apply a range of concepts and principles of Life Insurance in various contexts.
- 6 Demonstrate skill in solving problems in Life Insurance by various appropriate methods.
- 7 Demonstrate skills in the specific mathematical and statistical techniques used in the actuarial practice of Life Insurance and their application to solving problems in that subject.
- 8 Demonstrate understanding of the current practical applications of the module material.

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

- 1 Demonstrate ability for logical argument.
- 2 Demonstrate ability to work with relatively little guidance.
- 3 Demonstrate high-level problem-solving skills, relating to qualitative and quantitative information, demonstrating self-direction and originality of thought.
- 4 Demonstrate communications skills, covering both written and oral communication, with the ability to communicate clearly to both specialist and non-specialist audiences using the appropriate information technology.
- 5 Demonstrate judgemental skills.
- 6 Demonstrate numeracy and computational skills.
- 7 Demonstrate time-management and organisational skills, as evidenced by the ability to plan and implement efficient and effect modes of working, and to act autonomously.
- 8 Demonstrate study skills needed for continuing professional development.
- 9 Demonstrate decision-making skills in complex situations.

Method of Assessment

80% Examination, 20% Coursework

Preliminary Reading

The students will be provided with the study notes published by the Actuarial Education Company for Subject SP2 – Life Insurance. These are ordered from the Company by the Lecturer.

Pre-requisites

Co-requisite: MACT9210: Actuarial Risk Management 1, MACT9220 Actuarial Risk Management 2

Synopsis <span style =

This module introduces students to the principles of actuarial planning and control, and mathematical and economic techniques, relevant to life insurance companies. The student should gain the ability to apply the knowledge and understanding, in simple situations, to the operation, on sound financial lines, of life insurance companies. Outline syllabus includes: principal terms used in life insurance; the main types of life insurance products; methods of distributing profits to with profits policyholders including the use of asset shares; effect of the general business environment on a life insurance company; risks to a life insurance company and methods to manage these risks (including the use of reinsurance and underwriting); use of actuarial models for decision making purposes; principles of unit pricing and the technique of actuarial funding for unit linked life insurance contracts; cost of guarantees and options; determining discontinuance and alteration terms for without profits contracts; factors to consider in determining a suitable design for a life insurance product; setting assumptions for pricing and valuing life insurance contracts; determining supervisory reserves; principles of investment for a life insurance company; monitoring actual experience of a life insurance company.

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MA914 Pensions and Other Benefits						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	30 (15)	80% Exam, 20% Coursework	

Contact Hours

Standard Delivery - Total contact hours: 72

Tutorial Delivery - Total contact hours: 36

Teaching methods will differ according to the number of students registered on the module. The standard format, for more than 6 students registered:

Learning Outcomes

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

- 1 Demonstrate knowledge and understanding of complex techniques applicable to solve problems in Pensions and Other Benefits in the context of current professional actuarial practice.
- 2 Demonstrate knowledge and understanding of complex current issues in Pensions and Other Benefits in the context of current professional actuarial practice.
- 3 Demonstrate a high level of understanding of the main body of knowledge for the module.
- 4 Demonstrate skill in calculation and manipulation of the material written within the module.
- 5 Apply a range of concepts and principles of Pensions and Other Benefits in various contexts.
- 6 Demonstrate skill in solving problems in Pensions and Other Benefits by various appropriate methods.
- 7 Demonstrate skills in the specific mathematical and statistical techniques used in the actuarial practice of Pensions and Other Benefits and their application to solving problems in that subject.
- 8 Demonstrate understanding of the current practical applications of the module material.

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

- 1 Demonstrate ability for logical argument.
- 2 Demonstrate ability to work with relatively little guidance.
- 3 Demonstrate high-level problem-solving skills, relating to qualitative and quantitative information, demonstrating self-direction and originality of thought.
- 4 Demonstrate communications skills, covering both written and oral communication, with the ability to communicate clearly to both specialist and non-specialist audiences using the appropriate information technology.
- 5 Demonstrate judgemental skills.
- 6 Demonstrate numeracy and computational skills.
- 7 Demonstrate time-management and organisational skills, as evidenced by the ability to plan and implement efficient and effect modes of working, and to act autonomously.
- 8 Demonstrate study skills needed for continuing professional development.
- 9 Demonstrate decision-making skills in complex situations.

Method of Assessment

80% Examination, 20% Coursework

Preliminary Reading

The students will be provided with the study notes published by the Actuarial Education Company for Subject ST4 – Pensions and Other Benefits. These are ordered from the Company by the Lecturer.

Pre-requisites

Co-requisite: MACT9210 Actuarial Risk Management 1 and MACT9220 Actuarial Risk Management 2

Synopsis *

The aim of this module is to develop student's ability to apply, in simple situations, the mathematical and economic techniques and the principles of actuarial planning and control needed for the operation on sound financial lines of providers of pensions or other employee benefits. The syllabus includes: providers of pensions and other benefits, meeting the needs of interested parties; environment in which benefits are provided; scheme design; risk and uncertainties; financing benefits; investment; actuarial valuations – use of models; asset and benefit valuation models; funding methods; assumptions; discontinuance; valuation data; the need for valuations; options and guarantees; asset liability matching; insurance; sources of surplus; analysis of experience.

To follow professional curriculum of the Faculty and Institute of Actuaries examination ST4 – <https://www.actuaries.org.uk/studying/plan-my-study-route/fellowshipassociateship/specialist-technical-subjects>. This is a dynamic syllabus, changing regularly to reflect current practice.

MA915 Finance and Investment						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	30 (15)	80% Exam, 20% Coursework	

Contact Hours

Standard Delivery
Total contact hours: 72
Private study hours: 228
Total study hours: 300

Tutorial Delivery
Total contact hours: 36
Private study hours: 264
Total study hours: 300

Teaching methods will differ according to the number of students registered on the module.

The standard format, for more than 6 students registered:

The module will be taught by means of 72 hours of lectures over two terms, including example classes, computer laboratory classes and presentations.

The tutorial format, for 6 students or less registered:

The module will be taught by means of 36 small group tutorials over two terms, including example classes, computer laboratory classes and presentations.

Learning Outcomes

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

- 1 Demonstrate knowledge and understanding of complex techniques applicable to solve problems in Finance and Investment in the context of current professional actuarial practice.
- 2 Demonstrate knowledge and understanding of complex current issues in Finance and Investment in the context of current professional actuarial practice.
- 3 Demonstrate a high level of understanding of the main body of knowledge for the module.
- 4 Demonstrate skill in calculation and manipulation of the material written within the module.
- 5 Apply a range of concepts and principles of Finance and Investment in various contexts.
- 6 Demonstrate skill in solving problems in Finance and Investment by various appropriate methods.
- 7 Demonstrate skills in the specific mathematical and statistical techniques used in the actuarial practice of Finance and Investment and their application to solving problems in that subject.
- 8 Demonstrate understanding of the current practical applications of the module material.

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

- 1 Demonstrate ability for logical argument.
- 2 Demonstrate ability to work with relatively little guidance.
- 3 Demonstrate high-level problem-solving skills, relating to qualitative and quantitative information, demonstrating self-direction and originality of thought.
- 4 Demonstrate communications skills, covering both written and oral communication, with the ability to communicate clearly to both specialist and non-specialist audiences using the appropriate information technology.
- 5 Demonstrate judgemental skills.
- 6 Demonstrate numeracy and computational skills.
- 7 Demonstrate time-management and organisational skills, as evidenced by the ability to plan and implement efficient and effect modes of working, and to act autonomously.
- 8 Demonstrate study skills needed for continuing professional development.
- 9 Demonstrate decision-making skills in complex situations.

Method of Assessment

80% Examination, 20% Coursework

Preliminary Reading

The students will be provided with the study notes published by the Actuarial Education Company for Subject SP5 – Investment and Finance. These are ordered from the Company by the School.

Pre-requisites

Co-requisite: MACT9210 Actuarial Risk Management 1 and MACT9220 Actuarial Risk Management 2

Synopsis <span style =

The aim of this module is to introduce students to various financing and investment opportunities available to participants in financial markets. The module covers various different asset classes like hedge funds, private equity, infrastructure and derivatives pricing and valuation. The module also explores the relationship between investors and investment managers in detail. The concepts of risk and return and the roles of regulators, central banks and governments are also analysed. Outline syllabus includes: the theory of finance, specialist asset classes, influence of regulatory and legislative framework on markets, fundamental analysis, valuation of assets, investment indices, performance measurement, risk control, actuarial techniques, portfolio management and taxation.

To follow professional curriculum of the Faculty and Institute of Actuaries examination SP5 –

<https://www.actuaries.org.uk/studying/curriculum/investment-and-finance>.

This is a dynamic syllabus, changing regularly to reflect current practice.

2022-23 Postgraduate Module Handbook

MA916 Derivative Securities						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	30 (15)	80% Exam, 20% Coursework	

Contact Hours

Standard Delivery

Total contact hours: 72

Private study hours: 228

Total study hours: 300

Tutorial Delivery

Total contact hours: 36

Private study hours: 264

Total study hours: 300

Teaching methods will differ according to the number of students registered on the module.

The standard format, for more than 6 students registered:

The module will be taught by means of 72 hours of lectures over two terms, including example classes, computer laboratory classes and presentations.

The tutorial format, for 6 students or less registered:

The module will be taught by means of 36 small group tutorials over two terms, including example classes, computer laboratory classes and presentations.

Learning Outcomes

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

- 1 Demonstrate knowledge and understanding of complex techniques applicable to solve problems in Derivative Securities in the context of current professional actuarial practice.
- 2 Demonstrate knowledge and understanding of complex current issues in Derivative Securities in the context of current professional actuarial practice.
- 3 Demonstrate a high level of understanding of the main body of knowledge for the module.
- 4 Demonstrate skill in calculation and manipulation of the material written within the module.
- 5 Apply a range of concepts and principles of Derivative Securities in various contexts.
- 6 Demonstrate skill in solving problems in Derivative Securities by various appropriate methods.
- 7 Demonstrate skills in the specific mathematical and statistical techniques used in the actuarial practice of Derivative Securities and their application to solving problems in that subject.
- 8 Demonstrate understanding of the current practical applications of the module material.

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

- 1 Demonstrate ability for logical argument.
- 2 Demonstrate ability to work with relatively little guidance.
- 3 Demonstrate high-level problem-solving skills, relating to qualitative and quantitative information, demonstrating self-direction and originality of thought.
- 4 Demonstrate communications skills, covering both written and oral communication, with the ability to communicate clearly to both specialist and non-specialist audiences using the appropriate information technology.
- 5 Demonstrate judgemental skills.
- 6 Demonstrate numeracy and computational skills.
- 7 Demonstrate time-management and organisational skills, as evidenced by the ability to plan and implement efficient and effect modes of working, and to act autonomously.
- 8 Demonstrate study skills needed for continuing professional development.
- 9 Demonstrate decision-making skills in complex situations.

Method of Assessment

80% Examination, 20% Coursework

Preliminary Reading

The following textbooks are recommended:

JC Hull: Options, Futures and Other Derivatives 6th Edition (Prentice Hall)

Baxter & Rennie: Financial Calculus (Cambridge University Press 1997)

The students will be provided with the study notes published by the Actuarial Education Company for Subject SP6. These are ordered from the Company by the Lecturer.

Pre-requisites

Co-requisite: MACT9210 Actuarial Risk Management 1 and MACT9220 Actuarial Risk Management 2

Synopsis <span style =

This module introduces different financial derivative contracts available in the market, develops pricing techniques and risk management tools to manage risks associated with a portfolio of derivative contracts. Principle of no-arbitrage, or absence of risk-free arbitrage opportunities, is applied to determine prices of derivative contracts, within the framework of binomial tree and geometric Brownian motion models. Interest rate models and interest rate derivatives are discussed in detail. Credit risk models are introduced in the context of pricing defaultable bonds and credit derivatives. Outline syllabus includes: An introduction to derivatives, futures and forward, options and trading strategies, binomial tree model, Black-Scholes option pricing formula, Greeks and derivative risk management, numerical techniques, exotic options, interest rate models and interest rate derivatives, credit risk and credit derivatives.

To follow professional curriculum of the Faculty and Institute of Actuaries examination SP6 –

<https://www.actuaries.org.uk/studying/curriculum/investment-and-finance>.

This is a dynamic syllabus, changing regularly to reflect current practice.

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MA917 General Insurance - Reserving and Capital Modelling						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	30 (15)	80% Exam, 20% Coursework	
3	Canterbury	Whole Year	M	30 (15)	80% Exam, 20% Coursework	

Contact Hours

Standard Delivery
Total contact hours: 72
Private study hours: 228
Total study hours: 300

Tutorial Delivery
Total contact hours: 36
Private study hours: 264
Total study hours: 300

Teaching methods will differ according to the number of students registered on the module.

The standard format, for more than 6 students registered:

The module will be taught by means of 72 hours of lectures over two terms, including example classes, computer laboratory classes and presentations.

The tutorial format, for 6 students or less registered:

The module will be taught by means of 36 small group tutorials over two terms, including example classes, computer laboratory classes and presentations.

Learning Outcomes

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

- 1 Demonstrate knowledge and understanding of complex techniques applicable to solve problems in General Insurance – Reserving and Capital Modelling in the context of current professional actuarial practice.
- 2 Demonstrate knowledge and understanding of complex current issues in General Insurance – Reserving and Capital Modelling in the context of current professional actuarial practice.
- 3 Demonstrate a high level of understanding of the main body of knowledge for the module.
- 4 Demonstrate skill in calculation and manipulation of the material written within the module.
- 5 Apply a range of concepts and principles of General Insurance – Reserving and Capital Modelling in various contexts.
- 6 Demonstrate skill in solving problems in General Insurance – Reserving and Capital Modelling by various appropriate methods.
- 7 Demonstrate skills in the specific mathematical and statistical techniques used in the actuarial practice of General Insurance – Reserving and Capital Modelling and their application to solving problems in that subject.
- 8 Demonstrate understanding of the current practical applications of the module material.

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

- 1 Demonstrate ability for logical argument.
- 2 Demonstrate ability to work with relatively little guidance.
- 3 Demonstrate high-level problem-solving skills, relating to qualitative and quantitative information, demonstrating self-direction and originality of thought.
- 4 Demonstrate communications skills, covering both written and oral communication, with the ability to communicate clearly to both specialist and non-specialist audiences using the appropriate information technology.
- 5 Demonstrate judgemental skills.
- 6 Demonstrate numeracy and computational skills.
- 7 Demonstrate time-management and organisational skills, as evidenced by the ability to plan and implement efficient and effective modes of working, and to act autonomously.
- 8 Demonstrate study skills needed for continuing professional development.
- 9 Demonstrate decision-making skills in complex situations.

Method of Assessment

80% Examination, 20% Coursework

Preliminary Reading

The students will be provided with the study notes published by the Actuarial Education Company for Subject ST7 – General Insurance – Reserving and Capital Modelling. These are ordered from the Company by the Lecturer.

Pre-requisites

Co-requisite: MACT9210 Actuarial Risk Management 1 and MACT9220 Actuarial Risk Management 2

Synopsis *

The aim of this module is to develop the student's ability to apply, in simple situations, the mathematical and economic techniques and the principles of reserving and capital modelling needed for the operation on sound financial lines of general insurers. Outline syllabus includes: insurance products; reinsurance products; the business environment; Lloyd's; risk and uncertainty; data; actuarial investigations; reserving by triangulation methods; reserving bases; stochastic claims reserving; assessment of reserving results; use of ranges and best estimates in reserving; investment principles and asset liability matching; capital modelling; determining appropriate reinsurance; reserving of reinsurance; accounting principles; interpreting accounts; regulation.

To follow professional curriculum of the Faculty and Institute of Actuaries examination ST7 –

<https://www.actuaries.org.uk/studying/plan-my-study-route/fellowshipassociateship/specialist-technical-subjects>. This is a dynamic syllabus, changing regularly to reflect current practice.

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MA918 General Insurance - Premium Rating						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	30 (15)	80% Exam, 20% Coursework	
3	Canterbury	Whole Year	M	30 (15)	80% Exam, 20% Coursework	

Contact Hours

Standard Delivery
Total contact hours: 72
Private study hours: 228
Total study hours: 300

Tutorial Delivery
Total contact hours: 36
Private study hours: 264
Total study hours: 300

Teaching methods will differ according to the number of students registered on the module: the standard format applies for more than 6 students registered, the tutorial format for 6 students or less.

Learning Outcomes

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

- 1 Demonstrate knowledge and understanding of complex techniques applicable to solve problems in General Insurance – Pricing in the context of current professional actuarial practice.
- 2 Demonstrate knowledge and understanding of complex current issues in General Insurance – Pricing in the context of current professional actuarial practice.
- 3 Demonstrate a high level of understanding of the main body of knowledge for the module.
- 4 Demonstrate skill in calculation and manipulation of the material written within the module.
- 5 Apply a range of concepts and principles of General Insurance – Premium Rating in various contexts.
- 6 Demonstrate skill in solving problems in General Insurance – Premium Rating by various appropriate methods.
- 7 Demonstrate skills in the specific mathematical and statistical techniques used in the actuarial practice of General Insurance – Pricing and their application to solving problems in that subject.
- 8 Demonstrate understanding of the current practical applications of the module material.

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

- 1 Demonstrate ability for logical argument.
- 2 Demonstrate ability to work with relatively little guidance.
- 3 Demonstrate high-level problem-solving skills, relating to qualitative and quantitative information, demonstrating self-direction and originality of thought.
- 4 Demonstrate communications skills, covering both written and oral communication, with the ability to communicate clearly to both specialist and non-specialist audiences using the appropriate information technology.
- 5 Demonstrate judgemental skills.
- 6 Demonstrate numeracy and computational skills.
- 7 Demonstrate time-management and organisational skills, as evidenced by the ability to plan and implement efficient and effective modes of working, and to act autonomously.
- 8 Demonstrate study skills needed for continuing professional development.
- 9 Demonstrate decision-making skills in complex situations.

Method of Assessment

80% Examination, 20% Coursework

Preliminary Reading

The students will be provided with the study notes published by the Actuarial Education Company for Subject SP8 – General Insurance – Pricing. These are ordered from the Company by the Lecturer.

Pre-requisites

Co-requisite: MACT9210 Actuarial Risk Management 1 and MACT9220 Actuarial Risk Management 2

Synopsis <span style =

The aim of this module is to develop the student's ability to apply, in simple situations, the mathematical and economic techniques and the principles of premium rating needed for the operation on sound financial lines of general insurers. Outline syllabus includes: insurance products; reinsurance products; the business environment; risk and uncertainty; data; actuarial investigations; aggregate claim distribution methods; introduction to rating methodologies and bases; rating using frequency-severity and burning cost approaches; rating using original loss curves; generalised linear modelling; use of multivariate analysis in pricing; credibility theory; rate monitoring; pricing of reinsurance; use of catastrophe models. To follow professional curriculum of the Faculty and Institute of Actuaries examination SP8 – <https://www.actuaries.org.uk/studying/plan-my-study-route/fellowshipassociateship/specialist-technical-subjects>. This is a dynamic syllabus, changing regularly to reflect current practice.

MA921 Actuarial Risk Management 1						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	30 (15)	80% Exam, 20% Coursework	

Contact Hours

Total contact hours: 72
 Private study hours: 228
 Total study hours: 300

Learning Outcomes

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

- 1 Demonstrate the ability to apply a wide range of key actuarial concepts in simple traditional and non-traditional situations.
- 2 Demonstrate knowledge and understanding of complex techniques applicable to solve problems using core actuarial concepts in the context of current professional actuarial practice.
- 3 Demonstrate a high level of understanding of the main body of knowledge for the module
- 4 Demonstrate skill in calculation and manipulation of the material written within the module.
- 5 Apply a range of concepts and principles of core actuarial concepts in various contexts.
- 6 Demonstrate skill in solving problems using core actuarial concepts by various appropriate methods.
- 7 Demonstrate understanding of the current practical applications of the module material

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

- 1 Demonstrate ability for logical argument
- 2 Demonstrate ability to work with relatively little guidance.
- 3 Demonstrate high-level problem-solving skills, relating to qualitative and quantitative information, demonstrating self-direction and originality of thought.
- 4 Demonstrate communications skills, covering both written and oral communication, with the ability to communicate clearly to both specialist and non-specialist audiences.
- 5 Demonstrate judgemental skills.
- 6 Demonstrate numeracy and computational skills.
- 7 Demonstrate time-management and organisational skills, as evidenced by the ability to plan and implement efficient and effect modes of working, and to act autonomously.
- 8 Demonstrate study skills needed for continuing professional development.
- 9 Demonstrate decision-making skills in complex situations.
- 10 Demonstrate the ability to produce written documents; undertake online research; communicate using e-mail.

Method of Assessment

80% Examination, 20% Coursework

Preliminary Reading

Study notes published by the Actuarial Education Company for subject CP1.
 Bellis, Clare; Lyon, Richard; Klugman, Stuart; Shepherd, John: Understanding Actuarial Management: the actuarial control cycle, The Institute of Actuaries of Australia and the Society of Actuaries (Second Edition) 2010.

Pre-requisites

Co-requisite with MACT9220 Actuarial Risk Management 2

Synopsis *

The aim of this module is to develop the student's ability to apply a wide range of key actuarial concepts in simple traditional and non-traditional situations.

Outline syllabus includes:

- * stakeholders;
- * providers of benefits;
- * managing risks;
- * marketing;
- * life and general insurance products;
- * regulatory regimes;
- * external environment;
- * cashflows of simple products;
- * money, bond, equity and property markets;
- * futures and options; collective investment vehicles;
- * overseas markets; economic influences on investment markets;
- * other factors affecting relative valuation;
- * relationship between returns on asset classes;
- * asset modelling;
- * meeting institutional investor needs;
- * personal investment;
- * valuation of individual investments;
- * valuation of asset classes and portfolios;
- * developing an investment strategy.

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MA922 Actuarial Risk Management 2						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Whole Year	M	30 (15)	80% Exam, 20% Coursework	

Contact Hours

Total contact hours: 72
 Private study hours: 228
 Total study hours: 300

Learning Outcomes

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

- 1 Demonstrate the ability to apply a wide range of key actuarial concepts in simple traditional and non-traditional situations.
- 2 Demonstrate knowledge and understanding of complex techniques applicable to solve problems using core actuarial concepts in the context of current professional actuarial practice.
- 3 Demonstrate a high level of understanding of the main body of knowledge for the module
- 4 Demonstrate skill in calculation and manipulation of the material written within the module.
- 5 Apply a range of concepts and principles of core actuarial concepts in various contexts.
- 6 Demonstrate skill in solving problems using core actuarial concepts by various appropriate methods.
- 7 Demonstrate understanding of the current practical applications of the module material

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

- 1 Demonstrate ability for logical argument
- 2 Demonstrate ability to work with relatively little guidance.
- 3 Demonstrate high-level problem-solving skills, relating to qualitative and quantitative information, demonstrating self-direction and originality of thought.
- 4 Demonstrate communications skills, covering both written and oral communication, with the ability to communicate clearly to both specialist and non-specialist audiences.
- 5 Demonstrate judgemental skills.
- 6 Demonstrate numeracy and computational skills
- 7 Demonstrate time-management and organisational skills, as evidenced by the ability to plan and implement efficient and effect modes of working, and to act autonomously.
- 8 Demonstrate study skills needed for continuing professional development.
- 9 Demonstrate decision-making skills in complex situations.
- 10 Demonstrate the ability to produce written documents; undertake online research; communicate using e-mail.

Method of Assessment

80% Examination, 20% Coursework

Preliminary Reading

Study notes published by the Actuarial Education Company for subject CP1.

Bellis, Clare; Lyon, Richard; Klugman, Stuart; Shepherd, John: Understanding Actuarial Management: the actuarial control cycle, The Institute of Actuaries of Australia and the Society of Actuaries (Second Edition) 2010.

Pre-requisites

Co-requisite: MACT9210 Actuarial Risk Management 1

Synopsis *

The aim of this module is to develop the student's ability to apply a wide range of key actuarial concepts in simple traditional and non-traditional situations. Outline syllabus includes: how to do a professional job; contract design; modelling; data; setting assumptions; expenses; pricing and financing strategies; valuing liabilities; accounting and disclosure; surplus and surplus management; sources of risks; risks in benefit schemes; pricing and insurance risks; the risk management process; risk management tools; capital management and monitoring experience.

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MA923 Introduction to Actuarial Research						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	15 (7.5)	100% Coursework	
1	Canterbury	Whole Year	M	15 (7.5)	50% Coursework, 50% Project	

Contact Hours

Total contact hours: 26

Private study hours 124

Total study hours: 150

Learning Outcomes

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

1. produce technical and scientific documentation and present reports on actuarial analysis using LaTeX;
2. demonstrate skills in relevant computing utilities and the statistical package R;
3. select suitable techniques to analyse data, evaluate and develop models, and interpret the results appropriately;
4. demonstrate comprehensive knowledge and understanding of topical research areas in actuarial science which are not covered in detail in taught modules;
5. apply a range of mathematical, statistical and actuarial concepts and techniques in a particular topical area of actuarial research;

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

1. demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing analysis of unfamiliar material at a professional level;
2. use and develop relevant computing skills at a high level, including use of appropriate document preparation and word-processing packages;
3. demonstrate the ability to communicate conclusions clearly to an appropriate audience;
4. demonstrate a capability for independent research and problem solving skills;
5. demonstrate intellectual independence through the exercise of initiative and personal responsibility, and an ability for independent learning and time management required for continuing professional development;
6. demonstrate an ability to select material from source texts, either recommended to or found by the student, and show critical awareness of the relationship of the material to background and to more advanced material.

Method of Assessment

100% Coursework

Preliminary Reading

Porteous, B. and Tapadar, P. (2005). Economic Capital and Financial Risk Management for Financial Services Firms and Conglomerates. Palgrave Macmillan.

Sweeting, P. (2011). Financial Enterprise Risk Management. Cambridge University Press.

Thomas, R.G. (2017) Loss Coverage: Why Insurance Works Better with Some Adverse Selection. Cambridge University Press.

Cairns, A.J.G., Blake, D., Dowd, K., Coughlan, G.D., Epstein, D., Ong, A., and Balevich, I. (2009) A quantitative comparison of stochastic mortality models using data from England and Wales and the United States. North American Actuarial Journal 13(1): 1-35.

Pre-requisites

MACT9210 Actuarial Risk Management 1 and MACT9530 Communications are co-requisite modules

Students are expected to have covered material equivalent to modules MACT3190 and MAST5010.

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

Scientific word-processing and computing: Students are introduced to, and gain experience of, the main computing utilities currently used in the School and across campus which are relevant to the module. Scientific word-processing will be taught using LaTeX. Students will also be introduced to the statistical software R, and refresh their knowledge of statistical methods relevant to actuarial research.

Topics in advanced topical actuarial research: Students will be introduced to areas of actuarial research which are topical and are of interest to the actuarial profession. This may include, but is not limited to, advanced topics on financial risk management, mortality models and adverse selection.

MA924 Short Project (Actuarial Research)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Contact Hours

Meeting with project supervisor: 6 hours
Independent learning hours: 144 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. produce a research report using LaTeX;
2. produce research that demonstrates high level skills in relevant computing utilities and the statistical package R;
3. produce research that demonstrates the ability to analyse data, evaluate and develop models, and interpret the results appropriately; and
4. produce research that demonstrates the ability to apply appropriate mathematical, statistical and actuarial concepts and techniques in a particular topical area of actuarial research.

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

1. demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing analysis of unfamiliar material at a professional level
2. demonstrate relevant computing skills at a high level, including use of appropriate document preparation and word-processing packages;
3. demonstrate the ability to communicate conclusions clearly to an appropriate audience;
4. demonstrate a capability for independent research and problem-solving skills;
5. demonstrate intellectual independence through the exercise of initiative and personal responsibility, and an ability for independent learning and time management required for continuing professional development;
6. demonstrate an ability to select material from source texts, either recommended to or found by the student, and show critical awareness of the relationship of the material to background and to more advanced material, and show an ability to synthesise information and incorporate ideas in support of an academic argument.

Method of Assessment

70% project, 30% coursework

Preliminary Reading

Porteous, B. and Tapadar, P. (2005). Economic Capital and Financial Risk Management for Financial Services Firms and Conglomerates. Palgrave Macmillan.
Sweeting, P. (2017). Financial Enterprise Risk Management (2nd Ed). Cambridge University Press.
Thomas, R.G. (2017) Loss Coverage: Why Insurance Works Better with Some Adverse Selection. Cambridge University Press.
Cairns, A.J.G., Blake, D., Dowd, K., Coughlan, G.D., Epstein, D., Ong, A., and Balevich, I. (2009) A quantitative comparison of stochastic mortality models using data from England and Wales and the United States. North American Actuarial Journal 13(1): 1-35.

Pre-requisites

MACT9210 Actuarial Risk Management 1, MACT9530 Communications and MACT9230 Introduction to Actuarial Research are co-requisite modules

Synopsis

Students, either individually or as part of a group, will be assigned a project on an area of actuarial research. For each project, the students will be required to process and analyse information, form conclusions, and produce an individual written report in LaTeX that contains a review of existing literature on the particular topic, and to produce a piece of work in the assigned area of research and a coherent account thereof in LaTeX, either as an individual or as part of a group.

MA934 Probability and Statistics for Finance						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	I	15 (7.5)	75% Exam, 25% Coursework	

MA942		Data Science with R				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	75% Exam, 25% Coursework	

Contact Hours

Total contact hours: 44 hours

Private study hours: 106 hours

Total number of study hours: 150 hours

Learning Outcomes

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

- 1 demonstrate systematic understanding of the concepts involved in machine learning;
- 2 demonstrate the capability to solve complex problems using a high level of skill in calculation and manipulation of the material in the following areas: Supervised learning with R; data science for actuarial science, finance and other areas.
- 3 apply a range of concepts and principles in supervised learning in loosely defined contexts, showing good judgement in the selection and application of tools and techniques.

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

- 1 work competently and independently, be aware of their own strengths and understand when help is needed;
- 2 demonstrate a high level of capability in developing and evaluating logical arguments;
- 3 communicate arguments confidently with the effective and accurate conveyance of conclusions;
- 4 manage their time and use their organisational skills to plan and implement efficient and effective modes of working;
- 5 solve problems relating to qualitative and quantitative information;
- 6 make effective use of information technology skills such as online resources (Moodle);
- 7 communicate technical material effectively;
- 8 demonstrate an increased level of skill in numeracy and computation;
- 9 demonstrate the acquisition of the study skills needed for continuing professional development.

Method of Assessment

75% examination, 25% coursework

Preliminary Reading

Bishop, C. M. (2006), Pattern Recognition and Machine Learning. Springer, New York

James, G, Witten, D., Hastie, T., Tibshirani, R. (2013) Introduction to Statistical Learning. Springer, New York.

Sweeting, P. (2011) Financial Enterprise Risk Management. Cambridge University Press. Cambridge.

Pre-requisites

None

Synopsis */

Introduction: Machine learning and data visualisation with R.

Classification and prediction: Generalised linear model (GLM), linear discrimination analysis (LDA), k-nearest neighbors (KNN). R-based worked examples.

Resampling methods: Cross-validation (CV) and bootstrap. R-based worked examples.

Regression tree-based methods: Classification and regression trees (CART), bagging, random forests and boosting. R-based worked examples.

Support vector machines (SVM): Support vector classifier, regression SVM. R-based worked examples.

Machine Learning in Action:

- (a) Biomedical and health data analysis;
- (b) Bond default data analysis;
- (c) Insurance data analysis;
- (d) Financial data analysis;
- (e) Other big data analysis.

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MA950		Prophet				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	
2	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:

- 1 demonstrate skills in specific actuarial software and information technology (e.g. PROPHET).
- 2 understand the principles of specific actuarial mathematics techniques.

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

- 1 solve actuarial problems using appropriate computer techniques and demonstrate skills using appropriate information technology.

Method of Assessment

100% coursework

PROPHET 1 - Test 1 Computer based test 60 minutes 50%

PROPHET 1 - Test 2 Computer based test 60 minutes 50%

Preliminary Reading

This is primarily a practical module. The majority of the reading will be provided by specific lecture notes.

Pre-requisites

None

Synopsis */

This module gives students practical experience of working with the financial actuarial model, PROPHET, which is used by commercial companies worldwide primarily for profit testing, valuation and model office work. Outline syllabus includes: overview of the uses and applications of PROPHET; introduction on how to use the software package (including security implications); using Example Profit Test to perform and check the results (for reasonableness) on new business profit tests on various products using the edit facility on the model point file, parameter file and global file; creation of a new product on PROPHET using an empty workspace and selecting the appropriate indicators and variables for that product; setting up a model point file, parameter file and global file for the new product and also setting up a run setting and run structure for this product; performing a profit test for the new product using one in force model point and one new business model point and checking the cash flow results obtained; performing a number of sensitivity tests on a series of new business model points to achieve a given profit criteria; reporting on dependencies in Diagram View; updating the library and product; using the re-scan and regeneration of products facilities.

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MA951		Prophet 2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	
2	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:

- 1 demonstrate high level skills in specific actuarial software and information technology (e.g. PROPHET).
- 2 understand advanced principles of specific actuarial mathematics techniques.

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

- 1 solve actuarial problems using appropriate computer techniques and demonstrate skills using appropriate information technology.

Method of Assessment

Main assessment methods

PROPHET 2 - Test 1 Computer based test 60 minutes 50%
 PROPHET 2 - Test 2 Computer based test 60 minutes 50%

Preliminary Reading

This is primarily a practical module. The majority of the reading will be provided by specific lecture notes.

Pre-requisites

MACT9500: PROPHET 1

Synopsis <span style =

This module builds on the knowledge of the use of PROPHET introduced to students in MACT9500 – PROPHET 1. Outline syllabus includes: using Example Model Office to perform and check the results (for reasonableness) on Model Office runs using multiple products and the total business summary file including when changes have been made to the assumptions to the global file; using the Model Office run view to analyse the effect that changes to the input data has had on the model; running Model Office with products from the Example Model Office and creating reports on model office runs summarising the results obtained; using PROPHET "goal seek" capability to find a premium rate that achieves a desired level of profitability for a new business model point; using PROPHET "goal seek" capability to find a premium rate that achieves a desired level of profitability for a new business model point using 3 further measures of profitability (Internal Rate of Return, Break Even Month and Profit Margin); using the PROPHET Data Conversion System to read an input file in ASCII format to i) perform a number of calculations on the individual policy data and then produce output files for use by PROPHET system, ii) add validation checks and correction rules to the programme and iii) group the data so that grouped model point file rather than individual model point file data is produced.

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MA952 Financial Modelling						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	15 (7.5)	100% Coursework	
3	Canterbury	Spring	M	15 (7.5)	100% Coursework	
3	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Contact Hours

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

Learning Outcomes

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

- 1 demonstrate a systematic understanding of the principles of specific actuarial mathematics techniques;
- 2 prepare, analyse and summarise raw data;
- 3 develop, systematically and creatively, actuarial models to solve actuarial problems;
- 4 apply, interpret and communicate the method, assumptions and results of the models derived in 3 above;
- 5 evaluate critically approaches to financial modelling and documentation.

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

- 1 exercise initiative and decision making in complex and unpredictable situations, using a logical mathematical approach to solving problems;
- 2 communicate effectively, both orally and in writing, at a level appropriate to the audience;
- 3 use appropriate information technology;
- 4 work effectively, both independently and in groups, planning and implementing tasks at a professional level.

Method of Assessment

100% coursework

Preliminary Reading

This is primarily a practical module. The majority of the reading will be provided by specific lecture notes.

Synopsis */

The curriculum is intended to be consistent with that of the Institute and Faculty of Actuaries professional subject CP2.

Students will be given training to use Microsoft Word, Excel and PowerPoint to a level that is needed for the module (some familiarity with the packages is assumed).

The curriculum provides an introduction to, and development of, practical modelling techniques including the need for appropriate documentation, with a series of exercises to develop skills in applying techniques. Exercises are completed and discussed in class, along with the methods and principles of financial modelling and documentation.

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MA953		Communications				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

Total contact hours: 36

Private study hours: 114

Total study hours: 150

Learning Outcomes

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

- 1 Draft communications relating to actuarial technical material intended to be read by a non-actuary, or by a specified person with technical actuarial skills, to a standard where the drafts would
 - * be acceptable as final documents without major changes or rewriting, though a moderate number of more minor changes might still be required
 - * be to a standard which might be appropriate for a newly qualified actuary, rather than a specialist experienced actuary
 - * convey the most important points clearly and contain no major mis-statements of fact or omissions or unsupported opinion
- 2 Create and perform oral presentations that would
 - * be to a standard which might be appropriate for a newly qualified actuary, rather than a specialist experienced actuary
 - * convey the most important points clearly
 - * be tailored towards the assumed knowledge of the audience

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

- 1 demonstrate skills in the manipulation of actuarial material and an ability for logical argument.
- 2 demonstrate skills in organising information clearly, responding to written sources, presenting information orally and adapting style for different audiences;
- 3 demonstrate understanding the limits and potentialities of arguments based on quantitative information using judgmental skills and working in groups.

Method of Assessment

50% Examination, 50% Coursework

Preliminary Reading

This is primarily a practical module. The majority of the reading will be provided by specific lecture notes, but students should familiarise themselves with relevant financial publications such as the Financial Times, the Economist etc.

Synopsis <span style =

Actuaries deal with complex concepts in multi-disciplinary teams, so it is vital that they can communicate clearly and effectively to a wider audience. This module helps students to develop the ability to present fundamental actuarial ideas and concepts clearly to a wide range of different recipients. Students will be expected to demonstrate effective communication skills using a variety of different media, including PowerPoint slide presentations, and formal/informal letters and e-mails. Exercises are based on real-world commercial situations, and include group exercises.

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MA960		Dissertation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	60 (30)	100% Project	

Contact Hours

Total contact hours: 10
 Private study hours: 590
 Total study hours: 600

Learning Outcomes

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

- 1 demonstrate an awareness of the width, depth and wider relevance of an advanced mathematical topic of current interest,
- 2 carefully consider detailed, rigorous mathematical argument, whether within the context of an established mathematical theory or a substantive application of a mathematical theory,
- 3 express logical, coherent mathematical thought in an extended piece of work,
- 4 demonstrate high level technical writing and oral communication skills developed from the Communication in Mathematics module, as well as consolidated skills in problem solving, logical argument, and geometric, algebraic and analytic thinking.

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

- 1 read and understand advanced technical material independently,
- 2 plan, implement and complete an extended piece of work to professional level,
- 3 demonstrate initiative in the development of a line of research, argument and exposition,
- 4 demonstrate an ability to formulate detailed rigorous argument,
- 5 communicate in writing the width and depth of their understanding of a substantive body of knowledge,
- 6 speak on an advanced topic and answer questions on it,
- 7 apply basic research methods such as writing a literature survey including appropriate selection of materials and their critical evaluation.

Method of Assessment

100% project

Preliminary Reading

Texts depend on the individual dissertation topics.

Pre-requisites

Pre-requisite: MAST7703 Communicating Mathematics

Synopsis *

The dissertation represents the culmination of the students work in the programme. It offers the students the opportunity to carry out a piece of extended independent scholarship, and to show their ability to organise and present their ideas in a coherent and convincing fashion. Students will be expected to discuss possible dissertation topics with academic staff members of the Mathematics group within SMSAS in the spring term. An initial supervision will be arranged in the Spring term during which the student and supervisor will discuss the approaches to the topic and draw up a timetable plan which will include some meetings to discuss progress and areas of difficulty. The supervisor will comment on a draft before submission. The topic of the dissertation will depend on the mutual interests of the student and the student's chosen supervisor.

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MA962		Geometric Integration				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	15 (7.5)	70% Exam, 15% Coursework, 15% Project	

Contact Hours

Total contact hours: 30
 Private study hours: 120
 Total study hours: 150

Learning Outcomes

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

- 1 derive numerical methods and their properties;
- 2 demonstrate appreciation of the geometric interpretation of differential equations and numerical algorithms;
- 3 demonstrate understanding of the meaning and interpretation of error in approximations, in particular the relative importance of local errors versus global properties;
- 4 demonstrate appreciation of the importance, meaning and interpretation of numerical stability;
- 5 apply specific sophisticated numerical tools which preserve certain mathematical structures;
- 6 use mathematical software such as MatLab to masters level.

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

- 1 reason and deduce confidently from given definitions and constructions;
- 2 show an enhanced understanding of what is meant by an answer to a modelling problem;
- 3 read independently and manage their time;
- 4 demonstrate enhanced skills with mathematical and graphical software, to postgraduate level;
- 5 show their matured problem formulating and solving skills;
- 6 apply a wide variety of Calculus, Linear Algebra, Mathematical Modelling, and Mathematical Methods based skills.

Method of Assessment

70% Examination, 15% Coursework, 15% Project

Preliminary Reading

All texts are available in the Templeman library and are recommended for background reading.

Books:

Simulating Hamiltonian Dynamics, Leimkuhler and Reich, Cambridge University Press, 2005.

Geometric Numerical Integration, Hairer and Lubich and Wanner, second edition, Springer Verlag, 2006.

Review articles:

Six Lectures in Geometric Integration, MacLachlan and Quispel, in Foundations of Computational Mathematics pages 155-210, ed. R. DeVore, A. Iserles, E. Süli, Cambridge University Press, Cambridge, 2001. (Available online)

Geometric Integration and its Applications, Handbook of Numerical Analysis, Volume XI NorthHolland 2000.

Pre-requisites

MA587 is highly recommended as a pre-requisite. Otherwise MA587 is a co-requisite.

Synopsis *

The equations studied in this module will be ordinary differential systems, especially Hamiltonian systems. The aim of this subject area is to obtain and study numerical solutions of these systems that preserve specific qualitative and geometric properties. For certain differential equations, these geometric methods can be far superior to standard numerical methods. The syllabus includes: A review of basic numerical methods, variational methods and Hamiltonian mechanics; Properties that numerical methods can preserve (first integrals, symplecticity, time reversibility); Geometric numerical methods (modified Euler and Runge-Kutta methods, splitting methods); Use and misuse of the various notions of error.

MA963 Poisson Algebras and Combinatorics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

up to 30 hours

Learning Outcomes

The intended subject specific learning outcomes. Students who successfully complete this module will

- (a) have a sound knowledge of the basic structure of Poisson algebras and their quantisations and be familiar with examples including quantum affine spaces and quantum matrices;
- (b) be able to compute symplectic leaves of Poisson algebras;
- (c) have increased their knowledge of the theory of symmetric groups;
- (d) have increased their knowledge of the theory and practice of matrices and linear algebra;
- (e) have learned how to formulate and prove statements about Poisson algebras in precise abstract algebraic language;
- (f) have a sound knowledge of combinatorial objects such as Cauchon diagrams, pipe dreams, planar networks.

The intended generic learning outcomes. On completion of the module students will

- (a) have matured in their problem formulating and solving skills;
- (b) have an enhanced capacity to communicate mathematical statements and conclusions;
- (c) better be able to appreciate mathematics as a unified discipline;
- (d) consolidated a wide variety of Calculus, Linear Algebra, Geometry, Combinatorics, and Mathematical Methods based skills;
- (e) appreciate the power of algorithmic methods in Algebra/Combinatorics/Geometry.

Method of Assessment

80% examination and 20% coursework.

Preliminary Reading

We will not follow a single text, and the lecture notes will cover the entire syllabus. Nevertheless the following books contain a large amount of the material.

KA Brown & KR Goodearl, Lectures on Algebraic Quantum Groups. (Advanced Courses in Mathematics. CRM Barcelona, Birkhäuser Verlag, Basel, 2002) (B)

FR Gantmacher, The theory of matrices. Vol. 1. (AMS Chelsea Publishing, Providence, RI, 1998) (B)

S Launois & TH Lenagan, From quantum algebras to total non-negativity. (available at www.kent.ac.uk/ims/personal/sl261/Teaching/LTCC2009/LTCC2009.pdf) (R)

P Vanhaecke, Integrable Systems in the realm of Algebraic Geometry. (Lecture Notes in Mathematics 1638, Springer-Verlag, 2001) (B)

Pre-requisites

None

Synopsis

The general topics of this module are Poisson algebras, their quantisations, and applications to combinatorics. Poisson algebras first appeared in the work of Siméon-Denis Poisson two centuries ago when he was studying the three-body problem in celestial mechanics. Since then, Poisson algebras have been shown to be connected to many areas of mathematics and physics.

This module will provide a rigorous but example led introduction to the main ideas and notions of Poisson algebras and their quantisations. Specific applications will be to problems in combinatorics and to the study of totally positive matrices that are used in statistics, game theory, mathematical economics, mathematical biology.... This module will have a strong computational strand: a large part of the module will be devoted to explicit computations of symplectic leaves of Poisson algebras and to algorithmic methods in total positivity.

The syllabus will be

- Poisson algebras: basic structure and examples. Symplectic leaves;
- Symplectic leaves in Poisson matrix varieties and Bruhat order on the symmetric group;
- Deformation of Poisson algebras: an introduction to algebraic quantum groups and their prime ideals through examples (quantum plane, quantum matrices...);
- Totally positive/nonnegative matrices: definition, examples, properties and cell decomposition.
- Link between total positivity and Poisson algebras;
- Algorithmic methods for detection of totally nonnegative matrices.

The curriculum can be extended in various ways: Poisson-Lie groups, Coxeter groups, Hopf algebras, representation theory, and these are suitable for project work.

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MA964 Applied Algebraic Topology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	70% Exam, 15% Coursework, 15% Project	

Contact Hours

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

Learning Outcomes

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

- 1 understand the basic concepts of topology with particular emphasis on CW complexes, manifolds and simplicial complexes;
- 2 apply topological methods to real-world problems;
- 3 use homological and computational methods to solve topological problems;
- 4 demonstrate geometric and algebraic intuition;
- 5 demonstrate the ability to formulate and prove abstract mathematical statements, and appreciate their connection with concrete calculation;
- 6 demonstrate enhanced computational skills.

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

- 1 communicate their own ideas clearly and coherently;
- 2 read and comprehend sophisticated mathematical ideas;
- 3 apply problem solving skills;
- 4 demonstrate an understanding of abstract concepts;
- 5 demonstrate their grasp of a wide variety of mathematical techniques and methods.

Method of Assessment

70% Examination, 15% Coursework, 15% Project

Preliminary Reading

Introduction to Metric & Topological Spaces, W A Sutherland, 2nd edition, Oxford UP, 2009.
 Basic Topology, M A Armstrong, Springer, 1983.
 A Basic Course in Algebraic Topology, W S Massey, Springer, 1991.
 Computational Homology, Kaczynski, Mischaikow & Mrozek, Springer, 2004.
 Introduction to Topology: Pure and Applied, C Adams & R Franzosa, Pearson/Prentice Hall, 2008.
 Algebraic Topology, A Hatcher, Cambridge UP, 2012.

Pre-requisites

MAST5670 (Topology) or equivalent

Synopsis *

There is growing interest in applying the methods of algebraic topology to data analysis, sensor networks, robotics, etc. The module will develop the necessary elements of algebra and topology, and investigate how these techniques are used in various applications. The syllabus will include: an introduction to manifolds, CW complexes and simplicial complexes; an investigation of the elements of homotopy theory; an exploration of homological and computational methods; applications such as homological sensor networks and topological data analysis.

MA965 Symmetries, Groups and Invariants						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

42-48 hours

Learning Outcomes

The Intended Subject Specific Learning Outcomes. On successful completion of this module students will have increased their knowledge, understanding, intuition and computational expertise in:

- (a) rigorous thinking
- (b) detecting symmetries and common patterns
- (c) systematic observation, generalization and techniques of proof
- (d) using group theory to calculate with symmetries
- (e) distinction and classification of objects up to equivalences and symmetries
- (f) the use of "normal forms" and "invariants" to distinguish symmetry classes
- (g) combinatorial analysis and enumeration of symmetry classes and group orbits
- (h) proficient use of mathematical software such as Maple and MAGMA to masters level

The Intended Generic Learning Outcomes. We expect students successfully completing the module to have

- (i) an enhanced ability to correctly formulate classification problems and solve them efficiently;
- (ii) enhanced skills in understanding and communicating mathematical results and conclusions;
- (iii) a holistic view of mathematics as a problem solving and intellectually stimulating discipline;
- (iv) an appreciation of algorithms and computational methods in algebra and group theory.

On completion of the module students will have:

- _ matured in their problem formulating and solving skills;
- _ consolidated a variety of tools from abstract algebra to model and classify concrete objects and configurations.

Method of Assessment

80% Examination, 20% Coursework

Preliminary Reading

G Burde & H Zieschang, Knots. (De Gruyter Studies in Mathematics, 1985, Walter de Gruyter, ISBN 3-11-008675-1)

LH Kauffman, On Knots. (Princeton, 1987, ISBN 0-691-08435-1)

A Kerber, Applied finite group actions. (Springer, 1999, ISBN/ISSN 3540659412)

WBR Lickorish, An introduction to knot theory. (Springer, 1997, ISBN/ISSN 038798254X)

V Manturov, Knot Theory. (Chapman & Hall, 2004, ISBN 1-415-31001-6)

K Murasugi, Knot theory and its applications. (Birkhäuser, 1996, ISBN/ISSN 0817638172)

Pre-requisites

MA565

Synopsis <span style =

In this module we will study certain configurations with symmetries as they arise in real world applications. Examples include knots described by "admissible diagrams" or chemical structures described by "colouring patterns". Different diagrams and patterns can describe essentially the same structure, so the problem of classification up to equivalence arises. This will be solved by attaching "invariants" which are then put in "normal form" to distinguish them. The syllabus will be as follows: (a) Review of basic methods from linear algebra, group theory and discrete mathematics; (b) Permutation groups, transitivity, primitivity, Burnside formula; (c) Finitely generated Abelian groups; (d) Applications to knot theory, Reidemeister moves, the Abelian knot group; (e) Examples, observations, generalizations and proofs; (f) General Poly-enumeration (as an extension of the Burnside formula).

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MA967 Quantum Mechanics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

Total contact hours: 42
 Private study hours: 108
 Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the level 7 module students will be able to:

1. demonstrate systematic understanding of introductory quantum theory;
2. demonstrate the capability to solve complex problems using a very good level of skill in calculation and manipulation of the material in the following areas: potential wells and barriers in one dimension, the treatment of eigenvalue problems in quantum mechanics and the hydrogen atom;
3. apply a range of concepts and principles in quantum mechanics in loosely defined contexts, showing good judgement in the selection and application of tools and techniques.

The intended generic learning outcomes. On successfully completing the level 7 module students will be able to:

1. work competently and independently, be aware of their own strengths and understand when help is needed
2. demonstrate a high level of capability in developing and evaluating logical arguments
3. communicate arguments confidently with the effective and accurate conveyance of conclusions
4. manage their time and use their organisational skills to plan and implement efficient and effective modes of working
5. solve problems relating to qualitative and quantitative information
6. communicate technical material effectively
7. demonstrate an increased level of skill in numeracy and computation
8. demonstrate the acquisition of the study skills needed for continuing professional development.

Method of Assessment

80% Examination, 20% Coursework

Preliminary Reading

There is no essential reading or core text. Background reading for level 6 and 7 students:

F W Byron, "Mathematics of classical and quantum physics", Addison-Wesley, (1970)
 A Durrant, "Quantum Physics of Matter", Institute of Physics (2000)
 J Manners, "Quantum Physics: An introduction", Institute of Physics (2000)
 A I M Rae, "Quantum Physics: A Beginner's Guide", Oneworld Publications (2005)
 R Shankar, "Principles of quantum mechanics", Plenum Press (1994)
 J J Sakurai, "Modern quantum mechanics", Addison-Wesley (1994)

Pre-requisites

Pre-requisite: Students are expected to have studied material equivalent to that covered in the modules above.

Co-requisite: None

Recommended: MAST5004 (Lagrangian and Hamiltonian Dynamics)

Synopsis *

Quantum mechanics provides an accurate description of nature on a subatomic scale, where the standard rules of classical mechanics fail. It is an essential component of modern technology and has a wide range of fascinating applications. This module introduces some of the key concepts of quantum mechanics from a mathematical point of view.

Indicative syllabus for the joint level 6/level 7 curriculum::

- The necessity for quantum mechanics. The wavefunction and Born's probabilistic interpretation.
- Solutions of the time-dependent and time-independent Schrödinger equation for a selection of simple potentials in one dimension.
- Reflection and transmission of particles incident onto a potential barrier. Probability flux. Tunnelling of particles.
- Wavefunctions and states, Hermitian operators, outcomes and collapse of the wavefunction.
- Heisenberg's uncertainty principle.

Additional topics may include applications of quantum theory to physical systems, quantum computing or recent developments in the quantum world.

At level 7, topics will be studied and assessed to greater depth.

MA968 Mathematics and Music						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	M	15 (7.5)	70% Exam, 15% Coursework, 15% Project	

Contact Hours

42

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the level 7 module students will be able to:

- 1 demonstrate systematic understanding of discrete Fourier analysis, the geometry of world rhythms and rhythmic tilings, and the geometry of harmony space;
- 2 demonstrate the capability to solve complex problems using a very good level of skill in calculation and manipulation of the material in the following areas: Chladni patterns, digital signal processing, the mathematical construction of world rhythms;
- 3 apply a range of concepts and principles in discrete Fourier analysis in loosely defined contexts, showing good judgment in the selection and application of tools and techniques;
- 4 make effective and well-considered use of Maple and musical composition software as appropriate.

The intended generic learning outcomes.

On successfully completing the level 7 module students will be able to:

- 1 work competently and independently, be aware of their own strengths and understand when help is needed;
- 2 demonstrate a high level of capability in developing and evaluating logical arguments;
- 3 communicate arguments confidently with the effective and accurate conveyance of conclusions;
- 4 manage their time and use their organisational skills to plan and implement efficient and effective modes of working;
- 5 solve problems relating to qualitative and quantitative information;
- 6 make effective use of information technology skills such as online resources (Moodle), internet communication;
- 7 communicate technical material effectively;
- 8 demonstrate an increased level of skill in numeracy and computation;
- 9 demonstrate the acquisition of the study skills needed for continuing professional development.

Method of Assessment

80% Examination, 20% Coursework

Preliminary Reading

- D. Benson, Music: A Mathematical Offering Cambridge University Press, Cambridge, 2006.
 G. Loy, Musimathics: The Mathematical Foundations of Music MIT Press, Vols 1 and 2, 2007.
 N. Collins, Introduction to Computer Music, Wiley, 2010.
 J.S. Walker and G.W. Don, Mathematics and Music: Composition, perception and performance, CRC Press, 2013
 D. Tymoczko, A Geometry of Music, Oxford University Press, 2011.
 G. Toussaint, The Geometry of Musical Rhythm, CRC Press, 2013.

Pre-requisites

None

Synopsis <span style =

This module is divided into two - one part is about the mathematics of sound, both acoustic and digital, and the other is about the structure of music as it affects musical composition.

The mathematics of sound includes the study of the linear wave equation, in particular, the mathematics of drums and Chladni patterns. We then move on the mathematics of digital sound - the discrete Fourier transform, the short time Fourier transform and the Gabor transform. Here we can answer questions like, does Louis Armstrong play the trumpet the same way he sings? And, how to slow down music without losing pitch?

The mathematics of rhythm and harmony are two very different fields of study. Many world music rhythms can be studied using the Euclidean algorithm. Finally, the harmonic progression of a musical composition can be modelled as a path in chord space. In this part of the module, we will look at how simple geometric ideas are used to model voice leading and harmony. For this last part, familiarity with the keyboard would be helpful but is not a prerequisite.

Indicative syllabus:

Part 1

- a. The mathematics of the drum
 - i. Solutions of the linear wave equation in two dimensions in terms of Bessel functions
 - ii. Standing waves and Chladni patterns

b. The mathematics of digital music processing

- i. Aliasing, Sampling, Filtering
- ii. Discrete Fourier Transform, Convolutions
- iii. Gabor transform and applications
- iv. Spectrograms and applications

Part 2

- c. The mathematics of rhythm: Euclidean rhythms in world music
- i. The mathematics of harmony in tonal music: Introduction to a mathematical chord space, the Tonnetz.

At level 7, topics will be studied and assessed to greater depth.

MA969 Applied Differential Geometry						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

42-48 hours.

Learning Outcomes

The Intended Subject Specific Learning Outcomes. On successful completion of this module students will:

- (i) understand basic geometric objects such as curves and surfaces and be able to determine their intrinsic properties
- (ii) be able to derive the geometric evolution equations for curves and surfaces and understand the connection with nonlinear integrable systems
- (iii) have broadened their experience with the basic concepts in Riemannian geometry such as metrics, connections and curvatures
- (iv) have developed awareness of modern applications to mathematical physics, computer vision and image processing

Method of Assessment

80% Examination, 20% Coursework

Preliminary Reading

R Hartley & A Zisserman, Multiple View geometry in computer vision. (Cambridge university press, 2nd ed, 2003) (B)

R Kimmel, Numerical geometry of images, theory, algorithms and applications. (Springer Verlag, 2003) (B)

PJ Olver, Lectures on moving frames. (preprint, University of Minnesota, 2008) (B)

C Rogers & WK Schief, Bäcklund and Darboux transformations: Geometry and modern applications in soliton theory. (Cambridge University Press, 2002) (B)

IA Taimanov, Lecture on differential geometry. (EMS series of Lectures in Mathematics, 2008) (R)

Pre-requisites

None.

Synopsis <span style =

Differential geometry studies geometrical objects using analytical methods. It originates in classical mechanics. Modern differential geometry has made a huge impact in the development of nonlinear mathematical physics including integrable systems and string theory. Nowadays differential geometry is at the centre of the analysis of pattern recognition, image processing and computer graphics.

Indicative specific subtopics are:

- Theory of curves. Plane and space curves. Euclidean invariants of curves. Frenet frame.
- Theory of surfaces. Metrics on regular surface. Curvature of a curve on a surface. Gaussian curvature and mean curvature. Covariant derivative and geodesics. The Euler-Lagrange equations. Minimal surfaces.
- Evolution of curves and surfaces as integrable systems: Invariant curve evolution. The mean curvature flows. The connection with integrable systems. The modified Korteweg de-Vries equation.
- Curves in Riemannian manifolds: Riemannian metrics, connections, curvatures and geodesics. Curves evolution in Riemannian manifold with constant curvature.
- Modern applications.
 - i. 2D and 3D projective geometry and application to multiple view geometry in computer vision;
 - ii. Moving frames, invariant signatures in pattern recognition;
 - iii. Poisson manifold and Hamiltonian systems.

MA971 Introduction to Functional Analysis						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

42-48 lectures and example classes

Learning Outcomes

The intended subject specific learning outcomes. On successful completion of this module students will:

- a) be able to work with fundamental concepts in functional analysis, such as linear operators and functionals;
- b) have a grasp of formal definitions and rigorous proofs in analysis;
- c) have gained an appreciation of a wider context in which previously encountered concepts from analysis, such as convergence and continuity, can be used;
- d) be able to apply abstract ideas to concrete problems in analysis;
- e) appreciate differences between analysis in infinite and finite dimensional spaces;
- f) be aware of applications of basic techniques and theorems of functional analysis in other areas of mathematics, e.g., approximation theory, and the theory of ordinary differential equations.

In addition M-level students will have

- g) an increased ability to understand on their own, and communicate to others, fundamental ideas and results in abstract mathematical analysis

The intended generic learning outcomes. We expect students successfully completing the module to have

- a) an enhanced ability to correctly formulate abstract problems and solve them efficiently;
- b) enhanced skills in understanding and communicating mathematical results and conclusions;
- c) furthered a holistic view of mathematics as a problem solving and intellectually stimulating discipline;
- d) an appreciation of the power of abstract reasoning and formal proofs in mathematics and its applications

On successful completion of this module, M-level students will also have:

- e) an enhanced ability for independent learning.

Method of Assessment

80% Examination, 20% Coursework

Preliminary Reading

Introductory Functional Analysis with Applications, Erwin Kreyszig, John Wiley, 1978.

Principles of Mathematical Analysis. Walter Rudin, International Series in Pure and Applied Mathematics, McGraw-Hill, 1976 3rd edition.

Beginning Functional Analysis, Karen Saxe, Springer, 2002.

Introduction to Functional Analysis, Angus E. Taylor, David C. Lay, John Wiley, 1980 2nd edition.

Functional Analysis. Walter Rudin. McGraw-Hill, 1991 2nd edition.

Pre-requisites

None

Synopsis <span style =

This module will give an introduction to one of the main areas underpinning research in Analysis today: Functional Analysis, which has applications in many sciences, in particular in the modern theory of solutions of partial differential equations. As well as giving the main definitions and theorems in the area, the module will focus on applications, in particular to differential equations and in approximation theory. The following topics will be covered in the module: 1) Linear spaces: Normed and Banach spaces, Inner-product and Hilbert spaces, examples 2) Linear operators and functionals: bounded linear operators, functionals, dual spaces, reflexive spaces, adjoint operators, selfadjoint operators, examples 3) Fundamental theorems: Hahn-Banach, Uniform boundedness principle, Open mapping & Closed graph theorem, Baire Category theorem 4) Fixed point theorems and applications to differential and integral equations 5) Applications in approximation theory: best approximation in Hilbert space, approximation of continuous functions by polynomials. Possible additional topic: Spectral theory of bounded linear operators, weak and weak* topologies, algebras of bounded linear operators.

MA972 Algebraic Curves in Nature						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

30 hours

Learning Outcomes

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

- 1 rigorous thinking.
- 2 calculating with and visualization of geometrical objects.
- 3 systematic observation, generalization and techniques of proof.
- 4 the use of geometrical methods in other areas of mathematics and physics.
- 5 algebraic and analytical techniques for understanding geometry.
- 6 classification of objects according to their topological and geometrical properties.
- 7 connecting abstract mathematics to the real world.
- 8 proficient use of mathematical software such as Maple and MAGMA to masters level.

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

- 1 an enhanced ability to correctly formulate geometrical problems and solve them efficiently;
- 2 enhanced skills in understanding and communicating mathematical results and conclusions;
- 3 a holistic view of mathematics as a problem solving and intellectually stimulating discipline;
- 4 an appreciation of algorithms and computational methods in geometry.
- 5 matured in their problem formulating and solving skills;
- 6 consolidated a variety of analytical and algebraic tools to model and classify geometrical objects and configurations.

Method of Assessment

70% examination, 30% coursework

Preliminary Reading

Complex Algebraic Curves, Frances Kirwan, LMS Student Texts 23, Cambridge, 1992, ISBN-100521423538.
 Algebraic Curves and Riemann Surfaces, Rick Miranda, Graduate Studies in Math., vol. 5, AMS, 1995, ISBN 0-8218-0268-2.
 Lectures on elliptic curves. J.W.S. Cassels, LMS Student Texts 24, Cambridge, 1991, ISBN-100521425301.
 Algebraic Aspects of Cryptography, N. Koblitz, Springer, 1998, ISBN 978-3-540-63446-1.
 A Course of Modern Analysis, E.T. Whittaker and G.N. Watson, Cambridge, fourth edition, 1927 (reprinted 2005), ISBN 0-521-58807-3.
 The Arithmetic of Elliptic Curves, Joseph H. Silverman, Graduate Texts in Mathematics 106, Springer, 1986, ISBN 0-387-96203-4.

Pre-requisites

Synopsis

In this module we will study plane algebraic curves and the way that they arise in applications to other parts of mathematics and physics. Examples include the use of elliptic functions to solve problems in mechanics (e.g. the pendulum, or Euler's equations for rigid body motion), spectral curves of separable Hamiltonian systems, and algebraic curves over finite fields that are used in cryptography. The geometrical properties of a curve are not altered by coordinate transformations, so it is important to identify quantities that are invariant under such transformations. For curves, the most basic invariant is the genus, which is most easily understood in terms of the topology of the associated Riemann surface: it counts the number of handles or "holes". The case of genus zero (corresponding to the Riemann sphere) is well understood, but curves of genus one (also known as elliptic curves) lead to some of the most interesting and difficult problems in modern number theory.

MA973 Basic Differential Algebra						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

28 (if lectured)

Learning Outcomes

The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes
On successful completion of this module students will:

- be familiar with basic structures of differential algebra and the ideal/variety correspondence for nonlinear differential systems;
- be able to simplify and normalize small examples of differential systems and use dedicated computer algebra packages for big ones;
- be able to separate the generic solution from singular components by way of differential reduction in nonlinear models;
- be able to write small Maple scripts using the differential algebra functions from the existing Maple library;
- have strengthened their basic knowledge in commutative algebra and algebraic geometry, viewing also differential objects from an algebraic perspective;
- have learned how to prove some statements in differential algebra in terms of ideals and reduction;
- have some knowledge of characteristic sets as an analog of Groebner bases, with skills for computing them manually or by dedicated packages;
- handle the main tools provided in the Maple package "DifferentialAlgebra" and be able to apply them for various tasks on concrete problems.

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

On successful completion of the module students will have improved their:

- skill of specifying problems, solving them algorithmically as much as possible;
- skill of communicating mathematical statements and conclusions;
- vision of mathematics as a unified field with powerful analogies;
- understanding of the complementary nature of analytic / algebraic thinking;
- appreciation of algorithmic tools for solving mathematical problems;

Method of Assessment

80% examination, 20% coursework

Preliminary Reading

Since the discipline of differential algebra is rather young, there is no suitable textbook on differential algebra, so there will be specific lecture notes for this module, complemented by reading assignments for appropriate passages in the following reference works:

- (1) Joseph Fels Ritt, Differential Algebra, Dover Publications, New York, 1966.
- (2) Ellis Kolchin, Differential Algebra & Algebraic Groups, Academic Press, NY, 1973.
- (3) Andy Magid, Lectures on Differential Galois Theory, 2nd ed., AMS, 1994.
- (4) Irving Kaplansky, An Introduction to Differential Algebra, Hermann, Paris, 1957.
- (5) Kolchin Seminar in Differential Algebra, <http://www.sci.ccny.cuny.edu/~ksda>.

The website (5) is a particularly nice starting point for exploring a rich variety of different topics in differential algebra, both elementary and advanced.

Pre-requisites

Polynomials in Several Variables (MA574), or other courses on commutative algebra

Synopsis

Differential algebra is a relatively recent branch of algebra that exploits the analogies between systems of algebraic equations and nonlinear systems of (mainly ordinary) differential equations. The tools developed in differential algebra are useful for practical problem solving, but they must be used through computer algebra packages since computations can get very heavy. In this module, we will give special emphasis to the package "DifferentialAlgebra" included in the Maple kernel. We will give a rigorous but example led introduction to the main ideas of computer algebra. The main applications to be discussed are the analysis of singularities and the simplification of nonlinear differential systems. As already indicated, the module will have a strong computational flavour: Students will explore concrete examples with the computer algebra system Maple, comparing hand computations with the results achieved by the full-blown algorithms and dispatching large computations to the package. Outline Syllabus: Differential rings and field; differential ideals and homomorphisms; rankings; Ritt's reduction algorithm; characteristic sets; singular solutions.

MA974 Short Dissertation (Mathematics)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	80% Project, 20% Coursework	

Contact Hours

Total contact hours: 8
Private study hours: 292
Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. demonstrate awareness of the width, depth and wider relevance of an advanced mathematical topic of current interest,
2. carefully consider detailed, rigorous mathematical argument, whether within the context of an established mathematical theory or a substantive application of a mathematical theory,
3. express logical, coherent mathematical thought in an extended piece of work,
4. demonstrate high level technical writing and oral communication skills gained in the Mathematical Inquiry and Communication module, as well as consolidated skills in problem solving, logical argument, and geometric, algebraic and analytic thinking.

Method of Assessment

Dissertation (80%), Presentation and questions (20%)

Preliminary Reading

Texts depend on the individual dissertation topics.

Pre-requisites

MAST7703 Communicating Mathematics

Synopsis <span style =

The short dissertation represents the culmination of the student's academic work in the programme. It offers students the opportunity to carry out a piece of extended independent scholarship, and to show their ability to organise and present their ideas in a coherent and convincing fashion.

The topic of the dissertation will depend on the mutual interests of the student and the student's chosen supervisor.

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MA975 Short Dissertation (Statistics)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	95% Project, 5% Coursework	
2	Canterbury	Whole Year	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 12

Private study hours: 288

Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students:

1. demonstrate awareness of the relationship of the material to background material and to more advanced material;
2. write a coherent account of an area of Statistics, with particular reference to applications in Finance, if appropriate;
3. perform statistical analyses that show the depth of student understanding of the statistical methods relevant to the topic;
4. present complex analyses and draw appropriate conclusions with clarity and accuracy;
5. demonstrate understanding of theoretical and practical aspects of analysing statistical data;
6. Use the text-processing software LaTeX to prepare presentation slides and to present their dissertation.

The intended generic learning outcomes.

On successfully completing the module students:

1. apply a logical, mathematical approach to solving complex problems, at an advanced level;
2. work with relatively little guidance, and be able to exercise initiative;
3. utilise advanced organisational, computer and study skills, and be able to adapt them to new situations;
4. produce a dissertation that effectively communicates the material to the reader;
5. demonstrate an ability to evaluate research work critically;
6. select appropriate material from complex source texts, either recommended to or found by the student.

Method of Assessment

Assessment: By presentation (20%), coursework (10%) and dissertation (70%).

Preliminary Reading

There is no general reading list for this project-based module. Literature relevant to specific project topics will be recommended by individual supervisors.

Pre-requisites

None

Synopsis *

The module enables students to undertake an independent piece of work in a particular area of statistics, or statistical finance/financial econometrics and to write a coherent account of the material. There is no specific syllabus for this module.

MA976 Industrial Placement Report and Presentation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 0
 Private study hours: 300
 Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Enhance subject-specific skills developed earlier within the course.
2. Utilise course-specific skills and techniques within an industrial or similar context.
3. Demonstrate an in-depth understanding of the challenges involved with working on real-world problems.

Method of Assessment

Main assessment methods:
 Reflective Report 14-15 pages: (70%)
 Poster and Presentation (30%)
 - production of poster and presentation with questions of around 15-20 minutes

Pre-requisites

Co-requisite: MAST7805 Industrial Placement Experience

Synopsis <span style =

Students spend a year (minimum 44 weeks) period doing paid work in an organisation outside the University, in an industrial, commercial, public sector, or similar setting, applying and enhancing the skills and techniques they have developed and studied earlier during their degree course.

The Assessments required for this module should provide evidence of the subject specific and generic learning outcomes, and of reflection by the student on them as an independent learner.

The placement work they do is entirely under the direction of their industrial supervisor, but support is provided by the CEMS Employability and Placements Team or a member of the academic team. This support includes ensuring that the work they are being expected to do is such that they can meet the learning outcomes of this module.

Participation in the placement year, and hence in this module, is dependent on students obtaining an appropriate placement, for which support and guidance is provided by the CEMS Employability and Placements Team. It is also dependent on satisfactory achievement in their academic studies.

Students who do not obtain a placement will be required to transfer to the appropriate course without an Industrial Placement.

MA977 Industrial Placement Experience						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	Pass/Fail Only	

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

A variety of subject-specific learning outcomes will be consolidated and extended but the particular set will vary between industrial placements.

1 Application of subject-specific skills relating to the programme of study (Mathematics, Statistics, Statistics with Finance or Applied Actuarial Science as appropriate) in a professional context.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1 deal with complex issues both systematically and creatively, and communicate their conclusions clearly to specialist and non-specialist audiences

2 demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level

3 continue to advance their knowledge and understanding/appreciate the importance of continued professional development as part of lifelong learning

4 plan and work independently and use relevant resources in a manner that reflects good practice

5 manage their own learning and development, including time management and organisational skills

6 work effectively as a member of a team

7 demonstrate the application of knowledge and skills gained through academic study in a working environment

Method of Assessment

This module is assessed by three separate components.

- Performance and demonstrated abilities on the job, evaluated by the placement supervisor (Employer Evaluation)
- Half Yearly and End of Year reviews of personal and professional development together with an End of Year Development Plan
- On-line Blogs – Weekly for 1st month and every two months thereafter

Each of the 3 components is assessed separately on a pass / fail basis.

Synopsis <span style =

Students spend a period of time doing paid work in an organisation outside the University, usually in an industrial or commercial environment, applying and enhancing the skills and techniques they have developed and studied in the earlier stages of their MSc programme.

The work they do is entirely under the direction of their industrial supervisor, but support is provided by the SMSAS Placement Officer or a member of the academic team. 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.

Participation in this module is dependent on students obtaining an appropriate placement, for which support and guidance is provided through the School in the year leading up to the placement. It is also dependent on students completing the taught component of their studies. The University does not guarantee that every student will find a placement.

Students who do not obtain a placement will be required to transfer to the appropriate programme without an Industrial Placement.

MA978 Industrial Placement Experience						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	60 (30)	Pass/Fail Only	

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

A variety of subject-specific learning outcomes will be consolidated and extended but the particular set will vary between industrial placements.

1 Application of subject-specific skills relating to the programme of study (Mathematics, Statistics, Statistics with Finance or Applied Actuarial Science as appropriate) in a professional context.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1 deal with complex issues both systematically and creatively, and communicate their conclusions clearly to specialist and non-specialist audiences

2 demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level

3 continue to advance their knowledge and understanding/appreciate the importance of continued professional development as part of lifelong learning

4 plan and work independently and use relevant resources in a manner that reflects good practice

5 manage their own learning and development, including time management and organisational skills

6 work effectively as a member of a team

7 demonstrate the application of knowledge and skills gained through academic study in a working environment

Method of Assessment

This module is assessed by three separate components.

- Performance and demonstrated abilities on the job, evaluated by the placement supervisor (Employer Evaluation)
- Half Yearly and End of Year reviews of personal and professional development together with an End of Year Development Plan
- On-line Blogs – Weekly for 1st month and every two months thereafter

Each of the 3 components is assessed separately on a pass / fail basis.

Synopsis <span style =

Students spend a period of time doing paid work in an organisation outside the University, usually in an industrial or commercial environment, applying and enhancing the skills and techniques they have developed and studied in the earlier stages of their MSc programme.

The work they do is entirely under the direction of their industrial supervisor, but support is provided by the SMSAS Placement Officer or a member of the academic team. 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.

Participation in this module is dependent on students obtaining an appropriate placement, for which support and guidance is provided through the School in the year leading up to the placement. It is also dependent on students completing the taught component of their studies. The University does not guarantee that every student will find a placement.

Students who do not obtain a placement will be required to transfer to the appropriate programme without an Industrial Placement.

MA979 Industrial Placement Experience						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	90 (45)	Pass/Fail Only	

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

A variety of subject-specific learning outcomes will be consolidated and extended but the particular set will vary between industrial placements.

1 Application of subject-specific skills relating to the programme of study (Mathematics, Statistics, Statistics with Finance or Applied Actuarial Science as appropriate) in a professional context.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1 deal with complex issues both systematically and creatively, and communicate their conclusions clearly to specialist and non-specialist audiences

2 demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level

3 continue to advance their knowledge and understanding/appreciate the importance of continued professional development as part of lifelong learning

4 plan and work independently and use relevant resources in a manner that reflects good practice

5 manage their own learning and development, including time management and organisational skills

6 work effectively as a member of a team

7 demonstrate the application of knowledge and skills gained through academic study in a working environment

Method of Assessment

This module is assessed by three separate components.

- Performance and demonstrated abilities on the job, evaluated by the placement supervisor (Employer Evaluation)
- Half Yearly and End of Year reviews of personal and professional development together with an End of Year Development Plan
- On-line Blogs – Weekly for 1st month and every two months thereafter

Each of the 3 components is assessed separately on a pass / fail basis.

Synopsis <span style =

Students spend a period of time doing paid work in an organisation outside the University, usually in an industrial or commercial environment, applying and enhancing the skills and techniques they have developed and studied in the earlier stages of their MSc programme.

The work they do is entirely under the direction of their industrial supervisor, but support is provided by the SMSAS Placement Officer or a member of the academic team. 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.

Participation in this module is dependent on students obtaining an appropriate placement, for which support and guidance is provided through the School in the year leading up to the placement. It is also dependent on students completing the taught component of their studies. The University does not guarantee that every student will find a placement.

Students who do not obtain a placement will be required to transfer to the appropriate programme without an Industrial Placement.

MA991 Industrial Placement Experience						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	120 (60)	Pass/Fail Only	

Contact Hours

Placement at employer: 1200 hours

Total study hours: 1200 hours

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Enhance subject-specific skills developed earlier within the course.
2. Utilise course-specific skills and techniques within an industrial or similar context.
3. Demonstrate an in-depth understanding of the challenges involved with working on real-world problems.

Method of Assessment

Main assessment methods:

Each of the following components is assessed on a pass / fail basis. Each component must be passed to pass the module.

Logbook or Journal or Blog

Employer Evaluation - Two forms (interim and final) completed by industrial supervisor

Pre-requisites

Co-requisite: MAST7801: Industrial Placement (Report and Presentation)

Synopsis <span style =

Students spend a year (minimum 44 weeks) doing paid work in an organisation outside the University, in an industrial, commercial, public sector or similar setting, applying and enhancing the skills and techniques they have developed and studied in the earlier stages of their degree course.

The work they do is entirely under the direction of their industrial supervisor, but support is provided by the CEMS Employability and Placements Team. 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.

Participation in the placement year, and hence in this module, is dependent on students obtaining an appropriate placement, for which support and guidance is provided through the CEMS Employability and Placements Team. It is also dependent on satisfactory achievement in their academic studies.

Students who do not obtain a placement will be required to transfer to the appropriate course without an Industrial Placement.

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MA995 Graphs and Combinatorics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	80% Exam, 20% Coursework	
2	Canterbury	Spring	M	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

Total contact hours: 42
 Private study hours: 108
 Total study hours: 150

Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the level 7 module students will be able to:

- 1 demonstrate systematic understanding of Graphs and Combinatorics;
- 2 demonstrate the capability to solve complex problems using a very good level of skill in calculation and manipulation of the material in the following areas: trees, shortest paths problems, walks on graphs, graph colourings and embeddings, flows and matchings, matrices and graphs;
- 3 apply a range of concepts and principles in Graphs and Combinatorics theory in loosely defined contexts, showing good judgment in the selection and application of tools and techniques.

The intended generic learning outcomes. On successfully completing the level 7 module students will be able to:

- 1 work competently and independently, be aware of their own strengths and understand when help is needed;
- 2 demonstrate a high level of capability in developing and evaluating logical arguments;
- 3 communicate arguments confidently with the effective and accurate conveyance of conclusions;
- 4 manage their time and use their organisational skills to plan and implement efficient and effective modes of working;
- 5 solve problems relating to qualitative and quantitative information;
- 6 make effective use of information technology skills such as online resources (Moodle), internet communication;
- 7 communicate technical material effectively;
- 8 demonstrate an increased level of skill in numeracy and computation;
- 9 demonstrate the acquisition of the study skills needed for continuing professional development.

Method of Assessment

80% Examination, 20% Coursework

Preliminary Reading

P. Cameron, Combinatorics, Topics, Techniques Algorithms, Cambridge Press, (1994)
 L. Lovasz, J. Pelikan, and K. Vesztergombi, Discrete Mathematics: Elementary and Beyond. Springer-Verlag, (2003).
 D. B. West, Introduction to Graph Theory, Prentice Hall, (1996).
 R.J. Wilson, Introduction to Graph Theory, Fourth edition. Longman, Harlow, (1996).
 J.A. Bondy and U.S.R. Murty, Graph Theory, Graduate Text in Math. 244, Springer-Verlag, (2008).
 B. Bollobas, Modern Graph Theory, Graduate Text in Math., 184, Springer-Verlag, 1998.

Pre-requisites

Students are expected to have studied material equivalent to that covered in the following modules:
 MAST4001 (Algebraic Methods) or MAST4005 (Linear Mathematics)

Synopsis *

Combinatorics is a field in mathematics that studies discrete, usually finite, structures, such as graphs. It not only plays an important role in numerous parts of mathematics, but also has real world applications. In particular, it underpins a variety of computational processes used in digital technologies and the design of computing hardware. Among other things, this module provides an introduction to graph theory. Graphs are discrete objects consisting of vertices that are connected by edges. We will discuss a variety of concepts and results in graph theory, and some fundamental graph algorithms. Topics may include, but are not restricted to: trees, shortest paths problems, walks on graphs, graph colourings and embeddings, flows and matchings, and matrices and graphs. In addition for level 7 students, the module will cover an advanced topic in combinatorics such as: problems in extremal set theory; enumerative problems; Principle of Inclusion and Exclusion; Ramsey theory; computational complexity; the P versus NP problem.

MT803 Gothic Art and Architecture, c. 1100-1350						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	
2	Paris	Spring	M	30 (15)	100% Coursework	

Availability

Open to all Postgraduate Students in Humanities

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:

- 1 demonstrate a systematic understanding of the visual, architectural, material, and devotional culture of Gothic art and architecture in Europe c.1100-1350
- 2 demonstrate a critical awareness of both traditional and current methodological and historiographical approaches to the history of art and architecture in the High Middle Ages in Europe, as well as an understanding of how these have changed in recent scholarship.
- 3 demonstrate a comprehensive understanding of techniques applicable to the study of medieval paintings, manuscripts, metalwork, sculpture, stained glass and architecture, as well as an appreciation of the level of analysis needed to examine these types of source material.
- 4 demonstrate a strong independent ability to identify, locate and interrogate the most appropriate primary and secondary resources for the study of the Gothic imagination in medieval Europe.
- 5 critically evaluate models of change and continuity over the course of the development of the Gothic style in Europe and describe how these may be combined to form an overall assessment of the period.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 acquire advanced level skills of critical reading and analysis of a range of primary and secondary sources.
- 2 acquire an advanced level in the key skills of written communication, problem solving and attained responsibility for their own learning.
- 3 acquire an advanced level in the key skills of oral communication and working with others in a group, as well as gaining programme outcomes.
- 4 develop their use of relevant learning and reference resources (including visual resources).
- 5 improve their ability to write coherent, informed and logical arguments in a well-organised and well-presented essay.

Method of Assessment

Main assessment methods

Essay 5000 words 100%

Reassessment methods

Reassessment Instrument: 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: <https://kent.rl.talis.com/index.html>

Pre-requisites

None

Synopsis

This module explores the dynamic relationship between the cult of relics and Gothic art. It will begin by retracing the aesthetics of devotion across Western Christendom, culminating in the creation of towering Gothic cathedrals. Throughout history, the design of cult images could reveal sacred presence, testify to miracle-working powers, and explicate the significance of a holy place using visual narratives. Through pilgrimage, gift-giving, and even theft, people acquired relics and 'invented' new cults. The success of a relic cult would benefit from the design of a magnificent reliquary, the depiction of pictorial programmes (in glass, sculpture, and painting), and the placement of the relic within a spectacular architectural setting. Together we will explore the development of Gothic art in light of changing devotional needs. Using a number of diverse case studies, students will acquire a wealth of historical information and develop a variety of intellectual approaches to function and significance of visual culture. Beginning with Paris and its surrounding cathedrals, we will extend our analysis to Gothic Canterbury, London, Castile, Prague, Siena, and Florence. Above all, this course will encourage students to think critically about the influence of art in the religious imagination.

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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:

- 1 demonstrate a systematic understanding of the visual, architectural, material, and devotional culture of Gothic art and architecture in Europe c.1100-1350
- 2 demonstrate a critical awareness of both traditional and current methodological and historiographical approaches to the history of art and architecture in the High Middle Ages in Europe, as well as an understanding of how these have changed in recent scholarship.
- 3 demonstrate a comprehensive understanding of techniques applicable to the study of medieval paintings, manuscripts, metalwork, sculpture, stained glass and architecture, as well as an appreciation of the level of analysis needed to examine these types of source material.
- 4 demonstrate a strong independent ability to identify, locate and interrogate the most appropriate primary and secondary resources for the study of the Gothic imagination in medieval Europe.
- 5 critically evaluate models of change and continuity over the course of the development of the Gothic style in Europe and describe how these may be combined to form an overall assessment of the period.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 acquire advanced level skills of critical reading and analysis of a range of primary and secondary sources.
- 2 acquire an advanced level in the key skills of written communication, problem solving and attained responsibility for their own learning.
- 3 acquire an advanced level in the key skills of oral communication and working with others in a group, as well as gaining programme outcomes.
- 4 develop their use of relevant learning and reference resources (including visual resources).
- 5 improve their ability to write coherent, informed and logical arguments in a well-organised and well-presented essay.

Method of Assessment

Main assessment methods
Essay 5000 words 100%

Reassessment methods

Reassessment Instrument: 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: <https://kent.rl.talis.com/index.html>

Synopsis <span style =

This module explores the dynamic relationship between the cult of relics and Gothic art. It will begin by retracing the aesthetics of devotion across Western Christendom, culminating in the creation of towering Gothic cathedrals. Throughout history, the design of cult images could reveal sacred presence, testify to miracle-working powers, and explicate the significance of a holy place using visual narratives. Through pilgrimage, gift-giving, and even theft, people acquired relics and 'invented' new cults. The success of a relic cult would benefit from the design of a magnificent reliquary, the depiction of pictorial programmes (in glass, sculpture, and painting), and the placement of the relic within a spectacular architectural setting. Together we will explore the development of Gothic art in light of changing devotional needs. Using a number of diverse case studies, students will acquire a wealth of historical information and develop a variety of intellectual approaches to function and significance of visual culture. Beginning with Paris and its surrounding cathedrals, we will extend our analysis to Gothic Canterbury, London, Castile, Prague, Siena, and Florence. Above all, this course will encourage students to think critically about the influence of art in the religious imagination.

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MT804 Remembering and Forgetting in Early Modern England						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework	
1	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

The module will be taught by 10 weekly 2-hour seminars. It is expected that students will each week prepare for seminars and undertake research for their assessed essay. Students will be expected to deliver a short presentation on their essay topic in the second half of the module, which will not be formally assessed. However, informal feedback will be provided, which can be fed into the essay which is formally assessed. Total study hours 300.

Learning Outcomes

1. Demonstrate an excellent awareness of approaches to, and studies about, memory in late medieval and early modern Europe (MEMS outcomes A1, B4, B5, C12)
2. Navigate key online resources of digital databases of early modern texts (Early English Books Online and Literature Online) to identify and explore (and properly cite from) primary texts for research purposes (MEMS outcomes A2, B3, B4, C13)
3. Engage meaningfully with critical studies of early modern memory, while developing their own critical voice (MEMS outcomes B4, B5, B6, B8)
4. Plan and develop a large-scale research project, demonstrating a comprehensive understanding of how to identify key primary and secondary resources (MEMS outcomes B3, B4, B5, B8, B9, C10, C11)
5. Situate English early modern studies of memory within a wider international and trans-historical context (MEMS outcomes A1, A2, B3, B4, B5, C12)
6. Give an oral presentation about their research plans and activities, and to critically evaluate the research plans and activities of their student peers (MEMS outcomes B7, B8, C11, C12)
7. Demonstrate a sophisticated critical awareness of the larger theoretical questions that have been used to frame studies of early modern memory, and critically assess different methodologies and approaches (MEMS outcomes A1, B4, B5, B9, C10, C11)

Method of Assessment

5,000 word essay on a relevant topic of each student's choosing.

Preliminary Reading

Carruthers, Mary and Jan M. Ziolkowski, eds. *The Medieval Craft of Memory: An Anthology of Texts and Images* (Philadelphia: University of Pennsylvania Press, 2002)
 Carruthers, Mary, *The Book of Memory: A Study of Memory in Medieval Culture* (Cambridge: Cambridge University Press, 1990)
 Engel, William E., Rory Loughnane, and Grant Williams, eds., *The Memory Arts in Renaissance England* (Cambridge: Cambridge University Press, 2016)
 Neill, Michael, *Issues of Death: Mortality and Identity in English Renaissance Tragedy* (Oxford: Oxford University Press, 1997)
 Rossi, Paolo, *Logic and the Art of Memory: The Quest for a Universal Language* (1960), trans. Stephen Clucas (Chicago: University of Chicago Press, 2000)
 Sullivan Jr., Garrett A., *Memory and Forgetting in English Renaissance Drama* (Cambridge: Cambridge University Press, 2005)
 Wilder, Lina Perkins, *Shakespeare's Memory Theatre* (Cambridge: Cambridge University Press, 2014)
 Yates, Frances, *The Art of Memory* (London: Routledge and Kegan Paul, 1966)

Pre-requisites

None

Synopsis <span style =

With respect to its social impact and interdisciplinary scope, memory studies may lay claim to being one of the richest and most prominent research fields in the humanities and the social sciences over the last four decades. This module, drawing upon a range of classical, medieval and early modern writings about memory and mnemonic technique, and reading widely across discipline and form, investigates the role that remembering plays within early modern English culture. Yet Hamlet's plaintive 'Must I remember?' recalls to us the role that unwelcome memories and forgetting often play too. From the white-washing of church walls to the burning of banned books, the Reformation can be read as an exercise in enforced collective forgetting. A century and more later, Charles II's Indemnity and Oblivion Act (1660) granted a general pardon to those involved in the regicide of his father, Charles I, and mandated that what had occurred in the Interregnum was to be collectively forgotten ('utter oblivion'). Still, we know that memories persist, habits are maintained, and actions and words can be impossible to forget. This module uses memory as a means to analyse the ways in which early moderns attempted to collect and store knowledge (discussing, in part, the evolution of and responses to the mnemonic practices of the *Ars Memorativa*), the type of knowledge they sought to store, and the tension points that accumulate around remembering, forgetting, and the circulation of knowledge. Our reading will also yield significant theoretical questions about how individuals and societies receive and retain information, and about how such reception and retention may be related to subject behaviour.

MT805 Marlowe, Shakespeare, and Early Modern France						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	100% Coursework	

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1	Paris	Autumn	M	30 (15)	100% Coursework
1	Paris	Spring	M	30 (15)	100% Coursework

Contact Hours

Total contact hours: 22
Private study hours: 278
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 understanding of the depiction of early modern France in stage plays written by Marlowe, Shakespeare and others, informed by a deep understanding of modern scholarship on stage conventions and performance practices.
- 2 Demonstrate a comprehensive understanding of the historic and political context of the dramatists' engagement with French history, culture, and locations—including detailed knowledge of the European Reformation, the French Wars of Religion, and Anglo-French diplomacy—to identify lacunae in existing criticism and to offer new insights.
- 3 Convey understanding of the methodological frameworks and techniques applicable to the study of early modern dramatic texts, including the ability to evaluate different critical modes;
- 4 Express a critical awareness of the scholarly discourses and debates surrounding Anglo-French exchange and relations in the period, and how they relate to stage plays, developing the ability to critically assess methodologies and, where appropriate, to propose new hypotheses.

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

- 1 Apply, evaluate and critique methodologies in the study of literary texts and incorporate these in their own research;
- 2 Demonstrate a conceptual and critical engagement with current research in the discipline;
- 3 Convey new or complex ideas in written or oral form with greater clarity;
- 4 Take responsibility for an independent research project, including identifying appropriate primary material and an appropriate question, and undertaking self-directed research and learning to bring the project to completion

Method of Assessment

Main assessment methods
Source analysis 2,000 words 25%
Essay 4,000 words 75%

Reassessment methods
100% coursework (4,000 words)

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>

Synopsis <span style =

France is the setting and inspiration for many plays first written and performed for London's professional theatres, 1576-1642. Whether in the history cycles that depicted Anglo-French diplomacy and war, or in the comedies and tragedies that revealed the ebb and flow of life in England's near-neighbour, France as a site and space held a vivid place in the English imagination. This module is oriented around trans-national exchange (of ideas, people, goods, services) in early modern plays by Marlowe, Shakespeare, and other dramatists. France, and Paris in particular, will be read as a site of political unrest and religious fervour and debate, with the plays analysed in parallel to historical studies of the French Wars of Religion and networks of Anglo-French exchange during this period. Analysing the literary and historical contexts to these plays, the module will encourage students to think deeply about the dramatists' creative engagement with issues such as national and religious identity, trans-national intellectual exchange, and the politics of difference.

Contact Hours

Total contact hours: 22
Private study hours: 278
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 Demonstrate a systematic understanding of the depiction of early modern France in stage plays written by Marlowe, Shakespeare and others, informed by a deep understanding of modern scholarship on stage conventions and performance practices.
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- 3 Convey understanding of the methodological frameworks and techniques applicable to the study of early modern dramatic texts, including the ability to evaluate different critical modes;
- 4 Express a critical awareness of the scholarly discourses and debates surrounding Anglo-French exchange and relations in the period, and how they relate to stage plays, developing the ability to critically assess methodologies and, where appropriate, to propose new hypotheses.

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

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- 3 Convey new or complex ideas in written or oral form with greater clarity;
- 4 Take responsibility for an independent research project, including identifying appropriate primary material and an appropriate question, and undertaking self-directed research and learning to bring the project to completion

Method of Assessment

Main assessment methods

Source analysis 2,000 words 25%

Essay 4,000 words 75%

Reassessment methods

100% coursework (4,000 words)

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>

Synopsis <span style =

France is the setting and inspiration for many plays first written and performed for London's professional theatres, 1576-1642. Whether in the history cycles that depicted Anglo-French diplomacy and war, or in the comedies and tragedies that revealed the ebb and flow of life in England's near-neighbour, France as a site and space held a vivid place in the English imagination. This module is oriented around trans-national exchange (of ideas, people, goods, services) in early modern plays by Marlowe, Shakespeare, and other dramatists. France, and Paris in particular, will be read as a site of political unrest and religious fervour and debate, with the plays analysed in parallel to historical studies of the French Wars of Religion and networks of Anglo-French exchange during this period. Analysing the literary and historical contexts to these plays, the module will encourage students to think deeply about the dramatists' creative engagement with issues such as national and religious identity, trans-national intellectual exchange, and the politics of difference.

MT841 The Crisis of Church and State						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Method of Assessment

Students will be asked to give a presentation during term. The course will be assessed essay (5,000 words max) on a relevant topic of each student's choosing.

Preliminary Reading

John of Salisbury, Policraticus, trans. C. Nederman (Cambridge, 1990)

Aquinas, De Regimine Principum (On Kingship to the King of Cyprus), trans. G.B.Phelan and I.T.Eschmann (Toronto, 1949)

John of Paris, On Royal and Papal Power, trans J.A.Watt (Toronto, 1972)

*Giles of Rome, On Ecclesiastical Power, trans. R.W.Dyson (Woodbridge, 1986)

*James of Viterbo, On Christian Government, trans. R.W. Dyson (Woodbridge, 1995)

Dante, Monarchia, ed. P. Shaw, (Cambridge, 1995)

Marsilius, The Defender of Peace, trans. A. Gewirth (New York, 1956; reprint Toronto 1980)

Machiavelli, The Prince, ed. Q. Skinner and R. Price (Cambridge, 1988)

Tierney, B., The crisis of Church and State, 1050-1300 (Toronto, 1988).

Synopsis <span style =

The module deals with aspects of ecclesiastical history, theology, Medieval canon law and Medieval political thought c. 1180 —c. 1400. The course will be structured chronologically, tracing the development of political theories and practices of government developed by popes and lay rulers during the thirteenth century. Topics will include the ideas of papal power, ideas of state in England, Germany and Italy, the clash between papacy and lay rulers, the rise of new political subjects within Medieval Europe, especially towns.

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MT864 Reading the Medieval Town: Canterbury, an International City						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

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

Learning Outcomes

The intended subject specific learning outcomes.

- 1 Students will improve their skills of 'close reading' and 'close looking', enabling them to analyse better primary sources: texts, objects, buildings.
- 2 Students will develop a working knowledge of medieval urban history and medieval urban archaeology and the attendant research resources.
- 3 Students will improve their ability to engage critically with the secondary literature on medieval urban society through the use of Canterbury as a detailed case study and the deployment of comparative approaches.
- 4 Students will develop their ability to assess and apply critical and theoretical strategies appropriate for the study of material culture in the later Middle Ages.

The intended generic learning outcomes.

- 1 Students will develop writing and presentational skills by delivering short talks on the material covered in the course, and by producing an assessed essay of not more than 5,000 words.
- 2 Students' ability to articulate sophisticated, coherent and persuasive arguments will be enhanced through structured in-class debates.
- 3 Students' research and organisational skills will be developed through preparation for seminars and the assessed essay.

Method of Assessment

Main assessment methods
Essay 5000 words 100%

Reassessment methods
Reassessment Instrument: 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: <https://kent.rl.talis.com/index.html>

Synopsis <span style =

The teaching will focus on a number of inter-related themes which will be studied through differing types of evidence from written and printed texts to objects and standing buildings. Consequently, certain seminars will take place outside the seminar room, looking at the evidence in situ. Topics covered will include topography, civic governance, urban defence, house and household, commercial practices and premises, parish church development, the place of religious houses, pilgrimage and city-crown relations, as a way of examining issues such as space, power, patronage and responses to changing social, political and economic conditions. Students will be encouraged to think comparatively, both nationally and internationally, to assess Canterbury's place within medieval European society.

MT867 Reading the Evidence						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	20 (10)	100% Coursework	

Contact Hours

The course will be taught by 12 fortnightly two-hour seminars over the two terms. Students will be asked to make written comments on material in advance; they will contribute to seminar discussion and record their altered responses to the material after each seminar. In addition, students will be expected to use their seminar work to enable them to respond critically to the issues of disciplinary, evidence and method which arise from the Centre's weekly Research Seminars. This course therefore requires attendance at those seminars, and contact hours therefore average out at 2.5 hours per week, with a further three hours of independent study and writing.

Learning Outcomes

- Students will improve their skills of 'close reading' and 'close looking', enabling them better to analyse primary and secondary sources
- Students will develop working knowledge of the various sources and resources which exist for the study of the medieval and early modern periods from an interdisciplinary perspective
- Students will develop the ability to conceive, develop and plan a project of independent study by engaging critically with the methods and arguments of a range of secondary literature

Method of Assessment

Assignment 1: Review Essay

The purpose of this assignment is for you to practice the scholarly assessment of recent work on a medieval or early modern topic of your choice. Indicative word length: 1500 words.

Assignment 2: Annotated Bibliography

The annotated bibliography should consist of approximately ten items, including primary and secondary sources, all of which are related to the topic you have chosen for your dissertation. Indicative word length: 1500 words.

Assignment 3: Dissertation Proposal

The proposal for your MA dissertation should explain what your topic is, setting it briefly into an intellectual and methodological context. Make sure you think carefully through the various stages of a research proposal: defining the topic, establishing the key research questions, identifying your primary resources, describing the methodology, and setting out a preliminary outline of how the dissertation will present its argument (including introduction, main sections of the work, and conclusion). Indicative word length: 2500 words.

Restrictions

MEMS MA Students only

Synopsis *

This core course introduces students to different types of evidence, and to the relationship between evidence, disciplinary, interdisciplinarity, analysis, method and argument. The teaching is based around categories of evidence and the ways in which scholars have written about them, using detailed work on primary-source examples. In addition to this explicit engagement with interdisciplinarity, which introduces students to the different approaches they will encounter in the weekly research seminar and in the series of options courses taught by staff across the Faculty, the course encourages students to think about the process of constructing a dissertation in relation to published work within the field. The assessment relates to both of these interrelated aims.

MT875 The Black Death and Transformation of Europe, 1346-1400						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

1 x 2 hour seminar each week

Learning Outcomes

In the course of the module, the students will be exposed to a wide gamut of historiographic problems and interdisciplinary methodologies, related to the study of perhaps the single deadliest pandemic in human history. In addition to discussing and analyzing particular texts and secondary literature, the course will undertake a fieldtrip to a deserted village site and to the Canterbury Cathedral Archives, home to a large number of manorial documents from the Black Death years. The module will have a strong impact on methodological skills of participating students and, as such, it will contribute a great deal to their professional and scholarly development.

Method of Assessment

100% Coursework (1 x 5,000 word essay)

Preliminary Reading

- Aberth, John, *The Black Death. The Great Mortality of 1348-1350* (Boston, 2005)
- Baillie, Mike, *New Light on the Black Death. The Cosmic Connection* (Stroud, 2006)
- Benedictow, Ole J., *The Black Death. The Complete History* (Woodbridge, 2004)
- Cohn, Samuel, *The Black Death Transformed: Disease and Culture in Early Renaissance Europe* (London, 2003)
- Gottfried, Robert S., *The Black Death* (London, 1983)
- Hatcher, John, *Plague, Population, and the English Economy, 1348 - 1530* (London, 1977)
- Horrox, Rosemary, trans. and ed., *The Black Death* (Manchester, 1994)
- Jordan, William C., *The Great Famine* (Princeton, 1996)
- Kelly, John, *The Great Mortality* (London, 2005)
- Nirenberg, David, *Communities of Violence* (Princeton, 1996)
- Smith, Richard M., 'Demographic Developments in Rural England, 1300-48: A Survey,' in Bruce M.S. Campbell, ed., *Before the Black Death: Studies in 'Crisis' of the Early Fourteenth Century* (Manchester and New York, 1991), pp. 25-78
- Ziegler, Philip, *The Black Death* (New York, 1969)

Synopsis <span style =

Having arrived from the East in late 1347, a deadly and mysterious epidemic, whose nature is still uncertain, ravaged Europe for four years, killing about 50 per cent of its already weak population. But apart from killing the population, the Black Death left its profound marks on European economy, society, mentality and art. The course aims at studying the causes, spread, impact and consequences of the plague. Since no historical event, or phenomenon, can be studied separately from its context, the Black Death will be examined in a larger context of the fourteenth-century crisis, comprising population pressure, the Great Famine (1315-21), Cattle Plague (1319-21), anti-Jewish violence, violent warfare and social unrest.

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MT876 Cultures of Piety: Middle English Religious Literature, 1280-1500						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

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

Learning Outcomes

The intended subject specific learning outcomes.

Students completing this module will have gained a nuanced appreciation of some of the theological and cultural issues underpinning the production and consumption of a range of English religious writings. Students will investigate some of the historiographical biases in the representations of spiritual writing in England, particularly pertaining to the use of the English language to variously convey basic religious instruction, more complex theological debates and deep, mystical self-reflection. Those taking the module will have learned to synthesise a range of interdisciplinary perspectives on late medieval religion, and have developed an awareness of the political implications of the use of the vernacular for devotional purposes in late medieval England.

The intended generic learning outcomes.

Students will have improved their ability to produce presentations, individually and collaboratively; they will have put into practice and will enhance the research skills they have acquired as part of their bibliographic, palaeographic and codicological training in the MA's core modules, MEMS8660 and MEMS8670. Students taking this course will also have improved their close reading skills, and their mastery of Middle English through broad exposure to some of the various Englishes of the late Middle Ages.

Method of Assessment

Main assessment methods

Short Essay 1500 words 20%
Long Essay 3000 words 70%
Presentation & Diary 2,000 words 10%

Reassessment methods

Reassessment Instrument: 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: <https://kent.rl.talis.com/index.html>

Synopsis <span style =

This module explores the supposed renaissance in English devotional writings after the pastoral initiatives of the Fourth Lateran Council of 1215. Students will consider the validity of historiographical models of religious change in this period, examining the emergence of pastoralia, 'affective piety' and of the so-called 'vernacular theologies' of the late fourteenth and fifteenth centuries. Among the texts to be explored will be extracts from a number of early fourteenth-century pastoral texts (such as *Handlyng Synne* and *The Northern Homily Cycle*), from the late fourteenth century – the *Showings of Julian of Norwich*, and, moving into the fifteenth century, *Nicholas Love's Mirror*, *The Boke of Margery Kempe* and a range of Wycliffite and other 'suspect' writings. The literature of religious belief will in turn be situated against a range of manuscript case studies, critical readings, and theoretical studies.

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MT879 Approaches to Early English Performance						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

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

Learning Outcomes

The intended subject specific learning outcomes.

- 1 Students will improve their skills of 'close reading' and analysis, enabling them better to analyse primary sources, including performance texts, theatre history documents and performances.
- 2 Students will develop their knowledge of a range of medieval and early modern texts and the original conditions of their staging.
- 3 Students will develop their knowledge of the function and significance of performance theory and its use in the study of medieval and early modern performance, and of the various methodological and theoretical debates which surround it.
- 4 Students' ability to engage critically with and integrate a range of material, textual and theatrical primary material will be cultivated.

The intended generic learning outcomes.

- 1 developed to an advanced level skills of critical reading and analysis of a range of primary and secondary sources.
- 2 developed to an advanced level the key skills of written communication, problem solving, and attained responsibility for their own learning.
- 3 used relevant Information Technologies to research and present their work.
- 4 developed to an advanced level the key skills of oral communication and working with others in a group, as well as gaining programme outcomes.
- 5 advanced in their use of relevant learning and reference resources (including visual resources) within the Templeman Library, the British Library, the Globe theatre, and the internet, and used them effectively to support their arguments and analyses.
- 6 improved their ability to write coherent, informed and logical arguments in a well-organised and well-presented essay.

Method of Assessment

Main assessment methods
Essay 5000 words 100%

Reassessment methods
Reassessment Instrument: 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: <https://kent.rl.talis.com/index.html>

Synopsis */

This module will examine the social, material and experiential conditions of medieval and early modern drama. It will draw on a range of theoretical approaches to do so and consider the implications of applying these various approaches. Students will consider the implications of analysing performance as an ephemeral art form and the difficulties of doing so at a historical distance. This will entail analysing a wide range of primary sources, as well as engaging with current debates in Performance Studies and about contemporary theatrical 'reconstruction' projects, such as Shakespeare's Globe and Staging the Henrician Court. The module is structured around five key approaches to performance which students will examine in relation to a late-medieval and early modern playtexts over the course of ten weeks.

MT881 The First Information Revolution: Manuscript, Print and Rumour, c. 1480						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework	

Contact Hours

1 x 2 hour seminar each week

Learning Outcomes

On successfully completing the module students will be able to:

- 1) Demonstrate a systematic understanding of the circulation of news and information in early modern Europe.
- 2) Show a sophisticated critical awareness of the problems in distinguishing too closely between the media in which information flowed (printed text, manuscripts, and the spoken word).
- 3) Critically evaluate the existing scholarly literature on these subjects across disciplines with reference to the interrogation of primary sources to suggest original approaches to historical or literary problems.
- 4) Have a sophisticated understanding of the issues of censorship and state control of information, and critically evaluate how this affected the use of various media and source survival.
- 5) Have a comprehensive understanding of the international nature of the early modern information market and how information networks overlapped and intersected at a local, national, and international level.
- 6) Demonstrate a sophisticated critical awareness of the problems surrounding the measurement of literacy, and critically interrogate implications which different methods of measurement have both for the study of literacy and assessing the impact and reach of differing source materials.

Method of Assessment

100% Coursework (1 x 5,000 word essay)

Preliminary Reading

Bawcutt, Priscilla, 'Crossing the Border: Scottish Poetry and English Readers in the Sixteenth Century', in Sally Mapstone and Juliette Wood (eds), *The Rose and the Thistle: Essays on the Culture of Late Medieval and Renaissance Scotland* (East Linton, 1998), pp. 59-76.

Blomendall, Jan, Arjan Van Dixhoorn & Elsa Streitman, *Literary Cultures and Public Opinions in the Low Countries 1450-1650* (Leiden, 2011)

Fox, Adam, 'Religious Satire in English Towns, 1570-1640', in Patrick Collinson and John Craig (eds) *The Reformation in the English Towns 1550-1640* (Basingstoke, 1998), pp. 221-40.

Lake, Peter and Steve Pincus (eds), *The Politics of the Public Sphere in Early Modern England* (Manchester, 2007)

Love, Harold, *Scribal Publication in Seventeenth-Century England* (Oxford, 1993)

Pollmann, Judith, and Andrew Spicer (eds), *Public Opinion and Changing Identities in the Early Modern Netherlands* (Leiden, 2007)

Scott-Warren, Jason, 'Reconstructing Manuscript Networks: The Textual Transmissions of Stephen Powle', in Alexandra Shepard and Phil Withington (eds), *Communities in Early Modern England: Networks, Place, Rhetoric* (Manchester, 2000), pp. 18-38.

Woudhuysen, H.R., *Sir Philip Sidney and the Circulation of Manuscripts, 1558-1640* (Oxford, 1996)

Synopsis

Printing was first undertaken in Europe in 1439, it was introduced to England in the 1470s, and arrived in Scotland in 1508. The impact of the printing press on the flow of information was one of the most significant innovations of the early modern period. However, more recently, scholars have argued that this new technology needs to be understood in the context of continuity of oral culture and a market for manuscript circulation of texts which remained thriving until the eighteenth century. This course will introduce MA students to the complexities of the circulation of news and ideas in early modern Europe. In so doing it will introduce them to a particular areas of scholarship (such as book history or the public sphere) and provide them with essential information for approaching primary source materials (e.g., practical knowledge of the limitations and strengths of the English Stationer's Register). Whilst primary source materials and secondary reading will be provided in English, because the book trade and news market were international, this course will cover other European contexts and so be of use to students with either British or European research interests. Moreover, concerns surrounding the movement of texts and ideas are of the essence for scholars in faculties of both literature and history, as such, the module will be naturally interdisciplinary and so suited to students with interests in both History and English.

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MT882 Material Culture in the Early Modern World						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework	
1	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

The course will be taught by weekly seminars. Contact hours: 20

Method of Assessment

Essay, 5,000 words (100% coursework)

Preliminary Reading

Appadurai, A., (ed.), *The Social Life of Things: Commodities in Cultural Perspective* (1986)
 Brewer, J., and Porter, R., (eds.), *Consumption and the World of Goods* (1993)
 Findlen, P. (ed.), *Early Modern Things: Objects and their Histories, 1500-1800* (2013)
 Gerritsen, A., and Riello, G., (eds.), *The Global Lives of Things: The Material Culture of Connections in the Early Modern World* (2015)

Hamling, T., and Richardson, C., (eds.), *Everyday Objects: Medieval and Early Modern Material Culture and its meanings* (2010)
 Harvey, K. (ed.), *History and Material Culture: A Student's Guide to Approaching Alternative Sources* (2009)
 Richardson, C., Hamling, T., and Gaimster, D., (eds.), *The Routledge Handbook of Material Culture in Early Modern Europe* (2016)
 Rublack, U., 'Matter in the Material Renaissance', *Past & Present* (May 2013), 41-85
 Smith, P., Meyers, A., and Cook, H. J. (eds.), *Ways of Making and Knowing: The Material Culture of Empirical Knowledge* (2014)
 Welch, E., *Shopping in the Renaissance: Consumer Cultures in Italy, 1400-1600* (2005)

Exhibition Catalogues:

Ajmar-Wollheim, M., Dennis, F., (eds.), *At Home in Renaissance Italy* (V&A, 1996)
 Avery, V., Calaresu, M., and Laven, M., (eds.), *Treasured Possessions: from Renaissance to Enlightenment* (Fitzwilliam Museum, 2015)

Synopsis <span style =

This MA Module is a window onto the rich and diverse material culture of Early Modern Europe and the world. A primary objective of this module is to consider objects as sources, alongside more traditional textual sources, and to develop ways in which to use artefacts in historical research. The course starts with a critical overview of the way in which consumption has traditionally been treated by economic historians concerned with the quantity of objects produced and how they fitted into an economy of circulation and wealth. The main focus of the module is on a cultural history of things. Inspired by the 'material turn' and theoretical work by anthropologists such as Daniel Miller, material culture has more recently been used to answer research questions regarding the meanings things held for different people. Cultural historians, inspired by work in art history and museum studies, have begun to engage in analysing objects to evaluate the Early Modern world. We will explore how this has not only generated a diverse new set of sources to study, but also a new understanding of the agency of things in Early Modern society and a new way to access the everyday lives of people. Finally, as a group we will evaluate how things can make us question traditional historical narratives, which are often based on the texts elites produced. The main themes of the module allow students to explore objects in different contexts, from courtly collections to everyday domestic interiors, and to examine objects as carriers of meaning and agency. Furthermore, this module emphasises Europe's place in a global world. We will see how the Early Modern period was a world of vibrant interconnections as a 'New World of Goods' flooded Europe. In working with extant objects, this module introduces interdisciplinary working with museum studies, art history and archaeology.

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MT885 Manuscripts, Libraries and Archives: further adventures in palaeography						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Seminars: 22 Hours
Private study: 278 hours
Total: 300 hours

Learning Outcomes

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

- 1 Recognise how palaeographical and codicological evidence can be deployed to reconstruct the wider social and cultural context.
- 2 Reflect on the milieux in which hand-written texts were produced, circulated and stored in the Middle Ages and early modern period.
- 3 Show an appreciation of the dynamics of the survival and destruction of manuscripts in the post-medieval world.
- 4 Demonstrate an advanced understanding of the practices of researching the technical aspects of manuscript volumes and documents.
- 5 Express a reasoned assessment of the trends in the relevant recent scholarship.

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

- 1 Make best use of archives by appreciating their historical development and the cultural dynamics they reflect
- 2 Appreciate the range of evidence that can be drawn from hand-written primary sources
- 3 Deploy the evidence drawn from these primary sources in the construction of a reasoned argument
- 4 Demonstrate a nuanced language for the description of the primary sources
- 5 Show experience in presenting research in an accessible fashion in speech and / or on-line

Method of Assessment

Main assessment methods

1. Technical paper 2,000 words: 30%
2. Presentation (10 Min presentation and 10 minutes discussion) 10%
3. Essay. 3,500 words: 60%

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: <https://kent.rl.talis.com/index.html>

Pre-requisites

MEMS8880 Palaeography and Codicology: an introduction to manuscript studies

Synopsis <span style =

This module develops the skills introduced in the core palaeography module by demonstrating their application to cultural and literary history. It will do this by considering the milieux in which hand-written texts were produced, circulated and stored in the Middle Ages and the early modern period. It, therefore, spans across both 'manuscript culture' and the centuries after the introduction of print. It considers the process of destruction and survival of codices from the sixteenth to the twentieth century, and also reflects on the continuing production of manuscript books and documents. At the same time, it assists students in further refining their technical skills in working with codices and documents.

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MT886 The Transformation of Europe, c. 870 - 1100						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework	
1	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 22
Private study hours: 278
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 understanding of the key political, social, economic and cultural developments that characterise Western European history in the tenth and eleventh centuries.
- 2 demonstrate a critical awareness of both traditional and current methodological and historiographical approaches to the history of central medieval political and social institutions, as well as an understanding of how these have changed over the last half-century.
- 3 demonstrate a comprehensive understanding of techniques applicable to the study of medieval documents, as well as an appreciation of the limitations and ambiguity of this evidence and issues pertaining to source survival.
- 4 demonstrate a strong independent ability to identify, locate and interrogate the most appropriate primary and secondary resources for the study of central medieval European history.
- 5 critically evaluate models of change and continuity between Carolingian and post-Carolingian Europe and describe how these may be combined to form an overall assessment of the period.

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

- 1 deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly in writing and orally.
- 2 demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.
- 3 identify a range of solutions involving large quantities of data and abstract concepts in order to make decisions about complex problems in a variety of contexts.
- 4 take responsibility for an independent research project, including identifying an appropriate question, planning the project with respect to appropriate source materials, and undertaking self-directed research and learning to bring the project to completion

Method of Assessment

Main assessment methods
Historiographical analysis 2,000 words 25%
Essay 4,000 words 75%

Reassessment methods
Reassessment instrument: 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: <https://kent.rl.talis.com/index.html>

Synopsis <span style =

In 888, the Carolingian Empire, often viewed as the last of the post-Roman successor states, collapsed. By the beginning of the twelfth century, Western Europe had been completely transformed – politically, socially, economically, culturally. What happened? This module offers an in-depth comparative study of France, Germany, Italy and the Low Countries in the tenth and eleventh centuries in order to address the controversies and challenges presented by a pivotal period of European history. With the onset of the later Middle Ages, historians begin to see a Europe characterised by quintessentially 'medieval' institutions and phenomena such as feudalism, the crusades, scholasticism, heresy, chivalry, public opinion, urbanisation and the supreme power of the papacy. It has been suggested that these transformations constituted a turning point in world history, setting Latin Europe on a path to global domination. Yet there is considerable disagreement over how all this came about. Indeed, some have suggested that little changed on the ground, that scholars have been tricked by the texts and by changes in the style and form of written records. Is it simply a matter of perception, or were there in fact profound political and social changes that amounted to 'the making of Europe'? What did the Carolingian Empire bequeath the polities that rose in its wake? What was the 'feudal transformation', and why has the concept been so controversial? How did the pope come to wield such great power in European politics? To answer these and other questions, students will analyse a wide array of surviving documentation, including charters and administrative records, narrative histories and other literary works, letters, canon (church) law, liturgical and theological texts, and more.

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MT887 Europe's lingua franca: applications of Latin for graduate medievalists						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	M	15 (7.5)	80% Coursework, 20% Exam	

Contact Hours

Total contact hours: 44

Total private study hours: 106 hours

Total module hours: 150 hours

Learning Outcomes

1. Be able to comprehend, parse and translate Latin texts of the style and level of complexity they are likely to encounter in their MA research
2. Appreciate the pan-European role of Latin and its continuing but shifting status in the medieval and early modern West
3. Show an understanding of both the changes that the Latin underwent in the medieval and early modern world and what they tell us about the societies in which it was used
4. Understand literacy as a cultural construction and the place of multilingualism within it

Method of Assessment

Language exercises – homework submitted over the course of the term (best four marks, of a minimum of six exercises completed, 4 × 10% = 40%)

Exam (2 hour) - 20%

Essay (2,500 words) - 40%

Preliminary Reading

Textbook - J. F. Collins, A Primer of Ecclesiastical Latin (Washington DC, 1988)

In addition, students will be encouraged to use relevant online resources, including:

<http://perseus.uchicago.edu/LewisShort.html>

<https://www.memrise.com/course/66890/a-primer-of-ecclesiastical-latin/>

Cultural status of Latin

F. Waquet, Latin, or the Empire of a Sign (London, 2001)

R. Ashdowne and C. White ed., Latin in Medieval Britain (Oxford, 2017)

C. Celenza, The Lost Italian Renaissance (Baltimore MD, 2005)

Pre-requisites

None

Synopsis *

Latin was the premier language of medieval and early modern Europe, and a firm grounding in it becomes essential to you now that you are graduate students. The module is specifically tailored for medievalists and early modernists. While you will learn the grammatical structures of classical Latin, the emphasis is on Latin as a living language in the post-classical world. You will be considering its transformations and variety and will be encouraged to ask what these developments tell us about the societies in which it was used. Alongside that, we will consider the role of Latin: how did that change from its classical origins? Why did it survive so long? How far did it decline in power over the long period we study?

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MT888 Palaeography and Codicology: an introduction to manuscript studies						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	M	15 (7.5)	80% Coursework, 20% Exam	
1	Paris	Autumn	M	15 (7.5)	80% Coursework, 20% Exam	

Contact Hours

Contact hours: 47
Private Study: 103
Total: 150 hours

Learning Outcomes

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

1. Appreciate how the physical form of the book and its script encodes information about its purpose, production and use.
2. Demonstrate awareness of the fundamental stages in the history of Latin palaeography from antiquity to the early modern period.
3. Show competence in transcribing texts in a variety of scripts.
4. Show competence in identifying and analysing scripts.
5. Appreciate the fundamentals of providing a technical description of manuscript products.
6. Demonstrate an understanding of the status of manuscripts in the medieval and post-medieval world.

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

1. Have confidence in their mastery of the fundamental study skill of identifying and reading multiple scripts
2. Show the critical acumen to organise information by date and place through the use of palaeographical knowledge
3. Appreciate that the materiality of any written artefact provides an important primary source open to individual research
4. Recognise the methods of reasoning involved in making a palaeographical identification
5. Show enhanced skills of analysis achieved through managing their own learning in a supportive environment
6. Demonstrate mastery of the essential palaeographical and codicology vocabulary.
7. Show close acquaintance with the specific requirements of presenting palaeographical and codicological scholarship.

Method of Assessment

Main assessment methods

Assessment will be by four elements:

1. Transcriptions (two marks, weighted equally at 10% each, total of 20%)
2. Manuscript Description (20%)
3. Exam (2 hr) (20%)
4. A term paper (2,500 words) (40%)

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: <https://kent.rl.talis.com/index.html>

Pre-requisites

None

Synopsis *

Our cultural heritage is defined by the legacy of manuscript artefacts. Those books and documents carry with them multiple pieces of information — more so than any printed book — that help decipher not just the meaning of their texts but also of their purpose and history. This module introduces you to the long history of that culture and, in particular, will give you the technical tools to make use of these sources. You will learn to read a variety of scripts and to appreciate the cultural contexts in which they were used (Latin palaeography, so called because the scripts — whatever the language — derive from the practices of ancient Rome); you will also study the book as object, understanding the elements of its make-up and what they can tell us about the society in which it was made and used (codicology).

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MT889 Reading Latins						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 33
 Total private study hours: 267
 Total module hours: 300

Learning Outcomes

1. Demonstrate a level of competence in Latin as would be required from a student beginning a doctorate
2. Demonstrate an advanced appreciation of the peculiarities of the various medieval and early modern styles of Latin
3. Show a nuanced understanding of the changing status of Latin texts in medieval and early modern Europe
4. Reflect on the challenges and the potential of making medieval and early modern Latin accessible to wider audiences

Method of Assessment

In-class presentation on a selected text (20%)
 Exam (grammar and vocabulary), 2 hour (30%)
 Public engagement project (10%)
 Essay on a relevant topic or text, c. 3,000 words (40%)

Preliminary Reading

The study will centre on primary texts taken in part from readers — eg K. Sidwell, *Reading Medieval Latin* (Cambridge, 1995) — and editions, including, for instance, those in the I Tatti Renaissance Library.
 Secondary reading will include:
 F. A. C. Mantello and A. F. Rigg ed., *Medieval Latin: an introduction and bibliographical guide* (Washington DC, 1996)
 E. R. Curtius, *European Literature and the Latin Middle Ages* [trans. from German] (London, 1953 and subsequent editions)
 R. Ashdowne and C. White ed., *Latin in Medieval Britain* (Oxford, 2017)
 C. Celenza, *The Lost Italian Renaissance* (Baltimore, 2007)
 S. Tilg and S. Knight ed., *The Oxford Handbook of Neo-Latin* (Oxford, 2015)
 V. Moul ed., *A Guide to Neo-Latin Literature* (Cambridge, 2017)

Pre-requisites

Europe's lingua franca: an introduction to Latin (MT887)

Synopsis

This module builds on the knowledge of Latin developed in the core module. Its intention is to develop that skill to a level expected of doctoral students in the first years of their programme. It does this by augmenting the knowledge of grammar and vocabulary. In the process, it refines your appreciation of the variety of Latin in time and place — medieval and early modern shared 'Latins' rather than one unchanging style of expression. The importance attached to Latin may seem alien from our own society and an element of this module is also to consider how one makes the riches of the post-classical language accessible to audiences beyond medievalists and early modernists for whom it is a *sine qua non*.

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MT890 The Power of the Written Word in Early Medieval Britain						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework	
1	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 22
Private study hours: 278
Total study hours: 300

Learning Outcomes

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

- 1 Engage confidently with a wide variety of primary textual and material sources from early medieval Britain
- 2 Demonstrate a thorough understanding of the range of surviving forms of written material from early medieval Britain, including its chronological and geographic distribution
- 3 Convey understanding of the methodological frameworks and techniques applicable to the study of medieval texts
- 4 Express a critical awareness of the scholarly discourses and debates surrounding the textual corpus from early medieval Britain, particularly in relation to issues of multilingualism, literacy and identity
- 5 Appreciate the myriad ways in which this textual corpus can be utilized for intellectual enquiry and research

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

- 1 Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly in writing and orally
- 2 Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- 3 Identify a range of solutions involving large quantities of data and abstract concepts in order to make decisions about complex problems in a variety of contexts
- 4 Take responsibility for an independent research project, including identifying appropriate primary material and an appropriate question, and undertaking self-directed research and learning to bring the project to completion

Method of Assessment

Main assessment methods
Source analysis 2,000 words 25%
Essay 4,000 words 75%

Reassessment methods
100% coursework (4,000 words)

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>

Synopsis <span style =

An extraordinarily rich, multilingual corpus of writing survives from early medieval Britain. This material takes many physical and literary forms, including stone and metal inscriptions, and, on parchment, histories, hagiographies, elegies, riddles, epics, charters, liturgical rites, and so much more besides. Collectively, it attests to the vitality of the written word in a diverse range of social and political contexts in a period that is often, erroneously, described as a 'dark age'. The aim of this module is to provide students with an appreciation of the breadth and depth of the surviving textual corpus from early medieval Britain, equipping them with the technical and methodological skills to engage directly with this material for a wide variety of intellectual enquiries. Particular emphasis will be placed on the multilingual nature of this corpus and its 'social logic': what does the composition, use and reception of these artefacts tell us about the societies that produced them? Throughout, we will encounter some of the most celebrated literature from the period, including Beowulf, Asser's Life of King Alfred, and Bede's Historia ecclesiastica; we will also meet some texts and artefacts that to date have received relatively little attention. By the end of the module, students will have gained a keen awareness of the exciting possibilities that this corpus offers researchers for exploring the social, cultural and political worlds of early medieval Britain.

MT893 Europe.s lingua franca: Latin for graduate pre-modernists						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	30 (15)	80% Coursework, 20% Exam	

Contact Hours

Total contact hours: 88
Total private study hours: 212 hours
Total module hours: 300 hours

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a level of competence in Latin as would be required from a student undertaking relevant primary research
2. Demonstrate an advanced appreciation of the peculiarities of the various medieval and early modern styles of Latin
3. Show a nuanced understanding of the changing status of Latin texts in medieval and early modern Europe
4. Understand literacy as a cultural construction and the place of multilingualism within it
5. Reflect on the challenges and the potential of making medieval and early modern Latin accessible to wider audience

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Have confidence that they have mastered Latin to a standard compatible with undertaking advanced primary research
2. Appreciate the potential of close critical analysis of primary sources in a language other than their mother tongue, as well as of secondary material
3. Show mastery of the grammatical vocabulary in order to articulate their understanding and knowledge
4. Show enhanced appreciation of the role of grammar in expression in any language through developed powers of communication
5. Display a level of appreciation of the details of the Latin language to provide close analysis of relevant primary sources
6. Show an ability to explicate Latin texts to an academic audience
7. Show a recognition of the methods that can be used to make Latin material accessible to audiences beyond the academic

Method of Assessment

Main assessment methods:

Language exercises – homework submitted over the course of the terms (best six marks, of a minimum of five exercises completed, $6 \times 5\% = 30\%$)

Exam (2 hours; 20%)

Essay (3,000 words; 30%)

Presentation on a selected text (in class, 10%)

Public engagement project (10%)

Reassessment methods:

Coursework (100%)

Preliminary Reading

Textbooks

J. F. Collins, *A Primer of Ecclesiastical Latin* (Washington DC, 1988)

K. Sidwell, *Reading Medieval Latin* (Cambridge, 1995)

In addition, students will be encouraged to use relevant online resources, including:

<http://perseus.uchicago.edu/LewisShort.html>

<https://www.memrise.com/course/66890/a-primer-of-ecclesiastical-latin/>

Cultural status of Latin

F. Waquet, *Latin, or the Empire of a Sign* (London, 2001)

R. Ashdowne and C. White ed., *Latin in Medieval Britain* (Oxford, 2017)

C. Celenza, *The Lost Italian Renaissance* (Baltimore MD, 2005)

S. Tilg and S. Knight ed., *The Oxford Handbook of Neo-Latin* (Oxford, 2015)

V. Moul ed., *A Guide to Neo-Latin Literature* (Cambridge, 2017)

Pre-requisites

None

Synopsis <span style =

Latin was the premier language of medieval and early modern Europe, and a firm grounding in it becomes essential to you now that you are graduate students. The module is specifically tailored for medievalists and early modernists. It has two interlocking aims: one is to ensure you are well versed enough in the language that you can feel confident in approaching primary sources in your dissertation research for the MA and, indeed, beyond if you continue to doctoral studies. The second is to consider the role of Latin as a living language in the post-classical world — and one whose influence is still felt in our society today. You will be considering its transformations and variety and will be encouraged to ask what these developments tell us about the societies in which it was used. Alongside that, we will consider the role of Latin: how did that change from its classical origins? Why did it survive so long? How far did it decline in power over the long period we study?

Contact Hours

Total contact hours: 88

Total private study hours: 212 hours

Total module hours: 300 hours

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate a level of competence in Latin as would be required from a student undertaking relevant primary research
- 2 Demonstrate an advanced appreciation of the peculiarities of the various medieval and early modern styles of Latin
- 3 Show a nuanced understanding of the changing status of Latin texts in medieval and early modern Europe
- 4 Understand literacy as a cultural construction and the place of multilingualism within it
- 5 Reflect on the challenges and the potential of making medieval and early modern Latin accessible to wider audience

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

- 1 Have confidence that they have mastered Latin to a standard compatible with undertaking advanced primary research
- 2 Appreciate the potential of close critical analysis of primary sources in a language other than their mother tongue, as well as of secondary material
- 3 Show mastery of the grammatical vocabulary in order to articulate their understanding and knowledge
- 4 Show enhanced appreciation of the role of grammar in expression in any language through developed powers of communication
- 5 Display a level of appreciation of the details of the Latin language to provide close analysis of relevant primary sources
- 6 Show an ability to explicate Latin texts to an academic audience
- 7 Show a recognition of the methods that can be used to make Latin material accessible to audiences beyond the academic

Method of Assessment

Main assessment methods

Language exercises – homework submitted over the course of the terms (best six marks, of a minimum of five exercises completed, $6 \times 5\% = 30\%$)

Exam (2 hours; 20%)

Essay (3,000 words; 30%)

Presentation on a selected text (in class, 10%)

Public engagement project (10%)

Reassessment methods

Coursework (100%)

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 <span style =

Latin was the premier language of medieval and early modern Europe, and a firm grounding in it becomes essential to you now that you are graduate students. The module is specifically tailored for medievalists and early modernists. It has two interlocking aims: one is to ensure you are well versed enough in the language that you can feel confident in approaching primary sources in your dissertation research for the MA and, indeed, beyond if you continue to doctoral studies. The second is to consider the role of Latin as a living language in the post-classical world — and one whose influence is still felt in our society today. You will be considering its transformations and variety and will be encouraged to ask what these developments tell us about the societies in which it was used. Alongside that, we will consider the role of Latin: how did that change from its classical origins? Why did it survive so long? How far did it decline in power over the long period we study?

MT894 (Re)constructions: diplomatic and textual editing						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	15 (7.5)	100% Coursework	
1	Paris	Spring	M	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 44

Total private study hours: 106 hours

Total module hours: 150 hours

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Appreciate the development of philology as a discipline
2. Understand the principles undertaken in the making of a diplomatic and critical edition
3. Reflect on the mediated nature of any text as presented in an edition
4. Understand the principles for identifying errors of transmission in printed texts
5. Recognise and understand the various kinds of editorial interventions and apparatuses introduced in historical and modern editions

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate an ability to undertake philological work
2. Do so both as individual and as a member of a small team
3. Demonstrate how this work affects the understanding of a text as historical document and a literary artefact
4. Hone their skills at presenting complex information in an accessible manner to their peers

Method of Assessment

Main assessment methods:

Presentation (2 x 20%) = 40%

Essay (4,000 words) = 60%

Reassessment methods:

Coursework 100%

Preliminary Reading

G. Barraclough, *Public Notaries and the Papal Curia* (Rome, 1934)

A. L. Brown, *The Governance of Late Medieval England* (London, 1989)

M. Camargo, *Essays on Medieval Rhetoric* (Farnham, 2012)

P. Chaplais, *English Medieval Diplomatic Practice* (London, 1982)

W. W. Greg, 'The Rationale of Copy-Text', *Studies in Bibliography*, 3 (1950-1), 19-37.

C. Høgel and E. Bartoli ed., *Medieval Letters* (Turnhout, 2015)

R. B. McKerrow, *Prolegomena for the Oxford Shakespeare: A study in editorial method* (Oxford: Clarendon Press, 1939)

T. Tanselle, *Textual Criticism and Scholarly Editing* (Virginia, 2003)

Pre-requisites

None

Synopsis <span style =

This module is designed to equip you with skills essential to textual study. On the one hand, it will consider diplomatic — that is, the construction of official documents — and help you decipher the strategies involved in the drafting, propagating and registering of those documents across the Middle Ages and into the early modern period. On the other, it will explain the strategies involved in editing literary texts, paying attention to how this has developed as a practice, and how it is continuing to change with computerised techniques. Together, these two traditions form the discipline of philology, and by studying them together, you will appreciate the fruitful interplay which has informed their development. You will have the opportunity to put into practice the skills which you learn.

Contact Hours

Total contact hours: 44

Total private study hours: 106 hours

Total module hours: 150 hours

Learning Outcomes

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

- 1 Appreciate the development of philology as a discipline
- 2 Understand the principles undertaken in the making of a diplomatic and critical edition
- 3 Reflect on the mediated nature of any text as presented in an edition
- 4 Understand the principles for identifying errors of transmission in printed texts
- 5 Recognise and understand the various kinds of editorial interventions and apparatuses introduced in historical and modern editions

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

- 1 Demonstrate an ability to undertake philological work
- 2 Do so both as individual and as a member of a small team
- 3 Demonstrate how this work affects the understanding of a text as historical document and a literary artefact
- 4 Hone their skills at presenting complex information in an accessible manner to their peers

Method of Assessment

Main assessment methods

Presentation (2 x 20%) = 40%

Essay (4,000 words) = 60%

Reassessment methods

Coursework 100%

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:

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Pre-requisites

None

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Synopsis *

This module is designed to equip you with skills essential to textual study. On the one hand, it will consider diplomatic — that is, the construction of official documents — and help you decipher the strategies involved in the drafting, propagating and registering of those documents across the Middle Ages and into the early modern period. On the other, it will explain the strategies involved in editing literary texts, paying attention to how this has developed as a practice, and how it is continuing to change with computerised techniques. Together, these two traditions form the discipline of philology, and by studying them together, you will appreciate the fruitful interplay which has informed their development. You will have the opportunity to put into practice the skills which you learn.

MT998 Medieval and Early Modern Studies Dissertation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	60 (30)	100% Project	

Method of Assessment

In the summer term and over the summer vacation, you will write a dissertation of 12,000 - 15,000 words (the upper limit is absolute, the lower is a recommendation).

Assessment: 100% of the mark for this option is based on the dissertation.

Restrictions

This module is only available to MEMS MA Students

Synopsis *

From the commencement of your MA you will be asked to start thinking about a proposed topic for a dissertation. You are advised to talk to members of staff about your topic before a suitable supervisor is assigned.

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PH700 Physics Research Project						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	60 (30)	100% Project	

Availability

This is not available as a wild module.

Contact Hours

Total contact hours: 40

Private study hours: 560

Total study hours: 600

Learning Outcomes

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

Have:

An ability to identify relevant principles and laws when dealing with problems, and to make approximations necessary to obtain solutions.

An ability to solve problems in physics using appropriate mathematical tools.

An ability to execute and analyse critically the results of an experiment or investigation and draw valid conclusions. To evaluate the level of uncertainty in these results and compare them with expected outcomes, theoretical predictions or with published data; thereby to evaluate the significance of their results in this context.

An ability to interpret mathematical descriptions of physical phenomena.

An ability to plan an experiment or investigation under supervision and to understand the significance of error analysis.

A working knowledge of a variety of experimental, mathematical and/or computational techniques applicable to current research within physics.

An ability to present and interpret information graphically.

An ability to communicate scientific information, in particular to produce clear and accurate scientific reports.

A familiarity with laboratory apparatus (including relevant aspects of Health & Safety), theories and techniques.

The systematic and reliable recording of experimental data or derivation of theoretical results.

An ability to make use of appropriate texts, research-based materials or other learning resources as part of managing their own learning.

C&IT skills which show fluency at the level and range needed for project work such as familiarity with a programming language, simulation software or the use of mathematical packages for manipulation and numerical solution of equations.

An ability to communicate complex scientific ideas, the conclusion of an experiment, investigation or project concisely, accurately and informatively.

Experimental skills showing the competent use of specialised equipment, the ability to identify appropriate pieces of equipment and to master new techniques and equipment.

An ability to make use of research articles and other primary sources.

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

Have a knowledge and understanding of:

Problem-solving skills, in the context of both problems with well-defined solutions and open-ended problems; an ability to formulate problems in precise terms and to identify key issues, and the confidence to try different approaches in order to make progress on challenging problems. Numeracy is subsumed within this area.

Investigative skills in the context of independent investigation including the use of textbooks and other available literature, databases, and the interaction with colleagues to extract important information.

Communication skills in the area of dealing with surprising ideas and difficult concepts, including listening carefully, reading demanding texts and presenting complex information in a clear and concise manner. C&IT skills are an important element to this.

Analytical skills – associated with the need to pay attention to detail and to develop an ability to manipulate precise and intricate ideas, to construct logical arguments and to use technical language correctly.

Personal skills – the ability to work independently, to use initiative, to organise oneself to meet deadlines and to interact constructively with other people.

Method of Assessment

Project progress (i.e. supervisor assessment of performance) (15%)

Project report (55%), max. 12,000 words

Viva voce (15%)

Presentation (15%), duration 15 minutes

Preliminary Reading

None; appropriate background reading will be suggested by individual project supervisors

Pre-requisites

None.

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Restrictions

School of Physical Sciences

Procedures for Projects Involving Human Participation

It is a University requirement that any final year project undergraduate, postgraduate or staff research project involving human participants should be subject to a procedure to determine whether ethics approval is needed. The procedure employed by SPS and the Faculty of Science are described here:

<http://www.kent.ac.uk/stms/faculty/adminprocedures/research-ethics/index.html>

Undergraduate projects PH600, PH603, PS620, CH620, PS720, PS740 and PH700

Each project proposal collected from academics will include an ethics approval checklist designed to determine if ethical approval is required from the faculty i.e. does the project involve human participants. It is the responsibility of convenors to ask supervisors to fill in these checklists with students. If the answer to any of the questions on the checklist is yes please see below;

The following text will be introduced into the information pack or the handbooks of the module:

"Before you commence any work, it is important that the ethics of that work be considered; for example, taking fingerprints or collecting images of faces of your colleagues etc. Your supervisor will discuss any ethics issues with you and you should keep a copy of the documentation"

For projects involving human participants other than those conducting the project itself, students and their supervisors are required to read, note and act upon the guidelines available at

<http://www.kent.ac.uk/stms/faculty/adminprocedures/research-ethics/index.html> to obtain approval from the Sciences Research Ethics (Human Participation) Advisory Group.

Further information on Ethics can be obtained from Dr Donna Arnold, SPS representative on the Sciences Research Ethics Advisory Group.

Synopsis <span style =

Aims:

To provide an experience of open-ended research work.

To begin to prepare students for postgraduate work towards degrees by research or for careers in R&D in industrial or government/national laboratories.

To deepen knowledge in a specialised field and be able to communicate that knowledge orally and in writing.

Syllabus

All MPhys students undertake a laboratory, theoretical or computationally-based project related to their degree specialism. These projects may also be undertaken by Diploma students. A list of available project areas is made available during Stage 3, but may be augmented/revised at any time up to and including Week 1 of Stage 4. As far as possible, projects will be assigned on the basis of students' preferences – but this is not always possible: however, the project abstracts are regarded as 'flexible' in the sense that significant modification is possible (subject only to mutual consent between student and supervisor). The projects involve a combination of some or all of: literature search and critique, laboratory work, theoretical work, computational physics and data reduction/analysis. The majority of the projects are directly related to the research conducted in the department and are undertaken within the various SPS research teams.

PH709 Space Astronomy and Solar System Science						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	

Availability

This is not available as a wild module.

Contact Hours

Total contact hours (Lectures and workshop sessions – does not include office contact hours): 30

Private study hours: 120

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:

Have:

An ability to identify relevant principles and laws when dealing with problems in Space Astronomy and Solar System Science, and to make approximations necessary to obtain solutions.

An ability to solve problems in astronomy, astrophysics and space science using appropriate mathematical tools.

An ability to use mathematical techniques and analysis to model physical behaviour in Space Astronomy and Solar System Science.

An ability to comment critically on how spacecraft and space telescopes (operating at various wavelengths) are designed, their principles of operation, and their use in solar system exploration and astronomy & astrophysics research.

An ability to solve advanced problems in astronomy, astrophysics and space science using appropriate mathematical tools.

An ability to interpret mathematical descriptions of physical phenomena in Space Astronomy and Solar System Science.

An ability to work within the space sciences area that is well matched to the frontiers of knowledge, the science drivers that underpin government funded research and the commercial activity that provides hardware or software solutions to challenging scientific problems in these fields.

An ability to present and interpret information graphically.

An ability to make use of appropriate texts, research-based materials, other primary sources or other learning resources as part of managing their own learning.

Other more specific learning outcomes:

An ability to discuss coherently the origin and evolution of Solar Systems and be able to evaluate claims for evidence of Solar Systems other than our own.

Ability to identify relevant principles, make relevant approximations and solve problems using a mathematical approach.

Students should become fluent in current trends and methods as regards to space astronomy and Solar System exploration.

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

Have a knowledge and understanding of:

Problem-solving skills, in the context of both problems with well-defined solutions and open-ended problems; an ability to formulate problems in precise terms and to identify key issues, and the confidence to try different approaches in order to make progress on challenging problems. Numeracy is subsumed within this area.

Investigative skills in the context of independent investigation including the use of textbooks and other available literature and databases, to extract important information.

Communication skills in the area of dealing with surprising ideas and difficult concepts, including listening carefully, reading demanding texts.

Analytical skills – associated with the need to pay attention to detail and to develop an ability to manipulate precise and intricate ideas, to construct logical arguments and to use technical language correctly.

Method of Assessment

Two homework assignments (15% each) (10 hours each)

Examination (2 hours, 70%)

Academic year 2022/23 examined: In-Person Exam (Standard Exam)

Preliminary Reading

Wertz and Larson, Space Mission Analysis and Design, 3rd Edition, 1992 [TL 790]

Jones, Discovering the Solar System, 2nd Edition, 1999 [q QB501]

Taylor, Solar System Evolution, 2nd Edition, 2001 [q QB501]

Fortescue, Stark and Swinerd, Spacecraft Systems Engineering, 3rd ed, Wiley, 2003 [TL875]

Other reading:

Davies; Astronomy from Space: The Design and Operation of Orbiting Observatories, Wiley, 1997 [QB136]

Encrenaz, Bibring and Blanc; The Solar System, Springer, 2010 [QB 501]

Jakosky: The Search for Life on Other Planets, 1998 [QB 54]

Gilmour & Sephton: Introduction to Astrobiology, 2004 [qQB 501]

Carroll and Ostlie, Modern Astrophysics, 2nd Edition, 2007 (copies of the 1st edition are in the library at QB461)

Pre-requisites

None.

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Synopsis *

Space Astronomy:

Why use space telescopes; other platforms for non-ground-based astronomical observatories (sounding rockets, balloons, satellites); mission case study; what wavelengths benefit by being in space; measurements astronomers make in space using UV, x-ray and infra-red, and examples of some recent scientific missions.

Exploration of the Solar System:

Mission types from flybys to sample returns: scientific aims and instrumentation: design requirements for a spacecraft-exploration mission; how to study planetary atmospheres and surfaces: properties of and how to explore minor bodies (e.g. asteroids and comets): current and future missions: mission case study; how space agencies liaise with the scientific community; how to perform calculations related to the orbital transfer of spacecraft.

Solar System Formation and Evolution:

The composition of the Sun and planets will be placed in the context of the current understanding of the evolution of the Solar System. Topics include: Solar system formation and evolution; structure of the solar system; physical and orbital evolution of asteroids.

Extra Solar Planets:

The evidence for extra Solar planets will be presented and reviewed. The implications for the development and evolution of Solar Systems will be discussed.

Life in Space:

Introduction to the issue of what life is, where it may exist in the Solar System and how to look for it.

PH711	Rocketry and Human Spaceflight					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	

Availability

This is not available as a wild module.

Contact Hours

Total contact hours (Lectures and workshop sessions – does not include office contact hours): 30

Private study hours: 120

Total study hours: 150

Learning Outcomes

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

Have a knowledge and understanding of:

Aspects of the theory and practice of space science, and of those aspects upon which space science depends in relation to rocketry and Human Space Flight (a knowledge of key physics, especially for rocketry).

An understanding of relevant fundamental laws and principles of physics, along with their application to rocketry and human spaceflight.

An ability to identify relevant principles and laws when dealing with problems, and to make approximations necessary to obtain solutions.

An ability to solve problems in rocketry and human spaceflight using appropriate mathematical tools.

An ability to use mathematical techniques and analysis to model physical behaviour.

An ability to solve advanced problems in rocketry and human spaceflight using appropriate mathematical tools, to translate problems into mathematical statements and apply their knowledge to obtain order of magnitude or more precise solutions as appropriate.

An ability to interpret mathematical descriptions of physical phenomena.

An ability to present and interpret information graphically.

An ability to make use of appropriate texts, research-based materials, other primary sources or other learning resources as part of managing their own learning.

Other more specific learning outcomes:

To develop an appreciation of the design, construction and testing of space vehicles and their operation.

To understand the basic physiological changes the human body is subject to in space.

To develop an appreciation of the uses of space for science and by astronauts.

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

Have a knowledge and understanding of:

Problem-solving skills, in the context of both problems with well-defined solutions and open-ended problems; an ability to formulate problems in precise terms and to identify key issues, and the confidence to try different approaches in order to make progress on challenging problems. Numeracy is subsumed within this area.

Investigative skills in the context of independent investigation including the use of textbooks and other available literature and databases to extract important information.

Communication skills in the area of dealing with surprising ideas and difficult concepts, including listening carefully, reading demanding texts.

Analytical skills – associated with the need to pay attention to detail and to develop an ability to manipulate precise and intricate ideas, to construct logical arguments and to use technical language correctly.

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Method of Assessment

Two homework assignments (15% each, 10 hours each)
Examination (2 hours, 70%)
Academic year 2022/23 examined: In-Person Exam (Standard Exam)

Preliminary Reading

Recommended Text:

Fortescue, Stark and Swinerd, Spacecraft Systems Engineering, 3rd ed, Wiley, 2003 [TL875, 6 copies]
Wertz and Larson, Space Mission Analysis and Design, 3rd Edition, 1999 [TL 790]
Sutton, Rocket Propulsion Elements, 1992 [TL 782]
Sidi, Spacecraft Dynamics and Control, 1997 [TL 1050]

Background reading (In addition, a fuller reading list will be distributed in the lectures):

McNamara: Into the Final frontier, Harcourt, 2000 [qTL873]
Nicogossian, Huntoon and Pool: Space Physiology and Medicine, Lea & Febiger, 1994 [RC1150]
Turner: Rocket and Spacecraft Propulsion, Praxis, 2000 [TL782]

Pre-requisites

Prerequisite:
PHYS5080 Spacecraft Design and Operations

Synopsis <span style =

Flight Operations: Control of spacecraft from the ground, including aspects of telecommunications theory.
Propulsion and attitude control: Physics of combustion in rockets, review of classical mechanics of rotation and its application to spacecraft attitude determination and control.
Impact Damage: The mechanisms by which space vehicles are damaged by high speed impact will be discussed along with protection strategies.
Human spaceflight: A review of human spaceflight programs (past and present). Life-support systems. An introduction to some major topics in space medicine; acceleration, pressurisation, radiation, etc.
International Space Station: Status of this project/mission will be covered.

PH712 Cosmology and Interstellar Medium						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	15 (7.5)	70% Exam, 30% Coursework	

Availability

This is not available as a wild module.

Contact Hours

Total contact hours: 30
Private study hours: 120
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:

Have:

Knowledge and understanding of aspects of the theory and practice of astronomy, astrophysics and space science, and of those aspects upon which astronomy, astrophysics and space science depends.

A systematic understanding of most fundamental laws and principles of physics and of astronomy, astrophysics and space science, along with their application – some of which are at (or are informed by) the forefront of the discipline.

An ability to identify relevant principles and laws when dealing with problems, and to make approximations necessary to obtain solutions.

An ability to solve problems in physics using appropriate mathematical tools.

An ability to use mathematical techniques and analysis to model physical behaviour.

An ability to comment critically on how spacecraft are designed, their principles of operation, and their use to access and explore space, and on how telescopes (operating at various wavelengths) are designed, their principles of operation, and their use in astronomy and astrophysics research.

An ability to solve advanced problems in physics using appropriate mathematical tools, to translate problems into mathematical statements and apply their knowledge to obtain order of magnitude or more precise solutions as appropriate.

An ability to interpret mathematical descriptions of physical phenomena.

A working knowledge of a variety of experimental, mathematical and/or computational techniques applicable to current research within physics.

An enhanced ability to work within in the astronomy, astrophysics and space science areas that is well matched to the frontiers of knowledge, the science drivers that underpin government funded research and the commercial activity that provides hardware or software solutions to challenging scientific problems in these fields.

An ability to present and interpret information graphically.

An ability to make use of appropriate texts, research-based materials or other learning resources as part of managing their own learning.

An ability to make use of research articles and other primary sources.

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

Have a knowledge and understanding of:

Problem-solving skills, in the context of both problems with well-defined solutions and open-ended problems; an ability to formulate problems in precise terms and to identify key issues, and the confidence to try different approaches in order to make progress on challenging problems. Numeracy is subsumed within this area.

Analytical skills – associated with the need to pay attention to detail and to develop an ability to manipulate precise and intricate ideas, to construct logical arguments and to use technical language correctly.

Method of Assessment

Take-home Test 1 (10 hrs, 15%)

Take-home Test 2 (10 hrs, 15%)

Examination (70%, 2hrs)

Academic year 2022/23 examined: In-Person Exam (Standard Exam)

Preliminary Reading

The Physics of the Interstellar Medium; Dyson, J.E. & Williams, D.A (1997)

Cosmological Physics; Peacock, J.A (1999)

Cosmology; Rowan-Robinson, M (1997)

Astrophysics vol.2; Bowers, R.L. & Deeming, T (1994)

Annual Reviews of Astronomy and Astrophysics, 30, 499-542; Carroll, Press & Turner (1992)

Pre-requisites

Prerequisites:

PHYS5030 Atomic Physics

PHYS5070 The Multiwavelength Universe and Exoplanets

PHYS6070 Stars, Galaxies and the Universe

Synopsis

Interstellar Medium:

The major properties of the Interstellar Medium (ISM) are described. The course will discuss the characteristics of the gaseous and dust components of the ISM, including their distributions throughout the Galaxy, physical and chemical properties, and their influence the star formation process. The excitation of this interstellar material will be examined for the various physical processes which occur in the ISM, including radiative, collisional and shock excitation. The way in which the interstellar material can collapse under the effects of self-gravity to form stars, and their subsequent interaction with the remaining material will be examined. Finally the end stages of stellar evolution will be studied to understand how planetary nebulae and supernova remnants interact with the surrounding ISM.

Extragalactic astrophysics:

Review of FRW metric; source counts; cosmological distance ladder; standard candles/rods.

High-z galaxies: fundamental plane; Tully-Fisher; low surface brightness galaxies; luminosity functions and high-z evolution; the Cosmic Star Formation History

Galaxy clusters: the Butcher-Oemler effect; the morphology-density relation; the SZ effect

AGN and black holes: Beaming and superluminal motion; Unified schemes; Black hole demographics; high-z galaxy and quasar absorption and emission lines.

PH722 Particle and Quantum Physics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	

Availability

This is not available as a wild module.

Contact Hours

Total contact hours: 30

Private study hours: 120

Total study hours: 150

Learning Outcomes

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

Have:

Ability to identify relevant physical principles, make mathematical descriptions or approximations and solve problems using a mathematical approach.

Familiarity with how particle physics experiments work.

Ability to discuss particle physics in the language of particles and fields.

An understanding of the formalism of quantum mechanics and the ability to cast physical problems into it and solve them.

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

Have the knowledge and understanding of:

Enhancement of problem solving abilities, particularly mathematical approaches to problem solving.

To use appropriate sources as part of directed self-learning.

Enhancement of the ability to interpret theory.

An improved ability to manipulate precise and complex ideas and to construct logical arguments.

Method of Assessment

Assignment 1 (10hour, 15%)

Assignment 2 (10hour, 15%)

Examination (70%)

Preliminary Reading

B. R. Martin, Nuclear and Particle Physics, Wiley (2006)

Bettini, Introduction to Elementary Particle Physics (QC794.6.575)

S. McMurry, Quantum Mechanics, Prentice-Hall (1993)

M. Thomson, Modern Particle Physics (2013)

F. Mandl, Quantum Mechanics, Wiley (1992)

Pre-requisites

Prerequisites:

PHYS5020 Quantum Physics

PHYS5030 Atomic Physics

Synopsis <span style =

- Approximation Methods, perturbation theory, variational methods.
- Classical/Quantum Mechanics, measurement and the correspondence principle.
- Uncertainty Principle and Spin precession.
- Key Experiments in Modern Quantum Mechanics (Aharonov-Bohm, neutron diffraction in a gravitational field, EPR paradox).
- Experimental methods in Particle Physics (Accelerators, targets and colliders, particle interactions with matter, detectors, the LHC).
- Feynman Diagrams, particle exchange, leptons, hadrons and quarks.
- Symmetries and Conservation Laws.
- Hadron flavours, isospin, strangeness and the quark model.
- Weak Interactions, W and Z bosons.

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PH751	Research Review					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 0
Private 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:
Have:

An appreciation of the "state of the art" in a chosen focussed area of Physics.
An ability to explain complex physical arguments to an audience of experts.
An ability to make a critical analysis of specialist literature.

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

An understanding at the frontier of knowledge in a subject.
An ability to make a critical analysis of published scientific literature.
Enhancement of the ability to interpret theory.
An ability to present information graphically and textually at an advanced intellectual level.
An ability to explain complex physical arguments to a scientifically literate, but non-specialist audience.
An ability to produce a substantial piece of independent work.

Method of Assessment

Assignment (80%)
Presentation (20%)

Preliminary Reading

Journal: Reviews of Modern Physics (American Physical Society)
Journal: Reports on Progress in Physics (Institute of Physics)
Journal: Condensed Matter Physics: Eds Seitz, Turnbull and Ehrenreich (Academic Press)
Journal: Astronomy and Astrophysics Review (Springer)

Pre-requisites

None.

Synopsis <span style =

In consultation with a member of staff the student will choose a topic within any branch of physics for which appropriate supervision is available and write an article on that topic that would be suitable for publication in the scientific literature as a review article.

PH752 Magnetism and Superconductivity						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	15 (7.5)	70% Exam, 30% Coursework	

Availability

This is not available as a wild module.

Contact Hours

Total contact hours: 30

Private study hours: 120

Total study hours: 150

Learning Outcomes

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

An understanding of the underlying physics of magnets and superconductors.

An appreciation of the rich variety of physics dependent correlated electrons.

An ability to solve problems in the science of magnetism and superconductivity.

An appreciation of the role of magnets and superconductors in devices and industry.

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

Have a knowledge and understanding of:

Enhancement of problem solving abilities, particularly mathematical approaches to problem solving.

To use appropriate sources as part of directed self-learning.

Enhancement of the ability to interpret theory.

A deeper appreciation of the connection of the role played by fundamental science in society generally.

Method of Assessment

Assignment (15%)

Assignment (15%)

Examination (70%)

Academic year 2022/23 examined: In-Person Exam (Standard Exam)

Preliminary Reading

S. Blundell; Magnetism in Condensed Matter (2001).

J. F. Annett; Superconductivity, Superfluids and Condensates (2004).

R. M. White; Quantum theory of magnetism: magnetic properties of materials (2010).

P. G. de Gennes; Superconductivity of Metals and Alloys (1999).

Pre-requisites

Prerequisite: PHYS6060 Solid State Physics.

Synopsis >*

Introduction. Magnetism, magnetometry and measuring techniques, Localised magnetic moments, spin and orbital moments, magnetic moments in solids. Paramagnetism. Exchange interactions, direct, indirect and superexchange, Magnetic structures, ferro, ferri, antiferromagnetism. Neutron and X-ray scattering. Spin waves, magnons. Magnetic phase transitions. Superconductivity: Introduction to properties of superconductors, Thermodynamics and electrodynamics of superconductors, Type I and Type II superconductors, the flux lattice Superconducting phase transitions. Microscopic superconductivity, correlations lengths, isotope effect, Cooper pairs, Froehlich Interaction, BCS theory. High T_c superconductors, superfluids, liquid helium.

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PH754 Euromasters Project						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	120 (60)	100% Project	

Contact Hours

Five days per week for 24 weeks. Contact with supervisor as appropriate, collaboration with other members of the research group.

Learning Outcomes

Personal skills such as the ability to work independently and as part of a group, to use initiative, time management and the ability to meet deadlines.

The ability to perform research at the forefront of a research topic.

The ability to write a large scale report on research.

Method of Assessment

Coursework 100%.

The dissertation required at the end of the project and the interim report after two months have the objectives of encouraging students to write clearly and express their understanding of their work in appropriate formal ways. The presentations during the final conference and after two months are designed to develop comparable oral and public speaking skills.

The quality of the work undertaken as represented in the project report and the oral presentation will contribute towards the final mark with approximate weightings of 80% and 20%.

At the end of Year 2, students will submit a dissertation of circa 100 pages and make a second presentation to a conference of Euromasters students, including the next cohort, supervisors and others who may be interested in learning about the work.

Preliminary Reading

None; appropriate background reading will be suggested by individual project supervisors

Pre-requisites

Progression from Stage 1 of the Euromasters programme.

Restrictions

School of Physical Sciences Procedures for Projects Involving Human Participation: It is a University requirement that any final year undergraduate, postgraduate or staff research project involving human participation should be subject to a procedure to determine whether ethics approval is needed. The procedures employed within the SPS are described below. Undergraduate Projects, PH600, PH603, PS620, PS720, PS740, CH620 and PH700 Each project proposal collected from academics will include an answer to the question "Does the project involve human participation?". It is the responsibility of convenors to ask supervisors to check the Yes or No box. If Yes is ticked, please see below: The following text will be introduced into the information pack or the handbooks of the module: "Before you commence any work, it is important that the ethics of that work be considered; for example, taking fingerprints, or collecting images of faces of your colleagues, etc.. Your supervisor will discuss any ethics issues with you and you should keep a copy of the documentation." For projects involving human participants other than those conducting the project itself, students and their supervisors are required to read, note and act upon the guidelines available at <http://www.kent.ac.uk/stms/faculty-office/adminprocedures/research-ethics/handbook.html> to obtain approval from the Sciences Research Ethics (Human Participation) Advisory Group." Taken from a document by Adrian Podoleanu, SPS' representative on the above ethics Group, October, 2012.

Synopsis *

• A student, supervisor and project will be brought together consensually and a one year research project will be performed within one of the SPS research groups. This will be completely equivalent to a current research masters degree.

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PH800		Biomedical Optics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	15 (7.5)	70% Exam, 30% Coursework	

Contact Hours

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

Learning Outcomes

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

Have:

Knowledge and understanding of concepts of propagation of light into the tissue.

Knowledge of optical imaging methods with emphasis on confocal microscopy and on white light interferometry for optical coherence tomography.

An understanding of the interaction of low power optical waves with the tissue.

A comprehensive understanding of the principles of white light interferometry applied for imaging tissue.

Knowledge and understanding of principles of fluorescence, adaptive optics, confocal microscopy and optical coherence tomography applied in imaging the eye and the skin.

An ability to make use of appropriate texts, research-based materials or other learning resources as part of managing their own learning.

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

Have:

Capability to develop and conduct independent research on optics applied for non-invasive optical imaging.

Ability to complete successfully a thesis (Master or PhD) or a shorter research project (3-10 months).

Method of Assessment

Assignment (7%)
 Assay (8%)
 IC Test (15%)
 Examination (70%), 2 hours

Preliminary Reading

Confocal microscopy; Wilson, T. (ed.) (1990)

Handbook of biological confocal microscopy; Pawley, J.B. (ed.) (1990)

Handbook of optical coherence tomography; Bouma, B.E. & Tearney, G.J. (eds.) (2002)

Optical coherence tomography, technology and applications; Drexler, W. & Fujimoto, J.G. (eds.) (2008)

Pre-requisites

PHYS5040 Electromagnetism and Optics
 PHYS6040 Relativity Optics and Maxwell's Equations
 PHYS5130 Medical Physics

Synopsis

Introduction into tissue optics (absorption, scattering, anisotropy, therapeutic window), reflectance spectrometry, fluorescence, safety), optical properties of the tissue

Photodynamic therapy, contrast media, ICG angiography

Confocal microscopy (CM) principles and resolutions

CM in ophthalmology, dermatology and biology

Advanced microscopy techniques

Endoscopic microscope techniques

Principles of Optical Coherence Tomography (OCT), relation between the linewidth and depth resolution, large bandwidth sources, source correlation function, configurations of flying spot OCT systems

Nanoparticles as contrast agents for CM, OCT, toxicity, measurements of their concentration

Signal processing in Longitudinal and en-face OCT

Coherence radar

Channelled spectrum and spectral OCT

Configurations of optical path difference scanning, Combining OCT with CM

Noise in CM and in OCT

Polarisation and dispersion in CM and OCT

Adaptive optics for enhanced transverse resolution in CM and OCT

The eye (The eye as an optical instrument)

Optical sources for optical modalities, tunable lasers and supercontinuum sources

Specialised lectures on Optical Coherence Tomography for eye imaging, on histology, on specific language programmes used in the optics lab, such as LabView and CUA

PS700 Physical Science Research Investigation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	M	15 (7.5)	100% Project	

Availability

This is not available as a wild module.

Contact Hours

Total contact hours 35

Private study time 115

Total study hours 150

Learning Outcomes

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

Demonstrate an ability to identify relevant principles and laws when dealing with problems, and to make approximations necessary to obtain solutions.

Demonstrate an ability to execute and analyse critically the results of an experiment or investigation and draw valid conclusions. To evaluate the level of uncertainty in these results and compare them with expected outcomes, theoretical predictions or with published data; thereby to evaluate the significance of their results in this context.

Demonstrate competent use of appropriate C&IT packages/systems for the analysis of data and the retrieval of appropriate information.

Demonstrate an ability to present and interpret information graphically.

Demonstrate an ability to communicate scientific information, in particular to produce clear and accurate scientific reports.

Demonstrate an ability to make use of appropriate texts, research-based materials or other learning resources as part of managing their own learning.

MPhys/MSci/MSc students:- Demonstrate an ability to communicate complex scientific ideas, the conclusion of an experiment, investigation or project concisely, accurately and informatively.

MPhys/MSci/MSc students:- Demonstrate an ability to make use of research articles and other primary sources.

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

Demonstrate investigative skills in the context of independent investigation including the use of textbooks and other available literature, databases, and the interaction with colleagues to extract important information.

Demonstrate communication skills in the area of dealing with surprising ideas and difficult concepts, including listening carefully, reading demanding texts and presenting complex information in a clear and concise manner. C&IT skills are an important element to this.

Demonstrate analytical skills – associated with the need to pay attention to detail and to develop an ability to manipulate precise and intricate ideas, to construct logical arguments and to use technical language correctly.

Demonstrate personal skills – the ability to work independently and as part of a group, to use initiative, to organise oneself to meet deadlines and to interact constructively with other people.

Demonstrate self-direction and originality in applying and adapting problem-solving skills to unfamiliar, complex and open-ended situations.

Demonstrate the independent learning ability required for continuing professional development.

Establish advanced research skills needed at a postgraduate level or graduate level in other sectors.

Demonstrate the capacity to undertake advanced scientific investigations, advanced problem solving and data analysis in a research environment.

Method of Assessment

100% coursework. The coursework assesses student's familiarity with and ability to implement current research methods.

Preparation of their coursework will require independent, original problem solving while planning carefully for the time available and to present their work in a professional manner.

Colloquium Report 1 (10 hours) 20%

Colloquium Report 2 (10 hours) 20%

Application outline (4 hours) 10%

Group Research Project (30 hours) 40%

Poster Presentation of Project (10 hours) 10%

Preliminary Reading

<http://www.epsrc.ac.uk/>

<http://www.scitech.ac.uk>

On writing proposals:

<https://www.epsrc.ac.uk/funding/howtoapply/preparing>

FOR WRITING A FUNDING PROPOSAL

<http://www.learnerassociates.net/proposal/>

<http://www.learnerassociates.net/proposal/>

Pre-requisites

None.

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Synopsis *

Students will develop a number of skills related to the investigation and planning of research such as analytical skills, critical thinking and ability to understand and communicate scientific information in graphically. Students will learn how to search and retrieve information from a variety of locations (colloquia, websites, journals, proceedings etc). They will learn how to compile professionally-produced scientific documents such as colloquia reports, posters and applications for funding of future research activities/research job applications. The Group research investigation strengthens these skills, adding experience of working in a team.

PS701	Topics in Functional Materials					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	15 (7.5)	80% Exam, 20% Coursework	

Availability

This is not available as a wild module.

Contact Hours

Total contact hours: 31

Private study hours: 119

Total study hours: 150

Learning Outcomes

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

- A systematic understanding and a critical awareness of some current topics of interest in materials research.
- A understanding of techniques applicable for synthesis and purification of materials.
- A understanding of techniques applicable for chemical and physical characterisation methods of materials.
- A critical awareness of the applications of materials in industry.
- A systematic understanding of knowledge relating to materials.
- An ability to apply the knowledge to solve problems in materials.
- An understanding of the fundamental phenomena of the electronic structure of materials.
- An appreciation of the key driving forces in nanoscience and knowledge of selected important nanomaterials

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

Have:

Problem-solving skills, in the context of both problems with well-defined solutions and open-ended problems, extending to situations where evaluations have to be made on the basis of limited information.

Method of Assessment

Assignment 1 (3-4 pages, 6.67%)

Assignment 2 (3-4 pages, 6.67%)

Assignment 3 (3-4 pages, 6.67%)

Examination, 3 hours (80%)

Preliminary Reading

- Dieter Vollath "Nanomaterials", Wiley, 2013
- Anthony R. West "Solid State Chemistry and Its Applications", Wiley, 2014
- Richard J. D. Tilley "Defects in Solids", Wiley, 2008
- Richard M. Martin "Electronic Structure", Cambridge University Press, 2008

Pre-requisites

None.

Synopsis *

Chemists and physicists are now playing an important role in the growing field of materials research. More recently, there has been a growing interest, driven by technological needs, in materials with specific functions and this requires a combination of physics and chemistry. For example, new materials are needed for the energy industry (batteries and photovoltaics), for the optics and electronics industry (glasses and semiconductors). The aim of this module is to introduce students to this area of modern materials and associated techniques. Examples of the topics that might typically be covered are: Crystal growth and defects; Liquid crystals; Nanomaterials; Glasses; Magnetism and Magnetic Materials; Multiferroics; X-ray absorption spectroscopy (XAS).

PS702 Contemporary and Advanced Issues in Forensic Science						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	15 (7.5)	70% Exam, 30% Coursework	
2	Canterbury	Whole Year	M	15 (7.5)	70% Project, 30% Coursework	

Availability

Not available as an elective module.

Contact Hours

Private Study: 130

Contact Hours: 20

Total: 150

Learning Outcomes

On successfully completing the module students will be able to:

1. Demonstrate a specialist knowledge of techniques within particular areas of forensic science.
2. Show engagement and familiarity with recent and current research methods, results and publications.
3. Demonstrate clear recognition of the constraints and opportunities of the environment in which professional forensic science is carried out.
4. Discuss the moral and ethical issues involved in the practice of forensic science.
5. Demonstrate confidence in their ability to interpret complex technical information and to communicate it in a professional situation.
6. Communicate the need and application of quality standards supporting the delivery of forensic science.

Method of Assessment

- Presentation (30 minutes) – 30%
- Literature Review (5,000 words) – 70%

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 <span style =

This module enables students from a variety of backgrounds (e.g. graduates in Forensic Science, Chemistry, Biochemistry, Forensic Biology etc.) to develop their expertise within selected areas of forensic science. Areas for development (e.g. crime scene analysis, ballistics, drug analysis, face recognition, DNA, etc.) will be identified during an initial meeting of the module convenor with each student.

Students will then be assigned a supervisor in the appropriate area who will guide them towards appropriate learning resources such as lecture and practical materials within the School's portfolio of modules, textbooks and research journals, as well as providing tutorial guidance throughout the module. Guidance will be also given in preparing the dissertation and the presentation. Students will be expected to present verbally, and in writing, the background and advances (focussing on the last ten years) in their selected area of expertise.

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PS704 Major Incident Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	15 (7.5)	100% Coursework	
2	Canterbury	Whole Year	M	15 (7.5)	60% Exam, 40% Coursework	

Availability

Not available as an elective module.

Contact Hours

Private Study: 119

Contact Hours: 31

Total: 150

Learning Outcomes

On successfully completing the module students will be able to:

1. Demonstrate full understanding of the general processes involved with managing various incident types (indicative topics may include – civil infrastructure incidents, disaster victim identification (DVI), acts of terrorism and weapons of mass destruction (WMDs).
2. Demonstrate comprehensive understanding of how major incidents are managed at local, national, and international levels.
3. Manage personnel & logistics in live and simulated major incidents including decision-making in complex and unpredictable situations.
4. Demonstrate comprehensive understanding of the science underlying chemical, biological, radiological and nuclear (CBRN) incidents.
5. Apply a multidisciplinary scientific knowledge to their incident investigation processes across many different possible scenarios.

Method of Assessment

- Critical Case Study Assessment (5,000 words) – 60%*
- Table-top Exercise (2 hours) – 40%

* The Critical Case Study Assessment must be passed in order to complete the module.

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 <span style =

This module will cover the core principles behind the management and investigation processes that may relate to a range of forensically-relevant incident types. Indicative areas of discussion may include investigation of civil infrastructure incidents, disaster victim identification (DVI), acts of terrorism and weapons of mass destruction (WMDs) as well as managing forensic resources over a range of major and smaller incidents.

PS713		Substances of Abuse				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	15 (7.5)	70% Exam, 30% Coursework	

Availability

Not available as an elective module.

Contact Hours

Private Study: 128

Contact Hours: 22

Total: 150

Learning Outcomes

On successfully completing the module students will be able to:

1. Demonstrate comprehensive knowledge and understanding of the theoretical chemistry of the principles of analysis and identification of several chemicals that are related to substances of abuse.

Method of Assessment

- Scientific Presentation (15 minutes) – 15%
- Case Study Presentation (5 minutes) – 10%
- Assignment – 5%
- Examination (3 hours) – 70%

Academic year 2022/23 examined: Time-Bound Online Assessment

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 *

This module will allow students to develop knowledge of elements of synthetic organic chemistry and medicinal chemistry which are relevant to substances of abuse, and the theoretical chemistry and principles of analysis and identification of several substances that are substances of abuse. The following are indicative:

- Amphetamines and related compounds
- LSD and related compounds
- Cannabis and Cannabis products
- Opiate compounds
- Cocaine and related compounds
- Certain controlled pharmaceutical drugs

PS717 Modern Approaches to Incident Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	M	30 (15)	100% Coursework	

Availability

Not available as an elective module.

Contact Hours

Private Study: 266

Contact Hours: 34

Total: 300

Learning Outcomes

On successfully completing the module students will be able to:

1. Understand the general processes involved with managing various incident types (indicative topics may include – civil infrastructure incidents, disaster victim identification (DVI), acts of terrorism and weapons of mass destruction (WMDs) and smaller scale murder scene investigation).
2. Understand evidential prioritisation in relation to incident investigation.
3. Manage evidence recovery, storage and analysis.
4. Manage personnel & logistics in live and simulated incidents.
5. Write a critical report based on their own incident scene management.
6. Understand the science underlying chemical, biological, radiological and nuclear (CBRN) incidents.
7. Apply a multidisciplinary scientific knowledge to their incident investigation processes across many different possible scenarios.

Method of Assessment

- Incident Management Practical (3 hours) – 25%
- Incident Management Report (3,000 words) – 15%
- Table-top Exercise (3 hours) – 25%
- Critical Case Study Assessment (5,000 words) – 35%

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 <span style =

This module will cover the core principles behind the management and investigation processes that may relate to a range of forensically-relevant incident types. Indicative areas of discussion may include investigation of civil infrastructure incidents, disaster victim identification (DVI), acts of terrorism and weapons of mass destruction (WMDs) as well as managing forensic resources over a range of major and smaller incidents. Students will also manage a team of scene investigators as part of a simulated incident investigation.

PS740 Forensic Science Research Project MSCI						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	60 (30)	100% Project	

Availability

Not available as an elective module.

Contact Hours

Private Study: 358

Contact Hours: 242

Total: 600

Learning Outcomes

On successfully completing the module students will be able to:

1. Build on the research independence gained in Stage 3 as part of PSCI7200 (Advanced Forensic Science Laboratory).
2. Establish advanced research skills in Forensic Science at Level 7.
3. Have the capacity to undertake advanced scientific investigations, advanced problem solving and data analysis in a research environment.
4. Have the ability to communicate scientific ideas through presentations and written reports.
5. In conjunction with PSCI7000 (Physical Science Research Planning) to gain knowledge of how research is structured and funded.

Method of Assessment

- Progress Report (Approx. 4 pages) – 10%
- Presentation (20 minutes) – 20%
- Supervisor Assessment – 20%
- Project Report (Approx. 40 pages) – 50%

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 <span style =

Students will undertake a project from an available project listing and will work under the guidance of a supervisor. The student will be encouraged to develop some level of research independence within the project remit appropriate of a Level 7 Masters' student. The project will be assessed on a number of criteria which will include the project work (the amount, quality etc. appropriate for the level), effort put in by the student.

PS780		MSC Research Project				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	60 (30)	100% Project	

Availability

Not available as an elective module.

Contact Hours

Private Study: 300

Contact Hours: 300

Total: 600

Learning Outcomes

On successfully completing the module students will be able to:

1. Report practice in laboratory analysis, functional materials and/or substances of abuse.
2. Use advanced laboratory analytical methods and apparatus as applied to general analysis and forensic investigation.
3. Demonstrate advanced research skills at postgraduate level including the ability to select the most appropriate techniques for a given analysis and to be able to communicate and report these in the most effective manner.
4. Undertake advanced scientific investigations, advanced problem solving and data analysis in a research environment.
5. In conjunction with PSCI7000 (Physical Science Research Planning) gain knowledge of how postgraduate research is structured and funded.

Method of Assessment

- Progress Report (approx. 8 pages) – 10%
- Presentation (30 minutes) – 20%
- Supervisor's Assessment – 20%
- Project Report (approx. 40 pages) – 50%

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 <span style =

Students will undertake a project from an available project listing and will work under the guidance of a supervisor. The student will be encouraged to develop some level of research independence within the project remit appropriate of a postgraduate master's student.

The project will be assessed on a number of criteria which will include the project work (the amount, quality etc. appropriate for the level), effort put in by the student, the preparation of a written report and an oral presentation session. The student's progress will be assessed mid way through the research project through a progress report. This will also involve some degree of forward planning such that the students assess their own project requirements for the following period allowing the student to learn time management and forward planning skills.

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PO701 Advocacy and Campaigning						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Brussels	Autumn	M	20 (10)	100% Coursework	
1	Brussels	Spring	M	20 (10)	100% Coursework	

Availability

MA Political Strategy and Communication (as a core/mandatory module); as an elective module to all MA programmes at BSIS

Contact Hours

Total contact hours: 24

Private study hours: 176

Total study hours: 200

Department Checked

05.03.2021

Learning Outcomes

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

1. Develop familiarity with the history of political mobilisation and social change as well as with some key theoretical frameworks used in the analysis of these phenomena;
2. Accrue a comprehensive knowledge and in-depth understanding of the practice of political campaigning and advocacy;
3. Inculcate a critical and reflexive attitude towards the various forms of political mobilisation (from lobbying to electoral campaigning);
4. Demonstrate and evaluate the utility of different approaches to political campaigning and advocacy;
5. Apply advanced theoretical perspectives to case studies;
6. Find, select, analyse, and use empirical material relating to political mobilization
7. Be able to conduct polling and surveys in politics, as well as critically assess surveys and use them in analyses of political mobilisation.
8. Recognise the normative dimensions of choices about the forms and means of political mobilization

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

1. work with theoretical knowledge and apply theory to key policy issues
2. undertake analysis of complex, incomplete or contradictory areas of knowledge and make carefully constructed arguments
3. have a level of conceptual understanding that will allow them to critically evaluate research, policies, and practices and thus be better positioned to develop their own solutions to international challenges.
4. engage in academic and professional communication with others
5. have independent learning ability required for further study or professional work
6. use the Internet, bibliographic search engines, online resources, and effectively conduct research

Method of Assessment

Political campaign design, 1,500 (20%)

Essay, 3500 words (80%)

Reassessment methods: 100% coursework

Preliminary Reading

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

Bob, Clifford. 2005. The Marketing of Rebellion: Insurgents, Media, and International Activism. Cambridge University Press

Kaufman-Lacusta, Maxine. 2011. Refusing to Be Enemies: Palestinian and Israeli Nonviolent Resistance to the Israeli Occupation. Ithaca Press. Norris, Pippa, Richard W. Frank, and Ferran Martínez i Coma (eds). 2015. Contentious Elections: From Ballots to Barricades, Routledge.

Libby, Pat. 2011. The Lobbying Strategy Handbook: 10 Steps to Advancing Any Cause Effectively, Sage Publications.

Zetter, Lionel. 2014. Lobbying: The art of political persuasion (3rd edition), Harriman House Publishers

de Waal, Alex. 2015. Advocacy in Conflict: Critical Perspectives on Transnational Activism. Zed Book Publishers.

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Pre-requisites

None

Synopsis <span style =

The module explores forms of political mobilization, with a focus on political campaigning and advocacy in order to equip students with the capacity to analyse critically political mobilisation, as well as develop the skills to engage in a knowledgeable way in political campaigning and advocacy. The students will explore, with the help of academic supervisors and policy practitioners the conditions of success of national and transnational campaigns. The thematic scope of the module spans from campaign design in electoral mobilisation and protest politics to advocacy in conflict, international development, human rights and humanitarian organisations.

PO702 Qualitative Methods in Politics and International Relations						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	20 (10)	100% Coursework	
1	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

The module is compulsory for students on the 'research methods' pathway of one of the School of Politics and International Relations' MA programmes or on the School's PhD programme. The module is optional for other masters' level students across the university.

Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

Department Checked

05.03.2021

Learning Outcomes

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

- 8.1 Identify and critically analyse different epistemological approaches used within politics/international relations .
- 8.2 Identify and evaluate the strengths/weaknesses of qualitative methods commonly used in politics/international relations, and to evaluate their role and qualities in comparison to other methodologies.
- 8.3 Understand at a detailed level the principal techniques of qualitative data collection and analysis in politics/international relations, know when it is appropriate to use them and be able to assess their strengths and weaknesses.
- 8.4 Critically evaluate qualitative analyses they encounter in the subject literature.
- 8.5 Deploy a range of qualitative techniques effectively.
- 8.6 Present their research results in a form acceptable for publication.

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

- 9.1: Work with theoretical knowledge at the forefront of their discipline
- 9.2: Have a comprehensive and applied understanding of qualitative methods and methodologies
- 9.3: Undertake analysis of complex, incomplete or contradictory areas of knowledge
- 9.4: Identify and solve complex problems in qualitative research.
- 9.5: Be reflective and self-critical in their research work including demonstrating awareness of advantages and challenges of research choices made
- 9.6: Engage in oral and written academic and professional communication with others, demonstrating a high level of skill in analysing and presenting scholarly information in the appropriate form
- 9.7: Demonstrate independent learning ability required for continuing professional development

Method of Assessment

Document Analysis, 2,500 words (50%)

Interviewing, 2,500 words (50%)

Reassessment methods: 100% coursework

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Preliminary Reading

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

Bleiker, R. (2018) Visual Global Politics. Routledge

Bryman, A. (2004) Social Research Methods, Oxford: Oxford University Press.

Hesse-Biber, S. N. & Leavy, P. (2010, 2nd edition) The Practice of Qualitative Research, London: Sage.

Hollway, W. and Jefferson, T. (2000) Doing Qualitative Research Differently, London: Sage.

Klotz, A & Prakash, D. (eds) (2008) Qualitative Methods in International Relations: A Pluralist Guide. Basingstoke: Palgrave.

Kvale, S. (1996) Interviews: An Introduction to Qualitative Research Interviewing. Thousand Oaks, CA et al.: Sage

Mason, J. (2002, 2nd edition) Qualitative Researching, London: Sage.

Rose, G. (2014, 4th edition) Visual Methodologies: An Introduction to the Interpretation of Visual Materials.

Pre-requisites

None

Synopsis *

This module covers various methods of collecting, analysing and interpreting qualitative data used in politics and international relations research. The aim of the module is for students to gain familiarity with a range of qualitative research techniques and to grasp the challenges of gathering and understanding data and producing new knowledge through qualitative research. Students will be taught about a number of methods including document analysis, interviewing, ethnography, discourse and narrative analysis. Students will have the opportunity to gain practical research experience in interviewing and document analysis and learn how to approach the analysis of data collected in these ways in the context of politics/IR projects.

PO8100 Quantitative Methodology for Political Science						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

Required module for all students on PhD courses in the School of Politics and International Relations (in compliance with the requirements to provide advanced research training under the ESRC DTC) and an optional module for all other MA courses taught in the School of Politics and International Relations.

Contact Hours

Total contact hours: 22
Private study hours: 178
Total study hours: 200

Learning Outcomes

On successfully completing the module students will be able to:

1. Essential Statistical Literacy:

Read, understand, and critically assess quantitative research in political science (including Comparative Behaviour, Conflict, and International Relations).

Assess research designs that incorporate quantitative methodologies, conceptualizations, and operationalizations common to political science.

Discern appropriateness of applied statistical techniques to the level and type of data used in political science.

Develop an understanding of strengths and weaknesses of the most common as well as prevailing types of models and statistical methods specific to political science.

Appraise the use of survey data, cross-national and cross-regional data, and conflict indicators used broadly in the comparative behaviour and international conflict fields.

2. Statistical Abilities:

To determine and apply statistical techniques appropriate to the data, question, and theory under investigation.

Use statistical techniques to test an argument/hypothesis of a political phenomenon.

To understand the limitations of statistical techniques for research in political science.

Generate descriptive and inferential statistics using statistical software.

Interpret and analyze computer generated statistical output.

3. Research Skills:

Rigorously employ quantitative methodology to address research questions in political science.

Present quantitative research in a clear, informative, and effective manner.

Evaluate other disciplinary quantitative research critically.

Method of Assessment

Main assessment methods

- Essay (research ideas) 2500-3000 words, 60%
- Assignments, Moodle Quizzes 40%

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Pollock, P.H. (2012) The Essentials of Political Analysis, 4th or 5th ed. CQ Press: Thousand Oaks CA.

de Vries, R. (2018). Critical Statistics: Seeing Beyond the Headlines. Red Globe Press: London.

Foster, L., Diamond, I., & Jefferies. (2014). Beginning Statistics: An introduction for social scientists. SAGE: London.

Treiman, D. (2009) Quantitative data analysis: Doing social research to test ideas. Jossey-Bass: San Francisco, CA

Pre-requisites

POL9640 Research Methods Training I

Synopsis

The module is designed around 12 lectures and 10 one-hour seminars for hands-on computer work. The course is aimed at introducing students to the fundamentals of quantitative methodology in political science (applicable to all social sciences). The course proceeds from the grounding theoretical issues of quantitative work, data manipulation, and formal analysis. It builds students' knowledge by developing the most common and – useful – quantitative methods in the discipline including: univariate, bivariate, and multivariate description and analysis. Finally, significant attention will be given to inferential statistics as it represents the most visible aspect of modern political science.

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PO8101 Comparative Political Behaviour						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Learning Outcomes

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

Analyse the appropriateness of using behavioural approaches to study political activities, along with understanding the main theoretical and empirical issues involved in undertaking and evaluating behavioural analysis.

Critically explore the link between citizens' actions and beliefs and the democratic status and vitality of political systems. Evaluate the main theories and models used to account for the way citizens make electoral choices, drawing on appropriate empirical evidence to explore the validity of these theories.

Evaluate the main theories and models used to account for citizens' engagement in political activities via different forms of participation, drawing on appropriate empirical evidence to explore the validity of these theories.

Identify and explain the behaviour of collective actors, notably political parties, and evaluate how far such behaviour by intermediary organisations affects the quality of democratic representation.

Apply this theoretical and conceptual knowledge to understanding and resolving some key contemporary issues in the behaviour of citizens in advanced democracies.

Method of Assessment

100% coursework: One essay of =3000 words, worth 60% of the overall grade. One policy report of =3000 words, worth 40% of the overall grade.

Preliminary Reading

Russell Dalton, *Citizen Politics: Public Opinion and Political Parties in Advanced Industrial Democracies*, CQ Press (2008). Lawrence LeDuc et al, eds, *Comparing Democracies 3: Elections and Voting in the 21st Century*, Sage (2010).

Synopsis <span style =

The module introduces students to some of the core issues in the field of comparative political behaviour, one of the largest groupings within the field of comparative politics. The module begins by considering some of the basic theoretical issues involved in studying political behaviour. It then moves on to consider explanations for the two most significant issues within the field of comparative political behaviour, namely voting patterns and political participation. Within these blocks, the module includes discussion on various policy-relevant issues. The module then moves on to consider wider issues around political behaviour, notably the nature of public opinion and political representation.

PO8102 Brussels Internship						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Whole Year	M	20 (10)	Pass/Fail Only	

Availability

The module is open to postgraduate students on all PG-T programmes irrespective of academic school but only the basis of internship availability.

Contact Hours

Total contact hours: various depending on internship

Private study hours: various depending on internship

Total study hours: 200

Department Checked

05.03.2021

2022-23 Postgraduate Module Handbook

Learning Outcomes

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

This module is designed to offer students the opportunity to gain valuable work experience in the institutions, international organizations, representations and companies in Brussels.

It provides students with the opportunity to:

- 8.1 Make connections between the skills and knowledge learned in their academic programme and the working environment.
- 8.2 Develop employability skills to make them more attractive to employers.
- 8.3 Experience first-hand the business and working culture of an organisation.
- 8.4 Gain confidence and develop a stronger set of personal and professional skills.
- 8.5 Develop more effective written and communication skills.
- 8.6 Extends commercial awareness of the context of decision making.
- 8.7 Expand business networks.
- 8.8 Develop self-awareness to enable them to make the successful transition between academic study and their chosen career.

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

Although the type of internship, its duration and the organizations where students are placed will vary considerably, the generic learning outcomes are broadly similar:

Students who successfully complete this module will be able to:

- 9.1 Communicate effectively and fluently in speech and writing; organise information clearly and coherently; use communication and information technology for the retrieval and presentation of information, including, where appropriate, statistical or numerical information.
- 9.2 Produce written documents; undertake online research; communicate using e-mail; process information using databases;
- 9.3 Define and review the work of others; work co-operatively on group tasks; understand how groups function; collaborate with others and contribute effectively to the achievement of common goals
- 9.4 Explore personal strengths and weaknesses; time management; review working environment; develop autonomy in learning; work independently, demonstrating initiative and self-organisation. Important skills include the setting of appropriate timescales with clear starting and finishing dates; presentation of a clear statement of the purposes and expected results of their work; and developing appropriate means of estimating and monitoring resources and use of time.
- 9.5 Identify and define problems; explore alternative solutions and discriminate between them.

Method of Assessment

1500 word Placement Report and Employer's Report Pass/Fail

Reassessment methods: 100% coursework

Preliminary Reading

Not required

Pre-requisites

None

Synopsis <span style =

Students will either apply for one of the advertised internships or identify an opportunity themselves. In the case of the former, the applications will be evaluated by the Career Advisor who will submit a short-list to the employer for interview. Once a candidate has been selected, the terms of the internship will be agreed between the employer and the University and a contract will then be signed by all three parties; student, university, employer. An example contract is attached.

Students are expected to bear all associated costs (for example, travel, insurance, accommodation) of internships themselves. In the event that the internship is remunerated the arrangements for this must be dealt with between the employer and the student.

The intake to this module will be limited in accordance with the number of internships available.

PO8103 Russia in International Affairs						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Brussels	Autumn	M	20 (10)	100% Coursework	
1	Brussels	Spring	M	20 (10)	100% Coursework	

2022-23 Postgraduate Module Handbook

Contact Hours

Total contact hours: 24
Private study hours: 176
Total study hours: 200

Department Checked

05.03.2021

Learning Outcomes

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

- 1: have an advanced understanding of the position of Russia, its foreign policy and its relations within wider Europe and within the world
- 2: have an advanced understanding of Russian foreign policy and security doctrines, of the main actors and objectives in foreign policy-making
- 3: critically analyse the foreign policy and external relations of Russia, both regionally and globally and in different dimensions (political, economic, security, identity)
- 4: have a profound understanding of the post-Cold War international structures of governance and their impact on the international and European agenda
- 5: place the role of Russian foreign policy in its historical context
- 6: have an advanced understanding diverging theoretical interpretations of Russian foreign policy

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

Students who successfully complete this module

- 1: work with theoretical knowledge at the forefront of their discipline
- 2: be aware of the ethical dimensions of the scholarly work done in their discipline in general as well as of their own work in particular
- 3: have a comprehensive understanding of methods and methodologies in their discipline
- 4: undertake analysis of complex, incomplete or contradictory areas of knowledge
- 5: have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches
- 6: be reflective and self-critical in their research work
- 7: engage in academic and professional communication orally and in writing
- 8: have independent learning ability required for continuing professional study

Method of Assessment

Essay, 5000 words (100%).

Reassessment methods: 100% coursework.

Preliminary Reading

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

Tsygankov A. (2016), Russia's foreign policy: change and continuity in national identity (Rowmann & Littlefield)

Cadier D. & M. Light (2015), Russia's foreign policy: ideas, domestic politics and external relations (Palgrave)

Sakwa R. (2014), Frontline Ukraine. Crisis in the borderlands (I.B. Tauris).

Morozov, V. (2015), Russia's post-colonial identity (Palgrave)

Dragneva R. & Wolczuk K. (2013), Eurasian economic integration: law, policy and politics (Edward Elgar)

Haukkala, H. (2011), The EU-Russia Strategic Partnership: The Limits of Post-Sovereignty in International Relations (Palgrave)

Pre-requisites

None

Synopsis <span style =

This module seeks to offer profound insights into the role of post-communist Russia in international affairs. It focuses both on the regional and global dimension. The module seeks to transcend easy stereotypes and opts for a pluralist theoretical approach. Identities and perceptions are regarded as key to understanding Russia's contemporary foreign policy. Actors, decision-making and objectives of foreign policy are approached against a historical background and linked to domestic developments.

Russia's foreign policy is studied at three levels: bilateral (with the EU, the US, post-Soviet countries, PR China, Middle East), regional (Eurasian integration initiatives) and multilateral (Russia's position within international organisations such as the United Nations, the OSCE, WTO, etc.). Different dimensions get specific attention: security, trade, energy, integration. Case studies will focus on topic theme (at the time of writing: Ukraine, Syria, sanctions, etc.)

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PO8104 Politics in the Middle East						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Brussels	Autumn	M	20 (10)	100% Coursework	

Contact Hours

Total contact hours: 24

Private study hours: 176

Total study hours: 200

Department Checked

05.03.2021

Learning Outcomes

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

- 1: have a profound understanding of the security dynamics, politics and foreign policies in the MENA region
- 2: critically analyse politics in the MENA region in its different dimensions (political, security, economic, energy, identity) and within its historical context at an advanced level
- 3: have a profound understanding of the different actors operating in the MENA region, including the interpenetration of regional and global developments and the interconnectedness of issues and conflicts in the region
- 4: have an advanced understanding of identities and ideologies in the region (including religion and nationalism) and of their complexity
- 5: have a profound understanding of the issues of power and power relations in the region and the way those are perceived
- 6: apply different theoretical interpretations to politics and security in the Middle East

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

- 1 work with theoretical knowledge at the forefront of their discipline
- 2: be aware of the ethical dimensions of the scholarly work done in their discipline in general as well as of their own work in particular
- 3: have a comprehensive understanding of methods and methodologies in their discipline
- 4: undertake analysis of complex, incomplete or contradictory areas of knowledge
- 5: have an advanced level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches
- 6: be reflective and self-critical in their research work
- 7: engage in academic and professional communication orally and in writing
- 8: have independent learning ability required for continuing professional study

Method of Assessment

Essay, 5000 words (100%).

Reassessment methods: 100% coursework.

Preliminary Reading

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

Fawcett, L. (2013), International Relations of the Middle East (OUP)

Gasiorowski M. & D. Long (eds.) (2013), The Government and Politics of the Middle East and North Africa (Westview)

Inbar, E. (ed.) (2013), The Arab Spring, Democracy and Security: Domestic and International Ramifications. Abingdon, Routledge.

Ehteshami, A. (2015) Globalization and Geopolitics in the Middle East: Old Games, New Rules. Abingdon, Routledge.

Dakhlallah. F. (2012). "The League of Arab States and Regional Security: Towards an Arab Security Community?" In: British Journal of Middle Eastern Studies vol 39(3): 393-212.

Danahar, P. (2015), The New Middle East: The World After the Arab Spring (Bloomsbury)

Pre-requisites

None

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Synopsis <span style =

The focus of this module is the Middle East and Northern Africa (MENA region). The region has been at the centre of global politics and security concerns, but is also characterised by strong internal rivalries and conflict. The central emphasis of this module is on the interconnectedness of various issues and ideologies in the MENA region, as well as on the interaction between the politics of global and regional actors.

While the emphasis is on current developments, those are situated in their historical context, with particular attention for the legacy of colonialism, the Arab-Israeli conflict and Western stereotypical thinking about the region (Orientalism). Moving beyond stereotypes, the course highlights complexity and differentiation of the area.

It focuses on the politics, interests, power and identities of key regional actors (Turkey, Iran, Saudi Arabia, Egypt, Israel), as well as on the role of global powers (the United States, Russia, EU/European states). Both religious divides (Shi'a / Sunni) and political positions are critically analysed, taking into account (self-)perceptions and social construction. The same holds for ideologies, in particular Arab nationalism and the rise of radical Islamism.

Specific issues are extensively dealt with, such as: the conflict in Syria and its internationalisation, the Palestine question, the 'Arab Spring', energy in a changing context, Saudi-Iran rivalry, Iran's WMD programme, integration and cooperation (in particular the Gulf Cooperation Council, OPEC).

PO8106 Nationalism, Media and the Public Sphere						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Brussels	Autumn	M	20 (10)	Pass/Fail Only	
2	Brussels	Autumn	M	20 (10)	60% Coursework, 40% Exam	

Contact Hours

Total study hours: 200

Learning and teaching methods are set by the VUB (Free University Brussels) in accordance with its own rules and regulations. Collectively, the learning and teaching methods will enable to students to achieve the intended specific and generic learning outcomes of this module and students will undertake a period of study at VUB equivalent to that required for 20 Kent credits. Normally, contact will consist of a mix of lectures and seminars however, students are strongly encouraged to refer to the module guide for more detailed information

Department Checked

08.03.2021

Learning Outcomes

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

8.1 Demonstrate a profound knowledge of the latest evolutions and discussions at both the national and international level regarding journalism, politics and democracy.

8.2 Critically contextualise and evaluate current national and international developments and discussions.

8.3 Demonstrate profound insights into complex problems on the basis of an original framework of analysis, thereby expanding the theoretical basis related to journalism, politics and democracy.

8.4 Critically reflect on their own (geographical, social, cultural, local, personal, etc.) position in this field.

8.5 Critically discuss and debate current societal and scientific topics and theoretical developments related to journalism, politics and democracy.

8.6 Demonstrate a comprehensive understanding of methods and methodologies in their discipline.

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

9.1 Apply complex theoretical knowledge at the forefront of their discipline;

9.2 Undertake analysis of complex, incomplete or contradictory areas of knowledge;

9.3 Critically evaluate research; advanced scholarship and methodologies and argue alternative approaches;

9.4 Be reflective and self-critical in their research work;

9.5 Communicate their point of view in a clear and scientific-grounded argumentation to various target groups.

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Method of Assessment

Pass/fail

Assessment methods are set by the partner institution in accordance with its own rules and regulations and may vary year-to-year. Assessments may include an individually written essays; group presentations; discussions and debates. Students should refer to the module guide for more detailed information. Collectively, the assessment methods will assess the achievement of all of the module's intended specific and generic learning outcomes. Kent will assess the module on a pass/fail basis therefore, credit achieved for this module will be contributory to the student's degree programme but will not contribute to the degree classification

Reassessment methods: 100% coursework

Preliminary Reading

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

C. Bee & E. Bozzini (eds.) (2016), Mapping the European Public Sphere (Routledge).

E. Gellner (2008), Nations and Nationalism (Blackwell), 2nd ed.

J. Grimm, L. Huddy, P. Schmidt, J. Seethaler (eds.) (2016), Dynamics of National Identity. Media and Societal Factors of What We Are (Routledge).

C. Shirky (2011), The Political Power of Social Media: Technology, The Public Sphere and Political Change, Foreign Affairs, 90, 1, 28-41

Pre-requisites

None

Synopsis <span style =

This module focuses on theory and empirical work on national identity, nationalism, federalism, public sphere and the role media play in these phenomena, with a special interest for the Belgian and European case. More specifically, the module consecutively focuses on theories on national identity and nationalism (Gellner, Anderson, Hobsbawm, Billig, et al.), the history of national identity construction in Belgium (Belgium, Flanders, Wallonia, etc.), the debate on the necessity / existence of a European public sphere and the role of the media in this, the implications of this debate for Belgium and issues of democracy and public opinion in federal multilingual states.

PO8107 International Security and Strategic Studies						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Brussels	Autumn	M	20 (10)	Pass/Fail Only	

Contact Hours

Total contact hours: refer to VUB the module guide

Private study hours: refer to VUB the module guide

Total study hours: 200

Learning and teaching methods are set by the VUB (Free University Brussels) in accordance with its own rules and regulations. Collectively, the learning and teaching methods will enable students to achieve the intended specific and generic learning outcomes of this module and students will undertake a period of study at VUB equivalent to that required for 20 Kent credits. Normally, contact will consist of a mix of lectures and seminars however, students are strongly encouraged to refer to the module guide for more detailed information.

Department Checked

05.03.2021

Learning Outcomes

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

1. Demonstrate a profound knowledge of contemporary theoretical and conceptual debates in international security and strategic studies;
2. Demonstrate a sophisticated understanding of current trends in international security and strategy;
3. Demonstrate a profound insight of regional politics and conflicts;
4. Demonstrate a sophisticated knowledge of International institutions;
5. Conduct complex policy and strategic analysis of security issues;
6. Demonstrate a comprehensive understanding of methods and methodologies in their discipline.

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

1. Apply complex theoretical knowledge at the forefront of their discipline;
2. Undertake analysis of complex, incomplete or contradictory areas of knowledge;
3. Critically evaluate research; advanced scholarship and methodologies and argue alternative approaches;
4. Be reflective and self-critical in their research work;
5. Communicate their findings in an oral and written way.

Method of Assessment

Pass/Fail 100%

The Assessment methods are set by the partner institution in accordance with its own rules and regulations and may vary year-to-year. Assessments may include an individually written essays; presentations; discussions and debates. Students should refer to the module guide for more detailed information.

Collectively, the assessment methods will assess the achievement of all of the module's intended specific and generic learning outcomes. Kent will assess the module on a pass/fail basis therefore, credit achieved for this module will be contributory to the student's degree programme but will not contribute to the degree classification.

Reassessment methods: 100% coursework

Preliminary Reading

The reading list is set by the partner institution.

Pre-requisites

None

Synopsis <span style =

War and peace have the power to change world order and the daily lives we lead. This module aims to provide students with a conceptual toolkit to navigate contemporary questions in international security as perceived from a European perspective and make them familiar with key debates in strategic studies. Combining insights from history, political science, international relations and economics in an interdisciplinary spirit, this module offers students a range of topics delivered by academics and expert policy-makers. These topics will cover various conceptual questions (such as the causes of war, the logic of deterrence and the function of strategy) as well as geographical and thematic approaches (such as the present instability in the wider European neighbourhood, the transatlantic relationship and security in East Asia).

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PO8108 Advanced Research Design in Politics and International Relations						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

The module is an optional module for all Master's and Phd programs in the School of Politics and International Relations

Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

Department Checked

12.03.21

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 foundations and practice of research and research design, including the philosophy of research methods, in politics and international relations

8.2: Demonstrate an advanced understanding of the role of research questions, and possess the ability to identify an advanced-level researchable question in politics and international relations

8.3: Build and defend a theoretical argument in politics and international relations at an advanced level

8.4: Understand the strengths and weaknesses of different ways of testing theoretical arguments in politics and international relations, including scientific hypothesis testing

8.5: Understand the rationale for, and identify different ways of using, quantitative and qualitative data, from a wide range of methods including, but not limited to, narratives, interviews, observational, ethnographic, and mixed methods, to assess theoretical propositions in politics and international relations and assess the strengths and weaknesses of research designs and methods using these forms of data

8.6: Write an advanced level research proposal in politics and international relations which reflects critically on how the research design and methods chosen answer the chosen research question

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

9.1 work with theoretical knowledge at the forefront of their discipline

9.2: Have a comprehensive understanding of methods and methodologies in their discipline

9.3: undertake analysis of complex, incomplete or contradictory areas of knowledge

9.4: Be reflective and self-critical in their research work

9.5: engage in oral and written academic and professional communication with others, demonstrating skill in analysing and presenting scholarly information in the appropriate form including posters, literature reviews and appropriate referencing formats

9.6: Have independent learning ability required for continuing professional study

Method of Assessment

Poster focussing on Research Question, including Literature Review and Theoretical Argument, 40%

Outline of research design and methods, 2500 words, 60%

Reassessment methods: 100% coursework

Preliminary Reading

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

Abbott, A. (2004). *Methods of Discovery: Heuristics for the Social Sciences*, Norton (Contemporary Societies Series).

Brady, H. E., & Collier, D. (Eds.). (2010). *Rethinking social inquiry: Diverse tools, shared standards*. Rowman & Littlefield Publishers.

Toshkov, D. (2016). *Research Design in Political Science*. Palgrave Macmillan.

Jackson, P. T. (2010). *The conduct of inquiry in international relations: philosophy of science and its implications for the study of world politics*. Routledge.

Leopold, D., & Stears, M. (2008). *Political theory: methods and approaches*. Oxford University Press.

Schwartz-Shea, Peregrine & Yanow, Dvora. (2012). *Interpretive research design: concepts and processes*. Routledge

Pre-requisites

None

Restrictions

The module is limited to students who are either on the 'research methods' pathway of one of the School of Politics and International Relations' MA programmes or part of the School's PhD programme.

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Synopsis <span style =

The purpose of this module is to provide students with an understanding of the foundations and practices of research and research design in politics and international relations at an advanced level. It will enable students to understand the connections between research questions and the theory and methods used to explore them; and to understand the rationales and contexts that shape different choices about research questions, research designs and research methods, including epistemological, ontological and practical issues. Upon finishing the module students will be able to make and defend their own choices on research design and understand the menu of choices available to them as they develop their research careers. In pursuit of these goals the module will in its core section introduce students to debates about the main approaches to investigation in politics and international relations as well as an understanding of the main elements of different research designs, including the intellectual and practical issues that need to be addressed when making choices about these elements. Following this core section, students will have a choice to develop their understanding of different forms of research design along specialist pathways including causal analysis, interpretative analysis and normative and critical political theory. These elements have been chosen because they represent the three research traditions which are most broadly represented in political science, international relations and political theory. Students will be encouraged to attend sessions beyond their own specialisation to gain a wider perspective on their own work and to facilitate their understanding of other research approaches within the profession.

PO8109 Middle Eastern Politics and Society						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	20 (10)	100% Coursework	
1	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

This module is primarily designed for students on MA programmes within the School of Politics and International Relations. The module is also open to all MA students across the university.

Contact Hours

Contact hours: 22
Private study hours: 178
Total hours: 200

Department Checked

05.03.2021

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 key features of politics in the Middle East
- 8.2 Undertake high-level analysis of core concepts, theories and debates relating to the outbreak and resolution of political conflict
- 8.3 Relate their understanding of Middle Eastern politics to theories and analyses of politics within the wider international system
- 8.4 Relate the concepts and findings of studies of Middle Eastern politics to core debates within the discipline at an advanced level
- 8.5 Understand at an advanced level the relationship between current features of Middle Eastern politics and historical developments and patterns in the region

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

- 9.1 Have a level of conceptual understanding that will allow them to critically evaluate a range of theoretical arguments found within the scholarly literature
- 9.2: Have a comprehensive understanding of research methods in their discipline, including an awareness of the strengths and limitations of different methods.
- 9.3: Be able to undertake analysis of complex, incomplete or contradictory areas of knowledge
- 9.4: Be reflective and self-critical in their research work
- 9.5: Be able to engage in oral and written academic and professional communication with others, demonstrating skill in analysing and presenting scholarly information in the appropriate form
- 9.6: Have independent learning ability required for continuing professional study

Method of Assessment

Essay 1, 2,500 words (30%)
Essay 2, 3,500 words (70%)

Reassessment methods: 100% coursework

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Preliminary Reading

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

Background readings:

MacQueen, Benjamin. An Introduction to Middle East Politics. London: Sage, 2013.

Gerges, Fawaz A (ed.). The New Middle East: Protest and Revolution in the Arab World. New York: Cambridge, 2013

Fawcett, Louise (ed.). International Relations of the Middle East. Oxford: Oxford University Press, 2013.

Halliday, Fred. The Middle East in International Relations. Cambridge: Cambridge University Press, 2005.

Ayubi, Nazih N. Over-Stating the Arab State: Politics and Society in the Middle East. London: I.B. Tauris, 2008.

Pre-requisites

None. However, some knowledge of the Middle East would be beneficial. This can be gained from the background readings listed below.

Synopsis <span style =

The module is designed to provide students with an advanced understanding of politics in the Middle East. The module covers various social (e.g. identities), economic (e.g. role of natural resources) and religious (e.g. role of Islam) themes, and thus provides students with a wide-ranging perspective from which to analyse the political life of the region. Particular emphasis is placed on the nature and causes of conflict and political violence, and on the role of the state. The module also focuses on the historical development of the region as a way of helping students to understand the nature and causes of its contemporary political situation.

PO8112	Policies and Politics of Health and Health Care in Humanitarian Disaste					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Brussels	Autumn	M	20 (10)	100% Coursework	
1	Brussels	Spring	M	20 (10)	100% Coursework	

Contact Hours

Total contact hours: 24

Total private study hours: 176

Total of 200 hours.

Department Checked

05.03.2021

Learning Outcomes

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

1. Demonstrate an advanced understanding of the politics and policies that are relevant to health/ disease and provision of health care in emergency situations, in a multi-disciplinary way;
2. Evaluate critically political and structural challenges to health care provision and access to health care, physical and mental, in a wide variety of settings linked to complex emergencies;
3. Critically evaluate the impact of international actors in a variety of emergency situations;
4. Demonstrate an advanced understanding of the interaction of factors such as poverty and income inequality, governmental corruption and underdeveloped or insecure infrastructure on provision of and access to health care, as well as the spread, or containment, of disease;
5. Apply established principles and theoretical approaches to governance of new and emerging health challenges and disease.

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

1. Conduct effective in-depth, independent research into a particular problem, including extrapolating from potentially incomplete data, clearly communicating conclusions in writing;
2. Synthesize and analyse disparate material in an original and self-directed manner;
3. Apply theoretical concepts to case studies, displaying an advanced conceptual understanding;
4. Demonstrate a comprehensive understanding of relevant techniques, which may include interdisciplinarity;
5. Think clearly about reading material and discussion, develop logical arguments and communicate these clearly;
6. Have exercised initiative and personal responsibility in managing their time and demonstrated independent learning ability.

Method of Assessment

1. 1500-word policy analysis (20%)
2. 3500-word research essay (80%)

Reassessment methods: 100% coursework (5000-word essay)

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Preliminary Reading

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

Adhikari, B., Mishra, S.R., Marahatta, S.B., Kaehler, N., Paudel, K., Adhikari, J. and Raut, S., 2017. Earthquakes, fuel crisis, power outages, and health Care in Nepal: implications for the future. *Disaster medicine and public health preparedness*, 11(5), pp.625-632.

Avogo, W.A. and Agadjanian, V., 2010. Forced migration and child health and mortality in Angola. *Social Science & Medicine*, 70(1), pp.53-60.

Gostin, L.O., 2007. Meeting the survival needs of the world's least healthy people: a proposed model for global health governance. *Jama*, 298(2), pp.225-228.

Harman, S. and Wenham, C., 2018. Governing Ebola: between global health and medical humanitarianism. *Globalizations*, 15(3), pp.362-376.

Howell, E., Waidmann, T., Holla, N., Birdsall, N. and Jiang, K., 2018. The Impact of Civil Conflict on Child Malnutrition and Mortality, Nigeria

Rushton, S., 2011. Global health security: security for whom? Security from what? *Political Studies*, 59(4), pp.779-796.

Pre-requisites

None

Synopsis <span style =

This module examines provision of and access to health care, and spread/ containment of disease, in complex humanitarian situations and disasters, as well as examining relevant politics and political trends, at international, national and local levels. Such complex situations may include, but not be limited to, natural disasters (such as floods, earthquakes, droughts and, broadly, climate change); conflict and violence (including civil wars, unrest, mass riots etc); refugee flows and reception, including refugee camps, formal and informal, but could also include extreme poverty, inequality and inadequate infrastructure. The module takes a Global view of these issues and is not limited to consideration of the Global South.

The module will examine governance and coordination of health care and disease in such situations, examining (challenges to) provision of care, both mental and physical, and containment of disease. It will also examine to what extent these situations themselves do or do not exacerbate illness, yet may be fertile ground for innovative home-grown approaches to addressing illness, health and disease. How can policies curtail the former and support the latter? To what extent can those who intervene in an emergency exacerbate the situation or violate professional ethics? UN peacekeeper involvement in the 2010-17 cholera epidemic in Haiti is one such case, while sexual misconduct by NGO or international organisation staff might be another; these or similar cases will be used to discuss ethics and professional standards.

While the cholera outbreak in Haiti may constitute a relevant case through which to explore the interaction of national (Haitian) and international (UN) governance, other epidemics may instead be seen as the interaction of natural disease and the nature of outbreak of disease.

The module will address both physical and mental health and health care in humanitarian disasters, focusing on those which are particularly relevant from a development studies, conflict studies or migration studies perspective. Students will, in examining policies affecting health and health care in emergencies, explore the inter-related and cyclical nature of, for instance, poverty/ inequality and health; violence/ conflict and health; migration/ flight and health. Case studies will be used to address policy and resolution (or not) of these challenges.

PO8113 Conflict Transformation and Peace						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Brussels	Spring	M	20 (10)	100% Coursework	

Availability

International Conflict and Security

Contact Hours

Total contact hours (lecture + seminar): 24

Private study hours: 176

Total study hours: 200

Department Checked

05.03.2021

2022-23 Postgraduate Module Handbook

Learning Outcomes

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

1. demonstrate solid knowledge of trends and forms of contemporary violent conflicts;
2. demonstrate a thorough command of key concepts in Peace Studies and the scholarly debates surrounding them;
3. be able to engage critically with the underlying philosophies as well as concrete trappings of the wide range of policies promoting peace, locally and globally;
4. analyse in-depth a contemporary conflict and, on the basis of this analysis, assess alternative strategies for peace

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

1. work with advanced theoretical knowledge and apply theory to key policy issues;
2. undertake comprehensive analysis of complex, incomplete or contradictory areas of knowledge and make carefully constructed arguments;
3. have a level of conceptual understanding that will allow them to critically evaluate research, policies, and practices and thus be better positioned to develop their own solutions to international challenges;
4. be reflective and self-critical in their work;
5. engage in academic and professional communication with others;
6. have independent learning ability required for further study or professional work;
7. use the Internet, bibliographic search engines, online resources, and effectively conduct research.

Method of Assessment

Mid-term exercise: Dissecting a peace agreement, 1,500 words (20%).

Essay, 3500 words (80%)

Reassessment methods: 100% coursework

Preliminary Reading

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

Berdal, Mats R. (2009) Building peace after war. Abingdon: Routledge.

Campbell, Susanna, David Chandler and Meera Sabaratnam (2011) A Liberal Peace? The Problem and Practices of Peacebuilding. London: Zed Books.

Philpott, Daniel (2015) Just and Unjust Peace: An Ethic of Political Reconciliation. Oxford: Oxford University Press.

Richmond, Oliver (2016) Peace Formation and Political Order in Conflict Affected Societies. Oxford: Oxford University Press.

Richmond, Oliver and Sandra Poggoda (2016) Post-Liberal Peace Transitions: Between Peace Formation and State Formation. Edinburgh: Edinburgh University Press.

Sriram, Chandra Lekha (2008) Peace as governance: power-sharing, armed groups and contemporary peace negotiations. Basingstoke: Palgrave Macmillan.

Walter, Barbara F. (2002) Committing to peace: the successful settlements of civil wars. Princeton: Princeton University Press.

Pre-requisites

None

Synopsis *

The module will cover the following topics, some of which will be directly illustrated by invited practitioners:

- Defining concepts. What is peace? Peacemaking. Peacekeeping. Conflict resolution. Conflict transformation.
- Contemporary wars
- When do conflicts escalate / de-escalate / end?
- Foreign interventions and peacekeeping
- Peacemaking (inc. Mediation, Peace talks, Peace agreements)
- Legacies of war
- Post-conflict security governance
- Demobilisation, Disarmament, Reintegration
- Security sector reform
- Accommodating divided societies. Peace and constitutional design
- Transforming economies of war / post-conflict recovery
- Reparations and justice
- The politics of memorialisation

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PO8114 Governance and War in Cyberspace						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	20 (10)	100% Coursework	
1	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

This optional module contributes to all programmes offered by, and with, the School of Politics and International Relations.

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

05.03.2021

Learning Outcomes

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

1. Understand and critically assess various definitions of cyberspace, confidently dividing these into social and technical forms.
2. Demonstrate a rigorous comprehension of the existing structures for the governance of cyberspace, and the challenges of progressing this governance regime further.
3. Critique the manner in which cyberspace can be used as a means of power projection by both state and non-state actors.
4. Demonstrate a keen critical understanding of cyber weaponry and its potential effects, confidently distinguishing between 'costly nuisances' and 'cyber disasters'.
5. Critically analyse the role of identity and representation in the formulation of a 'Politics of Cybersecurity', with reference to relevant case studies.
6. Rigorously apply knowledge gained in the module to assess cases of both 'online' and 'offline' conflagration.

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

1. Gather, organise and deploy evidence, data and information from a variety of secondary and some primary sources.
2. Identify, investigate, analyse, formulate and advocate solutions to problems.
3. Develop reasoned arguments, synthesise relevant information and exercise critical judgement.
4. Be self-reflective and critical of their own work.
5. Effectively use online bibliographic search engines, online resources, and conduct research.
6. Engage in academic and professional communication with others in both verbal and written format.

Method of Assessment

Policy paper, 1,500 words (40%)

Individual essay, 3,500 words (60%)

Reassessment methods: 100% coursework

Preliminary Reading

Thomas Chen, Lee Jarvis and Stuart Macdonald, (2014) Cyberterrorism: Understanding, Assessment, and Response, New York: Springer

Nazli Choucri et al., (2019) Cyberspace and International Relations: The Co-Evolution Dilemma, Cambridge MA: MIT Press

Lucas Kello, (2018) The Virtual Weapon and International Order, New Haven CT: Yale University Press

Jan-Frederick Kremer and Benedikt Muller, (2014) Cyberspace and International Relations: Theory, Prospects and Challenges, New York: Springer

David Sanger, (2018) The Perfect Weapon: War, Sabotage, and Fear in the Cyber Age, London: Scribe

Damien Van Puyvelde and Aaron Brantly, (2019) Cybersecurity: Politics, Governance and Conflict in Cyberspace, Cambridge: Polity Press

Pre-requisites

None

2022-23 Postgraduate Module Handbook

Synopsis *

This module provides an overview of the degree to which cyberspace continues to revolutionise the operations of both state and non-state actors, and the challenges of governing this 'fifth sphere' of power projection. Whilst this module is not entrenched in International Relations or Security Studies theory, students will have the opportunity to apply both traditional and non-traditional approaches to the politics of cyberspace. Key themes include: 21st century technology, cyber warfare, espionage, surveillance, deterrence theory, cyberterrorism, and representation of threatening cyber-entities. Students will develop a toolkit to critique the existing state and NGO-based governance regime for cyberspace, and will convey arguments both for and against a 'Geneva Convention' for cyberspace.

PO814 European Foreign and Security Policy in the 21st Century						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Spring	M	20 (10)	100% Coursework	

Availability

MA EU External Relations

Contact Hours

Total contact hours: 24

Private study hours: 176

Total study hours: 200

Department Checked

05.03.2021

Learning Outcomes

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

1. ensure that students acquire knowledge and understanding in theories and analysis in a supportive and responsive learning environment
2. develop students' capacities to think critically about political events, ideas and institutions
3. provide a curriculum supported by scholarship, staff development and a research culture that promotes breadth and depth of intellectual enquiry and debate
4. assist students to develop cognitive and transferable skills relevant to their vocational and personal development

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

1. communicate effectively and fluently in speech and writing; organise information clearly and coherently; use communication and information technology for the retrieval and presentation of information;
2. explore personal strengths and weaknesses; time management; review working environment (especially student-staff relationship); develop autonomy in learning; work independently, demonstrating initiative and self-organisation. Important research management skills include the setting of appropriate timescales for different stages of the research with clear starting and finishing dates (through a dissertation); presentation of a clear statement of the purposes and expected results of the research; and developing appropriate means of estimating and monitoring resources and use of time.
3. recognise and appreciate the existence of different theoretical perspectives in economics and environmental studies;
4. identify and define problems; explore alternative solutions and discriminate between them;
5. proactively manage their own career progression and development and are supported in developing skills in researching and retrieving information on opportunities for internships and employment and continuing personal and career development.

Method of Assessment

Essay, 5000 words (100%)

Reassessment methods: 100% coursework

Preliminary Reading

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

Hill, C. and Smith, M. (eds.) International Relations and the European Union (Oxford: Oxford University Press) 2nd Edition.

Missiroli, A. (ed.) A Handbook – The EU and the World: Players and Policies Post-Lisbon (Paris: EU Institute for Security Studies).

Peen Rodt, A., Whitman, R.G. and Wolff, S. (eds.) Theorising the European Union as an International Security Provider (London: Routledge).

Tocci, N. (2017) Framing the EU Global Strategy: A Stronger Europe in a Fragile World (London: Palgrave Macmillan).

Pre-requisites

None

2022-23 Postgraduate Module Handbook

Synopsis <span style =

Shifts in regional and international security are affecting Europe in increasingly puzzling and intense ways. The current strategic landscape is one where a plethora of internal and external security challenges confronts Europe: climate change, migration, Daesh and terrorism, energy security, disinformation, cybersecurity, Russia's annexation of Crimea and global power balances are to name but a few. Added to these challenges are new political dynamics such as the shifting nature of the Euro-Atlantic relationship and the future of relations between the European Union (EU) and the United Kingdom. This is a historical period that demands greater knowledge of and critical engagement with security dynamics and Europe's place in the world.

To this end, the course aims to provide students with the opportunity to engage with debates and literature on the security dynamics facing Europe in the 21st century. The course draws on conceptual and theoretical approaches to international and European security, but it also provides students with empirical insights into policy responses to various crises. Accordingly, the course principally looks at the EU's Common Foreign and Security Policy (CFSP) and Common Security and Defence Policy (CSDP); the North Atlantic Treaty Organisation's (NATO) role in deterrence; hybrid security challenges; the internal-external nexus of security; institutional responses to security crises; and the relationship between supranational and intergovernmental responses to security.

PO817 Resistance and Alternatives to Capitalism and Democracy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Learning Outcomes

Analyse the relations between the state and the market and also between different democratic regimes and market economies, along with an understanding of the main debates over conceptual distinctions such as left-right, democracy and authoritarianism or state capitalism vs. market capitalism.

Apply core theories and concepts of state and market formation to some key political and socio-economic models in the world from 1848 to the present day, with a focus on examples of market-states and post-democratic regimes.

Deploy conceptual approaches and empirical evidence to assess the explanatory value of different theories, and draw on the results to explain patterns of evolution of different political and socio-economic models.

Explain the main factors that account for the convergence or divergence of states and markets and for the democratization or de-democratization of different political systems.

Critically assess different ideas and practices aimed at reforming or transforming different examples of post-democratic market-states.

Explore the spectrum of possible alternatives to post-democratic market-states both within existing systems and beyond by critically examining other traditions.

Method of Assessment

100% coursework

Preliminary Reading

Giovanni Arrighi, *The Long Twentieth Century. Money, Power, and the Origins of Our Times* (London: Verso, 1994)

Philip Bobbitt, *The Shield of Achilles. War, Peace and the Course of History* (London: Penguin, 2003)

Luigino Bruni and Stefano Zamagni, *Civil Economy: Efficiency, Equity, Public Happiness* (Bern: Peter Lang, 2007)

Colin Crouch, *Post-Democracy* (Cambridge: Polity Press, 2004)

Karl Polanyi, *The Great Transformation. The Political and Economic Origins of Our Time* (Boston: Beacon Press, 2000 [orig. pub. 1944])

Richard Robison (ed.) *The Neo-liberal Revolution: forging the market state* (Basingstoke: Palgrave Macmillan, 2006)

Emmanuel Todd, *Après la démocratie* (Paris : Gallimard, 2008)

Sheldon S. Wolin, *Democracy Incorporated: Managed Democracy and the Specter of Inverted Totalitarianism* (Princeton, NJ: Princeton University Press, 2008)

Synopsis <span style =

This module is situated at the interface of political theory and political economy. It seeks to explore the complex and multi-faceted links between democracy and capitalism in the period from 1848 to the present day. The particular focus is on relations between the state and the market as well as the evolution of different democratic regimes and market economies. Similar emphasis will be on conceptual issues and empirical evidence (though no statistical or econometric skills will be required).

The first part of the module examines the formation of 'market-states', beginning with a critical discussion of this concept in recent scholarship. This will be the starting point for a wider engagement with Smithian, Marxist, Keynesian and neo-liberal accounts. The focus will be on those who theorise the conditions for the convergence of state and market, including Smith, Marx, Keynes and Friedman but also some contemporary theorists. Emphasis will be on strategies of resistance and alternatives to capitalism (e.g. Karl Polanyi, Catholic Social Teaching, civil economy).

The second part turns to the evolution of democracy in relation to capitalism. A brief survey of the recent post-democracy literature will be followed by a discussion of key concepts. Examples include the work of the Frankfurt School on capitalism and democracy as "quasi-religions" and various arguments that formal democratic representation and abstract capitalist exchange engender a "society of spectacle". Just as the first part focuses on the state and the market, so the second part puts emphasis on the interaction between the politics of democracy and the economics of capitalism.

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PO824 International Relations Theory						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	
2	Canterbury	Spring	M	20 (10)	100% Coursework	
3	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

Compulsory to: International Relations MA; International Relations and International Law MA
Optional to: MA programmes in Politics and International Relations

Contact Hours

Total contact hours: 24
Private study hours: 176
Total study hours: 200

Department Checked

15.01.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Have a critical awareness of the discipline's history
- 8.2 Demonstrate awareness of the key debates
- 8.3 Demonstrate an ability to critically identify key debates in the discipline
- 8.4 Demonstrate an understanding of key concepts in IR
- 8.5 Understand connections between IR theory, political theory and philosophy
- 8.6 Show awareness of methodological and epistemological implications of theoretical positions

Method of Assessment

Essay 1, 3000 words (50%)
Essay 2, 3000 words (50%)

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Tim Dunne, Milja Kurki and Steve Smith (eds), *International Relations Theories: Discipline and Diversity*, 4th Edition (Oxford: Oxford University Press, 2013).
Henrik Bliddal, Casper Sylvest and Peter Wilson (eds), *Classics of International Relations: Essays in Criticism and Appreciation* (Abingdon: Routledge, 2013).
Burchill et al. (2013) *Theories of International Relations*. New York, Palgrave Macmillan.
Lawson, Stephanie (2015): *Theories of International Relations: Contending Approaches to World Politics*
Zvobgo and Loken, *Why Race Matters in IR*.
Mohanty, *Under Western Eyes: Feminist Scholarship and Colonial Discourses*

Synopsis */

Whenever we make a statement about international affairs, and world politics we rely on certain (often implicit) theoretical assumptions: about power, interests, identities, norms and how they relate to the behaviour of international actors. Whether we like it or not, we are 'doomed' to rely on theories. The starting-point of this course is not that theories are the only possible and all-encompassing approach to the study of international affairs, but that they are helpful to understand, compare and critically evaluate interpretations of international issues: if we all use theoretical assumptions, we better make them explicit and understood, to make sure what exactly we are claiming.

International Relations theories are not approached as strict categories with clear boundaries, but rather as a continuously evolving debate. The course does not attempt to give an encyclopaedic overview of all theories of International Relations, but rather to confront different views. The main objective is to understand the core differences between different theoretical approaches.

2022-23 Postgraduate Module Handbook

PO825 Philosophy & Methodology of Politics and International Relations						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

All MA offerings by the School of Politics and International Relations

Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

Department Checked

05.03.2021

Learning Outcomes

Upon completion of the module students will be able to:

- identify, summarise and critically assess the main positions in key debates within the philosophy of the social and political sciences.
- identify and deal with the ethical and normative questions involved in social and political inquiry
- reflect on the ontological and epistemological aspects of social and political inquiry
- appreciate the contested nature of knowledge in social and political science
- reflect on the relationship between 'theory' and 'practice' in social and political inquiry
- identify, summarise and critically assess some of the most important approaches and methods employed in the study of politics and international relations
- discuss the philosophical and methodological issues at stake in relation to both their own research and that of others.

Method of Assessment

100% Coursework

Essay 1 (collective), 2500 words (50%)

Essay 2 (individual), 2500 words (50%)

Reassessment methods: 100% coursework

Preliminary Reading

Colin Hay, Political Analysis: A Critical Introduction (Basingstoke: Palgrave, 2002).

Dimitri Toshkov, Research Design in Political Science (Palgrave MacMillan 2016);

Pre-requisites

None

Synopsis *

Students of politics 'have not been, in general, sufficiently reflective about the nature and scope of their discipline. They just do it rather than talk about it' (G. Stoker). Given that political scientists study people – individuals, groups, states, nations, cultures – rather than 'things', PO825 moves from the assumption that politics students ought to be reflective about their research. The module aims to provide an opportunity for reflection by presenting some of the key theoretical and methodological debates in politics and international relations. These debates deal with issues such as: the concept of 'the political' and the concept of power; the relationship between structure and agency; the causal and constitutive role of ideas and discourse; positivism and post-positivism; critical theory, emancipation, and the importance of normative questions; an introduction to quantitative and qualitative research, and to research design and research ethics. The module is designed as early preparation for the MA dissertation module and will encourage students to think about the philosophical underpinnings of particular research methods, the relationship between methodology and conceptual analysis, and the appropriate ways to incorporate these into research design.

2022-23 Postgraduate Module Handbook

PO828 Theories of Conflict and Violence						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

International Conflict Analysis MA

Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

Department Checked

12.03.21

Learning Outcomes

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

- 8.1 Understand key historical and theoretical issues in international conflict and the study of war and peace
- 8.2 Explain and evaluate the nature, causes and effects of conflict, at the state and international levels
- 8.3 Be able to critically identify key debates in theories of conflict and violence studies
- 8.4 Understand and critically interpret key concepts in conflict studies
- 8.5 Be familiar with applied methodological and epistemological methods in the field of conflict studies

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

- 9.1 demonstrate specialised knowledge of, and critical insight into, the key historical and theoretical issues in their programme area, together with familiarity with appropriate bibliographical sources
- 9.2 apply theoretical and conceptual frameworks to the analysis of politics and international relations
- 9.3 use a variety of research methods and evaluate critically their application in the scholarly literature

9.4 conduct research in politics and international relations demonstrating awareness of epistemological, methodological and ethical principles

Method of Assessment

Essay (6000 words) (100%)

Reassessment methods: 100% coursework

Preliminary Reading

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

Adrian Guelke's, Politics of Deeply Divided Societies, 2012

Hall, John A. The State of the Nation: Ernest Gellner and the Theory of Nationalism. Cambridge University Press 1988

Horowitz, Donald. Ethnic Groups in Conflict. Berkeley: University of California Press, 1985

Hugh Miall, Oliver Ramsbotham, Tom Woodhouse. Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts, Cambridge: Polity. 2005

McGarry, John and Brendan O'Leary. The Politics of Ethnic Conflict Regulation. London: Routledge, 1993

Neophytos Loizides, The Politics of Majority Nationalism: Framing Peace, Stalemates and Conflict, Stanford 2015

Pre-requisites

None

Synopsis <span style =

This module will examine how conflict research has evolved within the field of political science and International Relations. It will initially investigate competing theories on conflict and violence highlighting specific case studies and new security concerns. The theoretical reflections will focus on the understanding of modern nationalism in world politics as well as different aspects of conflict ranging from inter-state to intra-state conflict. Moreover, students will be exposed to a detailed and critical analysis of the political and constitutional options in societies beset by violent ethnic conflict, with particular emphasis being given to mechanisms directed at the achievement of political accommodation.

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PO831 The European Union in the World						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	20 (10)	100% Coursework	
3	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

EU International Relations and Diplomacy MA

Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

Department Checked

12.03.21

Learning Outcomes

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

8.1 have a good understanding of the complex inter-relationship between Europe, the EU and the rest of the world, with particular reference to the debates surrounding the issues of global and regional change

8.2 have a good understanding of the major developments in EU Foreign Policy at the regional and global levels

8.3 understand the identity of the EU as an international actor, including the controversies and challenges it raises

8.4 critically analyse the role of the EU as a normative and/or civilian actor

8.5 place the role of Europe and the EU in its historical and wider theoretical context

8.6 be familiar with core concepts, theories and debates on global change and European external relations

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

9.1: work with theoretical knowledge at the forefront of their discipline

9.2 be aware of the ethical dimensions of the scholarly work done in their discipline in general as well as of their own work in particular

9.3 have a comprehensive understanding of methods and methodologies in their discipline

9.4 undertake analysis of complex, incomplete or contradictory areas of knowledge

9.5 have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches

9.6 be reflective and self-critical in their research work

9.7 engage in academic and professional communication orally and in writing

9.8 have independent learning ability required for continuing professional study

Method of Assessment

Essay, 4500 words (80%)

Oral presentation (20%)

Reassessment methods: 100% coursework

2022-23 Postgraduate Module Handbook

Preliminary Reading

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

Boening, A., Kremer, J-F., and van Loon, A. (eds.) (2013) Global Power Europe, Vol. 1 & 2. (Berlin)

Bretherton C., Vogler, J. (2006), The European Union as Global Actor. London, Routledge

Chakrabarty, D. (2007) Provincialising Europe: Postcolonial Thought and Historical Difference (Princeton University Press)

Whitman, R. (ed.) (2011) Normative Power Europe: Empirical and Theoretical Perspectives (Palgrave)

Hill C., Smith M. (eds.) (2011), International Relations and the European Union (OUP), 2nd edition

Lucarelli, S. and Fioramonti, L. (2011) External Perceptions of the EU as a Global Actor (London: Routledge)

Mahbubani, K (2008) The New Asian Hemisphere: The Irresistible Shift of Global Power to the East (N.Y.: Public Affairs)

Manners, I. (2013) 'Assessing the Decennial, Reassessing the Global: understanding European Union normative power in global politics', in Special Issue 'European Union and Normative Power: Assessing the Decade,' Cooperation and Conflict, 48(2)

Telo, M. (ed.) (2009) EU and Global Governance (Routledge)

Pre-requisites

None

Synopsis <span style =

This module focuses on the position of Europe and the EU in particular - what it does and how it does it - in the world, through the perceptions of the other. The first challenge of this broad approach is to tackle the question 'what is Europe?', by way of situating Europe between the regional and global change, and understanding its multifaceted, multi-actor and multi-level environment and associated with it challenges, in the increasingly inter-dependent and inter-polar world. As part of the exercise we will focus more specifically on EU actorness reiterated through the changing modes of governance – from disciplinary and hierarchical, to more adaptable and from a distance – and democracy promotion policies, to understand how it behaves vis-à-vis the outside world. Premised on this, we will examine EU actorness in practical terms by referring to EU interactions with 'the other' – from the neighbourhood, BRICS, to US, and Russia. The objective is to cross-compare 'what the EU is' and 'what it does' to enable wider generalisations of 'what kind of transformative power the EU is?' today, in this increasingly globalising world.

PO832 Conflict Resolution in World Politics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

International Conflict Analysis MA;

Peace and Conflict Studies (International Joint Award) MA.

Contact Hours

Total contact hours: 24

Private study hours: 176

Total study hours: 200

Department Checked

12.03.21

2022-23 Postgraduate Module Handbook

Learning Outcomes

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

1. have a critical awareness of the main theories and currents of thinking in the field of conflict resolution and conflict analysis
2. demonstrate an advanced understanding of the complex nature of contemporary conflicts and of the range of domestic and international actors involved in them
3. critically assess the appropriateness, scope and limitations of a range of approaches to conflict resolution in contemporary conflicts at different phases in the conflict's course
4. have an introduction to the skills involved in conflict resolution, including conflict analysis, active listening, mediation and negotiation
5. see a conflict from the point of view of different protagonists
6. appreciate the wider context of conflicts and be able to relate concepts of conflict analysis and conflict resolution to a wider understanding of world politics

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

1. work with theoretical knowledge at the forefront of this field
2. be aware of the ethical dimensions of the discourses and practices in conflict resolution as well as of their own work in particular
3. have a comprehensive understanding of methods and methodologies in their discipline
4. undertake analysis of complex, incomplete or contradictory area of knowledge
5. have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches
6. be reflective and self-critical in their research work
7. engage in academic and professional communication with others
8. have independent learning ability required for continuing professional study

Method of Assessment

Essay 1, 2000 words (30%)

Essay 2, 4000 words (70%)

Reassessment methods: 100% coursework

Preliminary Reading

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

Unger, B, Lundström, S. Planta, K. and Austin, B. (eds.) 2013, Peace Infrastructures: Assessing Concept and Practice. Online at <http://www.berghof-handbook.net/>

Barash, D. & C. Webel Peace and Conflict Studies 3rd Ed. (Sage, 2013)

Bercovitch J, V Kremenjuk and W.Zartman (eds.) The Sage Handbook of Conflict Resolution. London: Sage, 2009

Cochrane, F. Ending Wars, Polity Press, 2008.

Cordell K and Wolff S Ethnic Conflict. Cambridge: Polity, 2009.

Kriesberg, Louis, Constructive Conflicts, 3rd Ed. Oxford: Rowman and Littlefield. 2007.

Crocker, C. et al (ed.) Leashing the Dogs of War: Conflict Management in a Divided World. US Institute of Peace, 2007. (or earlier editions e.g. Turbulent Peace; Herding Cats: USIP.)

Darby, J and R Mac Ginty (eds.) Contemporary peacemaking: conflict, violence and peace processes, Basingstoke: Palgrave, 2003.

Deutsch, M. et al (eds) Handbook of Conflict Resolution: Theory and Practice. San Francisco: Jossey-Bass, 2006.

Wallensteen, P. (2012) Understanding Conflict Resolution: War Peace and the Global System 3rd Sage.

Pre-requisites

None

Synopsis <span style =

The module aims to introduce current thinking and practice in the field on conflict resolution, conflict management and conflict transformation, including conflict prevention and peace-building. Can protracted violent conflicts be prevented, and how are they brought to an end? Is it possible to deal with the root causes of conflict? How do the wider conflicts in the international system impact on local and regional conflicts, and under what circumstances are conflicts transformed? We will explore these questions with reference to theories of conflict resolution, comparative studies and case studies. The module will focus mainly on international and intra-state conflict. There will be opportunities to discuss conflicts at other levels, such as the role of diasporas and the media in conflict and its transformation. You are encouraged to draw on your own personal knowledge of conflict situations.

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PO846 International Political Economy (BSIS)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Spring	M	20 (10)	100% Coursework	
3	Brussels	Spring	M	20 (10)	100% Coursework	

Availability

MA International Political Economy

Contact Hours

Total contact hours: 24

Private study hours: 176

Total study hours: 200

Department Checked

08.03.2021

Learning Outcomes

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

1. Develop an understanding of the main theories, concepts, and approaches to International Political Economy, as they developed in historical perspective, in order to contextualise and situate the main debates within the recent evolution of the global political economic system;
2. Understand key structures of the international economy (trade, investment, finance, monetary matters, development regionalization, globalization, democratization) and place these in a theoretical and historical context;
3. Develop in depth analyses of key concepts used in the explanation of each structure of the international political economy;
4. Demonstrate and evaluate the utility of different modes of explanation in international political economy, while contextualising this sub-discipline within the discipline of International Relations as a whole;
5. Inculcate a critical and reflexive attitude towards various schools, approaches, paradigms, and traditions of interpretation in international political economy.
6. Apply theoretical perspectives to case studies.
7. Find, select, analyse, and use empirical material relating to international political economy;
8. Understand the scope and limits of extant theoretical concepts in light of developments in the globalizing international political economy;
9. Recognize the normative dimensions of choices about the allocations of resources, and the tools of governance in the international political economy.
10. Develop a more critical view of the capacities and limits of contemporary economic analysis and its policy implications.
11. Develop a degree of familiarity with the narrative of change in the post-war world economy

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

1. work with theoretical knowledge and apply theory to key policy issues
2. undertake analysis of complex, incomplete or contradictory areas of knowledge and make carefully constructed arguments
3. have a level of conceptual understanding that will allow them to critically evaluate research, policies, and practices and thus be better positioned to develop their own solutions to international challenges.
4. be reflective and self-critical in their work
5. engage in academic and professional communication with others
6. have independent learning ability required for further study or professional work
7. use the Internet, bibliographic search engines, online resources, and effectively conduct research

Method of Assessment

Essay, 5000 words (100%)

Reassessment methods: 100% coursework

2022-23 Postgraduate Module Handbook

Preliminary Reading

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

Thomas Oatley, International Political Economy (Routledge, 2013: 5th Edition)

Darel E. Paul and Abba Amawi, The Theoretical Evolution of International Political Economy: A Reader* (Oxford University Press, 2013: 3rd edition)

Dani Rodrik, Straight Talk on Trade: Ideas for a Sane World Economy. Princeton University Press, 2017.

Dani Rodrik, The Globalization Paradox. Norton & Company. 2011.

Pre-requisites

None

Synopsis <span style =

The module explores doctrines of state-economy relations and theories of international political economy in order to equip students with a capacity to analyse the complexities of an ever-more dynamic global economy in ways that the disciplines of economics and international relations on their own cannot capture. Our focus is on the transformation of democratic capitalism from its emergence as an institutionalised social order in the 19th century, to its 20th century modalities (the post-WWII welfare state and the late 20th century neoliberalism) to its current form.

PO848	Negotiation and Mediation					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Brussels	Autumn	M	20 (10)	100% Coursework	
4	Canterbury	Autumn	M	20 (10)	100% Coursework	
4	Canterbury	Spring	M	20 (10)	100% Coursework	

Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

Learning Outcomes

On successfully completing the module students will be able to:

Understand and critically evaluate key historical and theoretical issues in the field of conflict resolution

Gain knowledge of the main theoretical schools that study mediation and negotiation

Understand and evaluate the main concepts and techniques used in bilateral and multilateral negotiation as well as in mediation, the most common form of conflict management and resolution

Experience the practice of negotiation and mediation through a series of practical exercises conducted throughout the module

Gain a critical understanding of the applied methodological and epistemological methods in the field of conflict resolution

Critically analyse historical and current cases of conflict management and transformation

Method of Assessment

Essay, 4000 words, 70%

Participation in Simulations & Reflective Assignment 1500 words, 30%

Reassessment: 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 <span style =

The course provides an overview and a framework for considering the field of international conflict resolution. The students have the opportunity to explore conflict resolution methods such as mediation, negotiation, collaborative problem solving, and alternative dispute resolution. The approach is interdisciplinary and juxtaposes traditional approaches in conflict management with the scientific study of conflict and cooperation. Across the term students will be exposed to a range of different theories and approaches to conflict management and be required to practically apply the course content in a number of simulations.

Contact Hours

24

2022-23 Postgraduate Module Handbook

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Understand key historical and theoretical issues in the field of conflict resolution
- 8.2 Have some familiarity with the main theoretical schools that study mediation and negotiation
- 8.3 Understand the main concepts and techniques used in bilateral and multilateral negotiation as well as in mediation, the most common form of conflict management and resolution
- 8.4 Experience the practice of negotiation and mediation through a series of practical exercises conducted throughout the module
- 8.5 Gain familiarity with the applied methodological and epistemological methods in the field of conflict resolution
- 8.6 Critically analyse historical and current cases of conflict management and transformation
- 9.1 Work with theoretical knowledge at the forefront of their discipline
- 9.2 Engage critically with the conflict resolution process, in particular negotiation and mediation, including the vocabulary, concepts, theories and methods of conflict resolution
- 9.3 Demonstrate a comprehensive understanding of methods and methodologies in their discipline
- 9.4 Demonstrate reasoned arguments, supported by relevant information, and exercise critical thinking
- 9.5 Show a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches
- 9.6 Describe, evaluate and apply different approaches involved in collecting, analysing and presenting political information
- 9.7 Engage in academic and professional communication orally and in writing
- 9.8 Demonstrate independent learning ability required for continuing professional study
- 9.9 Collaborate with others and contribute effectively to the achievement of common goals

Method of Assessment

Essay 1, 2,000 words (20%)

Essay 2, 4,000-5,000 words (80%)

Preliminary Reading

Carlsnaes, Walter, Thomas Risse, and Beth A Simmons, eds. 2002. Handbook of International Relations. Thousand Oaks, CA: SAGE

Hugh Miall, Oliver Ramsbotham, Tom Woodhouse (2005). Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts, Cambridge: Polity.

Thomas Schelling. (1960). The Strategy of Conflict. Cambridge, Mass: Harvard University Press.

Azar, Edward E. The Management of Protracted Social Conflict: Theory and Cases. Bookfield, VT: Gower Pub. Co., 1990.

Thomas Princen (1992) Intermediaries in International Conflict. Princeton University Press.

I. William Zartman and J. Lewis Rasmussen, eds. (1997). Peacemaking in International Conflict: Methods and Techniques, U.S. Institute of Peace Press

Synopsis <span style =

The course provides an overview and framework for considering the evolving field of international conflict resolution with an emphasis on negotiation and mediation. The module will focus primarily on the practical as well as on the theoretical aspects of negotiation and mediation, or more broadly third party intervention in conflicts. Its aims are to give the students an overview of the main problems involved in negotiation and mediation (broadly defined), but also to give them a chance to work individually and in groups on case studies and material related to the resolution of conflicts. The course is designed to introduce the students to theories of negotiation and bargaining, discuss the applicability of various tools and techniques in problem solving real cases of international conflict, and allow them to make use of such techniques in role playing and simulations.

PO866 Federalism and Governance						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	20 (10)	100% Coursework	
3	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

The module is not compulsory for any Kent programme. It is optional for students taking Masters programmes within the School of Politics and International Relations, and within other schools.

Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

Department Checked

05.03.2021

2022-23 Postgraduate Module Handbook

Learning Outcomes

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

- 8.1. Have a detailed and critical understanding of the core concepts, theories and debates relating to federalism and multi-level governance
- 8.2. Have a detailed understanding of the role and the limits of federal institutions in conflict management, drawing on key debates within the conceptual and empirical literatures
- 8.3. Have a critical understanding of, and an ability to use, the main analytic tools deployed in assessing multi-level forms of governance
- 8.4. Assess processes of European integration through a federal lens by reference to a critical reading of arguments and debates within the academic literature.

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

- 9.1 work with theoretical knowledge at the forefront of their discipline
- 9.2 Be aware of the ethical dimensions of the scholarly work done in their discipline in general as well as of their own work in particular
- 9.3 Have a comprehensive understanding of methods and methodologies in their discipline
- 9.4 undertake analysis of complex, incomplete or contradictory areas of knowledge
- 9.5 Have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches
- 9.6 Be reflective and self-critical in their research work
- 9.7 engage in academic and professional communication orally and in writing
- 9.8 Have independent learning ability required for continuing professional study

Method of Assessment

Essay 1, 1500 words (30%)
Essay 2, 4000 words (70%)

Reassessment methods: 100% coursework

Preliminary Reading

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

Bache, Ian, and Matthew Flinders, eds. *Multi-level Governance*. Oxford University Press, 2004.

Burgess, Michael. *Comparative Federalism: Theory and Practice*. Routledge, 2006.

Burgess, Michael. In *Search of the Federal Spirit: New Theoretical and Empirical Perspectives in Comparative Federalism*. Oxford University Press, 2012.

Elazar, Daniel J. *Exploring Federalism*. University of Alabama Press, 1987.

Friedrich, Carl J. *Trends of Federalism in Theory and Practice*. Praeger, 1968.

Gagnon, Alain-G., Soeren Keil, and Sean Mueller, eds. *Understanding Federalism and Federation*. Ashgate, 2015.

Gaudreault-DesBiens, Jean-François, and Fabien Gélinas, eds. *The States and Moods of Federalism: Governance, Identity and Methodology*. Éditions Yvon Blais 2005.

Hueglin, Thomas O., and Alan Fenna. *Comparative Federalism: A Systematic Enquiry*. University of Toronto Press, 2015.

Karmis, Dimitrios, and Wayne Norman, eds. *Theories of Federalism: A Reader*. Palgrave Macmillan, 2005.

King, Preston. *Federalism and Federation*. Johns Hopkins University Press, 1982.

Ward, Ann, and Lee Ward, eds. *The Ashgate Research Companion to Federalism*, Ashgate, 2009.

Pre-requisites

None

Synopsis <span style =

The module uses the concept of federalism as a tool to analyse a wide range of political structures and processes, all of which have at their heart the purpose of diffusing political power. Focusing initially on classical federal states, and exploring their multi-level organisation of political authority, the module will continue to explore the relevance and use of federalism in contemporary national and supra-national institutions. Special attention will be paid to the European Union and to its multi-level framework of governance, as well as to the concepts closely related to federalism, such as consociationalism.

PO881 State, Market and Society						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Autumn	M	20 (10)	100% Coursework	

Availability

MA International Political Economy

Contact Hours

Total contact hours: 24

Private study hours: 176

Total study hours: 200

Department Checked

04.03.2021

Learning Outcomes

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

1. understand the complex interrelationships among civil society, states and the markets, as these relationships are patterned and regulated through various forms of governance.
2. demonstrate familiarity with the major theoretical approaches to political economy and international political economy in particular, from classical and Marxist political economy to 20th century critics of market society;
3. formulate responses to descriptive and analytical question (e.g. Who exercises power in the global economy and how? What is the role of the state in mediating between individuals and markets?) as well as and normative and prescriptive questions (e.g: should markets be subordinated to human social relations or vice versa?);
4. articulate their own theoretical stance in the context of the subject matter covered and be able to apply it to issues of contemporary relevance.

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

1. Analytical thought and writing: reflect upon complex ideas and arguments; digest, analyse and test scholarly views; relate scholarly ideas and arguments to issues and circumstances in the contemporary global political economy; summarise and analyse scholarly arguments in writing.
2. Advocacy and defence: formulate an opinion in response to an issue or question, construct coherent and persuasive arguments to advocate one's view and defend that view against criticism
3. Communication and presentation skills: prepare oral and written presentations of information and viewpoints to peers; respond to comment and criticism from peers; lead and manage group discussion
4. Problem-solving: respond at short notice to questions and challenges making use of knowledge, analytical tools and perspectives acquired in the module

Method of Assessment

Research Paper, 5000 words (100%)

Reassessment methods: 100% coursework

Preliminary Reading

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

Albena Azmanova, *The Scandal of Reason: A Critical Theory of Political Judgment*, Columbia University Press, 2012.
(Students can purchase the book from me – the cheapest option, at 25 euro).

Max Weber, *The Protestant Ethic and the Spirit of Capitalism* (1904-5). Any edition that contains the Author's Introduction.
The E-book in Temple library does not contain it.

Karl Polanyi, *The Great Transformation*. Any edition. Available as e-book (Kent Library)

Giafranco Poggi, *The Development of the Modern State*, Stanford University Press, 1978.

Susan Strange, *States and Markets*, 2nd edn., London: Pinter Publishers, 1994.

A Karl Marx reader (any edition). I recommend: Jon Elster. ed., *Karl Marx: A Reader*, Cambridge University Press, 1986;
McLelland, David, ed.. *Karl Marx, Selected Writings*, 2nd edn. Oxford: Oxford University Press, 2000.

David Sydsorski, *The Liberal Tradition in European Thought* (Putnam Press, 1970) – available cheaply from Amazon

Pre-requisites

None

Synopsis *

A critical understanding of the key dynamics of social, political and economic life, of the relationships between states, markets, individuals and the civil societies in which they function, is an essential basis for the study of international relations, international political economy, and conflict resolution. The module introduces students to the main issues and theoretical approaches in the study of modern Western democracies.

PO901 International Relations for International Lawyers						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Autumn	M	20 (10)	100% Coursework	

Availability

Autumn

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:

- understand the complexity of international issues and the extent to which politics relates to, informs, and is shaped by, the international legal and normative frameworks
- be able to explain and understand key debates and core concepts in IR, particularly as they relate to concepts of law
- be able to critically analyse IR theories and their normative dimensions
- identify the practical and ethical problems and limits of international law, state sovereignty, and international justice with regard to key state and non-state practices
- be able to use IR theories and concepts to analyse current international issues in the field of International Law
- be able to identify dividing lines between different theories and how they relate to International Law

These specific learning outcomes contribute to achieving the learning outcomes of our postgraduate programmes by demonstrating knowledge of the following:

- key concepts, theories and methods used in the study of politics and international relations and their application to the analysis of political ideas, institutions, practices and issues in the global arena
- the political dynamics of interaction between people, events, ideas and institutions
- the contestable nature of many concepts and different approaches to the study of Politics and International Relations
- the normative and positive foundations of political ideas
- the nature and significance of politics as a global activity
- different interpretations of world political events and issues.

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

Students who successfully complete this module:

- will be able to work with theoretical knowledge and apply theory to practical issues
- will be aware of the relationships between international politics and international law, as these developed as related but distinct fields of knowledge
- will be able to undertake analysis of complex debates and make carefully constructed arguments
- will have a level of conceptual understanding that will allow them to evaluate critically research, policies, and practices
- will be reflective and self-critical in their work
- will be able to engage in academic and professional communication with others
- will have independent learning ability required for further study or professional work

By helping students to progress towards these generic learning outcomes, the module contributes to achieving the general aims of our postgraduate programmes, which aim to

- Provide the tools to evaluate different interpretations of world political events and issues;
- Communicate effectively and fluently in speech and writing;
- Identify, investigate, analyse, formulate and advocate solutions to problems;
- Develop reasoned arguments, synthesise relevant information and exercise critical judgement
- Work independently, demonstrating initiative, self-organization and time-management

Method of Assessment

Students write one essay of approximately 5000 words on a topic relating International Relations theory to international law

Preliminary Reading

Dunne T., Kurki M., Smith S. (2007), International Relations. Discipline and Diversity. Oxford University Press.
 Carlsnaes W., Risse T., Simmons B. (eds.) (2006), Handbook of International Relations. London, Sage.
 Byers, M (ed.) (2000), The Role of Law in International Politics: Essays in International Relations and International Law. Oxford University Press.
 Barker J. C. (2000), International Law and International Relations. London, Continuum.
 Arend, A. C. (1999), Legal Rules and International Society. Oxford University Press.
 Hsuing J. (1997), Anarchy and Order: The Interplay of Politics and Law in International Relations.
 Lynne Reinner, 1997.

Synopsis

The course follows the general line of the module International Relations Theory (PO824), but focuses debates and cases on the relation between International Relations and International Law, the diffusion of norms, compliance, governance, hard and soft law.

The course starts by raising the problem of perception in International Relations and by highlighting some of the core dividing lines underlying theoretical debates (explaining/understanding, positivism/post-positivism, rationalism/constructivism, etc.). It critically looks into the Levels of Analysis approach and brings up the Agency-Structure problem. After having set the parameters of the debate, different theories are studied in depth: Classical Realism, Structural Realism, Liberalism, Neo-Liberal Institutionalism, the neo-neo debate, Constructivism, the English School, normative theory, Marxism and Critical Theory. To conclude, the course treats two major, related debates about the state of the world: one on the post-Cold War (dis)order, the other on globalization. This allows to demonstrate how theories interrelate and how they can be applied to current events.

The specific International Law dimension consists of four major parts:

- the (sometimes problematic) relation between the disciplines of International Relations (IR) and International Law (IL) and between politics and law
- the assessment of International Law by the different theoretical strands
- international institutions, international regimes, norms and compliance
- the role of law in a changing world: governance and globalisation

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PO903 Political Strategy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Spring	M	20 (10)	100% Coursework	

Contact Hours

Contact hours: 24
Private study hours: 176
Total hours: 200

Department Checked

04.03.2021

Learning Outcomes

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

1. Understand policy process (at national, international, and transnational levels) as embedded in relations of power and relevant social norms, while also being able to assess the role played by different actors (state and non-state) in the policy process;
2. Analyse and evaluate strategies and techniques for bargaining, advocacy, civil action, and lobbying based on their instrumental rationales, while also assessing the ethical aspects of such activities.
3. Critically assess the analytical utility of concepts, theories, and methods relevant to political strategy, particularly in their applications to contemporary issues and problems;
4. Evaluate the interrelationships between the literatures and methodologies of public policy, politics, and international relations and related disciplines, such as law, political theory, economics, sociology and history as they relate to political strategy and advocacy;
5. Describe, evaluate and apply different approaches to collecting, analysing and presenting social and technical information.
6. Apply theories to case studies and carry out a small, independent research project;

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

1. work with theoretical knowledge and apply theory to empirical issues and will have a level of conceptual understanding that will allow them to critically evaluate research, policies, and social practices;
- 2: be aware of the ethical dimensions of the scholarly work done in their discipline as well as in their own work;
- 3: be able to undertake analysis of complex, incomplete or contradictory areas of knowledge and make carefully constructed arguments;
- 4: be reflective and self-critical in their work and will have independent learning ability required for further academic or professional development;
- 5: be able to communicate the conclusions and outcomes of their research and decision-making to specialist and non-specialist audiences in academic and professional contexts.

Method of Assessment

Strategy paper, 1,000 words (20%)
Strategy evaluation paper, 1,000 words (10%)
Research essay, 5,000 words (70%)

Reassessment Methods: Like-for-like.

Preliminary Reading

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

DeNardo, James. Power in Numbers: The Political Strategy of Protest and Rebellion. Princeton: Princeton University Press. 1985

Dixit, Avinash K., Reiley, David H. and Skeath, Susan, Games of Strategy. 4th ed., New York: W.W. Norton. 2015

Gouliamos, Kostas, Theocharous, Antonis and Newman, Bruce I.(eds.) Political Marketing: Strategic 'Campaign Culture'. New York: Routledge, 2013

Freedman, Lawrence. Strategy: A History. Oxford: Oxford University Press. 2013

Paroutis, Sotirios, Heracleous, Loizos and Angwin, Duncan. Practicing Strategy: Text and Cases. 2nd Edition London: Sage, 2016

Schelling, Thomas C. The Strategy of Conflict. Cambridge, MA: Harvard University Press, 1963.

Simons, Jonathan. Foucault and the Political. 2nd Edition. New York: Routledge, 2002

Pre-requisites

None

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Synopsis <span style =

The module engages in conceptual discussions of "the political", power, strategy, political tactics, policy process, and different (state and non-state) actors in it, agenda setting, etc.. It surveys diverse methodologies applicable to analyses of political strategy (Game Theory, Decision Theory, Case Study, Foucauldian and Critical approaches to political strategy, and simulation exercises). Furthermore, it includes in-depth examinations of strategic interactions drawing on relevant and contemporary empirical case studies. Finally, the module includes a simulation exercise enacting negotiation, bargaining and crisis management dynamics in an international institutional setting.

PO904 The Politics of International Development						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Autumn	M	20 (10)	100% Coursework	

Availability

MA International Development

Contact Hours

Total contact hours: 24

Private study hours: 176

Total study hours: 200

Department Checked

04.03.2021

Learning Outcomes

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

1. understand, and be able to locate contemporary debates on politics of development in a broader theoretical and historical perspective
2. relate empirical problems in Latin America, Africa, and Asia to the modes of intervention of the major development institutions (UN System, IMF, World Bank), assess their roles in the formulation of global/regional development policies and reflect critically on the appropriateness of their interventions, with reference to the theoretical background of policy prescriptions;
3. understand and be able to evaluate critically dominant theoretical models (such as modernisation theory and dependency theory) within the contexts in which they were developed in the post-WW2 decades
4. show sensitivity to the historical and geopolitical context of politics of development, relating national and regional debates to the processes of global politics;
5. identify the practical and ethical problems and limits of policy agendas (such as SDGs, MDGs, UN reform)

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. demonstrate awareness of the ethical dimensions of the scholarly work done in their discipline in general as well as in their own work
3. undertake analysis of complex, incomplete or contradictory areas of knowledge and make carefully constructed arguments
4. demonstrate a level of conceptual understanding that will allow them to critically evaluate research, policies, and practices
5. reflect upon and critique their work
6. use the Internet, bibliographic search engines, online resources, and effectively conduct research
7. engage in academic and professional communication with others
8. show and grow independent learning ability required for further study or professional work.

Method of Assessment

Peer Assessment (20%)

Essay (80%)

Reassessment methods: 100% coursework

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Preliminary Reading

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

Césaire, Aimé (2001) Discourse on Colonialism. New York: New York University Press

Easterly, William (2008) (ed.) Reinventing Foreign Aid. Cambridge, MA: MIT Press

Easterly, William (2006) The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good. Oxford: Oxford University Press

Escobar, Arturo (2012) Encountering Development: The Making and Unmaking of the Third World. Princeton, NJ: Princeton University Press

Ferguson, James (1994) The Anti-Politics Machine: Development, Depoliticization, and Bureaucratic Power in Lesotho. Minneapolis: University of Minnesota Press

Mitchell, Timothy (2002) Rule of Experts: Egypt, Techno-politics, Modernity. Berkeley: University of California Press

Mitchell, Timothy (ed.) (2000) Questions of Modernity. Minneapolis: University of Minnesota Press

Potter, Robert et al (2008) Geographies of Development: An Introduction to Development Studies. Harlow: Pearson Education Limited. Third Edition

Rist, Gilbert (2008). The History of Development: From Western Origins to Global Faith, 3rd edition. London & New York: Zed Books

Said, Edward (1978) Orientalism. New York: Pantheon Books (Random House)

Pre-requisites

None

Synopsis

This module studies how power relations shape the policy and academic practice of International Development. It helps the students rethink critically the ideas and realities of wealth, hunger, poverty, health, (in)equality, economic growth, and progress. It consists of four core elements.

First, the course examines how power relations have shaped the origins and meanings of development ideas and images integral to them (those of backwardness, failure, misery, hunger, progress, wealth, etc.). It problematizes the historical role and legacy of colonialism and exploitation of humans and natural resources as inseparable from the riddles of poverty and (un)successful economic growth across formerly colonized spaces.

Second, the module goes on to analyze the mainstream framings and definitions of development problems as well as some of the historically deployed solutions, interventions, strategies, and models of growth and development.

The third part of the course consists of a detailed study of state, interstate and non-state development actors, their development agendas, approaches, instruments and track records, as well as the aid and international trade regimes that they have established to tackle "underdevelopment" and poverty across the globe. Finally, the survey of international development structures and actors concludes with an inquiry into the potentials and prospects for alternative, more equitable, more inclusive and more effective approaches to human welfare and safety.

PO914		Year Abroad Mark One				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	60 (30)	100% Coursework	

Synopsis

This module is used for the School's MA year abroad marks, where applicable.

PO915		Year Abroad Mark Two				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	60 (30)	100% Coursework	

Synopsis

This module is used for the School's MA year abroad marks, where applicable.

PO916		Security in a Changing World				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

Security and Terrorism MA

Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

Department Checked

12.03.21

Learning Outcomes

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

- 1: demonstrate a conceptual understanding by which to critically evaluate contending approaches to international security
- 2: appreciate key issues and dynamics regard conflict and the use of force in international relations.
- 3: demonstrate advanced knowledge of the theoretical debates about the meaning of security in international relations and their relationship to practice
- 4: demonstrate a comprehensive understanding of the evolution of security studies and practice
- 5: apply theoretical and conceptual frameworks to the analysis of politics and international relations
- 6: use a variety of research methods and evaluate critically their application in the scholarly literature
- 7: conduct research in politics and international relations demonstrating awareness of epistemological, methodological and ethical principles
- 8: demonstrate a systemic understanding and critical awareness of the following issues in international security: energy security, peace building, war crimes, international law and intelligence

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

- 1: work with theoretical knowledge at the forefront of their discipline;
- 2: aware of the ethical dimensions of the scholarly work done in their discipline in general as well as of their own work in particular;
- 3: have a comprehensive understanding of methods and methodologies in their discipline;
- 4: undertake analysis of complex, incomplete or contradictory areas of knowledge;
- 5: have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches;
- 6: be reflective and self-critical in their research work;
- 7: engage in academic and professional communication orally and in writing;
- 8: have independent learning ability required for continuing professional study.
- 9: demonstrate specialised knowledge of, and critical insight into, the key historical and theoretical issues in their programme area, together with familiarity with appropriate bibliographical sources;

Method of Assessment

Essay, 3500 words (70%)

Presentation (20%)

Weekly Participation reports (10%)

Reassessment methods: 100% coursework

Preliminary Reading

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

Williams, Paul. D. (ed) (2013). Security Studies: An Introduction 2nd ed. Abingdon: Routledge

Buzan, B. and L. Hansen (2010) The Evolution of International Security (Cambridge University Press).

Collins, A. (2013). Contemporary Security Studies, 3rd ed. Oxford: Oxford UP.

Dannreuther, R. (2013). International Security: The Contemporary Agenda. 2nd ed. (Cambridge: Polity Press).

Smith, M. E. (2010). International Security: Politics, Policy, Prospects. Basingstoke: Palgrave Macmillan.

Pre-requisites

None

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Synopsis <span style =

This module focuses on the evolution of security studies as a discipline and its implications for practice. We examine a variety of theoretical and empirical materials that provide students with the basis for analysing pressing questions related to issues of war, security and peace in the world today. This module thus provides a good grounding for understanding contemporary security challenges (such as the environmental degradation, conflict, gender-based insecurity, terrorism, mass surveillance and arms proliferation among others) and our responses to them. It will engage with debates around the 'broadening' and 'deepening' agenda of security studies, which has extended the scope of security studies beyond the nation-state, and the role of new security actors.

PO917 Terrorism and Crimes of the State						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	20 (10)	100% Coursework	
4	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

MA in Security and Terrorism

Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

Department Checked

04.03.2021

Learning Outcomes

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

- 1: Analyse competing definitions of terrorism, counter-terrorism and state terrorism.
- 2: Appreciate the impact that efforts in the name of counter-terrorism in liberal democratic states have had on human rights and civil liberties at home, and relate these to broader ethical debates.
- 3: Develop an understanding of policies that liberal democratic states have enacted in the name of countering terrorism, and evaluate the impact that they have had on the populations of targeted states
- 4: Evaluate critically the strengths and weaknesses of competing theoretical approaches, derived from International Relations and Security Studies, to questions of terrorism, counter-terrorism and state terrorism in light of the empirical cases studied

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

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

Method of Assessment

Critical review, 30%

Essay, 4000 words, 70%

Reassessment methods: 100% coursework

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Preliminary Reading

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

Becker, T. (2006), *Terrorism and the State: Rethinking the Rules of State Responsibility* (Oxford and Portland, Oregon: Hart Publishing)

Blakeley, Ruth, *State Terrorism and Neoliberalism: The North in the South*, (London: Routledge, 2009). ISBN: 0415686172.

Booth, K., Dunne, T., *Terror in Our Time* (London: Routledge, 2011), ISBN: 0415678315.

Booth, Ken and Dunne, Tim (eds.), *Worlds in Collision: Terror and the Future of Global Order*, (Basingstoke : Palgrave, 2002). ISBN: 0333998057

Collins, Alan (ed.), *Contemporary Security Studies*, (Oxford: Oxford University Press, 2006). ISBN: 9780199284696

George, A. (1991), *Western State Terrorism* (Cambridge: Polity Press)

Jackson, R., Smyth, M.B., and Gunning, J. (eds.), *Critical Terrorism Studies: A New Research Agenda*, eds. Richard Jackson, Marie Breen Smyth, and Jeroen Gunning, *Routledge Critical Terrorism Studies*, (London: Routledge, 2009). ISBN: 978-0415574150.

Lutz, James and Lutz, Brenda, *Global Terrorism*, (London: Routledge, 2008). ISBN: 978-0415772464

McClintock, M. (1985), *The American Connection, Volume One: State Terror and Popular Resistance in El Salvador* (London: Zed Books Ltd)

Stohl, M. and Lopez, G. (eds.) (1984), *The State as Terrorist: The Dynamics of Governmental Violence and Repression* (Westport, Connecticut: Greenwood Press)

Pre-requisites

None

Synopsis *

The purpose of the module is to develop an understanding of the complex relationships between terrorism, counter-terrorism efforts, and human rights, both at home and abroad. Central to the module is the role of the state in responding to terrorism, in attempting to prevent terrorism, and in itself using and sponsoring terrorism. In this regard students are encouraged to re-evaluate assumptions about the state and its place in domestic and international politics, focusing particularly on crimes by the state. Students will be introduced to competing approaches to the study of terrorism, many of which are grounded in wider theories and approaches common to International

Relations and Security Studies. One of the challenges of the module is to think critically about the implications and consequences of those various approaches. The module will begin by looking at the various methodological, theoretical, and definitional challenges associated with the study of terrorism. Building on this grounding, students will then begin analysing terrorism, counter-terrorism and the role of the state through a number of case studies drawn from the 20th and early 21st Centuries. They will be encouraged to relate each of the case studies to the broader methodological and theoretical debates explored in the first few weeks of the module.

PO924 Foreign Policy Analysis						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Autumn	M	20 (10)	100% Coursework	
2	Brussels	Autumn	M	20 (10)	50% Coursework, 50% Exam	
2	Brussels	Spring	M	20 (10)	100% Coursework	
2	Brussels	Spring	M	20 (10)	50% Coursework, 50% Exam	

Contact Hours

Total contact hours: 24

Private study hours: 176

Total study hours: 200

Department Checked

04.03.2021

2022-23 Postgraduate Module Handbook

Learning Outcomes

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

- 8.1. demonstrate systematic understanding of the nature of modern diplomacy, and a critical awareness of the formulation of foreign policy in relation to theories of decision-making;
- 8.2. analyse the role of foreign policy and diplomacy in different conceptual approaches in the discipline of IR;
- 8.3. analyse foreign policy in terms of both structural aspects and specific motivations;
- 8.4. develop an advanced understanding of the main epistemological and methodological issues relevant to foreign policy analysis, including the major theoretical debates between different traditions and their theoretical approaches and ontological concerns, in order to propose new hypotheses where appropriate.

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

- 9.1. work with theoretical knowledge at the forefront of their discipline
- 9.2. be aware of the ethical dimensions of the scholarly work done in their discipline in general as well as of their own work in particular
- 9.3. have a comprehensive understanding of methods and methodologies in their discipline, and practically apply them
- 9.4. undertake analysis of complex, incomplete or contradictory areas of knowledge systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
- 9.5. have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches
- 9.6. be reflective, creative, original and self-critical in their research work
- 9.7. engage in academic and professional communication orally and in writing
- 9.8. have independent learning ability required for continuing professional study

Method of Assessment

Essay, 5000 words (80%)

Seminar presentation – draft foreign policy speech, 5-7 minutes (20%)

Reassessment methods: 100% coursework

Preliminary Reading

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

1. Hudson, Valerie M. (2014) *Foreign Policy Analysis: Classic and Contemporary Theory*. Lanham, MD: Rowman & Littlefield. *key text*
2. Smith, Steve A., Amelia Hadfield-Amkahn, Tim Dunne (eds.) (2012) *Foreign Policy: Theories, Actors, Cases*. Oxford: Oxford University Press. *key text*
3. Bjola, Corneliu and Markus Kornprobst (2013) *Understanding International Diplomacy: Theory, Practice and Ethics*. Abingdon, Oxon., New York: Routledge.
4. Campbell, David (1998) *Writing Security: United States Foreign Policy and the Politics of Identity*. Minneapolis: University of Minnesota Press.
5. Hill, Christopher (2013) *The National Interest in Question: Foreign Policy in Multicultural Societies*. Oxford: Oxford University Press.

Pre-requisites

None

Synopsis <span style =

Foreign Policy Analysis (FPA) is a field of study that analytically straddles international relations and comparative politics. It captures the porousness of the borders between the domestic and international, examining the rich interchanges which happen in between. The module understands foreign policy as a processual, relational and thoroughly political phenomenon. In the ocean of possible methods of study of how state and non-state actors (such as the EU) and various social structures shape (and are shaped by) events and expressions of power across the globe, this module adopts a fourfold approach. First, it analyses foreign policy practices of states from a variety of theoretical perspectives (realist, liberal, constructivist, and critical). It highlights their mutual tensions and complementarities in addressing two central questions of FPA: Why and how do states engage in and articulate cooperation and conflict abroad? Second, having learned about the different conceptual lenses, the module moves on to combine them with a layered understanding of foreign policy practices structured along multiple levels of analysis (international systemic, state, sub-state, and individual). Third, the module will focus on the different foreign policy actors (governments and their bureaucracies, domestic and transnational social groups, individuals, etc.) and conceptual models that explain their decisions and actions in international relations (including the role of power, psychology, and rationality in the dynamics of individual and group-level decision-making). Herein, your understanding of theories will certainly come in handy since they largely inform these more specific models. Finally, we will discuss a set of distinct 'mechanics' of foreign policy, such as power (including preventive and coercive diplomacy, and the questions of ethics) and strategy. The module will conclude with exploring change in foreign policy, revisiting the domestic-international nexus in foreign policy formulation and implementation.

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PO925 Histories of International Conflict						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Autumn	M	20 (10)	100% Coursework	
2	Brussels	Spring	M	20 (10)	100% Coursework	

Availability

The module is designed as an optional course for the MA students in International Conflict and Security at the Brussels School of International Studies. It is also available as an elective for the MA in Migration Studies and the LLM in International Law with International Relations (at Brussels).

Contact Hours

Total contact hours: 24
Private study hours: 176
Total study hours: 200

Department Checked

04.03.2021

Learning Outcomes

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

- 1: Provide a firm historical grounding for understanding interstate conflicts and intrastate conflicts with an international dimension since 1648;
- 2: Illustrate through the use of cases and examples the complex causes and dynamics of different types of international conflict;
- 3: Critically identify key debates in the discipline of political studies relating to the study of conflict;
- 4: Outline and understand the main concepts in the study of conflict historically;
- 5: Highlight those areas where comparisons between conflicts will be most fruitful;
- 6: Appreciate what political scientists (especially those in International Relations and International Conflict Analysis) and historians of international relations and conflict can learn from each another by writing an essay, which takes into account how practitioners in each discipline have approached the problem of the causes of international conflicts.

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

- 1: work with theoretical knowledge at the forefront of their discipline;
- 2: engage critically with conflict phenomena, including the vocabulary, concepts, theories and methods of conflict studies;
- 3: have a comprehensive understanding of methods and methodologies in their discipline;
- 4: develop reasoned arguments, supported by relevant information, and exercise critical thinking;
- 5: have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches;
- 6: describe, evaluate, and apply different approaches involved in collecting, analysing, and presenting social scientific and historical information;
- 7: engage in academic and professional communication orally and in writing;
- 8: have independent learning ability required for continuing professional study;
- 9: collaborate with others and contribute effectively to the achievement of common goals.

Method of Assessment

Essay proposal (15%)
Essay, 5000 words (85%)

Reassessment methods: 100% coursework

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Preliminary Reading

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

Antony Best, et al., International History of the Twentieth Century (2004; 2nd ed. June 2008)

Ian Beckett, The Great War 2nd ed. (2007)

Daniel S. Geller and J. David Singer. Nations at War: A Scientific Study of International Conflict (1998)

John Keegan, A History of Warfare (1993)

James Turner Johnson, Just War Tradition and the Restraint of War: A Moral and Historical Inquiry (1984)

Paul Kennedy, The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500 to 2000 (1987)

Evan Luard, Conflict and Peace in the Modern International System: A Study of the Principles of International Order. 2nd edition (1988)

Silvio Pons and Federico Romero, eds., Rethinking the End of the Cold War: Issues, Interpretations, Periodizations (2005)

Robert I. Rotberg and Theodore K. Rabb, eds., The Origin and Prevention of Major Wars (1989)

Paul W. Schroeder, Systems, Stability, and Statecraft: Essays on the International History of Modern Europe. David Wetzel, Robert Jervis, and Jack S. Levy, eds. (2004)

Pre-requisites

None

Synopsis <span style =

This module examines the origins and causes of particular conflicts, illustrating empirical material (historical, political/organisational, economic) as well as narratives of the parties, through the lens of conflict theory. Different types of conflicts are examined, ranging from modern interstate war to ethnic intrastate conflict, in order to illuminate the various dynamics of conflict initiation, intensity, duration, and the potential for resolution of different types of conflicts. Although the main emphasis is on analyzing international conflicts in the 20th century, comparative reference will be made to earlier conflicts as well as those that have occurred at the beginning of the 21st century. Overall, the political, economic, and ideological background to, influence on, and consequences of, selected conflicts are stressed. Moreover, though the military aspects of certain conflicts are discussed in terms of impact and outcome, this course does not concentrate on battles and warfare per se. Highlighted will be the World Wars and conflicts related to the Cold War. Other problems of interest will be the success and failure of collective security, revolutionary and civil wars, the role of nationalism, regional disputes, recent attempts at "humanitarian" intervention in the post-Cold War period, and the international implications of the "War on Terrorism" since September 11, 2001.

PO929 Development: Theory and Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Spring	M	20 (10)	100% Coursework	

Availability

International Development MA

Contact Hours

Total contact hours: 24

Private study hours: 176

Total study hours: 200

Department Checked

04.03.2021

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Learning Outcomes

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

1. Knowledge and understanding of theoretical and empirical issues in development, including questions of inclusion/exclusion from legal, economic, financial, political and social perspectives.
2. Knowledge and understanding of key actors and institutions in each field of activity (see part two of the curriculum), including an appreciation of how they operate on a state and international level. This also includes self-awareness of the participant in the development field (see part three of the curriculum).
3. Knowledge and understanding of the various perspectives that provide for a critical perspective of development practices.
4. Knowledge and understanding of economic, political and legal institutions, structures and policies (see especially part two of curriculum).
5. Knowledge and understanding of the changing role of development issues in the context of global affairs, amongst other in reference to migration, security, conflict, indigenous rights.
6. Knowledge and understanding of development practice as a critical endeavour, incorporating theory, practice and self-awareness.

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

1. Understand and participate in academic and professional discussions on development.
2. Locate and critically assess academic literature and professional resources.
3. Develop a critical understanding of their desired professional role in the field of development.
4. Undertake research and formulate arguments on various contemporary challenges to development and exclusion, and be able to present a substantiated opinion.

Method of Assessment

Essay, 5000 words (100%)

Reassessment methods: 100% coursework

Preliminary Reading

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

Roxanne Lynn Doty, *Imperial Encounters: The Politics of Representation in North South Relations* (University of Minnesota Press 1996)

Arturo Escobar, *Encountering Development: The Making and Unmaking of the Third World* (Princeton UP 1995)

J. Ferguson, *The Anti-Politics Machine: "Development", Depoliticization and Bureaucratic Power in Lesotho* ((University of Minnesota Press 1996)

Britha Mikkelsen, *Methods for Development Work and Research- A New Guide for Practitioners* (Sage, 2nd ed., 2005)

David Mosse, *Cultivating Development- An Ethnography of Aid Policy and Practice* (Pluto 2005)

Roger Riddell, *Does Foreign Aid Really Work?* (OUP 2007)

Alex de Waal, *Famine that Kills: Darfur, Sudan* (OUP 2005)

Pre-requisites

None

Synopsis <span style =

The module offers an advanced, critical perspective on contemporary approaches to international development and instruments of foreign aid. It proceeds in three steps. We first look at how state formation, institutions and development outcomes interplay in the long run. We then study how, in the twentieth century, ideas emerged and evolved to promote (changing) development goals and how these ideas translated into practice to eventually form the aid industry, whose contemporary instruments and politics are finally scrutinised. Particular attention will be paid to the ambiguous nature and trappings of the donor-recipients relationship.

The aim of this module is to enable students to develop an understanding of contemporary issues in development; to reflect on how ideas inform practice and vice-versa; to relate theoretical and empirical notions; to have an understanding of key actors and institutions in the fields of activity; to establish differences between challenges faced by humanitarian and classic development actors respectively; to allow students to engage critically in development practice, incorporating theory, practice and self-awareness.

Upon successful completion of the course students should be able to understand and participate in academic and professional discussions on development; be able to locate and critically assess academic literature and professional resources; develop a critical understanding of the desired professional role in the field of development; undertake research and formulate arguments on various contemporary challenges to development and exclusion, and be able to present a substantiated opinion.

PO930 Critical Approaches to Security						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Brussels	Spring	M	20 (10)	100% Coursework	

Availability

Contributes to MA (Primary Specialisation) with (Secondary Specialisation), particularly MA in International Conflict and Security.

Contact Hours

Total contact hours: 24

Private study hours: 176

Total study hours: 200

Department Checked

04.03.2021

Learning Outcomes

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

- 8.1. Demonstrate advanced knowledge and understanding of issues of security, and related problems of political and international order due to the changing ontology of the 'international'.
- 8.2. Demonstrate in-depth knowledge and understanding of security practices and their impact on practices of power and governmentality in liberal and illiberal contexts, conflicts and post-conflict situations.
- 8.3. Demonstrate advanced knowledge and understanding of theoretical frameworks to analyse past and contemporary security challenges.
- 8.4. Demonstrate a strong capacity to conduct independent research in the field of critical security and conflict analysis, integrating conceptual and empirical issues.

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

- 9.1. Gather, organise and deploy evidence, data and information from a variety of secondary and primary sources.
- 9.2. Develop reasoned arguments, synthesise relevant information and exercise critical judgement.
- 9.3. Communicate effectively and fluently in speech and writing; organise information clearly and coherently; use communication and information technology for the retrieval and presentation of information, including, where appropriate, statistical or numerical information.
- 9.4. Manage their own learning self-critically: reflect on their own learning and seek to make use of constructive feedback from peers and staff to enhance their performance and personal skills.
- 9.5. Work with others: define and review the work of others; work co-operatively on group tasks; understand how groups function; collaborate with others and contribute effectively to the achievement of common goals.
- 9.6. Exercise time-management under the pressure of deadlines.

Method of Assessment

Essay, 5000 words, 100%

Reassessment methods: 100% coursework

Preliminary Reading

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

1. Balzacq, Thierry (ed.) (2011) *Securitization Theory: How Security Problems Emerge and Dissolve*. Abingdon, Oxon & New York: Routledge.
2. Buzan, Barry, Ole Wæver, and Jaap de Wilde (1998) *Security: A New Framework for Analysis*. Boulder, CO & London: Lynne Rienner.
3. Buzan, Barry and Lene Hansen (2009) *The Evolution of International Security Studies*. Cambridge: Cambridge University Press.
4. Campbell, David (1998) *Writing Security: United States Foreign Policy and the Politics of Identity*. Manchester: Manchester University Press.
5. Foucault, Michel (2007) *Security, Territory, Population*. New York: Picador.

Pre-requisites

None

2022-23 Postgraduate Module Handbook

Synopsis <span style =

This module examines 'security' as one of the key concepts in International Relations (IR) theory, providing a thorough overview of the evolution of Security Studies as an academic sub-field from traditional Strategic Studies to contemporary critical approaches. The aim is to critically engage with major theories, concepts and debates of Security Studies with an emphasis on contemporary critical approaches to security. The module will provide a theoretical and conceptual scaffolding for analysing contemporary world politics through the lens of security, following the twists and turns of the concept and its application across the broad field of Social Sciences. Why do states and the United Nations speak increasingly about 'human security', rather than 'national security'? Why do states prefer 'security' and 'defence' to invoking 'war'? What is 'ontological security' and how is it related to physical security? Should we put individuals or states at the centre of global security studies? Looking for the politics behind speaking and acting security, we will discuss how Security Studies has developed as an academic field from its narrow beginnings as Strategic Studies to the contemporary complex and broadened field of social and political inquiry.

The module investigates how 'security' sits with other core IR concepts, such as 'power', 'sovereignty', and 'liberty', along with problems, such as war and the use of force in international politics across different traditional and critical traditions. The module outlines the main traditional and critical approaches to security, discussing competing ideas and criticism on various theoretical approaches in the study of security. It purposefully inquires and addresses the ethics of various politics of security. The module combines the reading and discussion of the central academic and policy debates, concepts and issues of security politics with students' own thinking and research projects. It thus aims to help students to master major writings and thinking in the field, and to support their own MA dissertation projects.

PO932 International Relations Theory						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Autumn	M	20 (10)	50% Coursework, 50% Exam	

Availability

International Relations MA

Contact Hours

Total contact hours: 24

Private study hours: 176

Total study hours: 200

Department Checked

04.03.2021

Learning Outcomes

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

1. reflect critically on the discipline and its history
2. explain and understand key debates and core concepts in IR
3. critically analyse IR theories and their normative dimensions
4. have a good understanding of connections between IR theory, political theory and philosophy
5. use IR theories and concepts to analyse current international issues
6. identify dividing lines between different theories and situate theories in the broader framework of IRT

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

1. work with theoretical knowledge at the forefront of their discipline
2. be aware of the ethical dimensions of the scholarly work done in their discipline in general as well as of their own work in particular
3. have a comprehensive understanding of methods and methodologies in their discipline
4. undertake analysis of complex, incomplete or contradictory areas of knowledge
5. have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches
6. be reflective and self-critical in their research work
7. engage in academic and professional communication orally and in writing
8. have independent learning ability required for continuing professional study

Method of Assessment

Essay, 3000 words (50%)

Exam, 2 hours (50%)

Reassessment methods: 100% coursework

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Preliminary Reading

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

T. Dunne, Kurki M., Smith S., International Relations: Discipline and Diversity, 2013 (3rd edition) or 2016 (4th edition). Oxford: Oxford University Press.

Carlsnaes W., Risse T., Simmons B. (eds.) (2006), Handbook of International Relations. London, Sage.

Brown C. (2004) , Understanding International Relations. Palgrave MacMillan.

Hollis, M. & Smith, S. (1990) Explaining and understanding international relations. Oxford, Clarendon Press.

Booth K., Smith S. (eds.) (1995), International Relations Theory Today. Cambridge, Polity Press.

Pre-requisites

None

Synopsis <span style =

This module introduces a range of theoretical approaches to the study of international relations. It does so by confronting different views, in close connection to current or historical events or developments.

The course starts by raising the problem of perception in International Relations and by highlighting some of the core dividing lines underlying theoretical debates (explaining/understanding, positivism/post-positivism, rationalism/constructivism, etc.). It critically looks into the Levels of Analysis approach and brings up the Agency-Structure problem. After having set the parameters of the debate, different theories are studied in depth: Classical Realism, Structural Realism, Liberalism, Neo-Liberal Institutionalism, the neo-neo debate, Constructivism, the English School, normative theory, Marxism and Critical Theory. To conclude, the course treats two major, related debates about the state of the world: one on the post-Cold War (dis)order, the other on globalization. This allows to demonstrate how theories interrelate and how they can be applied to current events.

PO933	Theories of Conflict and Violence					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Autumn	M	20 (10)	100% Coursework	

Availability

International Conflict and Security MA

Contact Hours

Total contact hours: 24

Private study hours: 176

Total study hours: 200

Department Checked

04.03.2021

Learning Outcomes

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

1. Understand key historical and theoretical issues in international conflict and the study of war and peace
2. Understand and explain conflict, including conflict at the international and intra-state levels
3. critically identify key debates in the discipline
4. Understand key concepts in Conflict Studies
5. Familiarize with applied methodological and epistemological methods in the field
6. Critically analyse historical and current cases of both intra-state and inter-state conflict

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

1. work with theoretical knowledge at the forefront of their discipline
2. engage critically with conflict phenomena, including the vocabulary, concepts, theories and methods of conflict studies
3. have a comprehensive understanding of methods and methodologies in their discipline
4. develop reasoned arguments, supported by relevant information, and exercise critical thinking
5. have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches
6. describe, evaluate and apply different approaches involved in collecting, analysing and presenting political information
7. engage in academic and professional communication orally and in writing
8. have independent learning ability required for continuing professional study
9. collaborate with others and contribute effectively to the achievement of common goals

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Method of Assessment

Essay, 5000 words (100%)

Reassessment methods: 100% coursework

Preliminary Reading

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

Carlsnaes, Walter, Thomas Risse, and Beth A Simmons, eds. (2002). Handbook of International Relations. Thousand Oaks, CA: Sage.

Hugh Miall, Oliver Ramsbotham, Tom Woodhouse (2005). Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts, Cambridge: Polity.

Thomas Schelling. (1960). The Strategy of Conflict. Cambridge, Mass: Harvard University Press.

Gregg Barak. (2003). Violence and Nonviolence: Pathways to Understanding. Sage Publications.

Azar, Edward E. (1990) The Management of Protracted Social Conflict: Theory and Cases. Bookfield, VT: Gower Pub. Co..

Pre-requisites

None

Synopsis *

Conflict in its many forms has been a permanent feature of human history. While not all conflict is destructive, violent conflict has caused innumerable deaths and intense suffering. Over the centuries, inter-state war has been the major concern of the international community. The Nineteenth and Twentieth Centuries are widely regarded as the most violent and destructive period of the modern era. As a result of the massive loss of life over the past two centuries, the study of conflict has developed considerably.

Today, however, the vast majority of conflicts and potential conflicts of concern to the international community are internal conflicts, most often in states or across regions undergoing major political, social, and economic transition and dislocation. These conflicts generally have different causes from inter-state war, as well as different effects and dynamics. A major challenge is to improve our understanding of such conflict in order to develop new approaches to conflict management and prevention.

Technologies of violence and their public uses for maximal political impact have also evolved significantly, forcing scholars to re-consider their conceptualisation of warfare.

Theories of Conflict and Violence is designed to examine the various approaches that have been developed to understand collective political violence in its different forms, notably by looking into the logics of users of force and the dynamics of their actions.

The aim of the course is to give students a comprehensive overview of the various theories of contemporary collective political violence. In the course of the module, it will be demonstrated how theories of conflict have evolved, and how theory seeks to explain why conflicts start, the constraints and opportunities that actors face, the characteristics of conflict, and the changing dynamics of conflict.

PO934 Conflict and Security						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Spring	M	20 (10)	100% Coursework	

Availability

International Conflict and Security MA

Contact Hours

Total contact hours: 24

Private study hours: 176

Total study hours: 200

Department Checked

04.03.2021

2022-23 Postgraduate Module Handbook

Learning Outcomes

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

1. Explain and use key concepts in the theory and practice of international conflict and security
2. Develop and apply criteria for the evaluation of different forms of international management of conflicts and of security issues
3. Evaluate and explain success and failure of different international efforts for managing contemporary conflicts and deal with security issues
4. Draw on a variety of sources of information on international conflicts and security issues, including on-line resources
5. Appreciate the ethical and normative dilemmas in the management of international conflicts and security issues
6. Identify current political challenges to international peace and security

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

1. work with theoretical knowledge at the forefront of their discipline
2. be aware of the ethical dimensions of the scholarly work done in their discipline in general as well as of their own work in particular
3. have a comprehensive understanding of methods and methodologies in their discipline
4. undertake analysis of complex, incomplete or contradictory areas of knowledge
5. have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches
6. be reflective and self-critical in their research work
7. engage in academic and professional communication orally and in writing
8. have independent learning ability required for continuing professional study

Method of Assessment

Essay, 5000 words (100%)

Reassessment methods: 100% coursework

Preliminary Reading

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

Barkawi, Tarak (2006) Globalization and War. Rowman and Littlefield.

Bridoux, Jeff and Milja Kurki (2014) Democracy Promotion: A Critical Introduction. Abingdon: Routledge.

Campbell, Susanna, David Chandler and Meera Sabaratnam (2011) A Liberal Peace? The Problem and Practices of Peacebuilding. London: Zed Books.

Cramer, Christopher (2006) Civil War Is Not a Stupid Thing: Accounting for Violence in Developing Countries. London: Hurst & Co.

Duffield, Mark (2014) Global Governance and the New Wars: The Merging of Development and Security. London and New York: Zed Books. *key text*

Lebow, Richard Ned (2010) Why Nations Fight: Past and Future Motives for War. Cambridge: CUP.

MacGinty R. 2006. No War, No Peace, The Rejuvenation of Stalled Peace Processes and Peace Accords. Basingstoke: Palgrave Macmillan.

Porch, Douglas (2013) Counterinsurgency: Exposing the Myths of the New Way of War. Cambridge: CUP.

Richmond Oliver P. 2007. The Transformation of Peace. Basingstoke: Palgrave Macmillan.

Strachan, Hew and Sibylle Scheipers (eds) (2011) The Changing Character of War. Oxford University Press.

Pre-requisites

None

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Synopsis <span style =

Security politics happens in between war and peace. Both are highly contested political concepts, as are 'conflict' and 'violence', that various theories try to decontest. The module explores the transformation of war in the contemporary era due to the disintegration of the state's monopoly on organised political violence. We will examine a diverse assortment of conflict constellations, including civil wars, counterinsurgencies and counterterrorist campaigns, along with information, cyber and hybrid warfare. What is the relationship between changes in military technology and the way particular wars are fought and justified, or conflicts managed and pacified? How to measure violence and conflict? Who has a responsibility to protect, and for whom are peace and security for? Ranging from the privatisation and commercialisation of organised political violence, globalisation and humanitarian wars, we examine the power and consequences of framing contemporary conflicts in particular ways. The module is divided in three main sections. First, we address the sources and causes of current conflicts in various hotspots across the globe. Second, we examine a variety of contemporary methods of conflict management and prevention. Third, we focus on the key question of ending conflicts and bringing peace, examining the premises and promises of democratic and liberal peace theories along with various transitional justice policies.

PO935 Global Governance and International Organisation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Autumn	M	20 (10)	50% Coursework, 50% Exam	
2	Brussels	Spring	M	20 (10)	50% Coursework, 50% Exam	

Availability

MA in International Relations
MA in European Public Policy
MA in International Political Economy
MA in Political Strategy and Communication

Contact Hours

Total contact hours: 24
Private study hours: 176
Total study hours: 200

Department Checked

04.03.2021

Learning Outcomes

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

- 1: appreciate the different levels of analysis – international, domestic, regional, transnational – at which global policy is formulated; understand the different mechanisms of interest creation, articulation, and implementation at those different levels; and understand the relationship and interplay between them in the formulation of global policy
- 2: summarise and critically assess the dominant theories of policy making, from the local to the global.
- 3: understand and evaluate the relative merits of different approaches to global policy making in multilateral diplomacy, including the opportunities and limitations of each approach.
- 4: understand and analyse the emergence and development of global institutions and especially the United Nations system
- 5: assess the role of different actors in the policy process – civil society, governmental, inter-governmental organisations -, in particular the actors involved in the UN system;
- 6: apply theoretical perspectives to case studies in global governance
- 7: identify the practical and ethical problems and limits of international law, state sovereignty, and international justice with regard to key state and non-state practices in a global context

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: be aware of the ethical dimensions of the scholarly work done in their discipline in general as well as in their own work
- 3: undertake analysis of complex, incomplete or contradictory areas of knowledge and make carefully constructed arguments
- 4: have a level of conceptual understanding that will allow them to evaluate research, policies, and practices critically
- 5: be reflective and self-critical in their work
- 6: use the internet, bibliographic search engines, online resources, and effectively conduct research
- 7: engage in academic and professional communication with others
- 8: have independent learning ability required for further study or professional work

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Method of Assessment

Essay, 3000 words (50%)

Exam, 2 hours (50%)

Reassessment methods: 100% coursework

Preliminary Reading

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

J. Timmons Roberts and Amy Bellone Hite (eds.) The Globalisation and Development Reader, Oxford, Blackwell 2007

Paul Taylor and A.J.R.Groom (eds.), The United Nations at the Millennium, London, Continuum, 2000

Rorden Wilkinson (ed.), The Global Governance Reader, London, Routledge, 2005

Ramesh Thakur, The United Nations, Peace and Security, Cambridge, Cambridge University Press, 2006.

Alain Noel and Jean-Philippe Thérien: Left and Right in Global Politics, Cambridge University Press, 2008.

Rob Reinalda, Routledge History of International Organisations: From 1815 to the Present Day, London, Routledge, 2009.

Journal 'Global Governance'

Pre-requisites

None

Synopsis *

The aim of this course is to achieve an analytical understanding of global governance and international organizations. More specifically, the course aims to deepen the students':

- contextual understanding of the history of international organizations;
- understanding of theories explaining actor behavior and policy outcomes in the context of international organizations and global governance;
- analytical and practical understanding of various global governance fora and policies;
- understanding of philosophical and normative accounts of global governance;
- understanding of strategies, norms and interests that drive the states and non-governmental actors in various global governance fora and policy areas (e.g. the United Nations, the WTO, the G7/G8/G20, global security governance, global economic governance, global development cooperation, etc.).

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PO936 Resistance in Practice						
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

Optional to: MA programmes in Politics and International Relations

Contact Hours

Total contact hours 32 (inclusive of hours on trip – 8)

Private study hours 168

Total study hours 200

Department Checked

15.01.21

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Reflect critically upon the relationship between political theory and specific practices of resistance
- 8.2 Articulate the theoretical foundations of specific instances of social and political resistance
- 8.3 Analyse the relationship between practices of resistance and different models of the political
- 8.4 Critically explore the relationship between art practices, resistance, and political theory
- 8.5 Conceive and execute a theoretically informed and clearly articulated practice of resistance

Method of Assessment

Critical commentary (1000 words) 20%

Essay (4000 words) 80%

OR

Documented Practice of Resistance 80%

Reassessment methods

100% coursework

Preliminary Reading

Ormiston, G. and Schriff A. (eds) Transforming the Hermeneutic Context (Albany, NY: State University of New York Press, 1990).

West, D. An Introduction to Continental Philosophy (Cambridge: Polity Press, 2000).

Smith, N. Strong Hermeneutics: Contingency and Moral Identity (London: Routledge, 1997).

Coole, D. Negativity and Politics: Dionysus and Dialectics from Kant to Poststructuralism (London: Routledge, 2000).

Carver, T. and Martin, J. (eds) Palgrave Advances in Continental Political Thought (Basingstoke: Palgrave, 2005).

Critchley, S. and Schroeder, W. R. (eds) A Companion to Continental Philosophy (Oxford: Blackwell, 1998).

Synopsis <span style =

This module will look at how ideas of resistance are translated into political action. What are the modalities, costs and consequences of this process? We will look at specific instances of resistance to political authority and examine the techniques of resistance employed, the assumptions that underpin these techniques, and the tensions and problems that arise as ideas are actualised in political reality. Studying historical examples of resistance will help us reflect on the complex relationship between theory and practice in political reality.

As part of the Resistance in Practice module, students can choose between submitting an academic essay on a historical instance of resistance and performing a practice of resistance. We envision that such practices of resistance could involve poetry, theatre, painting, sculpture, video, film, photography, music, and other forms of artistic expression. The practice must be a documented practice, which means that students must submit not just the performance but also a portfolio in which they reflect on what they did and why. Early in the module, students interested in submitting a documented practice for assessment discuss their ideas with the module convenor, and they will continue to work on their projects with the help of a supervisor.

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PO937 Art, Resistance and Political Theory						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	20 (10)	100% Coursework	

Contact Hours

11 two hour lecture/seminars

Learning Outcomes

On successfully completing the module students will be able to:

1. Critically reflect upon the relationship between political theory and concepts of art and of resistance
2. Articulate the theoretical and conceptual foundations of the relationship between art, politics and social and political resistance
3. Analyse the relationship between theories of art, of resistance and different accounts of the political
4. Critically explore the relationship between critiques, theories of art and of resistance, as well as alternative social and political models
5. Conceive and execute a theoretically well informed and clearly articulated assessment of a theory or theories of art and of resistance
6. Conduct conceptually informed research on the interaction between theory & practice, art & resistance, politics & art and politics & resistance.

Method of Assessment

100% coursework (1500 word critical review (of two articles or one book, chosen by each student) (20%), 4000 word research essay (80%))

Preliminary Reading

Augustine, *The City of God against the Pagans*, trans. Robert Dyson (Cambridge: Cambridge University Press, 1998)
 Badiou, Alain, *Being and Event*, trans. Oliver Feltham (London: Continuum, 2007)
 Hegel, G.W.F., *Elements of the Philosophy of Right*, trans. Alan Wood (Cambridge: Cambridge University Press, 1992)
 Hobbes, Thomas, *Leviathan*, ed. and trans. Richard Tuck and Michael Silverthorne (Cambridge: Cambridge University Press, 1998)
 Locke, John, *Two Treatises of Government*, ed. Peter Laslett (Cambridge: Cambridge University Press, 1997)
 Marx, Karl, *Selected Writings*, ed. David McLellan, revised ed. (Oxford: Oxford University Press, 2000)
 Plato, *The Republic*, in *The Dialogues of Plato*, trans. B. Jowett (New York: Random House, 1937), Vol. I, pp. 589-879.
 Rousseau, Jean-Jacques, *The Basic Political Writings*, trans. Donald A. Cress (Indianapolis: Hackett, 1987)

Synopsis <span style =

This module will address the relationship between theories and practices of resistance from the perspective of theory. As such, it will focus on specific ideas and models that conceptualise and theorise resistance to political authority with a view to examining the following: the philosophical and political bases of resistance; the presuppositions that underpin theories of resistance; the appeal to alternative ideas and arrangements; the tensions and possible contradictions that characterise such theories.

There are two dimensions to this module. First of all, the theme of resistance will be explored in the history of political ideas, from Plato via patristic, medieval and modern thinkers to contemporary writings such as those of Alain Badiou. Secondly, the theme of resistance will be related to different conceptions of the political and rival accounts of alternative arrangements to the prevailing order. As such, this module provides a strong grounding in theories of resistance that prepares students for the second core module on practices of resistance.

PO939 Identity, the State and Belonging						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Spring	M	20 (10)	100% Coursework	

Availability

MA in Migration Studies (Brussels) and other MA programmes

Contact Hours

Total contact hours: 24

Private study hours: 176

Total study hours: 200

Department Checked

04.03.2021

2022-23 Postgraduate Module Handbook

Learning Outcomes

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

1. understand the interaction between migration and identity;
2. examine the differences – and implications of those differences – between immigrant minorities and autochthonous minorities;
3. examine different theoretical approaches to the study of identity;
4. examine the situation of diasporas and their role both in the diaspora and in the titular nation from cultural, legal and political perspectives;
5. examine the influence of laws upon belonging/membership and the interaction with identity;
6. understand the variety of ways in which "belonging" (or membership) can be defined;
7. understand the impact a state and its policies can have upon identity and belonging/membership.

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

1. Conduct effective in-depth, independent research into a particular problem;
2. Synthesize and analyse disparate material;
3. Apply theoretical concepts to case studies;
4. Analyse case studies in an interdisciplinary manner, applying appropriate theoretical concepts;
5. Think clearly about reading material and discussion and to express reasoned arguments verbally in a seminar setting;
6. Develop logical arguments based upon sound reasoning and understanding of the material and express these arguments in a written format.

Method of Assessment

Presentation, 10 minutes (10%)

Research paper, 5000 words (90%).

Reassessment methods: 100% coursework.

Preliminary Reading

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

Anderson, B. 1991. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso.

Bauböck, R. 1996. "Cultural Minority Rights for Immigrants" In: *International Migration Review*, Vol 30 (1): 203-250.

Bauböck, R. 2006. "Citizenship And Migration – Concepts And Controversies" In: *Migration and Citizenship: Legal Status, Rights and Political Participation*, ed. Rainer Bauböck.

Fallon, K. 2003. "Transforming Women's Citizenship Rights within an Emerging Democratic State: The Case of Ghana" In: *Gender and Society*, Vol. 17 (4): 525-543

Kurthen, H. 1995. "Germany at the Crossroads: National Identity and the Challenges of Immigration" In: *International Migration Review*, Vol. 29 (4): 914-938.

Martinez, L. 2005. "Yes We Can: Latino Participation in Unconventional Politics" In: *Social Forces*, Vol 84(1): 135-155.

Mavroudi, E. 2007. "Learning to be Palestinian in Athens: constructing national identities in diaspora" In: *Global Networks* Vol 7(4): 392–411.

Morris, L. 1997. "Globalization, Migration and the Nation-State: The Path to a Post-National Europe?" In: *The British Journal of Sociology*, Vol. 48 (2): 192-209.

Noiriel, G. 1995. "Immigration: Amnesia and Memory" In: *French Historical Studies*, Vol. 19 (2): 367-380.

Soysal, Y. 1994. *Limits of Citizenship: Migrants and Postnational Membership in Europe*. Chicago: Chicago UP.

Tsuda, T. Forthcoming. "Ambivalent Encounters with the Ethnic Homeland: Diasporic Return in Comparative Perspective" In: *Diasporic Homecomings: Ethnic Return Migrants in Comparative Perspective*, ed. Takeyuki Tsuda. Palo Alto: Stanford University Press

Pre-requisites

None

Synopsis <span style =

This module will begin by outlining key issues relating to migration in the context of nationalism, national identity and belonging/membership. It will explore the definitions of each of these terms from a variety of theoretical/disciplinary perspectives. The interactions between the three will be examined as well. In so doing, the module will look at diaspora groups, immigrant groups, non-migrant populations and minorities. Developing and developed countries will both be discussed, while minorities such as African-Americans in the United States as well as Hungarians in Romania will be included. Sociological, political science and legal perspectives will be emphasized.

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PO940 Theories of Migration, Integration and Citizenship						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Spring	M	20 (10)	100% Coursework	

Availability

International Migration MA

Contact Hours

Total contact hours: 24

Private study hours: 176

Total study hours: 200

Department Checked

04.03.2021

Learning Outcomes

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

1. gain a clear understanding of and be able to describe and apply migration theory to specific migratory and integration situations;
2. understand the differences between jus soli and jus sanguinis citizenship policies, as well as understanding the distinction between formal citizenship and substantive citizenship and the significance of those distinctions;
3. understand the complex nature of international migration from a range of disciplinary perspectives;
4. identify the strengths and limitations of distinctive disciplinary perspectives on the migration field;
5. assess the extent to which different theoretical perspectives can illuminate concrete examples of international migration.

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

1. Conduct effective in-depth, independent research into a particular problem;
2. Synthesize and analyse disparate material;
3. Apply theoretical concepts to case studies;
4. Analyse case studies in an interdisciplinary manner, applying appropriate theoretical concepts;
5. Think clearly about reading material and discussion and to express reasoned arguments verbally in a seminar setting;
6. Develop logical arguments based upon sound reasoning and understanding of the material and express these arguments in a written format.

Method of Assessment

Presentation (10%)

Essay, 5000 words (90%)

Reassessment methods: 100% coursework

Preliminary Reading

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

The Age of Migration, 4th or 5th edition, by Stephen Castles, Hein de Haas and Mark Miller

Gordon, M. 1964. Assimilation in American Life: The Role of Race, Religion and National Origins. New York: Oxford UP.

Heisler, B.S. 2000. "The Sociology of Immigration: From Assimilation to Segmented Integration, from the American Experience to the Global Arena." In: Migration Theory: Talking Across Disciplines, eds. Caroline B. Brettell and James F. Hollifield. London: Routledge.

Pre-requisites

None

Synopsis *

This module will present key theories of migration, integration and citizenship from a variety of disciplinary perspectives, primarily sociological and political science, but including elements of anthropology and psychology. This curriculum will ensure that students gain an understanding of the most significant theories in the field, including the importance of the context of reception, including government policy and public opinion as well as institutional factors. Through the presentation and discussion of the theories, students will gain the knowledge of how the theories are applied to specific examples/case studies.

PO941 Migration: Conflict, the State and Human Rights						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Autumn	M	20 (10)	100% Coursework	

2022-23 Postgraduate Module Handbook

Availability

International Migration MA

Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

Department Checked

04.03.2021

Learning Outcomes

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

1. identify the major trends in international migration in the 20th and 21st centuries (A1);
2. be familiar with salient typologies of migration, for example, labour migration, trafficking and smuggling and forms of forced migration including those involving refugees and internally displaced persons (A1);
3. explain differing patterns of migration across the globe and the drivers behind these patterns (A2);
4. know the roles of key 'actors' including the state, the host societies, immigrant populations and sending countries (A1);
5. discuss in a reasoned manner the relevance of (lack of) immigration control for the sovereignty of the nation-state (A1).
6. understand the crucial human rights differences between trafficking and smuggling and the implications of this distinction for legislators and law enforcement (A1);

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

1. Conduct effective in-depth, independent research into a particular problem (B1-6, D2);
2. Synthesize and analyse disparate material (D4-5);
3. Apply theoretical concepts to case studies (C1-3);
4. Analyse case studies in an interdisciplinary manner, applying appropriate theoretical concepts (C3);
5. Think clearly about reading material and discussion and to express reasoned arguments verbally in a seminar setting (D1);
6. Develop logical arguments based upon sound reasoning and understanding of the material and express these arguments in a written format (A3-6, D4).

Method of Assessment

Presentation (10%)

Essay 5000 words (90%)

Reassessment methods: 100% coursework

Preliminary Reading

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

Stephen Castles and Mark J. Miller *The Age of Migration* (3rd, 4th or 5th edition) Palgrave Macmillan)

Migration: the COMPAS Anthology (2014)

Marie-Bénédicte Dembour (2015) *When Humans Become Migrants* Study of the European Court of Human Rights with an Inter-American Counterpoint

Alexander Betts and Paul Collier (2015) *Refuge: Transforming a Broken Refugee System*

Ruben Andersson (2014) *Illegality, Inc.: Clandestine Migration and the Business of Bordering Europe*

Bridget Anderson (2013) *Us and Them?: The Dangerous Politics of Immigration Control*

Julia O'Connell Davidson (2015) *Modern Slavery: The Margins of Freedom*

Pre-requisites

None

Synopsis <span style =

The module will address the wide variety of migration in the world, primarily from a contemporary perspective, but also including some historical comparison. This examination will broadly be structured along three lines of investigation: conflict, human rights and the state. The first comes into play with the discussion of refugees and internally displaced persons (IDPs), while human rights (and conflict, to some extent) are discussed in the sessions on trafficking, smuggling and irregular migration. State control of migration is an overarching theme throughout the module, but is explicitly discussed in many sessions, including a discussion of nation-state sovereignty and migration, labour migration and family unification. These themes will be addressed in both developing and developed countries, while we will seek to identify any patterns which are similar in different regions of the world (e.g. post-war guestworker migration to Germany and contemporary migration to South Korea and Japan).

PO942 Resistance and the Politics of Truth						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

Available as an optional module for MA programmes in Politics and International Relations

Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

Department Checked

04.03.2021

Learning Outcomes

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

1. Critically reflect upon the relationship between truth and theories of resistance
2. Articulate the theoretical and conceptual claims within major poststructuralist and post-foundational perspectives on truth and resistance
3. Analyse the relationship between truth and resistance in light of poststructuralist and post-foundational accounts of the political
4. Critically explore the competing event-oriented ontologies that ground poststructuralist and post-foundational accounts of the political
5. Conceive and execute a theoretically well informed and clearly articulated assessment of the relationship between truth and the politics of resistance

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

1. Think critically about social and political ideas, actors and institutions
2. Critically assess contemporary academic debates about different theoretical perspectives
3. Be prepared to conduct theoretical research on the interaction between theory and practice in political philosophy
4. Be prepared to communicate individually and in groups the results of this research both in speech and in writing
5. Understand the problematic character of critical inquiry in political theory
6. Relate the academic study of social and political theory to questions of public concern

Method of Assessment

Critical review, 1500 words, 20%

Essay, 4000 words, 80%

Reassessment methods: 100% coursework

Preliminary Reading

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

Foucault, M. and Chomsky, N. 'Human Nature: Justice vs. Power. A Debate Between Noam Chomsky and Michel Foucault', The Chomsky-Foucault Debate: On Human Nature, London: The New Press, 2006.

Foucault, M. 'Truth and Power', Power/Knowledge: Selected Interviews and Other Writings 1972-1977, London: Harvester Wheatsheaf, 1980.

Foucault, M. 'Subjectivity and Truth', The Politics of Truth, New York: Semiotext(e), 2007.

Foucault, M. and Deleuze, G. 'Intellectuals and Power', in Foucault, Language, Counter-Memory, Practice, New York: Cornell University Press, 1980.

Deleuze, G. and Guattari, F. 'Introduction: Rhizome', A Thousand Plateaus: Capitalism and Schizophrenia, vol. 2, London: Continuum, 1988.

Deleuze, G. 'The Image of Thought', Difference and Repetition, New York: Columbia University Press, 1995.

Badiou, A. 'Philosophy and Politics', Radical Philosophy, vol. 96, 1999.

Badiou, A. 'Politics as a Truth Procedure', Metapolitics, London: Verso, 2005.

Badiou, A. 'Bodies, Languages, Truths', Logics of Worlds, London: Continuum, 2009.

Pre-requisites

None

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Synopsis <span style =

'The truth will set you free' is a maxim that is central to both theories and practices of resistance. It is a claim that has, nonetheless, come under fire from a wide array of critical perspectives not the least of which are those of the poststructuralist and post-foundational political philosophies that have emerged during the second half of the twentieth century and that continue to inspire admiration and condemnation in almost equal measure. In this module, 'poststructuralist' will refer to a body of work produced primarily in France since the 1960s that seeks to develop the structuralist critique of humanism in ways that recognise the contingent nature of meaning generating structures and thereby challenge what we mean by truth and its relation to political practice and thought. The main representatives of this perspective in this module will be Michel Foucault and Gilles Deleuze. By 'post-foundational' is meant a body of work that critically questions poststructuralist approaches to contingency while reinvigorating the concept of truth as a political force. The primary representative of this approach is Alain Badiou. Despite their differences, both perspectives rest upon an event-oriented ontology – the view that events are ontologically primary – but they have conceived of this in competing ways. A main theme of the module will be how to understand the relationship between truth and politics as an event.

PO944 Gender in Conflicts, Migration and Development						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Brussels	Spring	M	20 (10)	100% Coursework	

Availability

The module is most relevant to the MA programme in International Conflict and Security, MA in International Development and MA in International Migration, but it will be open to students enrolled in MA or LLM programmes.

Contact Hours

Total contact hours: 24
Private study hours: 176
Total study hours: 200

Department Checked

04.03.2021

Learning Outcomes

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

1. Explain and use in an advanced way key concepts in the theory and practice of gender and conflicts, including forced migration and development-related issues. .
2. Have an advanced understanding of the relationship between gender – as the social notion of gender, not limited to male/female dichotomies – and power and more generally gender and the social structure
3. Learn to explore critically gender roles in society and specifically in conflict situations, including contexts of forced migration
4. Have an advanced understanding of how masculinities and femininities work in peace and conflict times and their links to the construction of notions of combatants, soldiers, victims and perpetrators, internal and external actors
5. Critically assess the implications of international policies and initiatives aiming at "mainstreaming gender" in peacekeeping, peace-building and international development.
6. Draw on a variety of sources of information on international conflicts and gender issues, including on-line resources.

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

1. work with theoretical knowledge at the forefront of their discipline
2. be aware of the ethical dimensions of the scholarly work done in their discipline in general as well as of their own work in particular
3. undertake analysis of complex, incomplete or contradictory areas of knowledge
4. have a level of conceptual understanding in their discipline that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches
5. be reflective and self-critical in their research work
6. engage in academic and professional communication orally and in writing
7. have independent learning ability required for continuing professional study

Method of Assessment

Essay, 5000 words (100%).

Reassessment methods: 100% coursework.

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Preliminary Reading

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

Anderlini Sanam Naraghi (2007), *Women Building Peace, What they do, Why it Matters*, Boulder, Lynne Rienner.

Haidukowski-Ahmed Maroussia, Khanlou Nazilla, Moussa Helene (eds), *Not Born a Refugee Woman. Contesting Identities, Rethinking Practices*, New York, Berghahan Books.

Jacobs S., Jacobson R., Marchbank J. (eds) (2000), *States of Conflict. Gender, Violence and Resistance*, London, New York, Zed Books.

Goldstein Joshua S. (2001), *War and Gender, How Gender Shapes the War System and Vice Versa*, Cambridge, Cambridge University Press.

Kaufmann Joyce P., Williams Kristen P. (2007), *Women, the State, and War. A Comparative Perspective on Citizenship and Nationalism*, Lanham, Lexington Books.

Mazurana Dyan, Raven-Roberts Angela, Parpart Jane (2005), *Gender, Conflict and Peacekeeping*, London, Rowman and Littlefield.

O'Keefe, Theresa (2013), *Feminist Identity, Development and Activism in Revolutionary Movements*, New York, Palgrave Macmillan

Shepherd, Laura J. (2015), *Gender Matters in Global Politics: A Feminist Introduction to International Relations*, New York, Routledge.

Sjoberg Laura, Gentry Caron E. (2007), *Mothers, Monsters, Whores, Women's Violence in Global Politics*, London, Zed Books.

Sutton Barbara, Morgen Sandra, and Novkov Julie (eds.) (2008), *Critical Perspectives on Gender, Race, and Militarization*, New Brunswick, Rutgers University Press.

Pre-requisites

None

Synopsis <span style =

This module will explore the relationships between gender and conflicts, focusing on constructions of masculinities and femininities in peace and conflict-times, including forced migration and post-conflict situations. A key focus of the course will be on the intersections of gender with other dimensions that make up power relations in society, such as class, race, caste, ethnicity, religion etc. We will discuss the relationships between gender and militarism, gender, power and violence and gender, peacebuilding and international development. The goal for this course is to develop an understanding of how gender structures relations of power, forms of violence and the politics of conflict, security and humanitarian intervention through a critical analysis of academic and policy literature. Gender refers to the socially constructed roles, behaviours and norms, which define hierarchies of masculinities and femininities in society.

The women, peace and security agenda and the broader focus on gender mainstreaming, gender specialists and trainers in conflict, security and development policies have further emphasised the centrality of gender in global politics. Yet, issues such as civilians increasingly becoming targets of violence, forced migration, the growing nexus of peace-building, security and international development, the continuum of gender-based violence, security and counter-terrorist policies, necessitate more complex approaches, taking into account the multiple ways in which gender structures forms of violence and political and socio-economic relations at the local, international and global levels.

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PO946 International Environmental Politics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Learning Outcomes

Appreciate the complexity of international environmental decision making within the context of uncertainty, domestic politics, and international constraints.

Conceptualise ways to assess the effects of international institutions and apply these to evaluate the role of international institutions in the provision of international environmental goods.

Comprehend and explain, using up-to-date theoretical accounts, negotiation outcomes, institutional effects, institutional design, and policy implementation.

Evaluate theoretical explanations and academic debates relating to international environmental outcomes and environmental governance by drawing on primary and secondary qualitative evidence as well as quantitative evidence.

Be able to evaluate policy debates relating to key issues in international environmental politics and articulate policy solutions by bringing both evidence and theoretical reasoning to bear on the problems.

Method of Assessment

100% coursework

Preliminary Reading

Barrett, Scott. 2005. *Environment and statecraft: the strategy of environmental treaty-making*, Oxford: Oxford University Press.

Ronald B. Mitchell. 2009. *International Politics and the Environment*, London: Sage

Chasek, Pamela. 2001. *Earth Negotiations : Analyzing Thirty Years of Environmental Diplomacy*, Tokyo: United Nations University.

Dai, Xinyuan. 2007. *International Institutions and National Policy*. Cambridge: Cambridge University Press.

Miles, Eduard et al (eds.). 2002. *Environmental Regime Effectiveness: Confronting Theory with Evidence*, Cambridge MA: MIT Press.

Grundig, Frank. 2009. Political strategy and climate policy: a rational choice perspective, *Environmental Politics* 18 (5).

Hovi, Jon, D.F. Sprinz and Arild Underdal, 2009. Implementing Long-Term Climate Policy: Time Inconsistency, *Domestic Politics, and International Anarchy*. *Global Environmental Politics*, 9 (3)

Synopsis *

This module examines the international community's responses to international environmental problems. Thus understanding and explaining why and how actors (state and non-state) resolve conflicts and set up international environmental institutions to provide governance and how successful or effective these governance structures are is at the heart of this module. We accomplish this by considering various theoretical accounts, including accounts of power, interests, knowledge, and domestic politics that allow us to understand and explain international environmental outcomes. The module also considers aspects of institutional design such as institutional design that addresses problems of enforcement and participation as well as aspects of the normative dimension of environmental decisions-making at the international level.

PO947 Public Policy Analysis						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Autumn	M	20 (10)	60% Coursework, 40% Exam	
2	Brussels	Autumn	M	20 (10)	Pass/Fail Only	

Contact Hours

Total contact hours:
Private study hours:
Total study hours: 200

Learning and teaching methods are set by the VUB (Free University Brussels) in accordance with its own rules and regulations. Collectively, the learning and teaching methods will enable students to achieve the intended specific and generic learning outcomes of this module and students will undertake a period of study at VUB equivalent to that required for 20 Kent credits.

Normally, contact will consist of a mix of lectures and seminars however, students are strongly encouraged to refer to the module guide for more detailed information.

Department Checked

04.03.2021

2022-23 Postgraduate Module Handbook

Learning Outcomes

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

1. Demonstrate advanced knowledge of the history of policy analysis and the most common approaches in political science;
2. Demonstrate strong familiarity with different methods in policy analysis and the advantages and disadvantages;
3. Discuss critically examples of current practice and research in policy;
4. Demonstrate advanced skills in the preparation and presentation of a briefing note.
5. Demonstrate a comprehensive understanding of methods and methodologies in their discipline;

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

1. Apply complex theoretical knowledge at the forefront of their discipline;
2. Undertake analysis of complex, incomplete or contradictory areas of knowledge;
3. Critically evaluate research; advanced scholarship and methodologies and argue alternative approaches;
4. Be reflective and self-critical in their research work;
5. Engage in academic and professional communication orally and in writing.

Method of Assessment

Pass/Fail

Assessment methods are set by the partner institution in accordance with its own rules and regulations and may vary year-to-year. Assessments may include an individually written essays; group presentations; discussions and debates. Students should refer to the module guide for more detailed information.

Collectively, the assessment methods will assess the achievement of all of the module's intended specific and generic learning outcomes. Kent will assess the module on a pass/fail basis therefore, credit achieved for this module will be contributory to the student's degree programme but will not contribute to the degree classification.

Reassessment methods: 100% coursework

Preliminary Reading

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

Thomas A. Birkland, *An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making*, M. E. Sharpe, 2011 (Third edition).

Marcus Carson, Tom R. Burns, Dolores Calvo (eds.), *Paradigms in Public Policy: Theory and Practice of Paradigm Shifts in the EU*, Peter Lang, 2010 (New edition).

William N. Dunn, *Public Policy Analysis: An Introduction*, Pearson, Prentice Hall, New Jersey, 2011 (Fifth Edition).

Michael Hill, *The Public Policy Process*, Pearson Longman, 2013 (Sixth Edition).

Michael Moran, Martin Rein, Robert Goodin (eds.), *The Oxford Handbook of Public Policy*, Oxford University Press, 2006.

Pre-requisites

None

Synopsis <span style =

Public policy analysis is a problem-oriented, multidisciplinary, and value-oriented system of analysing policy, both for descriptive and prescriptive ends. The methods used stretch over several disciplines, but this course aims to introduce the approach to policy analysis practiced in political science. It divides the policy process in phases and presents the most important theoretical approaches and research results that illuminate the specific features of each moment in the policy cycle, from the setting of an agenda, through decision-making, to the implementation and evaluation of policy. Contrasting theoretical approaches are presented as reflections of a tension between policy analysis for policy and about policy. The student acquires critical tools for a better understanding of present day policy analysis and the relative advantages and disadvantages of different approaches, which are then applied in the preparation of a model policy analysis.

The course introduces the policy cycle approach. Subsequently, major approaches to public policy analysis are introduced and evaluated in view of their explanatory strengths and weaknesses. The course then offers an in depth discussion of each policy phase in the cycle, highlighting key theoretical and empirical contributions relevant to the policy phase under scrutiny. While learning the policy cycle approach, we will concentrate on key concepts and case studies, aimed at the furthering of critical skills needed for contextual and fine analysis of policy. The course offers students a framework to conduct their own research on a policy or policy reform/change. Students need to apply the policy cycle approach to a concrete case study, in the form of a Briefing Note.

PO948 Europe and Global Change						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Spring	M	20 (10)	100% Coursework	

2022-23 Postgraduate Module Handbook

Availability

The module is primarily, but not solely, intended for the MA programmes in International Relations, European Public Policy and International Conflict Analysis at UKB

Contact Hours

Total contact hours: 24
Private study hours: 176
Total study hours: 200

Department Checked

04.03.2021

Learning Outcomes

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

SLO1: have a good understanding of the changing global political and economic structures and Europe's place within them

SLO2: have a good understanding of the major challenges for Europe following from global change

SLO3: critically analyse the foreign policies of the EU and of major individual European states with the outside world, both regionally and globally and in different dimensions (political, economic, security)

SLO4: integrate the outsider's perspective into their analysis of European external relations

SLO5: place the role of Europe and the EU in its historical and larger theoretical context

SLO6: be familiar with the core concepts, theories and debates on global change and European external relations

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

GLO1: work with theoretical knowledge at the forefront of their discipline

GLO2: be aware of the ethical dimensions of the scholarly work done in their discipline in general as well as of their own work in particular

GLO3: have a comprehensive understanding of methods and methodologies in their discipline

GLO4: undertake analysis of complex, incomplete or contradictory areas of knowledge

GLO5: have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches

GLO6: be reflective and self-critical in their research work

GLO7: engage in academic and professional communication orally and in writing

GLO8: have independent learning ability required for continuing professional study

Method of Assessment

Essay, 5000 words (100%).

Reassessment methods: 100% coursework.

Preliminary Reading

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

Hill C., Smith M. (eds.) (2011), International Relations and the European Union. Oxford University Press.

Bretherton C., Vogler, J. (2006), The European Union as Global Actor. London, Routledge.

Cooper, R. (2004). The Breaking of Nations: Order and Chaos in the Twenty-First Century. Atlantic Monthly Press.

Orbie, J. (ed.) (2008), Europe's Global Role. Hampshire, Ashgate.

Tonra B., Christiansen, T. (eds.) (2004), Rethinking European Union Foreign Policy. Manchester University Press.

Lucarelli, S. and Manners, I. (eds.) (2006), Values and principles in European Foreign Policy. London, Routledge.

Tiersky, R. And R. Van Oudenaren (eds.) (2010), European Foreign Policies. Plymouth: Rowman and Littlefield

Pre-requisites

None

Synopsis <span style =

This course seeks to offer an International Relations perspective on one of the most crucial challenges today: how is Europe's role in the world changing? The course starts from the idea that the economic globalisation since the beginning of the 1990s is increasingly translated into new political structures. New players have arisen and new challenges have emerged. Inevitably this changes the role of Europe. The focus is both on wider Europe and on the EU. Both dimensions of integration and of fragmentation are taken into account, so that Europe appears in its multi-dimensional complex forms (states and regional organisations). Different aspects are dealt with: interests, power, identity, perception, institutions; regional and global impact; foreign policies, trade, development cooperation; multilateralism; global challenges (climate change, energy, financial markets, etc.). Also the varying role of the EU in international organisations (UN, WTO, IMF, etc.) is being studied. Students learn to approach these issues in a critical and balanced way.

PO949 EU Politics and Governance (Brussels)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Autumn	M	20 (10)	100% Coursework	

Availability

MA in European Public Policy; the module contributes to other MA programmes at the Brussels campus

Contact Hours

Total contact hours: 24

Private study hours: 176

Total study hours: 200

Department Checked

04.03.2021

Learning Outcomes

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

SLO1: understand and explain the EU institutional framework, in particular inter-institutional relations and multi-level relations

SLO2: appreciate EU policy-making as a diverse and complex set of interactions between different formal and informal actors and analyse it in terms of governance, networks, power and influence

SLO3: understand and critically assess the main political factors at work in the EU

SLO4: apply theories of European integration;

SLO5: have a profound understanding of decision-making procedures within the EU

SLO6: develop good negotiation and communication skills

SLO7: have a good understanding of the core concepts of European integration

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

GLO1: work with theoretical knowledge and apply theory to practical issues

GLO2: aware of the ethical dimensions of the scholarly work done in their discipline in general as well as in their own work

GLO3: undertake analysis of complex, incomplete or contradictory areas of knowledge and make carefully constructed arguments

GLO4: have a level of conceptual understanding that will allow them to critically evaluate research, policies, and practices

GLO5: be reflective and self-critical in their work

GLO6: use the internet, bibliographic search engines, online resources, and effectively conduct research

GLO7: engage in academic and professional communication with others

GLO8: have independent learning ability required for further study or professional work

Method of Assessment

Simulation exercise and two page briefing note (20%)

Essay, 5000 words (80%).

Reassessment methods: 100% coursework.

Preliminary Reading

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

Neill Nugent, The Government and Politics of the European Union. Palgrave MacMillan, 2006.

Michelle Cini (ed.), European Union Politics. Oxford University Press, 2006.

Simon Hix & Bjorn Hoyland, The Political System of the European Union. Palgrave MacMillan, 2011.

Mette Eilstrup-Sangiovanni (ed.), Debates on European Integration. A Reader. Palgrave MacMillan, 2006.

Desmond Dinan, Europe Recast. A History of European Union. Palgrave MacMillan, 2004

Wiener A., Diez T. (ed.), European Integration Theory. Oxford University Press, 2004.

Wallace W., Wallace H., Pollack M. (eds.), Policy-making in the European Union. Oxford University Press, 2005.

Featherstone, K. and C.M. Radaelli (eds) The Politics of Europeanization. Oxford University Press, 2003.

Paolo Graziano & Maarten Vink, Europeanization. New Research Agendas. Palgrave MacMillan, 2006

Simon Bulmer & Christian Lequesne (eds.), The Member States of the European Union. Oxford University Press, 2005 .

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Pre-requisites

None

Synopsis *

The course has a double focus. First, it deals with the formal role of institutions and actors in the EU. Secondly, it focuses on the politics and governance structures in the EU. It looks into power and influence, interests, coalition formation, balancing, bargaining, policy networks and multilevel governance, as well as issues of identity and perception. During seminars a case of EU legislation is being studied, so that students learn to apply different concepts and approaches to a specific case. Moreover, by studying the chronological development of this case through the stages of the policy cycle, students come to grips with both the formal competencies and political factors that influence the process. The course is concluded by a research-based simulation game at COREPER level. Students play the role of member states. For the simulation students have to do autonomous research to prepare their national position, giving the exercise a new dimension. The purpose is for students to be able to retrieve and analyse relevant information and to understand the practicalities of decision-making, its complexity and political character.

PO950 The Governance of the European Union						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

Learning Outcomes

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

Advanced familiarity with the main theoretical approaches to the study of governance in the EU.

The ability to apply them to complex empirical cases in the EU system of governance.

In-depth knowledge of the horizontal pattern of interaction between the central institutions of the European Union.

In-depth knowledge of the vertical pattern of interaction between institutions and actors at the state and Union level.

Advanced ability to evaluate these processes of governance against normative political principles.

Method of Assessment

100% coursework.

Preliminary Reading

Cini, Michelle and Nieves Solorzano-Borraran. 2013. European Union Politics. Fourth Edition. Oxford: Oxford University Press.

Synopsis *

The aim of the module is offer an advanced understanding of the functioning of the European Union as a system of supra-national governance. It is divided into two main parts. The first part focusses on the key institutions involved in the governance process and analyses the nature and functioning of each of them as well as the interaction among them from a theoretical, empirical and normative perspective. The second part focusses on the system's 'outputs' in terms of public policy, with particular attention paid to the fields of market regulation, monetary union, justice and home affairs, and enlargement. The module ends with a debate on the effectiveness and the legitimacy of the European Union as a system of supra-national governance and on how it should be reformed to maximise those aspects.

PO951 States, Nations and Democracy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

Optional module for all PDips/MAs offered by the School of Politics and International Relations

Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

Department Checked

05.03.2021

2022-23 Postgraduate Module Handbook

Learning Outcomes

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

- 8.1 Apply the concepts, theories, methods of comparative politics to the study of the connections between statehood, nationality, and democracy
- 8.2 Identify the main factors that account for the historical rise of the modern state as the dominant form of political organisation
- 8.3 Understand the process through which the modern state has acquired national and democratic characters
- 8.4 Understand the main aspects of the process of state formation, structuring, restructuring, and termination across space and time and their connections with nationality and democracy
- 8.5 Identify the key contemporary challenges to the democratic national state and their likely future trajectory

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

- 9.1 General research skills, especially bibliographic and computing skills
- 9.2 gather, organize and deploy evidence, data and information from a variety of secondary and some primary sources
- 9.3 identify, investigate, analyse, formulate and advocate solutions to problems
- 9.4 develop reasoned arguments, synthesise relevant information and exercise critical judgement
- 9.5 reflect on, and manage, their own learning and seek to make use of constructive feedback from peers and staff to enhance their performance and personal skills
- 9.6 manage their own learning self-critically
- 9.7 communicate effectively and fluently in speech and writing (including, where appropriate, the use of IT); organise information clearly and coherently; use communication and information technology for the retrieval and presentation of information, including, where appropriate, statistical or numerical information
- 9.8 produce written documents; undertake online research; communicate using e-mail; process information using databases
- 9.9 explore personal strengths and weaknesses; time management; review working environment (especially student-staff relationship); develop autonomy in learning; work independently, demonstrating initiative and self-organisation. Important research management skills include the setting of appropriate timescales for different stages of the research with clear starting and finishing dates (through a dissertation or internship report); presentation of a clear statement of the purposes and expected results of the research; and developing appropriate means of estimating and monitoring resources and use of time
- 9.10 identify and define problems; explore alternative solutions and discriminate between them

Method of Assessment

Quiz 20 questions covering core readings over the term, 15%
Essay 1, 2000 words, 35%
Essay 2, 3500 words, 50%

Reassessment methods: 100% coursework

Preliminary Reading

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

- Alesina, Alberto and Enrico Spolaore. 2003. *The Size of Nations*. Cambridge, Ma, USA: MIT Press
- Colomer, Josep. 2007. *Great Empires, Small Nations – The Uncertain Future of the Sovereign State*. London: Routledge
- Dahl, Robert. 1971. *Polyarchy*. New Haven, Ct, USA: Yale University Press
- Ertman, Thomas. 1997. *Birth of the Leviathan*. Cambridge: Cambridge University Press
- Greenfeld, Liah. 1992. *Nationalism – Five Roads to Modernity*. Cambridge, Ma, USA: Harvard University Press
- Hirst, Paul and Graham Thompson. 1995. *Globalization and the Future of the Nation State*. *Economy and Society* 24/3: 408-42
- Riker, William. 1964. *Federalism – Origin, Operation, Significance*. Boston, Ma, USA: Little, brown
- Tilly, Charles. 1990. *Coercion, Capital, and European States, AD990-1990*. Oxford: Blackwell
- ### Pre-requisites
- None

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Synopsis <span style =*

The module draws from comparative politics, international relations, and political thought to analyse the past, present, and future of the democratic national state, the dominant form of political system in today's world. It addresses questions such as: Why are some states federal and others unitary? What explains the resilience of nationalism? Does economic integration lead to political disintegration? Why has regional integration gone much further in Europe than elsewhere? Is multi-national democracy possible? The module first charts the emergence of the modern state and its transformation into a national and democratic form of political system. Subsequently, it explores some key aspects of the formation, structuring, restructuring, and termination of states such as the unitary/federal dichotomy, processes of devolution, the challenge of secession, the question of the connections between the economic environment and the number and size of states, the phenomenon of supra-state regional integration, and the connections between nationality and democracy. It concludes by assessing the challenges facing the democratic national state in the 21st century and their likely trajectory in the foreseeable future.

PO953 Understanding Political Institutions						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	20 (10)	100% Coursework	

Learning Outcomes

Demonstrate critical awareness of the substantive, theoretical and empirical questions addressed by scholars of comparative politics.

Demonstrate the ability to critically and systematically evaluate different theoretical perspectives and empirical methods used in comparative politics and assess the basis on which they contribute to our knowledge of politics.

Be able to develop arguments and make critically informed judgements about the origins and organisation of the state, dictatorship and democracy, and the operation and consequences of key political institutions for governmental performance. Critically evaluate the role of social, economic, historical, institutional political contexts in which the nation state and its political institutions have developed and functioned.

Make informed judgements demonstrating the ability to use and critically evaluate a range of comparative and case specific evidence to support their arguments.

Apply this theoretical and conceptual knowledge to develop a self directed and original understanding of and ability to resolve some key contemporary issues in advanced or developing states.

Method of Assessment

100% coursework.

Preliminary Reading

Clark, W Golder, M and Golder S, 2013, Principles of Comparative Politics, Sage

Brady, H. and D. Collier (eds) 2010 Rethinking Social Inquiry: Diverse Tools, Shared Standards. Rowman and Littlefield

Cheibub, José Antônio. 2007. Presidentialism, Parliamentarism, and Democracy. Cambridge University Press

Lichbach, Mark Irving, and Alan S. Zuckerman. 2009. Comparative Politics: Rationality, Culture, and Structure. Cambridge University Press

Munk, G and Snyder, J. 2007 (eds) Passion, Craft and Method in Comparative Politics, John Hopkins University Press

Tsebelis, George. 2002. Veto players : how political institutions work. Princeton University Press

Synopsis <span style =*

The aim of the module is to enable students to develop an advanced understanding of central questions in comparative politics. Students will examine questions that have been of enduring interest to comparative political scientists including the origins and influence of the state, the causes and consequences of authoritarian and democratic forms of government and variations within these regime types for governmental performance including the operation and function of key political institutions. As students engage with these questions they will also be introduced to theoretical, conceptual and methodological questions and debates within comparative politics and will explore the interaction between economic, social, historical, political and institutional factors in explaining similarities and differences in the political development of nations.

PO954 Power, Interests and Identity in the Asia-Pacific (Brussels)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Brussels	Autumn	M	20 (10)	100% Coursework	
4	Brussels	Spring	M	20 (10)	100% Coursework	

Availability

The module is primarily, but not solely, intended for the MA in International Relations and the MA in Conflict and Security at BSIS

Contact Hours

Total contact hours: 24

Private study hours: 176

Total study hours: 200

2022-23 Postgraduate Module Handbook

Department Checked

08.03.2021

Learning Outcomes

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

8.1: understand the contemporary political, economic and security dynamics in the Asia-Pacific, as well as the historical and geopolitical settings of the region

8.2: critically analyse the foreign policies and national security strategies of the main regional players, namely the US, China and Japan, as well as the issues defining major power relations

8.3: examine the key sources of conflict and instability in the Asia-Pacific region, including unresolved historical disputes, territorial claims and sovereignty issues

8.4: explore the trends for cooperation and institution building in the Asia-Pacific both from a regional and comparative (with the EU) perspective

8.5: explain the international relations in the Asia-Pacific by applying the most relevant International Relations Theories

8.6: understand contemporary relations in the Asia-Pacific by placing regional issues in the larger context of global politics

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

9.1: have general research skills, especially bibliographic and computing skills;

9.2: gather, organize and deploy evidence, data and information from a variety of secondary and some primary sources;

9.3: identify, investigate, analyse, formulate and advocate solutions to problems;

9.4: develop reasoned arguments, synthesise relevant information and exercise critical judgement,

9.5: reflect on, and manage, their own learning and seek to make use of constructive feedback from peers and staff to enhance their performance and personal skills, manage their own learning self-critically

Method of Assessment

Essay, 5000 words (100%).

Reassessment methods: 100% coursework.

Preliminary Reading

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

Jacob Bercovitch and Mikio Oishi (2010), *International Conflict in the Asia-Pacific: Patterns, Consequences and Management*. Routledge Global Security Studies.

Kevin P. Clements (ed.) (2018), *Identity, Trust, and Reconciliation in East Asia: Dealing with Painful History to Create a Peaceful Present*. Palgrave Macmillan.

Michael K. Connors, Rémy Davison, Jörn Dosch (2018), *The New Global Politics of the Asia Pacific*. Third edition. Abingdon: Routledge.

Sumit Ganguly, Joseph Chinyong Liow and Andrew Scobell (eds.) (2018), *The Routledge Handbook of Asian Security Studies*. Second edition. New York: Routledge.

G. John Ikenberry and Michael Mastanduno (eds.) (2003), *International Relations Theory and the Asia-Pacific*. Columbia University Press.

G. John Ikenberry and Chung-In Moon (eds.) (2007), *The United State and Northeast Asia: Debates, Issues and New Order*. Plymouth: Rowman & Littlefield.

Byung-Kook Kim and Anthony Jones (eds.) (2007), *Power and Security in Northeast Asia: Shifting Strategies*. London: Lynne Rienner.

Robert S. Ross and Oystein Tunsjo (eds.) (2017), *Strategic Adjustment and the Rise of China: Power and Politics in East Asia*. Cornell University Press.

David Shambaugh and Michael Yahuda (eds.) (2014), *International Relations of Asia*. Second edition. Plymouth: Rowman & Littlefield.

Michael Yahuda (2011), *The International Politics of the Asia-Pacific*. Third edition. Abingdon: Routledge.

Pre-requisites

None

2022-23 Postgraduate Module Handbook

Synopsis *

The module starts with introductory sessions, which examine the historical and geopolitical settings of the Asia-Pacific, conceptualise it as a region, and explore the main contending theoretical perspectives relevant to the study of the region's international relations. Following the introduction, attention is given to the foreign policies of, and the relations between the major powers – the US, China and Japan. The module further investigates the unresolved historical problems between Japan, China and South Korea, and rising nationalism in the Asia-Pacific, and the major sources of regional conflict – the Taiwan issue, North Korea's nuclearisation, and the territorial disputes in the East and South China Seas. Also discussed are Russia's and the EU's regional policies, as well as regional cooperation and Asian-Pacific institution building, including in the framework of APEC, ASEAN+3 and the East Asia Summit. The module concludes by examining the main trends in the evolving regional order in the Asia-Pacific.

PO955 Human Security in Forced Migration						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Brussels	Autumn	M	20 (10)	100% Coursework	

Contact Hours

Total contact hours: 24
Private study hours: 176
Total study hours: 200

Department Checked

05.03.2021

Learning Outcomes

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

1. Have an advanced understanding of the concept of human security and how it applies in forced migration in a multi-disciplinary way;
2. Have an advanced understanding of forced migration typologies, including the migration cycle, mixed flows and the non-binary nature of migration;
3. Have an understanding of the nature and role of borders, border control and the securitisation of borders;
4. Identification of the effects on mental health of conflicts, including the impact of war, forced migration, internal displacement, torture, and trafficking
5. Have an advanced understanding of the provision of health and social care services for refugees and (forced) migrants and of the challenges forced migrants face in accessing the services available both during and after migration.

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

1. Conduct effective in-depth, independent research into a particular problem;
2. Synthesize and analyze disparate material;
3. Apply theoretical concepts to case studies;
4. Analyze case studies in an interdisciplinary manner, applying appropriate theoretical concepts
5. Think clearly about reading material and discussion and to express reasoned arguments verbally in a seminar setting;
6. Develop logical arguments based upon sound reasoning and understanding of the material and express these arguments in a written format.

Method of Assessment

Essay 5000 words 100%

Reassessment methods: 100% coursework

2022-23 Postgraduate Module Handbook

Preliminary Reading

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

Andersson, R. (2016). "Europe's failed fight against irregular migration: ethnographic notes on a counterproductive industry" *Journal of Ethnic and Migration Studies*, <http://dx.doi.org/10.1080/1369183X.2016.1139446>

Betts, A. (2010). "Survival Migration: a New Protection Framework", *Global Governance*, 16(3), 361-82.

Department of Heath (2000) *Framework for the Assessment of Children in Need and their Families*, London, The Stationary Office

Carens, J. (2014) An overview of the ethics of immigration, *Critical Review of International Social and Political Philosophy*, 17(5), 538-559

Castles, S (2003) 'Towards a Sociology of Forced Migration and Social Transformation'. *Sociology*. Vol 37(1): 13-34. BSA Publications Ltd.

Lutz, L. (2010): Gender in the Migratory Process, *Journal of Ethnic and Migration Studies*, 36(10), 1647-1663

Majumder, P. et al. (2015). 'This doctor, I not trust him, I'm not safe': The perceptions of mental health and services by unaccompanied refugee adolescents.' *International Journal of Psychiatry*, 61(2), 129-136

Methmann, C and A. Oels. (2015) "From 'fearing' to 'empowering' climate refugees: Governing climate-induced migration in the name of resilience", *Security Dialogue* 46(1), 51-68.

O'Connell Davidson, J (2011). "Moving Children? Child trafficking, child migration and child rights" *Critical Social Policy* 31: 454 DOI: 10.1177/0261018311405014

Paris, R. (2001). "Human Security: Paradigm Shift or Hot Air?" *International Security* 26(2), 87-102.

Pre-requisites

None

Synopsis *

The module will broadly discuss the impact of the experience of forced migration upon the individuals and communities involved, both in sending, receiving and transit countries. In this module, we understand forced migration to be a broad concept which includes conflict- and climate-event-generated refugees, asylum-seekers, internally displaced persons (IDPs), victims of trafficking, irregular migrants, unaccompanied minors, as well as political refugees, and others still. Migration is understood to include both South-North and South-South migration.

The module will be framed by the concept of human security, as well as theoretical and conceptual approaches to the overall well-being of forced migrants. Well-being so stated includes not only the granting of refugee status – often mistakenly seen as the end of the experience of forced migration – but broader social integration, inclusion and sense of belonging, as well as health and mental health. The concept of borders and border control, including the securitisation of borders and more conceptual borders, such as that between citizen and non-citizen, child and adult, forced and voluntary returnee, will be explored. These overarching concepts will then be maintained throughout the term via a discussion of topics such as human security, health and mental well-being and a variety of forced migrants including, but not restricted to asylum-seekers and refugees.

Availability

MA courses at Brussels

Contact Hours

24

Learning Outcomes

On successfully completing the module students will be able to:

1. Have an advanced understanding of the concept of human security and how it applies in forced migration in a multi-disciplinary way;
2. Have an advanced understanding of forced migration typologies, including the migration cycle, mixed flows and the non-binary nature of migration;
3. Have an understanding of the nature and role of borders, border control and the securitisation of borders;
4. Identification of the effects on mental health of conflicts, including the impact of war, forced migration, internal displacement, torture, and trafficking
5. Have an advanced understanding of the provision of health and social care services for refugees and (forced) migrants and of the challenges forced migrants face in accessing the services available both during and after migration.

Method of Assessment

Main assessment method

Essay 5000 words 100%

Reassessment method

Reassessment Instrument: 100% coursework

Pre-requisites

None

2022-23 Postgraduate Module Handbook

Synopsis *

The module will broadly discuss the impact of the experience of forced migration upon the individuals and communities involved, both in sending, receiving and transit countries. In this module, we understand forced migration to be a broad concept which includes conflict- and climate-event-generated refugees, asylum-seekers, internally displaced persons (IDPs), victims of trafficking, irregular migrants, unaccompanied minors, as well as political refugees, and others still. Migration is understood to include both South-North and South-South migration.

The module will be framed by the concept of human security, as well as theoretical and conceptual approaches to the overall well-being of forced migrants. Well-being so stated includes not only the granting of refugee status – often mistakenly seen as the end of the experience of forced migration – but broader social integration, inclusion and sense of belonging, as well as health and mental health. The concept of borders and border control, including the securitisation of borders and more conceptual borders, such as that between citizen and non-citizen, child and adult, forced and voluntary returnee, will be explored. These overarching concepts will then be maintained throughout the term via a discussion of topics such as human security, health and mental well-being and a variety of forced migrants including, but not restricted to asylum-seekers and refugees.

PO956 Public Opinion: Nature and Measurement						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

MSc in Political Psychology

Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

Department Checked

05.03.2021

Learning Outcomes

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

8.1 Understand and critically evaluate key perspectives and debates on the nature and formation of public opinion.

8.2 Have a critical understanding of the way in which public attitudes may be said to be 'constructed', and of the principal factors that influence this construction.

8.3 evaluate the role of external agencies in shaping the information to which citizens are exposed, and the processes by which citizens internalise such information.

8.4 Have a critical understanding of academic debates over the informational and 'rational' content of public attitudes

8.5 evaluate academic arguments over how far citizens' attitudes and behaviour are consistent with the requirements of democratic theory.

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

9.1 Have gained a critical understanding of relevant perspectives within the field of political psychology, and of the ways in which these perspectives inform the analysis and understanding of public opinion.

9.2 Have gained a critical understanding of the various theories and methods used in the psychological study of public opinion, and be able to use this understanding to evaluate the relative merits of different theoretical and methodological approaches.

9.3 identify and critically evaluate theories and empirical findings within the literature on political psychology, and to apply these evaluations in helping to address and resolve key political issues.

9.4 evaluate complex issues, and to express their ideas and conclusions effectively in oral and written form.

9.5 Manifest self-direction and originality in tackling issues, along with a critical awareness of their own understanding and skills and an ability to advance these.

Method of Assessment

Essay 1, 3000 words, 40%

Essay 2, 3000 words, 60%

13.2 Reassessment methods: 100% coursework

2022-23 Postgraduate Module Handbook

Preliminary Reading

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

James Kuklinski, ed, Citizens and Politics: Perspectives from Political Psychology, Cambridge (2008)

Richard Lau and David Redlawsk, How Voters Decide, Cambridge (2006)

Milton Lodge and Charles Taber, The Rationalizing Voter, Cambridge (2013)

Roger Tourangeau et al, The Psychology of Survey Response, Cambridge (2000)

John Zaller, The Nature and Origins of Mass Opinion, Cambridge (1992)

Pre-requisites

None

Synopsis *

This module complements the core programme module ('Political Psychology') by providing students with a detailed introduction to the nature and study of public opinion. Opinion and attitudes are central to the choices that citizens make and to the way they behave, which in turn are core outcomes in politics. Yet the nature and formation of those attitudes are complex, and shaped by a range of individual and contextual factors, which are central subjects within psychology. This module therefore brings together perspectives from both political science and psychology, in helping students to understand how citizens form attitudes and opinions, the processes and considerations that underpin attitude formation, the factors and actors that influence these formative processes and the effect that citizens' attitudes have on their behaviour. The module will also consider the principal ways in which we identify and measure public opinion, notably through surveys. Underpinning the module will be the central question of whether the nature of citizens' opinions are consistent with the assumptions and demands of modern democratic states.

PO957		African Politics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Brussels	Spring	M	20 (10)	100% Coursework	

Contact Hours

Total contact hours: 24

Private study hours: 176

Total study hours: 200

Department Checked

05.03.2021

2022-23 Postgraduate Module Handbook

Learning Outcomes

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

- 8.1: have a good understanding of the varieties and modalities of governance of African political regimes
- 8.2: have a good understanding of the pre-colonial, colonial and postcolonial political, social and economic transformations shaping contemporary African regimes
- 8.3: have a comprehensive picture of the conceptualisations of contemporary African systems of governance and, in particular, the political economy and normative representations they rely on
- 8.4: analyse ongoing political dynamics in Africa with the adequate conceptual tools: democratisation, social mobilisation, identity politics, coups, political violence, electoral politics etc.
- 8.5: understand how African countries relate to each other, cooperatively or not, formally (regionalisation) or not (cross border activities, migration, political destabilisation via proxies etc.)
- 8.6: have a deep understanding of the way African countries currently relate to the rest of the world economically or politically (bilaterally, multilaterally, via INGOs or private sector partnerships in the North or in the South). Whether Africa's 'extraversion' (Bayart) today has anything in common with historical patterns of the African continent global connectedness will be investigated

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

- 9.1: work with theoretical knowledge at the forefront of their discipline
- 9.2: be aware of the ethical dimensions of the scholarly work done in their discipline in general as well as of their own work in particular
- 9.3: have a comprehensive understanding of methods and methodologies in their discipline
- 9.4: undertake analysis of complex, incomplete or contradictory areas of knowledge
- 9.5: have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches
- 9.6: be reflective and self-critical in their research work
- 9.7: engage in academic and professional communication orally and in writing
- 9.8: have independent learning ability required for continuing professional study

Method of Assessment

Essay, 5000 words (100%).

Reassessment methods: 100% coursework.

Preliminary Reading

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

- Bach, D. and Gazibo, M (ed). 2012. Neopatrimonialism in Africa and Beyond. London: Routledge
- Bates, R. 2008. When things fell apart. Cambridge: Cambridge University Press
- Bayart, J.-F. 2009. The State in Africa. Polity
- Boone, C. 2014. Property and Political order in Africa. Cambridge: Cambridge University Press
- Cheeseman, N. and Anderson, D. 2013. Routledge Handbook of African Politics. Routledge
- Herbst, J. 2000. States and Power in Africa. Princeton: Princeton University Press
- Mamdani, M. 1996. Citizen and Subject. Princeton: Princeton University Press

Mbembe, A. 2001. On the Postcolony. University of California Press

Pre-requisites

None

Synopsis <span style =

The module will engage with the abundant literature in political science, history, sociology and anthropology concerned with the transformations of the state and the societies in Africa. Africanist literature is empirically exceptionally rich and conceptually innovative. The objective of the module is to explore the tools this literature offers to study contemporary political dynamics on the continent, using a comparative approach, and understand the importance of Africa in international relations

PO958 US Foreign Policy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Brussels	Spring	M	20 (10)	100% Coursework	

2022-23 Postgraduate Module Handbook

Availability

This module will be of interest to students in a range of programs, in particular MA in International Relations (Primary Specialization) with Foreign Policy Analysis (Secondary Area of Specialization).

Contact Hours

Contact hours: 24
Private study hours: 176
Total hours: 200

Department Checked

05.03.2021

Learning Outcomes

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

- 8.1 understand, independently research and critically evaluate contemporary debates on the formulation and practice of foreign policy of the United States in broader international, theoretical (such as Political Realism or Two-Level Games), spatial (geopolitical) and historical contexts
- 8.2: understand and critique leading policy and normative ("ideological") frameworks used to describe and interpret the politics and practice of US foreign policy (e.g. neoconservatism, liberal internationalism, non-interventionism, isolationism, etc.)
- 8.3: understand and critique various historical and popular discourses of "Self" that have informed the politics and practice of US foreign policy (e.g. American exceptionalism, Manifest Destiny, frontier spirit, post-nationalism, declinism, etc.)
- 8.4: analyse the politics of American foreign policy in a manner informed of the formal decision-making apparatus and various governmental and non-governmental actors and structures
- 8.5: assess and understand the role of international institutions and regimes (e.g. the UN, NATO, IMF, World Bank, nonproliferation regime, WTO, bilateral and multilateral free trade agreements, etc.) in constraining and enabling the politics, articulation and pursuit of US foreign policy goals and strategies
- 8.6: identify the practical and ethical problems and political and practical limits of US foreign policy goals, strategies and instruments (e.g. support for democracy abroad, maintaining bilateral and multilateral alliances, unilateral intervention, humanitarian intervention, nation and state building abroad, or the use of ISTAR, drones and precision bombing in the War on Terror, etc.)

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

- 9.1: work with theoretical knowledge and recognize theory as integral to the realities of diverse social spaces
- 9.2: reflect upon the ethics of the scholarly work done in their broader discipline in general as well as in their own work
- 9.3: analyse complex, incomplete or contradictory areas of knowledge and make carefully constructed arguments
- 9.4: command a level of conceptual understanding that will allow them to critically evaluate research, policies, and practices
- 9.5: reflect upon and critique their work
- 9.6: use the internet, bibliographic search engines, online resources, and effectively conduct research
- 9.7: engage in academic and professional debates and conversations with others
- 9.8: show and grow independent learning ability required for further study or professional work

Method of Assessment

Evaluation paper, 1,000 words (10%)
Research essay, 4,000 words (70%)

Reassessment Methods: Like-for-like.

Preliminary Reading

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

Campbell, David (1998) *Writing Security*. Minneapolis, MN: University of Minnesota Press

Smith, Steve; Hadfield, Amelia and Dunne, Tim (2012) *Foreign Policy: Theories, Actors, Cases*. 2nd edition. Oxford: Oxford University Press

Stephanson, Anders (1995) *Manifest Destiny: American Expansion and the Empire of Right*. Hill and Wang

Goldstein, Gordon M. (2008) *Lessons in Disaster: McGeorge Bundy and the Path to War in Vietnam*. New York: Henry Holt

Darnton, Christopher (2014) *Rivalry and Alliance Politics in Cold War Latin America*. Baltimore, MD: Johns Hopkins University Press

Inbar, Efraim and Rynhold, Jonathan (2016) *US Foreign Policy and Global Standing in the 21st Century: Realities and Perceptions*. New York: Routledge

Pre-requisites

None

2022-23 Postgraduate Module Handbook

Synopsis <span style =

This class analyzes American identities, power, and policy-making processes in encounters between multiple American "Selves" and "Others" in the world. It examines historical and contemporary interactions with places and actors abroad through sets of ideas, strategies, and technologies commonly labeled "foreign policy". It does so through a bifocal approach. First, after the module is situated at the intersection of Foreign Policy Analysis, International Relations, Security Studies, and Geopolitics, it turns to the discourses of American exceptionalism, Manifest Destiny, frontier spirit, post-nationalism, and declinism to outline how they have shaped the conduct of US foreign policy and its purported tendencies toward "isolationism", "adventurism", and "interventionism". Second, the module focuses on case studies of American involvements with political elites, populations, economies, military apparatuses, and ideologies across Europe, Latin America, the Middle East, Central and Southeast Asia. Roughly, they are divided into Cold War and post-Cold War timeframes.

PO959 Europe in Crisis						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

EU International Relations and Diplomacy MA

Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

Department Checked

12.03.21

Learning Outcomes

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

1. demonstrate a capacity to appraise European policy making from different theoretical perspectives
2. demonstrate an in depth knowledge of key policy areas and institutions within the EU polity
3. demonstrate a deep and systematic understanding of the political, economic and social features of Europe in the contemporary world order
4. demonstrate the capacity to critically assess the differing interpretations of crises in the European context
5. demonstrate the ability to design and undertake substantial investigation to address European policymaking

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

1. work with theoretical knowledge at the forefront of their discipline;
2. be aware of the ethical dimensions of the scholarly work done in their discipline in general as well as of their own work in particular;
3. have a comprehensive understanding of methods and methodologies in their discipline;
4. undertake analysis of complex, incomplete or contradictory areas of knowledge;
5. have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches;
6. be reflective and self-critical in their research work;
7. engage in academic and professional communication orally and in writing;
8. have independent learning ability required for continuing professional study;.
9. demonstrate specialised knowledge of, and critical insight into, the key historical and theoretical issues in their programme area, together with familiarity with appropriate bibliographical sources.

Method of Assessment

Essay, 3500 words (60%)

Group Policy Paper, 3500 words (40%)

Reassessment methods: 100% coursework

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Preliminary Reading

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

Dinan, D; Nugent, N and Paterson, WE (2017) The European Union in Crisis Palgrave Macmillan

Outhwaite, W. (2017) Brexit: Sociological Responses, Anthem Press

Guiraudon, V., C. Ruzza and H.J. Trenz. (2015). Europe's Prolonged Crisis: The Making or the Unmaking of a Political Union, Palgrave Macmillan

Chaban, N and Holland, M (2014) Communicating Europe in Times of Crisis: External Perceptions of the European Union, Palgrave Macmillan

Pre-requisites

None

Synopsis *

The module aims to address topical events in the processes of European Integration and External Relations taking crises as a potential engine for change. Students are asked to engage in this process of change through scholarly investigation that uses primary textual and visual sources from multiple critical perspectives.

The module is intended to be both theoretically sophisticated and accessible to students, thus providing invaluable knowledge for understanding and analysing the contemporary policy practices of the European Union. This hands-on approach should prove both stimulating and pedagogically useful as students explore how policies create crises and crises may inform new approaches to governance.

The module assesses European policy themes in the light of the different interpretative and heuristic tools provided by the theories drawn from a variety of approaches in the social sciences. There is a core emphasis on locating the potential origins of crises and on identifying processes of change or transforming crises. The critical nature of the module allows for the exploration of competing theoretical perspectives and indeed practitioner interpretation of contemporary crises in the European context.

PO961 Politics and Conflict in Sub-Saharan Africa						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

This module is primarily designed for students on MA programmes within the School of Politics and International Relations. The module is also open to all MA students across the university.

Contact Hours

Contact hours: 22
Private study hours: 178
Total hours: 200

Department Checked

04.03.2021

Learning Outcomes

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

- 8.1. Demonstrate critical understanding of key theoretical debates over processes of political and social change in contemporary sub-Saharan Africa.
- 8.2. Show a comprehensive understanding of the key concepts through which to analyse the main political dynamics in sub-Saharan Africa
- 8.3. Critically understand the roles of different actors within key political, economic and social power structures within sub-Saharan African states.
- 8.4. Show an advanced understanding of trends in democratisation and authoritarian rule in post-colonial sub-Saharan African regimes
- 8.5. Critically assess the factors that drive political instability and conflict within and across sub-Saharan African states.

Method of Assessment

Essay 1, 3,000 words (40%)
Essay 2, 3,000 words (60%)

Reassessment methods: 100% coursework

Preliminary Reading

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

N Cheeseman and D Anderson, Routledge Handbook of African Politics. Routledge (2013)

Crawford Young, The Postcolonial State in Africa: Fifty Years of Independence, University of Wisconsin Press (2012)

Kate Baldwin, The Paradox of Traditional Chiefs in Democratic Africa, Cambridge: Cambridge University Press (2015)

William Brown and Sophie Harman (eds) African Agency and International Politics, Routledge (2013)

Mahmood Mamdani, Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism, Princeton University Press (1996)

Achille Mbembe, On the Postcolony, University of California Press (2001)

Pre-requisites

None

Synopsis *

This module explores topics and themes in post-colonial sub-Saharan African politics, with a particular focus on conflict and peacebuilding. We will look at colonial legacies, processes of state formation, and the nature and dynamics of political development at the national and local levels. We will also critically reflect on theories and concepts developed in the fields of comparative politics, peace and conflict research, and international relations and apply them to the study of Africa. In this module, we aim at offering solid foundations to the understanding of politics and conflict in Africa, which include colonial legacies, societal characteristics and economic challenges that shape the politics of sub-Saharan African states until today.

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PO966		Research Methods Training II				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Marburg	Spring	M	60 (30)	100% Project	

Availability

Available on MA Peace and Conflict Studies Only.

Contact Hours

Total contact hours: 13

Private study hours: 587

Total study hours: 600

Department Checked

17.08.21

Learning Outcomes

On successfully completing the module students will be able to:

1. Have a good understanding of the issues involved in formulating a meaningful and feasible research question, as well as of the ways of dealing with these issues.
2. Understand how to work methodically and systematically in their studies, and to adopt a critical perspective in their use of work done by other political and social scientists
3. Be able to apply their knowledge and skills to a research project that they have developed on their own.
4. Be able to conduct an advanced academic research project, present the findings, and write-up in a concise and coherent manner.
5. Have a good familiarity with learning resources in politics and international relations, including primary and secondary sources, and different forms of data and other empirical materials.
6. Critically engage with political phenomena, including the vocabulary, concepts, theories and methods of political debate
7. Examine and evaluate different interpretations of political issues and events and solutions to political problems.
8. Describe, evaluate and apply different intellectual approaches in collecting, analysing and presenting political information.

Method of Assessment

Dissertation, 14000 words (100%)

Reassessment instrument: 100% coursework

Preliminary Reading

- Stella Cottrell, *Dissertation and Project Reports: a Step by Step Guide*, Palgrave 2014
- Jonathan Biggam, *Succeeding with your Master's Dissertation: a Step by Step Handbook*, Open University Press, 2011 (2nd edition)
- Mark. J. Smith, *Social Science in Question*, London: Sage, 2003
- Alan Bryman, *Social Research Methods*, Oxford University Press, 2012 (4th edition)
- David Marsh and Gerry Stoker, *Theory and Methods in Political Science*, Basingstoke: Palgrave Macmillan, 2010 (3rd edition)
- Peter Burnham, Karin Gilland, Wyn Grant, and Zig Layton-Henry, *Research Methods in Politics*, Basingstoke: Palgrave Macmillan, 2008 (2nd edition)
- Gary King, Robert O. Keohane, and Sidney Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research*, Princeton: Princeton University Press, 1994
- Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research*, Chicago and London: The University of Chicago Press, 2008 (3rd edition)
- Kjell Erik Rudestam and Rae R. Newton, *Surviving Your Dissertation: A Comprehensive Guide to Content and Process*, London: Sage, 2007 (3rd edition)
- Gina Wisker, *The Postgraduate Research Handbook: Succeed with your MA, MPhil, EdD and PhD*, Basingstoke: Palgrave, 2007 (2nd edition)

Pre-requisites

POL19640 Research Methods Training I and POL1990 Research Methods Training 2

Restrictions

Taught at Marburg

Synopsis */

This module builds on and applies the skills and learning outcomes attained in Stage 1 of all PGT courses, and in particular Research Methods 1 & 2. It does so through the assessment of individual MA thesis projects, including via oral presentation and a final thesis document. This dissertation forms a major assessed element of the Masters course and is on a topic that falls within the scope of your MA. The overall goal is to help you move through the components of the dissertation, including the actual research as well as presenting and writing up your findings.

PO997		Dissertation in Politics and International Relations				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Whole Year	M	60 (30)	85% Project, 10% Coursework, 5% Exam	

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2	Brussels	Whole Year	M	60 (30)	85% Project, 15% Coursework
2	Brussels	Whole Year	M	60 (30)	Pass/Fail Only
2	Brussels	Spring	M	60 (30)	85% Project, 10% Coursework, 5% Exam
2	Brussels	Spring	M	60 (30)	85% Project, 15% Coursework
2	Brussels	Spring	M	60 (30)	Pass/Fail Only

Availability

All Politics and International Relations postgraduate taught MA programmes delivered in Brussels

Contact Hours

Total contact hours: 47

Private study hours: 553

Total study hours: 600

Supervision:

Students will be allocated a supervisor who will help the students to gain momentum in their research. Meetings would normally be expected to take place on a regular basis and could be arranged via office hours and/or email. The supervisor will guide the students towards the relevant (general and specialised) literature, help with the design of the project and offer subject-specific advice.

Department Checked

12.03.21

Learning Outcomes

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

1. Demonstrate a sophisticated understanding the ontological, epistemological, and methodological issues involved in the research design of projects in international relations, and the relationship between these concepts.
2. Conceptualise a question for investigation, and to design the appropriate research methodology.
3. Demonstrate a sophisticated understanding of the relationship between a problem, theoretical approach, research design, and analysis.
4. Deploy and operationalise successfully the appropriate concepts in the philosophy of social science to inform a research design leading to a successful conclusion in the production of a dissertation
5. Follow logically the research design, overcoming any anticipated and unanticipated problems in the empirical research, realising the successful conclusion of the product in the form of a dissertation
6. Apply theoretical perspectives in law, politics and international relations to case studies

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

1. Work with complex theoretical knowledge and critically apply theory to practical issues.
2. Demonstrate a critical awareness of the ethical, metaphysical, theoretical, epistemological, and methodological dimensions of the scholarly work done in their discipline in general and in their own work.
3. Undertake an analysis of complex, incomplete or contradictory areas of knowledge and make carefully constructed arguments.
4. Demonstrate a level of conceptual understanding that will allow them to critically evaluate research, policies, and practices.
5. Be reflective and self-critical in their work
6. Use the libraries, the internet, bibliographic search engines, online resources, and effectively conduct complex research
7. Engage in sophisticated academic and professional communication with others
8. Demonstrate a highly developed independent learning ability required for further study or professional work

Method of Assessment

Dissertation Proposal, 1500 words (10%)

Group Project (5%)

Dissertation, 14000 words (85%)

Reassessment methods: 100% coursework

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Preliminary Reading

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

Banakar, R. and Travers M. (eds.), *An Introduction to Law and Social Theory*, Hart Publishing, Oxford, 2002.

Hollis M., *The Philosophy of Social Science: An Introduction*, Cambridge University Press, Cambridge, 1994.

Hollis M. and Smith S., *Explaining and Understanding in International Relations*, Clarendon, Oxford, 1990.

King, G., Keohane, R. and Verba S., *Designing Social Inquiry: Scientific Inference in Qualitative Research*, Princeton University Press, 1996.

May, T., *Social Research: Issues, Methods and Processes*, Sage, London, 1997.

Potter, S. (Ed), *Doing Postgraduate Research* (Sage/Open University, 2002)

Webb, K., *An Introduction to Problems in the Philosophy of Social Sciences*, Pinter, London, 1996.

Pre-requisites

None

Synopsis *

The module is built around 16 hours of lectures and 24 hours of seminars over the course of one term. Following on from *Fundamentals of Dissertation and Research in Politics and International Relations* (PO9971) which addressed the ontological, epistemological, and methodological issues in the social sciences; the main approaches to social science; analytical approaches, modes of reasoning (deduction, induction) and levels of analysis (agency, structure, co-determination); this module will demonstrate how these concepts are used differently in different subject-specific contexts which represent the main fields of inquiry at BSIS, including legal analysis, political analysis, historical analysis, and economic analysis. The module then moves on to practical questions of research and writing the dissertation, including the construction of the dissertation proposal and the dissertation itself, 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.

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PO998		Dissertation: Politics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	60 (30)	100% Project	

Contact Hours

Total contact hours: 8
Private study hours: 592
Total study hours: 600

Learning Outcomes

On successfully completing the module students will be able to:
have a good awareness of the issues involved in formulating a meaningful and feasible research question, as well as of the ways of dealing with these issues.
understand how to work methodically and systematically in their studies, and to adopt a critical perspective in their use of work done by other political and social scientists
have a good familiarity with learning resources in politics and international relations, including primary and secondary sources, and different forms of data and other empirical materials.
be familiar with the literature, theories, concepts and methods relevant to their research topic
critically engage with political phenomena, including the vocabulary, concepts, theories and methods of political debate
examine and evaluate different interpretations of political issues and events and solutions to political problems
describe, evaluate and apply different intellectual approaches in collecting, analysing and presenting political information
have a familiarity with the various conventions of academic writing (style, citation, bibliography etc.)

Method of Assessment

Presentation at student conference (10%)
Dissertation, 12000 words (90%)

Preliminary Reading

Alexander L. George and Andrew Bennett, Case Studies and Theory Development in the Social Sciences, 2005, Cambridge: MIT Press.
Stephen van Evera, Guide to Methods for Students of Political Science, Cornell: Cornell University, 1997.
Alan D. Monroe, Essentials of Political Research. Essentials of Political Science, Boulder, Colo: Westview Press, 2000.
Sandra Halperin and Oliver Heath, Political Research Methods and Practical Skills, Oxford 2017 (2nd edition).
Mark. J. Smith, Social Science in Question, London: Sage, 2003.
Alan Bryman, Social Research Methods, Oxford University Press, 2012 (4th edition).
David Marsh and Gerry Stoker, Theory and Methods in Political Science, Basingstoke: Palgrave Macmillan, 2010 (3rd edition).
Stella Cottrell, Dissertation and Project Reports: a Step by Step Guide, Palgrave 2014.
Jonathan Biggam, Succeeding with your Master's Dissertation: a Step by Step Handbook, Open University Press, 2011 (2nd edition).
Kjell Erik Rudestam and Rae R. Newton, Surviving Your Dissertation: A Comprehensive Guide to Content and Process, London: Sage, 2007 (3rd edition).
Gina Wisker, The Postgraduate Research Handbook: Succeed with your MA, MPhil, EdD and PhD, Basingstoke: Palgrave, 2007 (2nd edition).

Restrictions

This Module is for students on MA courses in the School of Politics and International Relations only.

Synopsis *

This module offers an introduction to writing a postgraduate dissertation, which forms a major assessed element of the Masters programme. The dissertation is on a topic that falls within the scope of each student's MA programme. The purpose of the dissertation is to give students the leeway and time to follow and develop their own particular research interests, while receiving guidance from members of staff. Supervision of work on the dissertation is concentrated in the second half of the academic year (spring-summer). The lecture elements of the module offer a general overview of the components of the dissertation, along with identifying methods and techniques for writing a successful dissertation.

PRSN7113		Contemporary Strategy				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Pearson College	Autumn	M	30 (15)	100% Coursework	

Contact Hours

Summary of hours

Lectures, interactive seminars and peer discussion 28 hours

Independent study and assessment 230 hours

Workplace project 42 hours

Total 300 hours

Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate a systematic knowledge understanding of the pervasive and emerging issues in strategy, enterprise innovation and entrepreneurialism, and the influence they have at strategic and tactical levels in organisations.

Develop a conceptual understanding of strategy in practice so as to be able to critically analyse and solve complex and ambiguous problems and identify opportunities for business.

Propose sustainable, ethical innovative solutions to complex issues with consideration of risk, technological resource, new market strategies, ethics and professional judgement.

Address structured and unstructured business issues both systematically and creatively, considering the use of existing and emerging technologies.

Critically evaluate strategic choices using decision-making techniques.

Develop and critically evaluate potential solutions to opportunities using processes and tools applied by leading innovative companies and explore the concept of learning organisations.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

Demonstrate the exercise of initiative and personal responsibility.

Demonstrate the ability to make complex decisions and recommendations in a professional environment.

Communicate with intent, purpose and clarity via various mediums to engage different audiences.

Method of Assessment

This module will be assessed by:

Individual presentation – 10 minutes max (20%)

Group presentation – 15 minutes (20%)

Individual Report – A Strategic review – 2500 words (60%)

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

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Synopsis *

This module brings together established and emerging strategic thinking with the latest practice and thinking in innovation. The module explores contemporary strategic thinking and the role that innovation has played in the success of high growth organisations. Concepts of corporate failure, learning organisations and entrepreneurialism are also analysed.

Indicative topics include:

Strategy: corporate purpose, strategic position of and future outlook for an organisation, the internal resources, capabilities and competences of an organisation, strategic choices, new market strategies, blue ocean strategy, deliberate and emergent strategies, digital era strategies.

Creating shared value, Strategic collaboration and partnerships

Design thinking (cradle to cradle, lifecycle assessment, dematerialisation, user centred design)

Corporate social responsibility

Future skills and automation; scalability

Strategic innovation and Contemporary innovation techniques

Strategic and innovation appraisal

PRSN7114 Purposeful Leadership and Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Pearson College	Autumn	M	30 (15)	100% Coursework	

Contact Hours

Summary of hours:

Interactive seminars and peer discussion 28 hours

Independent study and assessment 230 hours

Workplace project 42 hours

Total 300 hours

Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate a systematic knowledge and critical understanding of principles, concepts, differences, and approaches to contemporary leadership.

Identify and critically evaluate the key qualities of a leader, gain awareness of their own leadership style, and demonstrate ability to understand others' styles and adjust own style in dynamic environments.

Reflect self-critically on their own communication effectiveness and plan for improvement within a workplace setting.

Analyse organisational/team dynamics, approaches to stakeholder management, and how to build engagement through communication, collaboration, and leading by example, applying various coaching and mentoring techniques..

Evaluate team and people management techniques including the ability to build a high performing, diverse, and collaborative culture within a specific organization.

Demonstrate awareness of decision making for challenging ethical decisions, including discussions on EDI as well as health and safety and well-being.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out individual projects.

Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level.

Communicate with intent, purpose and clarity via various mediums to engage different audiences.

Demonstrate self-reflection and independent learning ability required for continuing professional development.

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Method of Assessment

Main assessment methods

Individual presentation – 10 minutes (20%)

Individual report – 3000 words (80%)

Students must achieve a pass in the individual report to ensure that all module learning outcomes are achieved

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

2022-23 Postgraduate Module Handbook

Synopsis *

Leadership is a personal journey and not necessarily reflective of an individual's position in an organisation. This module enables learners to personally reflect on their authenticity as a manager and leader and develop techniques to improve their effectiveness. Linked to this primary aim, the module requires learners to consider the concept of purpose at both an individual and organisational level.

The primary objective of this module is to develop a systematic understanding of senior level leadership and management through practical application. The module will focus on personal effectiveness skills as a leader and also a manager, and team player. Special emphasis will be given to communication skills to help students develop their own engaging and persuasive style.

A strong theme throughout the module will be self-reflection facilitated by the work-based project. Peer review exercises, in-class presentations and coaching will provide the skills and insight to students to rise to new levels of leadership and management ability.

The course will be structured around the following topics:

Purposeful business

Leadership:

Leadership theory

Organisation culture

Emotional intelligence and authenticity

Developing organisational agility

Embracing diversity

Strengths based leadership

Personal effectiveness:

Self-awareness: leadership and management styles

Engaging communication

Personal action plans

Interpersonal excellence:

Developing collaborative relationships

Stakeholder management

Organisational politics

influencing skills, political awareness, and upwards management

Conflict management

Managing others:

The function of management

People management skills

Building employee engagement

Talent management

Coaching and mentoring techniques

Ethics and corporate responsibility

Ethical leadership.

H&S and well-being and compliance requirements'

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PRSN7115 Finance, Technology and Risk Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Pearson College	Autumn	M	30 (15)	100% Coursework	

Contact Hours

Summary of hours:

Lectures, interactive seminars and peer discussion 28 hours

Independent study and assessment 230 hours

Workplace project 42 hours

Total 300 hours

Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate a systematic and comprehensive understanding of risk management, risk identification, measurement and management and the role of a Chief Risk Officer.

Critically analyse both theory and research in the area of risk management in order to inform and improve professional practice, with reference to emerging risk technology.

Critically evaluate the financial performance and position of entities using financial modeling and financial trend analysis.

Critically apply appropriate strategic planning and control models to plan and monitor performance in an organisation.

Advise senior management on strategic business performance evaluation and on recognising vulnerability to corporate failure.

Make justified recommendations about technology platforms and organisational uses of emerging technology.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

Demonstrate the independent learning ability required for continuing professional development.

Apply critical analysis of information and data to complex business contexts, analyse opportunities and challenges, and propose courses of action including consideration of the wider impact of any actions and ethical issues.

Method of Assessment

Main assessment methods

Individual presentation – 10 minutes (20%)

Financial performance review report – 3000 words (80%)

A pass must be achieved in the financial performance review report to ensure all module learning outcomes are met

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

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Synopsis *

This module enables learners to have a contemporary understanding, and the ability to apply skills required of senior leaders, in three inter-linked areas which are crucial to the sustainability and competitive advantage of successful organisations. In particular, learners are enabled to develop a risk-based approach to operations and strategy, a financial fluency and a conceptual understanding of forms of technology that underpins business over the next decade: blockchain technology and artificial intelligence.

The syllabus of this module may cover the key themes and topics required by senior leaders.

An overview of risk management in financial services

The role of cognitive biases in financial risk management

Risk technology tools including financial modelling and trend analysis

Methods of risk measurement/assessment

The appraisal of financial performance and position of entities, the creation of suitable accounting policies, analysis and interpretation of financial information and measurement of performance

Professional and ethical duty: professional behaviour and compliance with accounting standards, ethical requirements of corporate reporting and the consequences of unethical behaviour, social responsibility

Strategic planning and control (introduction to strategic management accounting, performance management and control of the organisation, changes in business structure and management accounting, effect of Information Technology (IT) on strategic management accounting, other environmental and ethical issues)

Strategic performance measurement (strategic performance measurement systems, divisional performance and transfer pricing issues, non- financial performance indicators, the role of quality in management information)

Blockchain technology and its applications

Introduction to artificial intelligence and its applications

PRSN7116 Change Management and Digital Transformation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Pearson College	Autumn	M	30 (15)	100% Coursework	

Contact Hours

Interactive seminars and peer discussion 28 hours

Independent study and assignments 230 hours

Mentored workplace project 42 hours

Total 300 hours

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Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate systematic and comprehensive knowledge and understanding of principles, concepts, and methods of change management in organisations; understand the change management process and change planning.

Critically apply knowledge, skills, tools, and techniques to project activities in order to meet or exceed stakeholder needs and objectives from a project

Demonstrate the process of building an environment that embraces change and new ways of doing things; understand how to encourage continuous improvement and embrace the concept of a learning organisation.

Devise, present, and defend a change management plan in response to a challenge or issue facing an organisation, with limited information; critically assess change management plans for appropriateness in given situations.

Critically evaluate change management plans for given situations.

Demonstrate an ability to manage the human and cultural side of change: reasons for resistance to change, stakeholder management, and ways to handle and mitigate impact; demonstrate and practice empathy to others during the process of change

Demonstrate a systematic understanding of, and be able to evaluate, the potential impact of disruption, new business models, and globalisation scenarios on an organisation, as well as trends and approaches to digital transformation.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

Work as a team on a project, negotiating an agreement for common approach to a given problem and collaboratively create recommendations and make presentation as a team.

Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate conclusions clearly to specialist and non-specialist audiences.

Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects.

Method of Assessment

Main assessment method:

Group presentation – 15 minutes (20%)

Individual workplace project report – 3000 words (80%)

Students must achieve a pass in both of the assessment elements to ensure all module learning outcomes are achieved.

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 <span style =

This module enables learners to develop the capacity and knowledge to effect meaningful change in an organisation. In particular, the module focuses on the substance of digital transformation within organisations and facilitate reflection on how successful transformations can occur.

The primary objective of this module is to develop change management knowledge and skills in a digital world and equip students with the tools to manage it. Both macro (organisation) and micro (individual) levels of change will be covered. Special emphasis is to be given to the human/people aspect of change and digital transformation. Through use of case studies and workplace project, students will learn how to lead change through their actions and through others and devise change management plans best suited for organisations and the type of change. Students' leadership styles will be explored from change angle and this course hopes to raise the level of empathy students demonstrate to others during the process of change.

Topics may include:

Process of change

Types of change facing organisations

Current change management tools

Human aspects of change

Kubler-Ross change curve and empathy during change process

Building supportive and open culture

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Impact of change on teams and workplace relationships

Diversity, neurodiversity in change

Reflection on past personal experiences with change

Understanding personality and its relevance in the change process

Personal leadership style

Tools to manage change

Application of Kotter's framework

Application of personality and emotions

Project and programme management principles

Stakeholder management techniques

Organisational change

New business models and structures

Power, politics and Influence

Learning Organisation

Digital transformation

Digital transformation and strategy

Integration models

Changing role of data and digitisation

Hybrid working

Emerging and non-linear change management

Open, closed systems, chaos and contingency

Change in complex systems

Leading change in complex systems

Agile leadership and approaches

Applying and integrating the knowledge - team presentations on group case study and individual presentation on workplace project

PRSN7117 Adding Organisational Value 2:Major WorkplaceProject						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Pearson College	Autumn	M	30 (15)	100% Coursework	

Contact Hours

Lectures, interactive seminars and peer discussion 14 hours

Independent study and assessment 230 hours

Workplace project 56 hours

Total 300 hours

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Learning Outcomes

On successfully completing the module students will be able to:

Identify and define an organisational/industrial/consumer based problem or opportunity around which require a justifiable and substantial level of structured research activity can be carried out.

Critically analyse and evaluate current data and research, and present original research findings.

Critically discuss the implications of research findings and make appropriate recommendations in light of the identified organisational/industrial/consumer-based problem or opportunity, including the limitations of research findings and further opportunities to develop the project, demonstrating original application of knowledge.

Construct, reflect and effectively and effectively communicate findings from a research project with careful evaluation of substantiated recommendations.

Conduct a research project autonomously and independently with minimal guidance from others, taking responsibility for their own work, working with an awareness of the commercial viability of the project and its relevance to business.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1) demonstrate the independent learning ability required for continuing professional development.

Method of Assessment

Individual report - 4,500 words (80%)

Individual Pecha Kucha (recorded) presentation (10%)

Individual reflective report – 1,000 words (10%)

Students must achieve a pass in the individual report to ensure all module learning outcomes are achieved.

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 <span style =

This module is the culmination of the course and will enable the learner to demonstrate their ability to design and carry out a self-directed piece of research-based work that directly contributes to the strategic objectives of a specific organisation.

This module follows on from Adding Organisational Value 1, which focuses on the skills and techniques required to carry out the requirements of this module.

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 contemporary research project. The module will allow students to contextualise real life problems or opportunities, applying the knowledge, skills and understanding to address a selected issue.

Overview of syllabus:

Defining the business problem/opportunity/issue. This will include how to tackle defining a client's (organisation / consumer / employee / manager etc.) problem/opportunity or issue. This will emulate the first stage in the consultancy process.

Project and research design: Outlining the various methods that are available in order to research a defined problem/opportunity/issue.

Devising Recommendations and Communicating Findings: Here insight will be provided on how to best substantiate recommendations to withstand scrutiny when communicating the results of a consultancy project.

Project evaluation and efficacy.

Soft skills development in this module:

This module addresses one of the key themes of the course: problem solving. The expectation will be set that learners need to drive their own learning as individuals on the context/situation they are attempting to consult on. The backdrop here is to develop individuals who are able to think and work independently but equally able to liaise effectively with stakeholders across an organisation. An inherent component of this module is the communication, enquiry, analytical and presentational techniques required for problem-solving in an organization.

SA803 Politics and Sociology of the Environment						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

Political Sociology MA
Sociology MA
Two Year Masters in Sociology MA
Civil Society, NGO and Non-profit Studies MA

Contact Hours

Total contact hours: 22
Private study hours: 178
Total study hours: 200

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 Have developed an advanced understanding of the range of issues and central problems raised in political scientists' and sociologists' discussions of environmental politics.
- 8.2 Be able to conduct advanced debate, both oral and in written form, regarding the way in which the environment can be considered as not simply a natural object but as a socially constructed and politically contested phenomenon.
- 8.3 Be able to demonstrate advanced knowledge of the politicisation of the environment, and the range of forms of organisations involved in environmental politics including pressure groups, formal environmental NGOs and movement organisations, green parties, local environmental groups and radical environmental protest movements.
- 8.4 Have an advanced understanding of the various forms of action by which environmental politics has been prosecuted in various states at various times.
- 8.5 Have developed advanced knowledge of comparative environmental politics including the ability to critically compare differing national contexts and constellations.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Be able to demonstrate highly developed skills in presentation and debate, both verbal and written, and in utilization of research and statistical data.
- 9.2 Have acquire advanced research skills through library investigation, critical debate and essay writing.
- 9.3 Be able to synthesise and evaluate items of knowledge from different schools and disciplines of enquiry.

Method of Assessment

Main assessment methods
Coursework - (essay (5000 words) - 100%

Reassessment methods
100% coursework

Preliminary Reading

Carter, N (2007) The politics of the Environment 2nd ed, Cambridge: Cambridge University Press
Connelly, J, Smith, G, Benson, D, Saunders, C (2012) Politics and the Environment: from theory to practice 3rd edition, London: Routledge
Doherty, B and Doyle, T (2013) Environmentalism, Resistance and Solidarity: The Politics of Friends of the Earth, New York: Palgrave Macmillan.
Doyle, T and MacGregor, S (eds) (2014) Environmental Movements Around the World, San Francisco: Praeger.
Zelko, F (2013) Make It a Green Peace! The Rise of a Countercultural Environmentalism, Oxford: Oxford University Press

Pre-requisites

None

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Synopsis <span style =

The module's approach will be broadly cross-nationally comparative, embracing, in particular, examples from Europe, North America, Australia and the global South, and it will pursue intellectually and substantively interesting questions without regard for disciplinary boundaries. Indicative examples of topics which may be offered include:

The dimensions of environmental politics. Thinking about the environment from 'ecophilosophy' to green political thought; environmentalism and ecogism. The development and social bases of modern environmental concern and modern environmentalism for example Friends of the Earth and Greenpeace. The rise of radical ecogism and environmental direct action involving groups such as Earth First and the potential extension to Eco-terrorism

The institutionalisation of environmentalism and the persistence of environmental protest and comparative analysis of environmental movements in areas the global North and South and eastern Europe and the globalisation and the trans-nationalisation of environmentalism: and whether this indicates the development of a global environmental movement.

Local environmental campaigning from NIMBY to NOPE and the greening of party politics and the rise of Green parties including comparing and explaining variations in the success of Green Parties. Whether democracy good for the environment including the effect of democratic versus authoritarian regimes and democratic, deliberative and inclusionary procedures in environmental decision-making. The future of environmental politics in the age of climate change relating to institutionalisation, fragmentation, environmental and global justice.

SA806 Social Science Perspectives on Environmental Issues						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

Environmental Social Science MSc (compulsory module)
Other SSPSSR taught master programmes – option module

Contact Hours

Total contact hours: 22
Private study hours: 178
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 Be able to demonstrate a critical understanding of a variety of social science perspectives upon the environment
- 8.2 Be able to employ different social science disciplines (sociology, political science, anthropology and law) to critically assess a range of scientifically important/controversial environmental issues
- 8.3 Be able to make connections between different environmental issues in a manner that demonstrates a detailed understanding of how the issues interrelate

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Be able to demonstrate highly developed skills in presentation and debate, both verbal and written, and in utilization of research and statistical data
- 9.2 Have acquired advanced research skills through library investigation, critical debate and essay writing
- 9.3 Be able to synthesise and evaluate items of knowledge from different schools and disciplines of enquiry

Method of Assessment

Main assessment methods
Coursework assignment (5000 words) – 100%

Reassessment methods

100% coursework

Preliminary Reading

Bell, M. (2009) An Invitation to Environmental Sociology, 3th Edition, London: SAGE Publications
Cudworth, E (2003) Environment and Society, London: Routledge
Dunlap, R. & Michelson, W (eds.) (2001) Handbook of Environmental Sociology, Santa Barbara: Greenwood Press
Hannigan, J. (2006) Environmental Sociology, 2nd Edition, London: Routledge
Harper, C. (2007) Environment and Society, 4th Edition, Upper Saddle River: Pearson Prentice Hall
Redclift, M. & Benton, T (eds.) (1994) Social Theory and the Global Environment, London: Routledge
Sutton, P (2004) Nature, Environment and Society, Basingstoke: Palgrave

Pre-requisites

None

Synopsis <span style =

This module aims to widen students' knowledge of a variety of topical and/or scientifically important or controversial environmental issues, to encourage students to look at environmental studies from the perspectives of the several social science disciplines (anthropology, law, political science, social policy, and sociology), to make connections between questions stimulated by their own individual disciplinary backgrounds and those raised in the course, and to reflect critically upon the advantages and limitations of the various perspectives. The module covers a variety of topics which are likely to include: the nature of environmental issues; the social construction of risk and the precautionary principle; global warming, climate change and energy policy; the rise of environmental consciousness and environmentalism; food and agriculture; environmental policy and regulation; environmental policy and law; ecotourism; ecology and development; traditional societies and sustainability

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SO813 Sociology of health, illness and medicine						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

Optional module for the programmes below including where appropriate the year versions

International Social Policy MA

Sociology MA

Methods of Social Research MA

Criminology MA

Also available as an optional module subject to timetabling and programme constraints on other programmes within the School and outside the School

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 Critically and systematically examine advanced theories, concepts and research in the field of the sociology of health and illness

8.2 Demonstrate a critical and systematic understanding of theoretical and practical debates in health policy and social medicine

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Identify and critically assess a comprehensive range of evidence and arguments

9.2 Formulate problems; creatively and systematically hypothesise possible solutions; supporting arguments with evidence,

9.3 Recognise the influence of theoretical concepts and perspectives on the questions asked, evidence sought and solutions proposed.

Method of Assessment

Main assessment methods

Coursework - essay (5,000 words) - 100%

Reassessment methods

100% coursework

Preliminary Reading

Annandale, E (2014) The Sociology of Health and Medicine 2nd edition, Polity, Cambridge

Blaxter M (2007) Health: Key Concepts, Polity, Cambridge

Gabe J and Calnan M (2009) The New Sociology of the Health Service Routledge, London

Gabe J and Monaghan L (2013) Key concepts in Medical Sociology, Sage, Los Angeles

Nettleton S (2013) The Sociology of Health and Illness, Polity, Cambridge

White K (2009) An Introduction to the Sociology of the Health and Illness, 2nd edition, Sage Los Angeles

Pre-requisites

None

Synopsis *

The module is organised around the general theme of a discussion of current debates in the sociology of health, illness and medicine drawing on both theoretical and empirical research. More specific themes will include: the social construction of health and the changing boundaries between health and illness; medicalisation and the discovering of new mental and physical illnesses ; narratives of illness and identity in the context of chronic illness and disability assessing the value of concepts such as 'biographical disruption': the changing structure, nature and regulation of medicine and the explanatory power of the new sociology of professionalism.; the political sociology of medicine which explores the relationship between the state and organised interests such as the pharmaceutical industry; changing approaches of the public /patients to maintaining health and managing illness in the context of a culture of consumption where health and lifestyle might be seen as commodities and maintaining a healthy body keeps control over an uncertain and changing world ; trust, risk and mental health ; consideration of the growth in the use of non-orthodox health care and the development of medical pluralism and a discussion of the relationship between structure and agency in the context of social inequalities in health.

SO817 Qualitative Research						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

Methods of Social Research MA – compulsory module
Two year Master's in Methods of Social Research MA – compulsory module
Option module for other SSPSR taught MA programmes

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 Identify different epistemological approaches used within social science and assess their strengths and weaknesses);
- 8.2 Assess the generic strengths/weaknesses of qualitative methods as compared with other methodologies in social science
- 8.3 Understand some widely-used techniques of qualitative data collection and analysis in the social sciences, know when it is appropriate to use them and be able to assess their strengths and weaknesses
- 8.4 Evaluate and criticise qualitative analyses they encounter in the literature in their field
- 8.5 Deploy a range of qualitative techniques effectively
- 8.6 Present their research results in a form acceptable for publication

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

- 9.1 The ability to communicate research results to academic and general audiences in both written and oral media
- 9.2 The ability to manage their time, prioritise workloads and manage stress as well taking responsibility for their learning and professional development
- 9.3 The ability to identify and solve common problems in social research
- 9.4 The ability to 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 a developed argument to be presented orally or in writing
- 9.5 Knowledge of career opportunities in their field and ability to plan for their future

Method of Assessment

Main assessment methods

Coursework assignment 1- essay (2500 words) – 50%
Coursework assignment 2 – essay (2500 words) – 50%

Reassessment methods

Reassessment instrument- 100% coursework

Preliminary Reading

Barnard, M. (2001) Approaches to understanding visual culture, Palgrave.
Bryman, A. (2004) Social Research Methods, Oxford University Press.
Hammersley, M (1990) Reading Ethnographic Research: A Critical Guide, Longman
Hesse-Biber, S. N. & Leavy, P. (2005) Approaches to Qualitative Research; Sage.
Hesse-Biber, S. N. & Leavy, P. (2006) The Practice of Qualitative Research; Sage
May, T. (2001) Social Research, Maidenhead: Open University Press.
Miles, M and Huberman, M (1994) Qualitative Data Analysis: An Expanded Sourcebook, Sage.
Plummer, K. (2005) Documents of life 2: An invitation to a critical humanism, Sage.
Perks, R. & Thomson, A. (eds.) (1998) The Oral History Reader, Routledge.
McKee, A. (2003) Textual Analysis: A beginners guide, Sage.
Reason, P. and Bradbury, H. (eds.) (2001) Handbook of action research: participative inquiry and practice. Sage.
Riessman, C. K. (1993). Narrative analysis, Sage.
Silverman, D. (2004) Qualitative Research. Theory, Method and Practice, Sage.

Pre-requisites

None

Progression

This is a compulsory module for the MA in Methods of Social Research, Faculty Research Training Programme.

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Synopsis <span style =

This module focuses on the theory and practice of qualitative research. It explores the various aspects of using and collecting qualitative data. The aim of the module is to illustrate a range of practical techniques while considering related problems of evidence and inference in qualitative analyses.

Students will be versed in a range of techniques and will have the opportunity to practice some of them, this includes

- the theory and practice of interviewing and different varieties of interview;
- focus groups;
- oral history;
- case study methods;
- ethnographic theory and method;
- action research;
- critical discourse analysis;
- narrative analysis;
- visual methods.

SO819 Quantitative Data Analysis						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	20 (10)	100% Coursework	
4	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

Methods of Social research MA

Two year Master's in Methods of Social Research MA

Option module for other SSPSSR taught MAs

Contact Hours

Total contact hours: 33

Private study hours: 167

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 Demonstrate a critical understanding of the theoretical and methodological basis of quantitative research, as well as some of the

limitations it may have. This includes the ability to evaluate the strength and the weaknesses of the analysis methods as well as knowing

how and when to use or combine quantitative research

8.2 Demonstrate a critical understanding of the statistical techniques applied in social science research. More specifically, students are

expected to be able to manage data using SPSS and run analysis using basic methods of descriptive and inferential statistics as required

by the ESRC Guidelines to critically support one's own research. This would include comparative as well as longitudinal methods.

8.3 Demonstrate the ability to present one's own quantitative analysis outcome both verbally and in written work. In addition, have the ability

to critically evaluate the statistical methods used in the research literature as well as policy documents.

8.4 Demonstrate a critical understanding of how to find and evaluate existing secondary data sets. This includes accessing data from the UK

Data Archive, as well as other comparative data from other sources. In addition, students are expected to know how to choose a valid

sample from the existing data to fit their own research interest

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Consolidate their skills in presentation and debate, both written and verbal, to a level commensurate with postgraduate study

9.2 Identify and solve problems that are common in social research

9.3 Consolidate their skills in collating complex material using databases and the internet as appropriate

9.4 Manage their time, prioritise workloads and manage stress as well taking responsibility for their learning and professional development

Method of Assessment

Main assessment methods

Coursework 3,000 word essay/research report – 60%

Coursework - In class test – three of – 30% (10% per test)

Coursework - In class 10 minute seminar presentations – 10%

Reassessment methods

Reassessment instrument - 100% coursework.

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Preliminary Reading

Field, A.P. (2013) Discovering statistics using IBM SPSS: (and sex and drugs and rock 'n' roll). Fourth Edition. UK: Sage.
Pallant, J. (2010) SPSS Survival Manual, 4th edition, McGraw-Hill.
Bryman and Cramer (2011) Quantitative Data Analysis with SPSS: A Guide for Social Scientists, Taylor & Francis.

Pre-requisites

None

Synopsis <span style =

The module will provide an introduction to the use of Statistical Analysis within the Research Process. It will begin by introducing and discussing different types of measurement and the practical use of SPSS. After discussing basic data description and transformation the focus will shift to Exploratory Data Analysis and the need to examine the data carefully. Approaches to summarising data and distributions will then be examined. This will then be followed by methods to test research hypotheses through bi-variate and multivariate regression methods, including more advanced techniques such as logistic regression, and interaction terms. The final part of the module will look at various issues surrounding the practical quantitative data analysis, such as how to find appropriate data and about presenting research outcomes.

SO822 Social & Political Movements						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

normally runs in the Autumn term (term 1)

Contact Hours

Contact hours: 22
Private study hours: 178
Total hours: 200

Department Checked

Yes - LSSJ - 08/04/2021

Learning Outcomes

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

- 1.Demonstrate a critical understanding of the major theoretical approaches to the study of social movements including collective behaviour, mass society, relative deprivation, resource mobilisation. Political opportunity structures, and framing processes;
- 2.Make connections between the different social and political factors influencing the emergence of political protest and social movements, and the dynamics of social-movement activity and organisation, including the choice of repertoires of action;
- 3.Reflect critically upon the particular conditions affecting social movement organisation and activity at the transnational level
- 4.Have gained an understanding of the methodology employed to conduct empirical research into social movements and related political activity

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

- 1.Be able to demonstrate highly developed skills in presentation and debate, both verbal and written, and in utilization of research and statistical data
- 2.Have acquire advanced research skills through library investigation, critical debate and essay writing
- 3.Be able to synthesise and evaluate items of knowledge from different schools and disciplines of enquiry.

Method of Assessment

Main assessment methods
Coursework – essay (5000 words) – 100%

Reassessment methods
100% coursework

Preliminary Reading

Crossley, N (2002) Making Sense of Social Movements, Maidenhead: Open University Press
Dalton, R (2008) Citizen Politics in Western Democracies: 5th edition, Thousand Oaks: CQ Press
Goodwin, J & Jaspers, J (eds.) (2004) Rethinking Social Movements, Lanham: Rowman & Littlefield
McAdam, D, Tarrow, S & Tilly, C (2001) Dynamics of Contention, Cambridge: Cambridge University Press
Porta, D & Diani, M (2006) Social Movements: An Introduction, Oxford: Blackwell
Snow, D, Soule, S & Kriesi, H (eds.) (2004) The Blackwell Companion to Social Movements, Oxford: Wiley-Blackwell

Pre-requisites

None

Synopsis <span style =

The module is designed so that, as well as covering a core of central concepts and theories, students will have the opportunity from selecting from among a range of optional topics. The core topics which are covered every year include:-

- Introduction: questions of definition – protest, collective action, social movements, social movement organisations. NGOs, pressure groups
- Collective behaviour or political action? The question of rationality; mass society theory; relative deprivation
- Resource mobilisation theory and its critics
- Political opportunity structures
- Ideas, values and knowledge in the making of social movements
- Mass media and social movements: framing and its consequences
- New communications media and social movements

SO823 Social Change & Political Order						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

Optional to the following courses:

Sociology MA

Political Sociology MA

* International Social Policy MA

* Criminology MA

Methods of Social Research MA

* Two-year masters versions of the courses listed above

Contact Hours

Total contact hours: 22

Private study hours: 178

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 Demonstrate a critical understanding of the conditions of economic, political and moral stability and legitimacy in low- and middle-income countries, and the various challenges and challengers thereto

8.2 Make connections between theories of economic, social and political stability and change developed in one period and place to events and processes in other places at other times

8.3 Reflect critically upon arguments concerning the threats to capitalism and democracy from various sources, and upon the relationship between social structure and processes and political institutions, processes and outcomes

8.4 Articulate a critical understanding of the legacies of historical processes and institutions upon contemporary economic and political situations

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Demonstrate highly developed skills in written presentation and critical debate, and in utilisation of research

9.2 Demonstrate advanced research skills through library investigation, critical debate and essay writing

9.3 Synthesise and evaluate items of knowledge from different schools and disciplines of enquiry

Method of Assessment

Main assessment methods

Coursework – essay (5000 words) – 100%.

Reassessment methods

100% coursework.

Preliminary Reading

Almond, G & Verba, S (1989) The Civic Culture, London: Sage

Almond, G & Verba, S (1989) (ed.) The Civic Culture Revisited, London: Sage

Lukes, S (2004) Power: a radical view, London: Palgrave Macmillan

Habermas, J (1975) Legitimation Crisis, Boston: Beacon Press

Moore, B (1993) Social Origins of Dictatorship and Democracy, Boston: Beacon Press

Poggi, G (1975) The Development of the Modern State, Stanford: Stanford University Press

Pre-requisites

None

Synopsis <span style =

This module explores the economic, social, political and moral aspects of neoliberalisation in low- and middle-income countries. Notions of power, the state, capital, class, agency and morality are central to considerations of economic and political change. Several key topics, including gendered politics, state corruption, international aid and donation, global finance, informal settlements and migration, will be discussed. The module is interdisciplinary, giving students the opportunity to engage with key ideas and studies from sociology and political science to development studies and ethics. Each week students will explore a broad range of literature, spanning from political sociology to moral economy, so that students gain a deeper appreciation of people's politics and values in emerging and newly liberal societies.

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

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.

SO825 Terrorism and Modern Society						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

Sociology MA
Criminology MA
Criminology with a term Abroad 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 Critique to a level appropriate with postgraduate study the key concepts associated with the sociology of fear and terror;
- 8.2 Critically evaluate a range of theoretical accounts of terrorism and political crime;
- 8.3 Analyse and critique the functions of terrorism in variety of different social contexts;
- 8.4 Critically evaluate the social, political and cultural (including in many cases the religious) dimensions of some of the main terrorist movements (both contemporary and historical);
- 8.5 Illustrate an advanced ability to situate terrorist and extremist action within the context of complex contemporary social theoretical debates about modernity;
- 8.6 Locate the changing nature of terrorist action (including introductions to the concepts of 'cyber-terrorism' and 'hyper-terrorism'), and the key concepts associated with the sociology of fear and terror against the back drop of social theoretical debates about late modernity.

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 utilization of research and empirical data.
- 9.2 Be able to synthesis complex theoretical items of knowledge from different schools and disciplines of enquiry
- 9.3 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 or in writing.
- 9.4 Be able to synthesize and evaluate complex knowledge and theoretical material from different schools and disciplines of enquiry.

Method of Assessment

Main assessment methods

Coursework essay (5,000 words) – 100%

Reassessment methods

100% coursework.

Preliminary Reading

Bandura, Albert (1990), "Mechanisms of Moral Disengagement," in Walter Reich, ed., *Origins of Terrorism: Psychologies, Ideologies, Theologies, States of Mind*. Washington: The Woodrow Wilson Centre Press.
Coady, C. A. J. (2004a), "Defining Terrorism," in Igor Primoratz, ed., *Terrorism: The Philosophical Issues*. Basingstoke: Palgrave Macmillan.
Cottee, Simon, (2017), "Religion, Crime and Violence," in A. Liebling, L. McAra and S. Maruna, eds., *Oxford Handbook of Criminology*. Oxford University Pressing
Gambetta, Diego (ed.), *Making Sense of Suicide Missions*. New York: Oxford University Press.
Hegghammer, Thomas (ed.) (2017), *Jihadi Culture: The Art and Social Practices of Militant Islamists*. Cambridge: Cambridge University Press.
Primoratz, Igor (ed.) (2004), *Terrorism: The Philosophical Issues*, Basingstoke: Palgrave Macmillan
Sageman, Marc (2004), *Understanding Terror Networks*. Philadelphia: University of Pennsylvania Press
Silke, Andrew (ed.) (2004), *Research on Terrorism: Trends Achievements and Failures*, London: Frank Cass, 2004

Pre-requisites

None

Restrictions

None

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Synopsis *

This module explores some key issues, debates and controversies in the cross-disciplinary study of terrorism and political violence. Since 9/11, terrorism and jihadist violence in particular has become one of the most contentious and politically charged issues of our time. Yet it remains poorly understood, in part because of the contention and consequent polarization surrounding it, but also because of the methodological challenges in researching the individuals and group involved in terrorist activity. One of the core aims of the module is to bring into focus the central points of contention in debates over the meaning, nature and causes of terrorism in contemporary western societies, and to help shed a light on the challenges - methodological, practical and ethical - of researching an issue saturated in danger, secrecy and stigma. What is terrorism and how should it best be defined? Why does the term "terrorism" carry such a potent stigma? What are the master cultural and intellectual narratives for thinking about terrorism and terrorists? Does it make sense to talk of "the terrorist" as a category of person, and what are the problems inherent in efforts to "profile" those who engage in terrorism? What do terrorists and terrorist groups want? Is terrorism rational? What is suicide bombing and what explains it? How do terrorist rhetorically frame the use of violence against civilians? What is ISIS and is it Islamic? What is radicalization and how should it be conceptualized? Can terrorism ever be morally justified? The purpose of this module is to provoke a framework for thinking about these and other crucial questions about terrorism and political violence.

SO830 Gender and Crime in a Globalised World						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

Sociology MA
International Social Policy MA
Criminology MA
Criminology with a term Abroad 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 Critically assess classical and contemporary feminist criminological perspectives in the UK and internationally.
- 8.2 Understand and assess theoretical issues about globalisation and crime, particularly from a gender perspective.
- 8.3 Examine gender differences in offending, victimisation, and treatment by the criminal justice system in the UK and make international comparisons.
- 8.4 Explore the role of gender in transnational crime (examples will include trafficking in people and drugs and the role of women in organised crime).
- 8.5 Discuss contemporary policy debates about gender, ethnicity, crime and the criminal justice system.

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

- 9.1 Critically assess traditional criminological theory, feminist critiques and recent debates about globalisation and crime.
- 9.2 Describe and evaluate the debates surrounding the differential treatment of women and men in the criminal justice systems as offenders and victims.
- 9.3 Use different sources of empirical data to explore patterns of offending and victimisation amongst women and men of offending.
- 9.4 Analysing and interpreting media reporting on crime and the criminal justice system (and be aware of international differences).
- 9.5 Identify international social research the emerging issues of gender, crime and globalisation, evaluate its merits and use it to construct and argument.
- 9.6 Identify the main sources of legislation on the emerging issues of gender, crime and globalisation and critically evaluate them.

Method of Assessment

Main assessment methods

Coursework – essay (4,000 words) - 75%
Coursework – portfolio (1000 words) - 25%

Reassessment methods

Reassessment instrument – 100% coursework

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Preliminary Reading

Aas, K.F. (2007) Globalisation and Crime London: Sage.
Gelsthorpe, L and Morris, A (1990) Feminist perspectives in criminology, Open University Press.
Evans, K and Jamieson, J (2008) Gender and crime: a reader Open University Press)
Jewkes, Y. (2004) Media and Crime. London: Sage
Smart, C (1976) Women, crime and criminology: A feminist critique London: Routledge
Sudbury, J (ed) (2005) Global Lockdown: Race, gender and the prison industrial complex London: Routledge
Walklate, S. (2000) Gendering Criminal and Criminal Justice, Devon: Willan Publishing.
Young, J (2007) Vertigo of Late Modernity, London: Sage.

Pre-requisites

None

Synopsis <span style =

This module examines gender and crime in a globalised world. Several core themes inform the international exploration of crime, victimisation and justice, including 'race', class, age, sexuality, locality, economics, politics, power and discourse. The module offers students the opportunity to engage with a broad range of internationally classical and influential bodies of literature spanning feminist and critical criminology, masculinities theories, victimology, queer theory and globalisation. Men and women as victims and offenders will be examined through a gendered lens to assess how culture, discourse and identity function to enhance or diminish vulnerability to criminalisation, victimisation and injustice. Underpinning these analyses are notions of power, which prove central to considerations of the extent to which globalisation informs patterns of gendered offending, victimisation and access to justice

SO832 Critical Social Research: Truth, Ethics and Power						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
6	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

MA in Methods of Social Research (MSR)
MA in International Social Policy

Contact Hours

Contact hours: 22
Private study hours: 178
Total 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 critical understanding of the political and policy contexts of social research, how they are related to power structures and how they influence social research as well as the reflexivity of social research;
- 8.2 Have a comprehensive and in depth understanding of how to conduct and present research in ways that adds to knowledge as well as having has a wider 'impact'. Impact is here discussed in the context of how the term is used within research in the UK, e.g. by funding bodies such as the ESRC, and elsewhere.;
- 8.3 Have comprehensive and critical understanding the various theoretical and philosophical bases for social research, different epistemological models used in the social sciences and how they relate to and differ in terms of concepts such as the role of social research and understandings of truth, power and ethics;
- 8.4 Embark on in depth and systematic criticisms of the methodological choices made in published research studies;
- 8.5 Critically appraise at a level appropriate to postgraduates the epistemological limits of different research methodologies;
- 8.6 Critically reflect on, evaluate and criticise the data analyses they encounter in the literature in their field;

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

- 9.1 Design and communicate a research question, design, results and implications to academic and general audiences in a systematic way informed by a deep reflection and understanding of the role and ways in one can approach social research;
- 9.2 Successfully manage their time, prioritise workloads and manage stress as well taking 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 a developed argument to be presented orally or in writing;
- 9.4 Solve problems that are common in social research in a systematic and comprehensive way.
- 9.5 Plan for their future and understand career opportunities in a reflected way, informed by new knowledge of the ranges of approaches to social research covered in the module.

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Method of Assessment

Main assessment methods

Coursework - Reflection (2,500 words) - 50%

Coursework - essay (2,500 words) - 50%

Reassessment methods:

100% coursework

Preliminary Reading

Brady, Henry E., and David C. Collier, eds. 2010. Rethinking social inquiry: Diverse tools, shared standards [2nd edition]. Lanham, MD: Rowman and Littlefield.

Burroway, M (2004/2005), 'For public sociology [2004 American Sociological Association Presidential Address]'. British Journal of Sociology, 56(2):259-294. DOI: 10.1111/j.1468-4446.2005.00059.x

Douglas, H (2009), Science, Policy and the Value-free Ideal. Pittsburgh: University of Pittsburgh Press.

King, Gary, Robert O. Keohane and Sidney Verba. 1994. Designing Social Inquiry. Princeton, NJ: Princeton University Press.

Kuhn, T (1962/2012), The Structure of Scientific Revolutions. Chicago: University of Chicago Press.

Nutley, S; Walter, I and Davies, HTO (2007), Using evidence: how research can inform public services. Bristol: Policy Press.

Vayda, AP & Walters, BB (eds) (2011), Causal Explanation for Social Scientists: A Reader. Alantamira Press.

Weiss, Carol H (1979), The Many Meanings of Research Utilization' Public Administration Review, 39(5):426-43.

Pre-requisites

None

Synopsis <span style =

This course provides students with the understanding and skills necessary to use research, whether within a research career or outside of it. Building on other training in the details of specific methods, it focuses on two sets of broader questions. Firstly, it critically analysis central concepts such as truth, power, ethics and uncertainty in social research. When addressing these issues, the module engages with how they are dealt with and approached in qualitative and quantitative research. In the module students will engage actively with these issues and critically reflect upon their own views and how they apply them in their own research projects. We particularly discuss the difficulties of causal inference and generalisation, coming to conclusions from research reviews, and philosophical issues around 'truth' and values. Secondly, it looks at the link between research and action. In doing this, it goes from the very practical (how to ensure that your research is used by policymakers and/or practitioners, and to deal with the political pressures on researchers) to the conceptual (in what ways does evidence get used by wider society?) to the normative (should researchers be 'critical', and if so, what are their ethical obligations in doing this?).

SO833 Design of Social research						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
6	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

MA in Methods of Social Research (MSR), MA in International Social Policy, MA in Civil Society, NGO and Non-Profit Studies

Contact Hours

Contact hours: 22

Private study hours: 178

Total 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 Develop original ideas on complex topics into focussed research questions that relate to an identified academic literature, aligned to an appropriate research design;
- 8.2 Understand comprehensively the theoretical and methodological basis for social research, different epistemological models used in the social sciences, and rationales for combining different methods;
- 8.3 Be able to critically reflect on the ethical issues raised by social research, and to autonomously develop research designs that are both ethical in a broader, critical sense and which (more narrowly) meet the requirements of research ethics governance;
- 8.4 Autonomously plan, develop and write a sophisticated research proposal that is of a standard to attract funds from leading social science funding agencies;
- 8.5 Critically engage with the methodological choices made in published research studies based on a systematic understanding of appropriate research techniques.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Communicate a research question and design to academic and general audiences;
- 9.2 Manage their time, prioritise workloads and manage stress as well taking 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 a developed argument to be presented orally or in writing;
- 9.4 Solve problems that are common in social research ;
- 9.5 Understand career opportunities in their field and be able to plan for their future ;
- 9.6 Understand and appropriately respond to feedback.

Method of Assessment

Main assessment methods

Students will be assessed by three pieces of coursework:

- A qualitative mini-proposal, 1,000 words (20%)
- A quantitative mini-proposal, 1,000 words (20%)
- A full research proposal, 3,500 words (60%)

Reassessment methods

100% coursework.

Preliminary Reading

Bryman, A. 2012. Social Research Methods, 4th edition. Oxford: Oxford University Press. Babbie, E. 2013. The Practice of Social Research. 13th edition. UK: Wadsworth. Cengage learning.
 Diamond, I & Jefferies, J (2001). Beginning statistics : an introduction for social scientists. London: SAGE.
 Ragin, C. C. 1987. The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies. Berkeley, CA: University of California Press. This details the logic of using the comparative method.
 Abbott, Andrew. (2003). Methods of Discovery. New York: Norton.
 Habermas, J. (1972) Knowledge and Human Interests, London: Heinemann.
 King, Gary, Robert O. Keohane and Sidney Verba. 1994. Designing Social Inquiry. Princeton, NJ: Princeton University Press.

Pre-requisites

None

Synopsis

This course introduces students to the logic and methods of social research. The course aims to familiarize students to central topics in research design, the methodological choices necessary to address in designing social research and the ethics of social research. The module introduces students to both positivist and critical/interpretive approaches and the debates behind their selection for conducting research. Students will be versed in the scientific approaches to social research, including both qualitative and quantitative approaches. The module aims to provide students a robust understanding of social research methods and the decisions needed to write up a research proposal.

SO838 The Idea of Civil Society						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

Civil Society, NGO and Non-profit Studies MA compulsory module
Option module for some other SSPSSR taught master degrees including Sociology MA
And where appropriate two year master degree versions of the above programmes

Contact Hours

Total contact hours: 22
Private study hours: 178
Total study hours: 200

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 Understand how the idea of civil society has been approached and utilised by some of the most significant social and political analysts.
- 8.2 Assess why key social science thinkers have deployed accounts of 'civil society' or related constructs as part of their social and political framework, and how and in what respects this particular component strengthens and deepens, or weakens and challenges, their overall analysis.
- 8.3 Evaluate how these contrasting formulations relate to one other in terms of ideational scope, content and emphasis.
- 8.4 Understand the relevance of these formulations to the contemporary challenges of civil society.
- 8.5 Critically assess how this range of meanings of civil society have been applied by current theorists and empirical researchers.
- 8.6. Assess the value of the range of research methods deployed by the key thinkers themselves, and their contemporary interpreters appropriate to the study of this field.

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

- 9.1 Communicate, in terms of organising information in a clear and coherent way, responding to written sources and presenting information orally.
- 9.2 Develop the application of theory and research evidence to understanding of key issues in welfare and social policy
- 9.3 Work with others by co-operating on seminars and expressing reasoned arguments orally.
- 9.4 Develop argumentation: they will develop logical arguments based upon sound reasoning and understanding of the material and express these arguments in a written format
- 9.5 Undertake desk-based research. Students will be able to 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 or in writing.

Method of Assessment

Main assessment methods

Coursework assignment 1 – essay (1500 words) – 30%
Coursework assignment 2 – essay (5,000 words) – 70%

Reassessment methods

100% coursework.

Preliminary Reading

Alexander, J. (2006), The Civil Sphere, Oxford University Press.
Cohen, J. and Arato, A. (1992), Civil Society and Political Theory, the MIT Press.
Deakin, N. (2001), In Search Of Civil Society, Palgrave.
Edwards, M. (2009), Civil Society, Polity.
Ehrenberg, J. (1999), Civil society: the Critical History of an Idea, New York University Press
Hall, J.A. and Trentmann, F. (2005), Civil Society: A Reader in History, Theory and Global Politics, Palgrave.
Hodgkinson, V. and Foley, M.W., (2003), The Civil Society Reader, University Press of New England for Tufts University.
Kaviraj, S. and Khilnani, (2001), Civil Society: History and Possibilities, Cambridge University Press.
Keane, J. (1988), Civil Society and the State, Verso

Pre-requisites

None

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Synopsis <span style =

The module provides an up to date overview of how key social science thinkers from across the social sciences have understood and analysed the relevance and contribution of civil society in their models and theories. It explores how contemporary scholars have continued to use their ideational frameworks to explore current social, political and economic problems and issues. It starts by acknowledging some of the key antecedents to contemporary notions of civil society in classical and pre-modern thought, and then systematically reviews how leading theorists of, and commentators on, post Enlightenment social and political developments have defined this sphere, and accounted for its roles and contributions in their formulations. Most of these writers have crossed what we now think of as disciplinary boundaries, and include: Adam Ferguson; Alexis de Tocqueville, G.W.F. Hegel, Karl Marx, Max Weber, Emile Durkheim, Antonio Gramsci, Jurgen Habermas, Pierre Bourdieu and Michel Foucault. In each case, their basic socio-political models are reviewed, their accounts of civil society explicated and critiqued, and the applications of their contemporary interpreters to civil society issues explored.

SO840 Fundamentals of Philanthropy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

Philanthropic Studies (Distance Learning) MA. – compulsory module

Contact Hours

Total contact hours: 50

Private study hours: 250

Total study hours: 300

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 an advanced critical understanding of the range of theories and key conceptual approaches to philanthropy
- 8.2 Demonstrate a systematic understanding of the historical evolution of philanthropy and charity in the United Kingdom and beyond and be able to critically evaluate the impact of this on current debates
- 8.3 Demonstrate a critical awareness of the role of the policy environment in which philanthropy exists and the role government actors play in shaping the legal, fiscal and cultural context of philanthropy
- 8.4 Evaluate philanthropy and grant making techniques in order to produce reasoned, justified and creative opinions on a range of contemporary issues relating to the practice of philanthropy
- 8.5 Act autonomously in creating and presenting critical ideas for applying theoretical, empirical and practical knowledge in the tackling and solving of specific philanthropic tasks
- 8.6 Systematically identify a range of funding streams and evaluate the effectiveness of these sources in a range of contexts

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Make critical evaluations in systematically gathering appropriate and reliable library and web-based resources for postgraduate study
- 9.2 Act autonomously in using web-based resources to follow up what they hear in the online seminars and what they read in the web-based study materials provided
- 9.3 Demonstrates self-direction and critical judgement in accessing, interpreting and analysing research data and official data and applying this to theoretical concepts
- 9.4 Use selected resources to construct critical arguments and be able to communicate these conclusions clearly to specialist and non-specialist audiences
- 9.5 Apply their skills in solving problems and planning and implementing tasks to inform and improve professional practice
- 9.6 Be a critically reflexive on both individual and organisational practice

Method of Assessment

Main assessment methods

Coursework - Essay (4000 words) – 60%

Coursework - assignment (2000 words) – 20%

Coursework - Forum participation - 20%

Reassessment methods

Reassessment instrument -100% coursework

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Preliminary Reading

Davies, R. (2015) Public Good by Private Means: How Philanthropy Shapes Britain, London: Alliance.

Moody, M. and Breeze, B. (2016) The Philanthropy Reader. London, Routledge

Payton, R. and Moody, M. (2008) Understanding Philanthropy: Its meaning and mission, Bloomington: Indiana University Press.

Pre-requisites

None

Synopsis *

This module gives a comprehensive overview of current academic knowledge about philanthropy. Students will gain an advanced level understanding of historical and contemporary issues relating to philanthropy, the various theories and ideologies regarding the existence of philanthropic behaviours and the role of government and policy-makers in shaping the legal, fiscal and cultural context for philanthropy.

The course begins by exploring the different meanings of the concept of 'philanthropy' in relation to related concepts such as 'altruism' and 'charity', then looks at the issues of continuity and change in philanthropic action over different eras, including the influence of varying welfare provision, political context and social impacts such as the declining influence of religion. We will move on to consider how geographic and socio-demographic contexts shape philanthropy, with an exploration of accounts of philanthropic giving across countries as well as in historically different contexts. We will study various different theoretical approaches to understanding philanthropy and giving, before exploring critiques of philanthropic action, the complex interactions between benefactors and beneficiaries, and the relationship between philanthropy and the state. A special focus on institutionalised philanthropy, in the form of charitable foundations and corporate philanthropy will be followed by a focus on key contemporary debates and new concepts for understanding philanthropy, such as the 'Effective Altruism' movement, philanthrocapitalism and social investment. By the end of the module, students will have encountered a large breadth and depth of material and will be conversant in key concepts, theories and issues.

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SO854 The Sociology of Risk						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

MA in Sociology

Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200 hours

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 have acquired a clear understanding of contrasting sociological approaches to the study of 'risk' in society;

8.2 identify and critically discuss the political values that underpin sociological theories of 'risk society'

8.3 to recognise the theoretical perspectives that inform empirical studies of risk perceptions and behaviours

8.4 communicate in written form the complexities of sociological debates on risk

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 demonstrate communication skills at an advanced level

9.2. Possess problem solving skills at an advanced level

9.3 working effectively with others

9.4 have improved their own learning techniques and competences

Method of Assessment

Main assessment methods

Coursework- essay (5000 words) – 100%

Reassessment methods

100% coursework

Preliminary Reading

Arnoldi J. Risk (Oxford: Polity, 2009)

Beck U. Risk society: towards a new modernity (Sage, 1992)

Douglas M. and Wildavsky A. Risk and Culture: an essay on the selection of technical and environmental dangers (University of California, 1982)

Lupton D., Risk (London Routledge, 1996)

Adams J. (1995) Risk (London : UCL Press, 1995)

Pidgeon N. et al. The Social Amplification of Risk (Cambridge UP, 2003)

Taylor-Gooby, P. and O. Zinn J. (eds.) (2006): Risk in Social Science. Cambridge, Cambridge University Press.

Zinn J. (ed.) (2008): Social Theories of Risk and Uncertainty: An Introduction. Oxford: Blackwell

Pre-requisites

None

Synopsis *

Topics covered in this module will include

- The Social Semantics of Risk in Historical Perspective
- Ulrich Beck and the 'Risk Society'
- The 'Cultural Theory' of Risk
- Governmentality and Risk
- The 'Perception of Risk' in Sociological Perspective
- The 'Management of Risk' in Sociological Perspective
- Risk in Mass Media
- Risk, Subjectivity and 'the endangered self'
- Transnational Risks and Civil Society
- World Risk Society: Retrospect and Prospect

SO867 Foundations of Sociology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

Sociology MA

Two year Master's in Sociology MA

2022-23 Postgraduate Module Handbook

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 Have acquired a clear understanding of the historical foundations and social formation of sociology
- 8.2 Be able to identify and critically discuss the sociological visions and ideological values that underpin contemporary sociological theories of modern societies
- 8.3 Be able to communicate in written form the complexities of current sociological debates in modern societies
- 8.4 Have developed their ability to present sociologically reasoned arguments

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 utilization of research and empirical data
- 9.2 Be able to synthesize complex theoretical items of knowledge from different schools and disciplines of enquiry
- 9.3 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 or in writing
- 9.4 Demonstrate advanced research skills including the ability to identify a research question and to answer it by gathering and analysing appropriate data and information from a variety of secondary and some primary sources
- 9.5 Be able to understand the nature and appropriate use, including the ethical implications, of diverse social research strategies
- 9.6 Distinguish between technical, normative, moral and political questions

Method of Assessment

Main assessment methods

Coursework – essay (4000 words) – 85%
Coursework -Seminar participation - 15%

Reassessment methods

Reassessment instrument -100% coursework.

Preliminary Reading

Abrams, P. (1968) *The Origins of British Sociology 1834-1914*, Chicago
Collins, R. (1985) *Four Sociological Traditions*, Oxford
Gouldner (1970) *The Coming Crisis of Western Sociology*, Heinemann
Gouldner, A. (1973) *For Sociology: Renewal and Critique in Sociology Today*, Penguin
Halsey, A. H. (2004) *A History of Sociology in Britain*, Oxford
Lemert, C. (1995) *Sociology After the Crisis*, Westview
Levine, D. N. (1995) *Visions of the Sociological Tradition*, Chicago
Nisbet, R. (1993 [1966]) *The Sociological Tradition*. New Brunswick, NJ.: Transaction. Ch.2.
Shilling, C. & Mellor, P.A. (2001) *The Sociological Ambition*. London: Sage. Chapter 1

Pre-requisites

None

Synopsis <span style =

This course is designed to provide a guide to the foundations of sociology by exploring the most influential traditions of writing in the discipline and examining how these were forged on the basis of an ongoing dialogue with the legacy of the Enlightenment. After situating sociology in its historical, philosophical and theological contexts, the course analyses how the founders of the discipline developed a series of competing visions of those processes elementary to social and moral life. Focusing mainly on the French and German traditions of sociology, but also incorporating the British tradition, we progress by examining the tensions that have arisen between collectivist visions of the social whole and competing conceptions of voluntarist inter/action, before focusing on Parsons's attempt to reconcile these approaches within an overarching conception of 'the sociological tradition'. The second part of the course moves away from these classical visions of sociology to those post-classical attempts to reconstruct the discipline on the basis of alternative concerns such as conflict, culture and post-modernity. Here we study a number of perspectives that have contributed to a fragmentation of the discipline. Whilst most sessions are concerned with debating the dominant theoretical interests that have defined the discipline, others are devoted to investigating key junctures in the development of methodology and research practice. The course aims to provide students with critical insights into the ways in which sociology has been configured as a discipline in response to key junctures in its history.

SO868 Critical and Global Criminology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	20 (10)	100% Coursework	

2022-23 Postgraduate Module Handbook

Availability

Criminology MA
Criminology with a term abroad MA
Sociology MA
Two year masters versions of the appropriate programmes listed above

Contact Hours

Total contact hours: 21
Private study hours: 179
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 Analyse to a level appropriate with postgraduate study the key concepts associated with critical criminology.
- 8.2 To trace the roots of critical criminology in social constructionism and subcultural theory and evaluate their relevance in the present period.
- 8.3 Understand the different critical traditions, British, continental and American, in criminology.
- 8.4 Analyse the historical development of critical criminology both within the traditions and as a response to the changing conditions of late modernity.
- 8.5 Understand the recent interest of critical criminology in globalisation and practices of crime and control that link the global with the local.
- 8.6 To critically appraise at a level appropriate to postgraduates the epistemological limits of positivism and the need for critical methods.
- 8.7 To evaluate the implications for criminology of the revelations of state crime and the emerging criminology of war and genocide.

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 utilization of research and empirical data
- 9.2 Be able to synthesis complex theoretical items of knowledge from different schools and disciplines of enquiry.
- 9.3 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 or in writing.

Method of Assessment

Main assessment methods

Coursework – essay (5000 words) - 100%

Reassessment methods

100% coursework.

Preliminary Reading

Aas, Katja Franko (2010) "Global Criminology" in E. McLaughlin and T. Newburn (eds.) The Sage Handbook of Criminological Theory. London: Sage
Aas, Katja Franko (2007) Globalisation and Crime. London: Sage
Cohen, S. (1985) Visions of Social Control: Crime, Punishment and Classification. Cambridge, Polity.
DeKeseredy, W. (2011) Contemporary Critical Criminology. Abingdon: Routledge
Ferrell, J., K. Hayward and J. Young (2008) Cultural Criminology: An Invitation. London: Sage.
Findlay, M. (1999) The Globalisation of Crime. Cambridge: Cambridge University Press.
Foucault, M. (1981) Discipline and Punish: The Birth of the Prison (trans. Alan Sheridan). London: Penguin.
Hall, S., et al. (1978) Policing the Crisis: Mugging, the State and Law and Order. London: Macmillan.
Morrison, W. (2006) Criminology, Civilisation and the New World Order. London: Glasshouse.
Ruggiero, V., South, N., and Taylor, I. (eds.) (1998) The New European Criminology: Crime and Social Order in Europe. London: Routledge.
Scruton, P. et al. (1987) Law, Order and the Authoritarian State: Readings in Critical Criminology. Milton Keynes: Open University Press.
van Swaaningen, R (1997) Critical Criminology: Visions from Europe. London: Sage.
Taylor, I., Walton, P., and Young, J. (1973) The New Criminology: For a Social Theory of Deviance. London: Routledge and Kegan Paul.
Taylor, I, Walton, P, and Young, J. (1975) Critical Criminology. London: Routledge and Kegan Paul.
Young, J. (1999) The Exclusive Society. London: Sage.
Young, J. (2007) The Vertigo of Late Modernity. London: Sage

Pre-requisites

None

Synopsis <span style =

Critical criminology constitutes a broad and multi-disciplinary tradition that studies the complex relationships between crime, control and power. The module will aim to acquaint students with the richness of writings in this field, the variety of political positions and the development of different traditions in the UK, US and the European continent. Critical criminology has also taken a recent interest in the processes associated with globalisation, thus giving rise to an emerging sub-discipline, global criminology. The module will also examine how this allows new understandings of crime, power and control, which link the global to the local. Various theoretical perspectives will be encountered, including those of new deviancy theory, Marxism, Foucauldian thought, left realism, abolitionism, social harm perspectives and, more recently, cultural criminology.

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

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

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 - 09/04/202

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:

JJupp, 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 <span style =

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.

SO872 Comparative Social Policy						
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

28/03/2022

Learning Outcomes

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

- 8.1 Critically engage with literature on methods and methodologies, including examples of empirical research based on a range of methods.
- 8.2 Evaluate and critique research studies which make use of both quantitative and qualitative research methods.
- 8.3 Extensively discuss, with reference to practical examples, the problems in using official statistics.
- 8.4 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.
On successfully completing the module students will be able to:

- 9.1 Be aware of the ethical issues in social science research
- 9.2 Evaluate complex methodologies
- 9.3 Demonstrate sophisticated skills in communication and in utilization of research and empirical data
- 9.4 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

Jupp, V., Davies, P. and Francis, P. (2011), Doing Criminological Research (2nd edition), London: Sage.
Wincup, E. (2017), Criminological Research: Understanding Qualitative Methods (2nd edition) London: Sage.
May, T. (2011), Social Research: Issues, Methods and Process (4th edition), Maidenhead: Open University Press.
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.

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SO875 Drugs, Culture and Control						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	
3	Canterbury	Autumn	M	20 (10)	100% Coursework	
3	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

Sociology MA

Criminology 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 Critically evaluate differing styles of illicit drug control
- 8.2 Display a comprehensive understanding of the links between illicit drugs and cultural contexts
- 8.3 Offer detailed and critical analysis of current policy issues in the field of illicit drugs
- 8.4 Make sophisticated links between important debates in the field of illicit drugs and their theoretical underpinnings
- 8.5 Discuss illicit drugs issues within an informed global framework

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate sophisticated skills in communication and in utilization of research and empirical data
- 9.2 Critically synthesise the theoretical contribution of different schools and disciplines of enquiry
- 9.3 Gather appropriate library and web-based resources for postgraduate study; make critical judgments about their merits and use the available evidence to construct an argument to be presented orally or in writing

Method of Assessment

Main assessment methods

Coursework – essay (5000 words) – 100%

Reassessment methods

Coursework 100%

Preliminary Reading

Barton, A. (2003) *Illicit Drugs: Use and Control* London: Routledge

Blackman, S. (2004) *Chilling Out: the cultural politics of substance consumption, youth and drug policy* Maidenhead: Open University Press

Chatwin, C. (2018) *Towards more effective global drug policies* Palgrave Macmillan

Manning, P. (2007) *Drugs and popular culture: drugs, media and identity in contemporary society* Cullompton: Willan

Nutt, D.J. (2012) *Drugs Without the Hot Air: Minimising the Harms of Legal and Illegal Drugs*, Cambridge, UIT

Parker, H. (1998) *Illegal leisure: the normalisation of adolescent recreational drug use* London: Routledge

South, N. (1998) *Drugs: Cultures, controls and everyday life* London: Sage

Thornton, S. (1995) *Club cultures: music, media and subcultural capital* Cambridge: Polity Press

Pre-requisites

None

Restrictions

None

Synopsis <span style =

This module provides Masters students with a criminological, sociological and cultural understanding of drug use and trade. It will be divided into three parts: the first will explore the cultural contexts of illicit drug use within modern society; the second will offer a detailed analysis of current and potential methods of drug control; the third will consider and evaluate practical issues facing the drug policy makers of today. Throughout the module curriculum, effort will be made to consider methods, issues and policies in a global, as well as national, context. Particular emphasis will be placed on the theoretical arguments underpinning the major debates in this field and up-to-date research will be drawn upon throughout.

2022-23 Postgraduate Module Handbook

SO876 Organised Civil Society and the Third Sector						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

Civil Society, NGO and Non-Profit Studies MA

International Social Policy 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

28/03/2022

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Understand and engage with debates concerning the definition, nature and scope of organised civil society (OCS) and the third sector

8.2 Interpret and apply the basic theories of OCS and third sector existence, organisation and behaviour

8.3 Understand the role of the national and subnational institutions in relation to the third sector as a policy actor, in relation to policy design

and implementation

8.4 Understand the role of the European Union and other supranational institutions in policymaking processes as they relate to OCS and the third sector

8.5 Describe, evaluate and apply different approaches to collecting, analysing and presenting social and technical information as this relates

to key aspects of the OCS and the third sector

8.6 Assess the value of a range of research methods appropriate to the study of this field

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Communicate, in terms of organising information in a clear and coherent way, responding to written sources and presenting information orally

9.2 Develop the application of theory and research evidence to understanding of key issues in welfare and social policy

9.3 Work with others by co-operating on seminars and expressing reasoned arguments orally

9.4 Develop argumentation: they will develop logical arguments based upon sound reasoning and understanding of the material and express

these arguments in a written format

9.5 Undertake desk-based research. Students will be able to 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 or in writing

Method of Assessment

Main assessment methods

Coursework 1 (1,500 word essay) – 30%

Coursework 2 (4,000 to 5,000 word essay) - 70%

Reassessment methods

100% coursework

Preliminary Reading

Anheier, H.K. & Kendall, J. (eds) (2001) Third sector policy at the crossroads, London: Routledge.

Bridge, S., Murtagh, B. and O'Neill, K. (2013) Understanding the Social Economy and the Third Sector, Palgrave, second edition.

Deakin, N. (2001) In Search Of Civil Society, Palgrave.

Evers, A. and Laville, J-L (eds) (2003) The Third Sector in Europe, Edward Elgar

Kendall, J. (2003) The Voluntary Sector: Comparative Perspectives in the UK, Routledge

Kendall, J. and Knapp, M. (1996) The Voluntary Sector in the UK, Manchester University Press

Kendall, J. (2009) Handbook on Third Sector Policy in Europe: Multi-level Processes and Organised Civil Society, Edward Elgar

Powell, M. (ed) (2007) Understanding the Mixed Economy of Welfare, Policy Press, Bristol.

Rochester, C. (2013) Rediscovering Voluntary Action: The Beat of a Different Drum, Palgrave Macmillan, Basingstoke.

Steinberg, R. and Powell, W.W. (editors) (2006) The Nonprofit sector: A Research Handbook, Yale University Press.

Pre-requisites

None

2022-23 Postgraduate Module Handbook

Synopsis <span style =

The module provides an up to date overview of the range of contributions of the third sector to economic, social and political life. It includes analysis of definitions and categorisations, and the problematic boundaries between OCS, the third sector, the State and the market; foundational theories of third sector existence, organisation, functioning and behaviour; attention to the historical and current public policy agenda in relation to OCS and the third sector, in the UK and internationally; and reviews important approaches to 'evaluation' in the third sector.

SO877 Key Issues in Comparative Social Policy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

International Social Policy MA
Two year Master's in International Social Policy MA
Optional module for other SSPSSR taught MAs

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 Interpret social policy developments in general, and at the level of key fields and issue areas, using relevant international and comparative analytic frameworks
- 8.2 Understand the role of the European Union and other supranational institutions in policymaking in social policy broadly and in key fields and issue areas
- 8.3 Analyse national differences and similarities across key social policy fields and issue areas in terms of institutions, welfare mix configuration and policy outcomes, using relevant theories and approaches
- 8.4 Identify and evaluate the salience and significance of major boundary-spanning processes for international social policy, including globalisation, Europeanization, and international migration
- 8.5 Understand the nature of the political, economic, social and technological issues relevant to comparative social policy, and be able to evaluate their emergence and development
- 8.6 Understand the different uses for and forms of theory, evidence and argument in international social policy studies; and develop an individual stance on the appropriate application of analytic frameworks
- 8.7 Describe, evaluate and apply different approaches to collecting, analysing and presenting social and technical information
- 8.8 Assess the value of a range of research methods appropriate to a range of social policy issues and fields

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

- 9.1 Communicate, in terms of organising information in a clear and coherent way, responding to written sources and presenting information orally.
- 9.2 Application of theory and research evidence to understanding of key issues in welfare and social policy
- 9.3 Working with others by co-operating on seminars and expressing reasoned arguments orally
- 9.4 Argumentation: they will develop logical arguments based upon sound reasoning and understanding of the material and express these arguments in a written format
- 9.5 Desk-based research. Students will be able to 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 or in writing

Method of Assessment

Main assessment methods

Coursework - essay (4000-5000 words) – 70%
Coursework – review (1500 words) - 30%

Reassessment methods

100% coursework.

2022-23 Postgraduate Module Handbook

Preliminary Reading

Clasen, J. (1999) *Comparative Social Policy: Concepts, Theories and Methods* Oxford: Blackwell
Cochrane, A.; Clarke, J.; Gewirtz, S. (2002) *Comparing Welfare States* 2nd Edition Open University Press & Sage.
Cousins, M. (2005) *European Welfare States*, Sage Pub.
Esping-Andersen, G. (1999) *Social Foundations of Postindustrial Economies*. Oxford: Oxford University Press.
Giddens, A. (2007) *Europe in the Global Age*, Polity Press, Cambridge.
Hall, P.A. and Soskice, D. (eds) (2001) *Varieties of Capitalism: The Institutional foundations of comparative advantage*, Oxford University Press.
Hill, M. (2006) *Social Policy in the Modern World*, Blackwell Publishing
Leibfried, S. and Pierson, P. (eds) (1995) *European Social Policy: Between Fragmentation and Integration*, Brookings Institute, Washington.
Pestieau, P. (2006) *The Welfare State in the European Union* Oxford University Press
Powell, M: Hewitt, M. (2002) *Welfare State and Welfare Change* Open University Press.
Schierup, C.U. ; Hansen, P. & Castles, S. (2006) *Migration, Citizenship, and the European Welfare State. A European Dilemma*, Oxford University Press
Taylor-Gooby, P. (2005) (ed.) *Making a European Welfare State? Convergences and conflicts*
Over *European Social Policy* Blackwell Pub.
Tsoukalis, L. 2005 *What Kind of Europe?* Oxford University Press,

Pre-requisites

None

Restrictions

None

Synopsis <span style =

This course focuses on key challenges for International Social Policy through systematically differentiating and analysing key fields and issues. In this way, the student is provided with a systematic overview of some of the main spheres in which international and national social policy agendas co evolve. Individual social policy fields include extended working life and retirement; health; social security, migration policy and social care; with related issue areas including social exclusion and urban policies. While many policy domains are under pressure to change in the context of common socio-economic and processes – including population ageing, globalisation, and international migration -the response to these pressures will vary depending on a number of internal and external socio-economic and political factors, whose configuration will vary markedly by country and policy field.

SO880 Humanitarian Issues in Forced Migration						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Autumn	M	20 (10)	100% Coursework	

Learning Outcomes

This module will have the following learning outcomes:

- ☐ Identification of the key effects of conflicts, on the health status of persons involved and on the health and social care they receive
- ☐ Identification of the effects on mental health of conflicts, including the impact of war, forced migration, internal displacement, and trafficking
- ☐ Identification of the health and social care services for refugees and migrants offered by host societies in Europe, North America and Australia, including those for undocumented migrants
- ☐ Identification of the specific challenges facing developing countries in providing health and social care for victims of conflicts.

Method of Assessment

1) A 5000 word (double-spaced) research paper will count for 90% of your mark. The research paper will develop a reasoned argument based upon a clear thesis statement and will discuss a particular research question relevant to this module. It will also include a theoretical component. I will be available to discuss selection of topics and strongly advise you to consult with me. You should have selected the topic for your research paper at least two weeks before the end of term.

Your research paper:

- ☐ should include a research question/hypothesis relevant to this module which you will treat in the paper;
- ☐ should build on class discussion, lecture and readings;
- ☐ should not contain extraneous material that does not contribute to the argument;
- ☐ should not be a recitation of facts on a particular subject.

Synopsis *

This module addresses the different ways in which forced migrants are protected, and the ways in which that protection falls short. UNHCR notes that there are close to 40 million people "of concern" to them – this figure includes nearly 15 million internally displaced people (IDPs), 11 million refugees, 3 million people who have returned to their countries of origin and nearly 1 million who have an asylum claim pending. Most recently, the ongoing conflict in Syria has created, as of this writing, there are close to 3 million registered refugees – with Turkey hosting close to a million and Lebanon well over a million – over a quarter of its population. Each year there may be different groups of forced migrants in need of assistance – whether in a first country of asylum, such as Somalis in Kenya or Syrians in Lebanon – or in a second country, such as a European Union member state or the United States. In addition, there are many more forced migrants who are not, and will not become, recognized refugees. They are fleeing environmental devastation, conflicts, and more. They may be women, men or children.

These forced migrants – whether they eventually are recognized as refugees or not – face challenges at each step of their journey – from the first emergence of the conflict, persecution, disaster or other events which force them from their homes to the journey itself to their experience in refugee camps to the process of acceptance as a refugee in Turkey, Pakistan, an EU member state, the United States or elsewhere. While the reasons for flight are varied, what is common to all of these groups is the experience of their home and its environs as unsafe and of taking flight to preserve life and wellbeing. Many forced migrants have either experienced violence directly or seen members of their family and community experience violence.

The flight from home has often been made in hazardous conditions in which forced migrants may have been subjected to various forms of exploitation including sexual violence, deception, assault and robbery. While experiences in the country or region of origin and during flight can take a heavy toll on health and well-being, post-migration experiences may exacerbate rather than alleviate the forced migrants' condition. This module addresses a number of these issues.

This module is a coordinated module, built around contributions from both academics and practitioners. In this module students will have the opportunity to examine humanitarian issues in the context of forced migration, drawing on research from around the world. This will include engagement with the issues affecting different categories of forced migrants, including asylum seekers and refugees, victims of human trafficking and more. The module will include a detailed examination of issues in service provision including the way in which care services interact with immigration control and with constructions of humanitarian needs of forced migrants.

SO881 Cultural Criminology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

This module is optional for students on the MA in Criminology and the LLM Criminal Justice

Contact Hours

Contact hours: 22

Private study hours: 178

Total hours: 200

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 Critically evaluate and reflexively deploy theoretical approaches to understanding crime in terms of cultural meanings, representations and contestations.

8.2 Identify and critically appraise the complex relationships between crime, control and cultural dynamics.

8.3 Demonstrate, at a level commensurate with post-graduate studies, the ability to critically analyse and engage with research that examines

the ways in which criminality and its control are intertwined with cultural meanings and representations.

8.4 Identify and critically analyse the presence of crime and its control across a range of cultural phenomena.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Demonstrate highly developed skills in presentation and debate, both verbal and written, and in the utilization of research and cultural analysis.

9.2 Acquire advanced research skills through library investigation, critical debate and essay writing

9.3 Demonstrate a heightened ability to critically engage with and participate in debates within criminological and sociological theory.

9.4 Be able to synthesise and evaluate items of knowledge from different schools and disciplines of enquiry.

Method of Assessment

Main assessment methods:

Essay, 4,500 words (85%)

Seminar participation (15%)

Reassessment methods:

1 piece of coursework (the 4500 word essay).

100% coursework

Preliminary Reading

Ferrell, J., Hayward, K., Morrison, W., & Presdee, M. (eds.) (2004) Cultural Criminology Unleashed. London: Glasshouse Books.

Ferrell, J., Hayward, K. & Young, J. (2008) Cultural Criminology: An Invitation, London: Sage.

Hayward, K. (2004) City Limits: Crime, Consumer Culture and the Urban Experience, London: Glasshouse.

Hayward, K. & Presdee, M. (eds.) (2010) Framing Crime: Cultural Criminology and the Image, London: Routledge/GlassHouse.

Katz, J. (1988) Seductions of Crime: Moral and Sensual Attractions in Doing Evil. New York: Basic Books.

Presdee, M. (2000) Cultural Criminology and the Carnival of Crime, London: Routledge.

Young, J. (2007) The Vertigo of Late Modernity. London: Sage

Pre-requisites

None

Synopsis

This module is concerned with developing a sophisticated understanding of the contested meanings underpinning crime and its control and the manner in which such meanings are intertwined with various different cultural phenomena. The module explores the complex patterns and sites of contest, control and resistance that bisect everyday life. This is achieved through engaging in a detailed consideration of cutting edge theory and research in the fields of cultural and visual criminology. The module will place criminality, policing, crime prevention, music, photography, emotionality, extreme sports, advertising, protest, war, physicality and the film in new and exciting contexts. The module equips students with the necessary theoretical tools and modes of social inquiry to make sense of a late-modern world permeated by crime and its control.

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SO883 Contemporary Social Theory						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

Sociology MA
 International Social Policy MA
 Criminology MA
 Criminology with a term Abroad MA
 Methods of Social Research 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 Critically analyse links between important debates about social and political life and their theoretical underpinning
- 8.2 Display a critical understanding of the implications of different theoretical approaches for the way society is known.
- 8.3 Employ advanced analytical tools in various traditions of social theory to examine a range of analytical aspects of social life and a range of empirical cases.
- 8.4 Critically evaluate competing theoretical perspectives using logic and drawing on relevant empirical evidence.
- 8.5 Provide original insights when critically discussing issues in social theory within a global framework.

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Respond to written sources and present information orally and in writing in a clear and organized way commensurate with postgraduate study.
- 9.2 Develop argumentation based upon sound reasoning and understanding of the material and express these arguments in a written format.
- 9.3 Undertake desk-based research. Students will be able to 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 or in writing

Method of Assessment

Main assessment methods

Coursework – essay 4,000 – 5,000 words) – 85%
 Coursework –seminar participation – 15%

Reassessment methods

100% coursework.

Preliminary Reading

Barthes, R. and A. Lavers (1972) *Mythologies*. New York: Hill & Wang.
 Boltanski, L. and L. Thévenot. (2006) *On Justification: Economies of worth*. Princeton: Princeton University Press.
 Bourdieu, P. (1990) *The Logic of Practice*. Stanford: Stanford University Press.
 Foucault, M. (1978) *The History of Sexuality*. New York: Pantheon Books.
 Habermas, J. (1989) *The Structural Transformation of the Public Sphere*. Cambridge: MIT Press.
 Latour, B. (2005) *Reassembling the social: An introduction to actor-network-theory*. Oxford University Press, USA.
 Luhmann, N. (1977) "Differentiation of society." *The Canadian Journal of Sociology/Cahiers Canadiens de Sociologie* 2:29–53.
 West, C., and D. H Zimmerman (1987) "Doing gender." *Gender and society* 1:125–151.

Pre-requisites

None

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Synopsis <span style =

Social theory is a nebulous field of inquiry with fuzzy boundaries. Some of the most significant contributions to it in terms of ideas and concepts have historically originated in the work of thinkers diversely identified with a wide range of disciplines - such as psychoanalysis, philosophy, anthropology, literary and aesthetic theory, historical and cultural studies, as well as with sociology. This module approaches contemporary social theory by exploring a set of themes through close readings and analyses of several texts by 20th and 21st century theorists whose work has been to varying degrees appropriated across the social sciences and the humanities, but yet whose contribution to 'social theory' per se is still open to question, in any case far from canonical.

In working through these selected primary texts within a seminar group, the aim is to critically investigate and evaluate what they offer to social theory, and to critically assess their usefulness for understanding various social and political phenomena characteristic of contemporary life and society in a globalised world. During the course of such detailed discussions, we will also, no doubt, reflect on the distinction between modern and postmodern social theory; the 'linguistic turn', the 'cultural turn', the 'ethical turn', the shift from narrative to image based culture, and other general parameters of social theorizing in recent times.

SO884 Race, Difference and Belonging						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

Sociology MA
International Social Policy MA
Criminology MA
Criminology with a term Abroad MA
Methods of Social Research 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

28/03/2022

Learning Outcomes

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

- 8.1 A knowledge of contemporary discourses and theories about 'race' and ethnicity in Western societies such as Britain and the USA, as well as the ability to assess the strengths of competing accounts of social change
- 8.2 A understanding of the various theoretical and empirical understanding of the changing manifestations of racisms – and their limitations
- 8.3 An ability to articulate the complex relationships between identity formation, discourses about 'race' and ethnicity, and ongoing forms of inequality and social change
- 8.4 An understanding of the implications of recent streams of immigration and 'super-diversity' for multi-ethnic Britain and Europe, including a focus on debates about multiculturalism, citizenship, and belonging

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

- 9.1 The ability to communicate (orally and written) in a clear and organized way
- 9.2 The ability to gather relevant information and access key sources by electronic or other means
- 9.3 The ability to develop argumentation based upon sound reasoning and understanding of the material – and the ability to articulate this in written form
- 9.4 The ability to synthesize items of knowledge from different schools and disciplines of enquiry and critically assess policy options
- 9.5 The ability to gather library and web-based resources appropriate for final year degree study; make judgments about their merits and use the available evidence to construct a critical argument to be presented orally or in writing.

Method of Assessment

Main assessment methods

Coursework – essay (5000 words) – 100%

Reassessment methods

100% coursework.

Preliminary Reading

S. Cornell & D. Hartmann, Ethnicity and Race, Thousand Oaks: Pine Forge Press 1998
J Feagin Racist America New York: Routledge 2000
P. Gilroy After Empire London: Routledge 2004
T. Modood Multiculturalism Cambridge: Polity Press 2007
A. Nayak Race, Place, and Globalization 2004
J. Solomos Race and Racism in Britain London: Macmillan 1993
J. Solomos & L. Back, Racism and Society Basingstoke: Macmillan 1996
M. Song Choosing Ethnic Identity Cambridge: Polity Press 2003

Pre-requisites

None

Synopsis <span style =

This module investigates and critically examines the ways in which understandings of race, difference, and belonging have shaped, both historically, and in the contemporary era, multiethnic societies such as Britain and the USA. In what ways do notions of race and racial difference, and contestations over belonging, still matter (or not) in societies today? What forms of competing evidence exist in claims about either the continuing (or declining) significance of 'race' and notions of difference more generally?

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SO885 Social Suffering						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

Sociology MA
 Civil Society, NGO and Non-Profit Studies MA
 International Social Policy MA
 Criminology MA
 Criminology with a term Abroad MA
 Methods of Social Research 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

28/03/2022

Learning Outcomes

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

- 8.1 Be able to identify and understand the place of 'social suffering' in sociological theory and research
- 8.2 Research and access the main sources of information relevant to debating critical issues in sociology, social policy and cultural anthropology.
- 8.3 Identify and evaluate the main theoretical perspectives that are applicable to the study of 'social suffering'
- 8.4 Provide a reasoned and justified point of view on issues relating to problems of 'social suffering' in contemporary social science.
- 8.5 Be aware of the limitations of present knowledge and matters needing to be resolved by further research.

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

- 9.1 Gather appropriate library and web-based resources, make judgments 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

Bourdieu, P., et al. (1999) *The Weight of the World: Social Suffering in Contemporary Life*, Cambridge Polity Press
 Das, V., Kleinman, A., Ramphela, M., Lock, M. and Reynolds, P. (eds) (2001) *Remaking a World: Violence, Social Suffering and Recovery*, Berkeley: University of California Press
 Kleinman, A. Das, V. and Lock, M. (eds) (1997) *Social Suffering*, Berkeley: University of California Press
 Renault, E. (2009) *The Political Philosophy of Social Suffering*, in B. de Bruin and C. Zurn (eds) *New Waves in Political Philosophy*, Basingstoke: Palgrave
 Wilkinson, I. (2005) *Suffering: A Sociological Introduction*, Cambridge: Polity Press (Introduction and chapter 4)
 Wilkinson, I (2006) *Health Risk and Social Suffering*, *Health Risk & Society*, 8(1):1-8

Pre-requisites

None

Synopsis <span style =

'Social suffering' is a concept that refers us to the social causes of human suffering. It also alludes to the ways suffering takes place as a social experience. Research and writing on social suffering is an interdisciplinary field of inquiry that combines the social sciences, humanities and medical science. This course provides an overview of the history, theoretical development and sociological responses to social suffering. It reviews many controversies connected to the values featured in social inquiries dedicated to understanding and resolving problems of social suffering. This involves an investigation of modern humanitarianism and the cultural politics of compassion. The course explores the connections between modern humanitarianism and the development of social science. It profiles the value of humanitarian endeavour within the practice of social inquiry. In these settings, it aims to involve students in debates over the historical formation of western social science, the development of social theory, the validation of methods of social investigation and the politics and moralities of social science.

SO886 Worlds of Work						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

MA in Sociology,
MA in Methods of Social Research
MA in International Social Policy

Contact Hours

Total contact hours: 22
Private study hours: 180
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 Identify the debates and theoretical problems when looking at work over historical time, including the meanings attached to the process of industrial change.
- 8.2 Identify the debates and theoretical problems when looking at work across individuals' life courses, including group differences in access to and returns from paid work and participation in and responsibility for unpaid work.
- 8.3 Discuss the role of the state in shaping work, both the labour market as well as for individuals.
- 8.4 Identify the range of ways in which work is experienced by individuals and social groups and how in turn they make sense of work in their lives.
- 8.5 Discuss the ways in which work is simultaneously global, local and idiosyncratic.
- 8.6 Debate a range of inter-disciplinary research evidence used to explicate the theoretical concepts, including noting the strengths and weaknesses of different methodological approaches as well as proposing areas for future research that add to the body of knowledge.
- 8.7 Discuss the limitations of present sociological understandings of work and identify matters requiring further research.
- 8.8 Present findings to academic and non-academic audiences.

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

- 9.1 Communicate research results to academic and general audiences in both written and oral media.
- 9.2 Manage their time, prioritise workloads and manage stress as well as taking responsibility for their learning and professional development.
- 9.3 Undertake desk-based research, 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 a developed argument to be presented orally or in writing.

Method of Assessment

Main assessment methods

Coursework - essay 1 (2000 words) - 40%
Coursework – essay 2 (2000 words) - 40%
Seminar Contribution - 20%

Reassessment methods

100% coursework

Preliminary Reading

Bradley, H. and van Hoof, J. 2005 Young People in Europe Labour Markets and Citizenship, Bristol: The Policy Press.
Cooke, L. P. (Forthcoming). Gender-Class Equality in the Political Economy. New York: Routledge.
Furlong, A. and Cartmel, F. 2007 Young People and Social Change, chapter 3, Maidenhead: Open University Press.
Glucksmann, M./ Cavendish, R. (2009[1982]) Women on the Line. London: Routledge.
Harper, Douglas (1987) Working Knowledge, Chicago and London: University of Chicago Press.
Loretto, W., Vickerstaff S. and White P. (editors) The future for older workers: New perspectives, Bristol: The Policy Press.
Pettinger, L. J. Parry, R.F. Taylor and M. Glucksmann (eds) A New Sociology of Work? Oxford and Malden, MA.: Blackwell Publishing/The Sociological Review.
Sennett, Richard (2008) The Craftsman, London: Penguin.
Sennett, R. (1998) The Corrosion of Character, New York, Norton.
Strangleman, T and Warren, T. (2008) Work and Society: Sociological Themes, Methods and Approaches, Oxon: Routledge.
Treas, Judith and Sonja Drobnič. 2010. Dividing the Domestic: Men, Women, and Household Work in Cross-National Perspective. Stanford, CA: Stanford University Press Series on Social Inequality.
Wolkowitz, C. (2006) Bodies at Work. London: Sage.

Pre-requisites

None

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Synopsis *

This module examines the way work shapes society and in turn how society shapes work. Drawing on the fields of sociology, cultural sociology, social policy as well as other disciplines this module explores work in a variety of competing and complementing ways and in doing so offers students a chance to appreciate different themes, issues, methodologies and approaches. These include work identity and meaning; age, generation and class; visual methods and approaches; the cultures of work; work/life balance and the end of work.

SO894 The Family, Parenting Culture and Parenting Policy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

MA in Sociology

Contact Hours

Total contact hours: 23

Private study hours: 177

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 Demonstrate familiarity with sociological accounts of the term 'parenting', be able to situate 'parenting' as a social problem in a wider historical content by acquiring understanding of the sociology of 'the family', and be able to identify and understand the links between sociological theories of risk society, public/private, identity formation, and 'parenting'.
- 8.2 Identify and critically analyse the ideologies and values that underpin contemporary concerns about parenting and related policy developments using sociological insights.
- 8.3 Discuss in written form sociological accounts of the family, parenting culture and parenting policy and communicate the nuances and complexities of these accounts.
- 8.4 Demonstrate an ability to assess the validity of explanations given for the problem of 'parenting' and present sociologically reasoned arguments.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Present arguments in oral and written form using research and empirical data, at a level expected of a student undertaking postgraduate study.
- 9.2 Analyse and synthesise research evidence through application of sociological theory to develop understandings of social problems and policy responses.
- 9.3 Conduct research, by using library e-journal and other on-line resources at a level appropriate for postgraduate study.
- 9.4 Organise information in a clear and coherent manner, through essay writing, and discussion at a level appropriate for postgraduate study.

Method of Assessment

Main assessment methods

Coursework - essay (5,000 words) - 100%

Reassessment methods

100% coursework

Preliminary Reading

Lee, E. 2014. 'Introduction'. In E. Lee, J. Bristow, C. Faircloth and J. Macvarish, Parenting Culture Studies, Basingstoke: Palgrave

Gillies, V. 2011. From Function to Competence: engaging with the new politics of the family. Sociological Research Online 16(4)11

<http://www.socresonline.org.uk/16/4/11.html>

Pre-requisites

None

Synopsis *

The module will explore the following indicative topics:

- Sociological analysis of the term 'parenting'
- The social history of debates about 'the family' and the sociology of privacy
- The changing meaning of childhood, motherhood and fatherhood
- The meaning of the term 'intensive parenthood' and its relation to expertise and risk culture
- The sociology of identity, as applied in studies of the experience of parenting
- The relationship of policies linking family life to broader social policy
- Critiques of state intervention in family life and of particular contemporary parenting policies

SO900 Introduction to Applied Health Research						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	20 (10)	100% Coursework	

Availability

MSc Applied Health Research

Contact Hours

Total contact hours: 24

Private study hours: 176

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 Understand how the theory and practice of health research impacts on service delivery and implementation.
- 8.2 Explain the principles guiding the development and subsequent reforms of the UK NHS.
- 8.3 Understand the structures and processes of research governance practices and ethics procedures.
- 8.4 Appreciate and understand the role of patient and public involvement/public engagement for inclusion in research.
- 8.5 Ensure the quality and trustworthiness of their own research and assess the quality and trustworthiness of that of others.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Analyse, interpret, objectively evaluate and prioritise information, recognising its limitations, and critically evaluate the logic of arguments and modes of inquiry.
- 9.2 Recognise the limitations of knowledge in medicine.
- 9.3 Verbally communicate information about and debate research design issues with fellow students in a seminar setting and with teaching staff through the written assessment.
- 9.4 Communicate effectively with collaborators and participants in a research situation, adapting communication styles for appropriate 'audiences'.
- 9.5 Progress problem solving skills in a research setting: identifying and defining research problems; ensuring optimal and alternate solutions; deciding on a course of action; and reviewing the relative success of this course of action.

Method of Assessment

Main assessment methods

Coursework - Seminar presentation - 30%

Coursework -essay (3000 words) - 70%

Reassessment methods

100% coursework.

Preliminary Reading

Bates, A.J. 2012. Promoting participation and involvement in appearance research. In: Rumsey, N. and Harcourt, D., eds. The Oxford Handbook of the Psychology of Appearance. Oxford University Press, pp. 658-672.

Bowling, A. 2009. Research Methods in Health. Third edition. Berkshire: Open University Press.

Buse, K., Mays, N & Walt, G. 2005. Making Health Policy. Berkshire: Open University Press.

Exworthy, M., Peckham, S., Powell, M. A. & Hann, A. 2011. Shaping Health Policy: Case Study Methods and Analysis. Bristol: Polity Press.

Fulop, N, Allen, P, Clarke, A & Black, N. 2001. Studying the organisations and delivery of health services. London: Routledge.

Lo, B & Grady, D. G. 2013. Addressing ethical issues. In Hulley, S. B., Cummings, S. R., Browner, W. S., Grady, D. G., & Newman, T. B. 2013. Designing clinical research. Fourth edition, Lippincott, Williams & Wilkins.

Pre-requisites

None

Synopsis <span style =

This module will provide health researchers and health professionals with the skills and competencies to undertake applied health research with a practical application to service delivery, health services management and policy development. The module will also prepare postgraduate students with the capacity to undertake research in health and social contexts.

Learners will be able to understand how research can be integrated into an applied health setting including good research practice and governance, understanding ethics processes, key principles for research in the NHS and the requirements of involving patients and the public in research, as well as considering the wider implications of public engagement in the research process. Learners will be able to formulate focussed research questions, find and appraise literature relating to health research, critically appraise research findings, and learn to adapt a critical and reflective approach to research.

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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.

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 <span style =

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.

2022-23 Postgraduate Module Handbook

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 <span style =

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.

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

2022-23 Postgraduate Module Handbook

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 understanding 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 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

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.
Lefevre, 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

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Synopsis <span style =

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

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.

2022-23 Postgraduate Module Handbook

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 <span style =

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.

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

2022-23 Postgraduate Module Handbook

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 Have 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.

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 <span style =

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.

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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

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.

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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 <span style =

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 Postgraduate 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.

SO938 Governing Science, Technology and Society in the 21st Century						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	
2	Canterbury	Spring	M	20 (10)	100% Coursework	

2022-23 Postgraduate Module Handbook

Availability

Optional module for
MA in Sociology
MA in Political Sociology
and for specific programmes outside SSPSSR including
MA Science, Medicine, Environment & Technology
MSc Science, Communication & Society

Contact Hours

Contact hours: 22
Private study hours: 178
Total 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 historical context of contemporary social ambivalence toward emerging science and technologies.
- 8.2 Understand the key debates and main actors in shaping scientific practice.
- 8.3 Take on an interdisciplinary approach in assessing the impact of science, and assess the value of the range of research methods
- 8.4 Apply key theories of science and technology studies (STS) to the analysis of contemporary issues and critically evaluate the effectiveness of different forms of scientific governance.
- 8.5 Understand both the limit and strength of social sciences and natural sciences

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

- 9.1 Communicate ideas to both academic and general audiences in written and oral media.
- 9.2 Demonstrate skills of critical thinking and evaluation, particularly on competing interpretations of scientific risks.
- 9.3 Synthesise and evaluate knowledge from different disciplines and schools of thoughts.

Method of Assessment

Main assessment methods

Coursework – essay (4000 words) – 80%
Coursework seminar presentation (10 minutes) -20%

Reassessment methods

100% coursework

Preliminary Reading

David, M (2005) *Science in Society*. Palgrave
Drori G.S., Meyer J.W., Ramirez F.O. and Schofer E. (2003), *Science in the Modern World Polity: Institutionalization and Globalization*. Stanford University Press.
Fukuyama, F (2002) *Our Posthuman Future*. Picador
Jasanoff, S (2005) *Designs on Nature. Science and Democracy in Europe and the United States*. Princeton
Latour, B (1988) *Science in Action: How to Follow Scientists and Engineers Through Society*. Harvard University Press
Ong, A and Chen N.N (2011) *Asian Biotech: Ethics and Communities of Fate*. Duke University Press
Rose, N (2007) *The Politics of Life Itself*. Princeton

Pre-requisites

Co-requisite SOC19480 (SO948) Key Texts in the Social Studies of Science

Synopsis <span style =

The course aims to develop an empirically grounded and theoretically engaged understanding of key debates in the contemporary governance of science and technology. It is interdisciplinary, bringing together perspectives from across the social sciences, science & engineering and the humanities to explore the social, political, economic and ethical implications of scientific progress. It takes on a global perspective and identifies key actors and processes in the normalization of scientific practice. Indicative topics include:

- From sociobiology to biosociality: Introduction to the social studies of science
- The captain and the steward: Changing relations of scientific and political authorities
- Global harmonization of national policies: Examples from life sciences and climate sciences
- Institutionalization of knowledge and non-knowing
- Bio-terror versus bio-error: Biosecurity after synthetic biology
- Bioethics and the domestication of technology
- The political economy of biopower
- 'Communities of fate': governmentality and biological citizenship
- Better-off when handicapped? Boundaries and fairness in human enhancement
- The art of representing science: The role of art and new media in scientific outreach
- The cosmopolitanisation of science: Dependence and interdependence of world innovation

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SO940 Prisons and Penal Policy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

MA in Criminology

MA in Sociology

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 Critically evaluate the development and impact of the modern prison
- 8.2 Display a comprehensive understanding of the links between imprisonment and economic, social and cultural contexts
- 8.3 Offer detailed and critical analysis of current policy issues in the field of prisons and penal policy
- 8.4 Make sophisticated links between important debates in the field of imprisonment and their theoretical underpinnings
- 8.5 Discuss developments of imprisonment within an informed global framework.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate sophisticated skills in written presentation and debate, and in utilization of research and empirical data
- 9.2 Critically synthesise the theoretical contribution of different schools and disciplines of enquiry
- 9.3 Gather appropriate library and web-based resources for postgraduate study; make critical judgments about their merits and use the available evidence to construct an argument.

Method of Assessment

Main assessment methods

Coursework -Essay (5,000 words) - 100%

Reassessment methods

100% coursework

Preliminary Reading

Bottoms, A. Rex, s. and Robinson, G. (2004) Alternatives to Prison: Willan
 Carlen, P. and Worrall, A. (2004) Analysing Women's Imprisonment: Willan
 Cullen, F. and Gilbert, K. (1982) Reaffirming Rehabilitation: Anderson
 Currie, E. (1998) Crime and Punishment in America: Metropolitan Books
 Foucault, M. (1977) Discipline and Punish: The Birth of the Prison: Allen Lane
 Goffman, E. (1961) Asylums: Essays on the Social Situation of Mental Patients and Other Inmates: Pelican
 Matthews, R. (2009) Doing Time: An Introduction to the Sociology of Imprisonment: Palgrave/Macmillan
 Matthews, R. (2001) Imprisonment: Ashgate
 Parenti, C. (1999) Lockdown America: Police and Prisons in the Age of Crisis: Verso
 Rusche, G. and Kirchheimer, O. (2003) Punishment and Social Structure: Transaction
 Tonry, M. (2004) The Future of Imprisonment: Oxford University Press

Pre-requisites

None

Synopsis *

This module will examine the emergence and development of the modern prison in the light of the major social and economic changes that have taken place over the last two hundred years. It will examine the changing functions of the prison over that period and will look at the development of community based sanctions and alternatives to custody. It will then examine the reasons for the growth of imprisonment in the post war period and in particular its rapid increase on both sides of the Atlantic over the past two decades. It will examine the issues of gender and race in relation to prisons and penal policy and examine the key debates concerning the changing composition of the prison population. It will then go on to look at penal reform and in particular the impact of privatisation on the prison system.

SO950 Evaluation and Research in Health Services						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

2022-23 Postgraduate Module Handbook

Availability

MSc Applied Health Research

Contact Hours

The module will be composed of 8 lecture hours, 8 seminar hours, 3 two hours practical sessions (6 hours in total), plus 2 hours spent during reading week to consolidate teaching, and 176 independent study hours. In total 200 study hours will be spent on the module by students which is commensurate for a 20 credit module.

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 Gain an understanding of a variety of approaches to evaluate health care interventions and their ability to ascertain impact in health care interventions.
- 8.2 Understand and gain knowledge of the differences between different evaluative approaches, considering both theoretical and philosophical perspectives, methodological approaches and analytical approaches.
- 8.3 Competently choose between the different evaluation approaches in an informed way, as the research question and intended sample population demand.
- 8.4 Implement evaluation methods, considering all aspects of the design process, from selection of theoretical approach, through to question design, selection of methodology, sampling, recruitment, data gathering and analysis, and specific ethical issues associated with this method.
- 8.5 Ensure the quality and trustworthiness of evaluation and assess the rigour of the approach.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Apply knowledge and understanding of evaluative approaches to health care intervention investigations.
- 9.2 Recognise and apply the appropriate design to a health care evaluation in order to ascertain its impact.
- 9.3 Analyse, interpret and objectively evaluate and prioritise information, recognising its Limitations.
- 9.4 Verbally communicate information about and debate research design issues with fellow students in a seminar setting and with teaching staff through the written assessment.
- 9.5 Communicate effectively with collaborators and participants in an evaluation setting, adapting communication styles for appropriate 'audiences'.

Method of Assessment

Main assessment methods

Seminar presentation (30%)
3,000 word essay (70%)

Reassessment methods

Like for like.

Preliminary Reading

Black, N., Brazier, J., Fitzpatrick, R. & Reeves, B. eds. 1998. Health Services Research Methods. BMJ Books.
Fetterman, D. M., Kaftarian, S. J. & Wandersman, A. eds. 1996. Empowerment Evaluation: Knowledge and Tools for Self-Assessment and Accountability. London: Sage.
Gomm, R., Needham, G. & Bullman, A. eds. 2000. Evaluating Research in Health and Social Care. London: Sage.
Hart, E. & Bond, M. 1995. Action Research for Health and Social Care. Buckingham: Open University Press.
Pawson, R. & Tilley, N. 1997. Realistic Evaluation. London: Sage.
Ovretveit, J. 1998. Evaluating Health Intervention. Buckingham: Open University Press.
St Leger, A. S. & Walsworth-Bell, J. P. 1999. Change – promoting research for health services. Bucks: Open University Press.
Yin, R. K. 2003. Applications of Case Study Research. Second edition. London: Sage.

Pre-requisites

None

Synopsis <span style =

The module will commence with consideration of a key question 'what is the difference between evaluation and research' by way of an introduction to evaluative approaches in health services. Topics covered in following sessions will include formative, process and summative research, realistic evaluation, case study design and evaluation methods, action research and participatory methods.

The second part of the module will commence with a consideration of the contexts and potential arenas of conflict when conducting evaluation in health care settings through a session on the politics of evaluation, this will be followed by topics on implementation research, pluralistic evaluation (mixed methods, triangulation), and synthesis of multiple sources of evidence. The last three applied sessions will enable students to think about how to undertake an evaluation, where students will be asked to bring together evaluation information and present their evaluation methods in the sessions and explain the rationale for their chosen approach.

SO951 Epidemiology and Public Health						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

MSc Applied Health Research

Contact Hours

Total contact hours: 24

Private study hours: 176

Total study hours: 200 hours

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 understanding of the key concepts that underpin the science of epidemiology, and a critical awareness of

current problems/new insights in epidemiology & public health.

8.2 Demonstrate a comprehensive understanding of the techniques applicable in epidemiology and public health to their own research.

8.3 Understand the main methods of epidemiology, including use of arithmetic tools and the ideas underlying their calculation.

8.4 Show a practical understanding of established techniques in epidemiology (including in public health) so that they are able to

independently create and interpret knowledge in the discipline.

8.5 Evaluate critically current research and scholarship in epidemiology.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Present information orally and in writing that utilises their knowledge of the underlying concepts of epidemiology and its methods.

9.2 Demonstrate understanding of key methods – e.g. for the presentation and interpretation of epidemiological data on risk - not just in terms

of arithmetical tools but also the ideas that underpin them.

9.3 Complete simple exercises that require the interpretation of epidemiological data and have an understanding of the underlying

epidemiological concepts.

9.4 Use their skills to critically match study design to research questions.

9.5 Appraise epidemiological research.

Method of Assessment

Main assessment methods

2,500 word essay (provide a critical appraisal of an existing piece of epidemiological research) (50%)

2,500 word essay (using appropriate methodological approaches to answering a key epidemiological question) (50%)

Reassessment methods

Like for like.

Preliminary Reading

Berkman L, Kawachi I, eds. 2000. Social epidemiology. Oxford: Oxford University Press.

Bhopal, R. S., 2008. Concepts of Epidemiology: Integrating the Ideas, Theories, Principles and Methods of Epidemiology. Second edition, Oxford: Oxford University Press.

Coggon D, Barker DJP, Rose G. eds. 2003. Epidemiology for the uninitiated. Fourth edition, BMJ Books.

Kirkwood B, Sterne J. Essential Medical Statistics. 2nd Edition Blackwell Scientific 2003.

Kogevinas, M., 1998. The loss of the population approach puts epidemiology at risk. Journal of Epidemiology and Community Health, 52, pp. 615-16.

Pearce, N. 2005. A Short Introduction to Epidemiology. Second edition.

Pre-requisites

None

Synopsis <span style =

The module will commence by considering a key question, 'What is epidemiology?' enabling students to think about the main tenets of the discipline including a consideration of the central paradigms, theoretical foundations and the nature of epidemiological variables. Other topics in subsequent sessions will include an appreciation of the key concepts of public health and population-based health followed by a consideration of the main analytical frameworks and disease clustering, the role of error, bias and confounding in variation and epidemiological reasoning and models of cause and effect.

The latter sessions will have a focus on measurement including measuring population patterns of disease, disease frequency and the epidemiological concept of risk. The module will then turn to considering questions around ethical issues in epidemiology, the appraisal of epidemiological and public health research, and the context of epidemiology in public health in the UK.

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SO952 Statistics in Applied Health Research						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

MSc Applied Health Research

Contact Hours

Total contact hours: 33

Private study hours: 167

Total study hours: 200

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 Understand the importance of advanced mathematical and statistical aspects of data analysis with reference to hypothesis testing

research questions in applied health research.

8.2 Apply statistical analysis to quantitative data derived from methods commonly utilised in applied health research.

8.3 Be able to handle and describe data both manually and through the SPSS computer software package.

8.4 Utilise advanced statistical techniques for the analysis of numerical outcomes (means, standard deviations, and standard errors; the

normal distribution; confidence intervals; comparison of means and hypothesis testing; analysis of variance; linear regression and

correlation).

8.5 Utilise advanced statistical techniques for the analysis of binary outcomes (comparing two proportions.

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 subject specific learning outcomes to the produce coherent summaries of data analysis.

9.2 Work collegiately through workshops, expressing and defending arguments professionally and constructively.

9.3 Analyse and interpret statistical and numerical data in the form of tables, charts and/or graphs as presented in the context of research

articles, reports and policy documents, including the findings of clinical trials.

9.4 Interpret and summarise detailed and complex bodies of information concisely and accurately and present information in a written form.

9.5 Critically appraise problems and autonomously develop and propose original solutions; deciding on a course of action; and reviewing the

relative success of this course of action

Method of Assessment

Main assessment methods

12 online assignments (50%)

1,000 word (25%)

1,000 word (25%)

Reassessment methods

Like for like.

Preliminary Reading

Altman, D. G. 1991 Practical Statistics for Medical Research. London, Chapman & Hall

Kirkwood, B. R. and Sterne, J. A. C., 2003 (2nd ed) Essential Medical Statistics. Oxford, Blackwell Publishing

Coolican H (2013) Research Methods and Statistics in Psychology (5th Ed) Routledge

Friedman L M (2010) Fundamentals of Clinical Trials (4th Ed). Springer

Senn S (2002) Cross-over Trials in Clinical Research (2nd Ed) John Wiley & Sons Ltd.

Pre-requisites

None

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Synopsis <span style =

Statistics is the science of collecting, summarizing, presenting and interpreting data, and of using them to estimate the magnitude of associations and test hypotheses. This course is an introduction to current practice in this discipline and its relevance to applied health and social care research. The aims of this module are to equip students with the requisite skills to interpret statistical data and methods of analysis presented by others; as well as select and justify appropriate ways of treating data for the purposes of description and/or hypothesis testing. They will also become 'critical consumers' of research with the knowledge and understanding necessary to evaluate research appropriately.

The module provides an introduction to the essentials of statistical methods used within current clinical and translational/applied research including: defining data; means, standard deviations and standard errors; the normal distribution; confidence intervals; methods to compare two means; methods to compare means from several groups; linear regression and correlation; probability, risk and odds; proportions and the binomial distribution; comparing two proportions; and Chi-squared tests.

SO953 Health Economics for Non-Economists						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Medway	Spring	M	15 (7.5)	100% Coursework	

Availability

MSc Management, Kent Business School (Medway Campus)

Contact Hours

Contact hours: 25

Private study hours: 125

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 Show a critical understanding of the fundamental concepts in economic theory and demonstrate how these concepts relate to the

evaluation of healthcare interventions.

8.2 Confidently critique economic evaluation in healthcare with respect to their design, methods, analysis and interpretation.

8.3 Demonstrate an advanced understanding of how health care markets are organized, and what are the peculiarities of markets for

physicians' services; both domestically and internationally.

8.4 Demonstrate an advanced understanding of a variety of approaches to measuring the effect of an intervention, how estimates of reliability

are established, how costs are associated with effects, what are the data requirements for various approaches towards valuing costs and

benefits of health care services.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Summarise detailed and complex bodies of information concisely and accurately and present information in writing in a clear, logical, and

coherent manner.

9.2 Formulate and present key arguments, locate the supporting information, and use these arguments to develop strategies for evaluation.

9.3 Develop arguments using sound reasoning and understanding and be able to express these in a written format.

9.4 Make informed choices regarding current evidence and the appropriateness of proposed methods.

Method of Assessment

Main Assessment methods.

Coursework - assignment (4000 words)- 100%

Reassessment Methods

100% coursework

2022-23 Postgraduate Module Handbook

Preliminary Reading

There is no single 'course text' for this module, but understanding is built up by drawing on a range of resources, including both key book chapters and journal articles. Students are also encouraged to use the internet for further sources – although always with caution (see below).

Books

Phelps, C. (2009) Health Economics. Pearson Higher Ed, USA (4th Edition).

Sloan, A., and Hsieh, C. (2012) Health Economics. MIT Press.

Guinness, L. and Wiseman, V. (2011) Introduction to Health Economics (Understanding Public Health). McGrawHill Open University Press.

Kobelt, G. (2002) Health Economics: An Introduction to Economic Evaluation. Office of Health Economics. London.

Journals

The following journals can be found in the Templeman Library (and most of them are part of the online collection) and are relevant to the issues covered in this module.

Journal of Health Economics, European Journal of Health Economics, American Journal of Health Economics

There is an increasing amount of relevant material on the internet. You are advised to concentrate on official or professionally-based research sites. You can also use a search engine to find others. However, you should be very careful about using material from the internet because the quality varies and many sources are not reliable. If used in your work, you should take care to reference internet sources accurately. (Do not use information whose provenance you can't establish.)

Pre-requisites

None

Synopsis <span style =

This module will use contemporary and practically relevant resources to provide an understanding of the health economics approach towards the individual behaviour with respect to health and the workings of the health care markets, as well as explore the theoretical and methodological challenges associated with the economic evaluation of healthcare interventions. Students will be provided the opportunity to explore critical research questions using real evaluations and theoretical texts in order to make informed decisions regarding the appropriateness of different methods.

The module will include teaching on:

- Why Health Economics?
- Demand for Health Care Services
- The physician. Physicians in the marketplace
- Healthcare financing
- Valuing the benefit and cost of health care services
- Promoting health equity and the role of government

Availability

MSc Management, Kent Business

Contact Hours

Contact hours: 25

Private study hours: 125

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 Show a critical understanding of the fundamental concepts in economic theory and demonstrate how these concepts relate to the evaluation of healthcare interventions.
- 8.2 Confidently critique economic evaluation in healthcare with respect to their design, methods, analysis and interpretation.
- 8.3 Demonstrate an advanced understanding of how health care markets are organized, and what are the peculiarities of markets for physicians' services; both domestically and internationally.
- 8.4 Demonstrate an advanced understanding of a variety of approaches to measuring the effect of an intervention, how estimates of reliability are established, how costs are associated with effects, what are the data requirements for various approaches towards valuing costs and benefits of health care services.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Summarise detailed and complex bodies of information concisely and accurately and present information in writing in a clear, logical, and coherent manner.
- 9.2 Formulate and present key arguments, locate the supporting information, and use these arguments to develop strategies for evaluation.
- 9.3 Develop arguments using sound reasoning and understanding and be able to express these in a written format.
- 9.4 Make informed choices regarding current evidence and the appropriateness of proposed methods

Method of Assessment

Main assessment methods

Coursework - assignment (4000 words)- 100%

Reassessment Methods

100% coursework

2022-23 Postgraduate Module Handbook

Preliminary Reading

There is no single 'course text' for this module, but understanding is built up by drawing on a range of resources, including both key book chapters and journal articles. Students are also encouraged to use the internet for further sources – although always with caution (see below).

Books

Phelps, C. (2009) Health Economics. Pearson Higher Ed, USA (4th Edition).

Sloan, A., and Hsieh, C. (2012) Health Economics. MIT Press.

Guinness, L. and Wiseman, V. (2011) Introduction to Health Economics (Understanding Public Health). McGrawHill Open University Press.

Kobelt, G. (2002) Health Economics: An Introduction to Economic Evaluation. Office of Health Economics. London.

Journals

The following journals can be found in the Templeman Library (and most of them are part of the online collection) and are relevant to the issues covered in this module.

Journal of Health Economics, European Journal of Health Economics, American Journal of Health Economics

There is an increasing amount of relevant material on the internet. You are advised to concentrate on official or professionally-based research sites. You can also use a search engine to find others. However, you should be very careful about using material from the internet because the quality varies and many sources are not reliable. If used in your work, you should take care to reference internet sources accurately. (Do not use information whose provenance you can't establish.)

Pre-requisites

None

Synopsis *

This module will use contemporary and practically relevant resources to provide an understanding of the health economics approach towards the individual behaviour with respect to health and the workings of the health care markets, as well as explore the theoretical and methodological challenges associated with the economic evaluation of healthcare interventions. Students will be provided the opportunity to explore critical research questions using real evaluations and theoretical texts in order to make informed decisions regarding the appropriateness of different methods.

The module will include teaching on:

- Why Health Economics?
- Demand for Health Care Services
- The physician. Physicians in the marketplace
- Healthcare financing
- Valuing the benefit and cost of health care services
- Promoting health equity and the role of government

SO954 Qualitative Methods in Health Research						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

MSc Applied Health Research

Contact Hours

Total contact hours: 24

Private study hours: 176

Total study hours: 200 hours

Department Checked

28/03/2022

2022-23 Postgraduate Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Understand and evaluate the differences between qualitative and quantitative approaches in terms of epistemology, ontology, aims, methodological approaches and analytical approaches.
- 8.2 Understand and evaluate the differences between different qualitative approaches, considering both theoretical perspectives, methodological approaches and analytical approaches.
- 8.3 Choose between the above in an informed way, as the research question and intended sample population demand.
- 8.4 Implement qualitative research, considering all aspects of the design process, from selection of theoretical approach, through question design, selection of methodology, sampling, recruitment, data gathering and analysis.
- 8.5 Ensure the quality and trustworthiness of their own research and assess the quality and trustworthiness of that of others.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Apply knowledge and understanding of different approaches to research design and identify, critically evaluate and use evidence to support analyses of a problem.
- 9.2 Analyse, interpret and objectively evaluate and prioritise information, recognising its limitations, and critically evaluate the logic of arguments and modes of inquiry.
- 9.3 Verbally communicate information about and debate research design issues with fellow students in a seminar setting and with teaching staff through the written assessment.
- 9.4 Communicate effectively with collaborators and participants in a research situation, adapting communication styles for appropriate 'audiences'.
- 9.5 Progress problem solving skills in a research setting: identifying and defining research problems; ensuring optimal and alternate solutions; deciding on a course of action; and reviewing the relative success of this course of action.

Method of Assessment

Main assessment methods

Coursework - essay (a critical appraisal of an existing piece of qualitative research) (2500 words) - 50%

Coursework essay (using appropriate methodological approaches to answering a key question in qualitative health research) 92500 words) – 50%

Reassessment methods

Like for like.

Preliminary Reading

Bazeley, P & Jackson, K. 2013. Qualitative Data Analysis with NVIVO. Second edition, London: Sage.

Bazeley, P. 2013. Qualitative Data Analysis: Practical Strategies. London: Sage

Bowling, A. 2009. Research Methods in Health. Third edition. Berkshire: Open University Press.

Denzin, N. K. & Lincoln, Y. S., eds. Handbook of Qualitative Research. London: Sage.

Pope, C. and Mays, N. 2006. Qualitative research in health care. Oxford: Blackwell.

Ritchie, J & Lewis, J., eds. 2003. Qualitative Research Practice. A Guide for Social Science Students and Researchers. London: Sage.

Pre-requisites

None

Synopsis <span style =

The module will commence by considering a key question 'Why qualitative research in health?' thereby enabling students to think qualitatively about health research and reflecting upon the reasons for studying qualitative methods. Students will then be introduced to the main philosophies of qualitative research including an exploration of ontological and epistemological grounds of inquiry, key assumptions and interpretive frameworks, and main approaches in applied practice. Subsequent weeks will cover topics on grounded theory method, phenomenology and discourse analysis, techniques of qualitative data collection including ethnography, observations, and focus groups and interviews.

The second part of the module will focus upon data management and analysis. The subsequent sessions will include a topic on data management software tools (a workshop session on NVIVO), secondary data analysis considering reusing secondary data, reading and reflecting on data collected by others, meaning and use of documentation and other contextual materials, sampling strategies for secondary analysis, as well as topics on critiquing and assessing rigour in qualitative research and presenting qualitative analysis in health research reports.

SO955 Quantitative Methods in Health Research						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

2022-23 Postgraduate Module Handbook

Availability

MSc Applied Health Research

Contact Hours

Total contact hours: 33

Private study hours: 167

Total study hours: 200 hours

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 an understanding of the fundamental concepts in quantitative research methods, including an ability to describe the

relationship between uncertainty, a research question, hypotheses, the hierarchy of research methods and research methods and the

most common forms of bias in applied health research.

8.2 Confidently and constructively appraise quantitative methods for answering a variety of research questions by demonstrating an ability to

identify the value and limitations in any particular method.

8.3 Explain the main ethical dilemmas facing applied health researchers.

8.4 Demonstrate an understanding of the importance of well-formulated research questions and their relation to project initiation, including

selecting valid quantitative methods; and an ability to formulate a specific and precise question that defines a topic as relevant,

researchable and important.

8.5 Understand the statistical aspects of published research, interpreting statistical output in relation to hypothesis testing.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 The capacity for self-directed and independent study and the application of subject specific learning outcomes to the production of

coherent and constructive summaries and reviews of a research project; and the ability to plan and justify chosen methods for a single

piece of original research.

9.2 The capacity and value for collegiate working. They will - through workshops - express and defend arguments professionally and

constructively.

9.3 The ability to analyse and interpret statistical and numerical data in the form of tables, charts and/or graphs as presented in the context of

research articles, reports and policy documents, including the findings of clinical trials.

9.4 The ability to summarise detailed and complex bodies of information concisely and accurately and present information in a written and oral

form.

9.5 The ability to critically appraise problems and autonomously develop and propose original solutions; deciding on a course of action; and

reviewing the relative success of this course of action.

Method of Assessment

Main assessment methods

13.1.1 Coursework - essay (2000 words) - (40%)

13.1.2 Coursework – essay (3000 words) - (50%)

13.1.3 Coursework - Verbal presentation (10-minutes) - (10%)

Reassessment methods

Like for like

Preliminary Reading

Sackett D. L, Straus S E, Richardson W S, Rosenberg W, and Haynes R B Evidence-Based Medicine: How to Practice and Teach EBM. Churchill Livingstone (2000)

Greenhalgh T, How to read a paper; the basics of evidence-based medicine (2010) Wiley-Blackwell

Pocock, S. J. (1983). Clinical trials: a practical approach. Chichester, John Wiley

Higgins, J.P.T., and Green, S. (eds) (2008). Cochrane Handbook for Systematic Reviews of Interventions Oxford, The Cochrane Collaboration. John Wiley and Sons Ltd

Senn S (2002) Cross-over Trials in Clinical Research (2nd Ed) John Wiley & Sons Ltd.

Coolican H (2013) Research Methods and Statistics in Psychology (5th Ed) Routledge

Pre-requisites

None

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Synopsis <span style =

Choosing and designing the most appropriate method to address a clinical question is paramount in generating the best evidence. The aims of this module are to equip students with the requisite skills to apply the scientific approach and the basics of critical appraisal to quantitative methods used within the context of research evaluating health care interventions. This should enable participants to formulate research ideas and identify appropriate methods with which to test their hypotheses. They will also become 'critical consumers' of research with the knowledge and understanding necessary to evaluate research appropriately.

The module provides an introduction to a range of quantitative research methods that are commonly used within applied health research including secondary (systematic reviews and meta-analysis) and primary methods (cohort studies, case control and randomised controlled trials). Much of the module will be devoted to providing an overview of the development pathway for interventions within the context of randomised controlled trials. Students will learn about the techniques of trial design and the role and importance of discrete projects for the demonstration of 'proof of concept', feasibility, efficacy, and effectiveness.

As students learn to identify the strengths and weaknesses of 6 key study designs, they will also learn how to design a research protocol. Participants will design data collection and analysis. They will also learn strategies to manage bias and assess the quality of published research. The module includes exposure to the techniques involved in analysing quantitative data, as well as considering ethical and governance issues relating to research within the context of the NHS. Each week students are provided with research articles that are compulsory reading for discussion in seminars/workshops. Each reading provides an example of methods as used in research, their potential in addressing specific kinds of research questions, and their relevance for evaluating health interventions.

SO957 Volunteering and Society						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	20 (10)	100% Coursework	
1	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

MA Philanthropic Studies (Also available as a wild module)

Contact Hours

Contact hours: 43
Private study hours: 157
Total 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 Demonstrate an advanced critical understanding of the range of theories and key conceptual approaches to volunteering.
- 8.2 Demonstrate a systematic understanding of the evolution of volunteering and the voluntary sector in the United Kingdom and beyond and
be able to critically evaluate the impact of this on current debates.
- 8.3 Demonstrate a critical awareness of the role of the policy environment in which volunteering exists and the role government actors play in
shaping the legal, fiscal and cultural context of volunteering.
- 8.4 Systematically evaluate the literature on why people volunteer and apply this to analysis and evaluation of the range of methods for
recruiting volunteers in a range of contexts.
- 8.5 Evaluate the different models and methods of volunteer management and be able to produce reasoned, justified and creative opinions on
a range of contemporary issues relating to volunteer management.
- 8.6 Act autonomously in creating and presenting critical ideas for applying theoretical, empirical and practical knowledge in the tackling and
solving of specific volunteering and volunteer management tasks.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Make critical evaluations in order to effectively gather appropriate and reliable library and web-based resources for postgraduate study.
- 9.2 Act autonomously in using web-based resources to augment knowledge gained from online seminars and web-based study materials.
- 9.3 Demonstrate self-direction, critical judgement, and theoretical knowledge in accessing, interpreting and analysing data.
- 9.4 Use selected resources to construct critical arguments and be able to communicate these conclusions clearly to specialist and non-
specialist audiences.
- 9.5 Apply problem solving skills in the planning and implementation of professional practice based tasks.
- 9.6 Apply critical reflection to both individual and organisational practice.

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Method of Assessment

Main assessment methods

Essay, 2,000 words (40%)

Volunteer policy document, 2,000 words (40%)

Online forum participation (20%)

Reassessment methods

100% Coursework

Preliminary Reading

Eliasoph, N. (2013) The Politics of Volunteering. Cambridge: Polity.

Hedley, R. and Davis Smith, J. (Eds.) (1992) Volunteering and Society: Principles and Practice. London: NCVO.

McCurley, S., Lynch, R. and Jackson, R. The Complete Volunteer Management Handbook. London: Directory for Social Change.

Musick, M. and Wilson, J. (2007) Volunteers: A Social Profile. Bloomington: Indiana University Press.

Rochester, C. (2013) Rediscovering Voluntary Action: The beat of a different drum. Basingstoke: Palgrave Macmillan.

Rochester, C., Ellis Paine, A. and Howlett, S. (2011) Volunteering and Society in the 21st Century. Basingstoke: Palgrave Macmillan.

Pre-requisites

None

Synopsis <span style =

This module will give an advanced level overview of the current state of volunteering in the UK. Aimed at those working in or seeking to work in the voluntary sector, it will cover a range of topics which will facilitate a detailed and critical analysis of the role of volunteering in society. It will allow students to explore this knowledge through its application in real life contexts that they encounter in their professional practice. The module will cover academic approaches to volunteering from a range of disciplinary viewpoints and how these seek to explore who volunteers (and who does not) and what volunteers do.

To enable this advanced level knowledge to be used in practice, the module will explore the current debates in volunteer management, debates on policy regarding volunteering and its management, legal studies on volunteering and on ways in which the impact that volunteers have can be managed. Students will gain from all of this a critical understanding of volunteering and its role in society, and the ways in which volunteers can be supported.

SO958 The Art and Science of Fundraising						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

MA in Philanthropic Studies. Also available as an elective Module.

Contact Hours

Contact hours: 43

Private study hours: 157

Total hours: 200

Department Checked

24/03/2022

2022-23 Postgraduate Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1. Demonstrate an advanced critical understanding of the range of theories and key conceptual approaches to fundraising, including the evidence-base for the characteristics and skill-sets of fundraisers.
- 8.2. Demonstrate a systematic understanding of the history and evolution of fundraising as a profession, and its contribution to the voluntary sector in the United Kingdom and beyond, and be able to critically evaluate the impact of this on current debates
- 8.3. Demonstrate a critical awareness of the role of the policy environment in which fundraising exists and the role that government actors play in shaping the legal, fiscal and cultural context of fundraising.
- 8.4. Systematically evaluate the literature on why donors (including individuals, companies, charitable trusts and foundations) make charitable donations and apply this to analysis and evaluation of the range of methods for recruiting donors in a range of contexts.
- 8.5. Evaluate the different models and methods of fundraising practice and strategy, and be able to produce reasoned, justified and creative opinions on a range of contemporary issues relating to fundraising management
- 8.6. Act autonomously in creating and presenting critical ideas for applying theoretical, empirical and practical knowledge in the tackling and solving of specific fundraising and fundraising management tasks

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1. Make critical evaluations in order to effectively gather appropriate and reliable library and web-based resources for postgraduate study
- 9.2. Act autonomously in using web-based resources to augment knowledge gained from online seminars and web-based study materials
- 9.3. Demonstrate self-direction, critical judgement, and advanced theoretical knowledge in accessing, interpreting and analysing data
- 9.4. Use selected resources to construct critical arguments and be able to communicate these conclusions clearly to specialist and non-specialist audiences
- 9.5. Apply problem solving skills in the planning and implementation of professional practice based tasks
- 9.6. Apply critical reflection to both individual and organisational practice.

Method of Assessment

Main assessment methods

100% Coursework comprising of:

Essay 1, 2,000 words (40%)

Essay 2, 2,000 words (40%)

Online forum participation mark (20%)

Reassessment methods

100% coursework

Preliminary Reading

Breeze, B. (2017) *The New Fundraisers: Who organises charitable giving in contemporary society?* Bristol: Policy Press.

Burlingame, D.E. (1997) *Critical Issues in Fundraising*. Bloomington: Indiana University Press.

Burnett, K. (2002, 2nd ed) *Relationship Fundraising: A donor-based approach to the business of raising money*. Oxford: John Wiley & Sons

Conry, J.C. (ed.) (1991) *Women as Fundraisers: their experience in and on an emerging profession*. New Directions for Philanthropic Fundraising, no. 19

Duronio, M.A. & Tempel, E.R. (1997) *Fundraisers: Their careers, stories, concerns and accomplishments*. San Francisco: Jossey Bass.

Mordaunt, J. & Paton, R. (eds) (2007) *Thoughtful Fundraising: Concepts, Issues and Perspectives*. Oxon: Routledge

Sargeant, A. and Jay, E. (2014, 3rd edition) *Fundraising Management: Analysis, Planning and Practice*, Routledge, London.

Pre-requisites

None

Synopsis <span style =

This module will give an advanced level overview of the current state of fundraising in the UK, including the evidence-based techniques and strategies endorsed by the professional bodies (the 'science' of fundraising), and the latest research on the personal attributes of fundraisers that are understood to lead to successful outcomes (the 'art' of fundraising). Aimed at those working in - or seeking to work in - careers that involve generating voluntary income, it will cover a range of topics that will facilitate a detailed and critical analysis of the role of fundraising in practice, and in its wider societal context. It will allow students to explore this knowledge through its application in situations that are encountered in professional practice. We will cover academic approaches to fundraising from a range of disciplinary viewpoints and how these help us understand topics such as donor motivation, propensity to give, charitable decision-making in terms of amounts, methods and destinations of donations, as well as why some people/institutions do not give, and the implications for recipient organisations.

To enable this advanced level knowledge to be used in practice, we will explore the current debates in fundraising management, debates on policy relating to fundraising and philanthropy, legal and regulatory requirements and relevant ethical issues. Students will gain from all of this a critical understanding of fundraising and its role in society.

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SO959 Global Philanthropy: Comparative Perspectives						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	20 (10)	100% Coursework	

SO962 Advising Donors						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

MA in Philanthropic Studies. Also available as a Wild Module.

Contact Hours

Contact time: 43

Private study hours: 157

Total 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. Demonstrate an advanced critical understanding of the range of theories and key conceptual approaches to advising donors.
- 8.2. Demonstrate a systematic understanding of the evolution of philanthropy and the role of advisors in the United Kingdom and beyond, and
be able to critically evaluate the impact of this on current debates and future directions.
- 8.3. Demonstrate a critical awareness of the role of the environment in which philanthropy advising exists and the role of different actors and
how they interact to shape the legal, fiscal and cultural context of philanthropy.
- 8.4. Systematically evaluate the literature on the existence and role of philanthropic intermediaries.
- 8.5. Evaluate the different models and methods of supporting donors and be able to produce reasoned and justified opinions on a range of
contemporary issues relating to advising individual philanthropists and institutional donors.
- 8.6. Act autonomously in creating and presenting critical ideas for applying theoretical, empirical and practical knowledge in the tackling and
solving of tasks related to advising donors.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1. Make critical evaluations in order to effectively gather appropriate and reliable library and web-based resources for postgraduate study
- 9.2. Act autonomously in using web-based resources to augment knowledge gained from online seminars and web-based study materials
- 9.3. Demonstrate self-direction, critical judgement, and theoretical knowledge in accessing, interpreting and analysing data
- 9.4. Use selected resources to construct critical arguments and be able to communicate these conclusions clearly to specialist and non-specialist audiences
- 9.5. Apply problem solving skills in the planning and implementation of professional practice based tasks
- 9.6. Apply critical reflection to both individual and organisational practice.

Method of Assessment

Main assessment methods

Essay, 2,000 words (40%)

Book review, 2,000 words (40%)

Online forum participation (20%)

Reassessment methods

100% Coursework

Preliminary Reading

Connolly, P. M. (2011). The best of the humanistic and technocratic: Why the most effective work in philanthropy requires a balance. *The Foundation Review*, 3(1 & 2), 120-136.

Daly, S. 2011 'Philanthropy, The Big Society and Emerging Philanthropic Relationships in the UK'. *Public Management Review* 13:8, 1077-1094

Frumkin, P. (2006). *Strategic Giving: the art and science of philanthropy*. Chicago and London, University of Chicago Press.

Leslie, B., Noonan, K. & Nohave, C. (2015) *Understanding Philanthropy Consulting: A tool to identify the roles and capabilities needed from external support*. *The Foundation Review*. vol 7 (1)

Scott Sibary (2006) *Counselling Philanthropic Donors*. *Ethics and Behaviour*, vol 16 (3), pp. 183-197

Tierney, T. J., & Fleishman J. L. (2011). *Give Smart: Philanthropy That Gets Results*, New York: Public Affairs Books

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Pre-requisites

None

Synopsis <span style =

This module will give an advanced level overview of the current state of philanthropy advising in the UK. Aimed at those working in or seeking to work in the voluntary sector, especially in roles that involve working directly with individual philanthropists and institutional donors, it will cover a range of topics that will facilitate a detailed and critical analysis of the role of philanthropy advising. It will allow students to explore this knowledge through its application in real life contexts that are encountered in professional practice. Academic approaches to advising donors from a range of perspectives including structural issues (tax, legal and wealth management) and strategic approaches (theory of change, goal-setting and distributional consequences) will be covered in order to fully understand and reflect on the role of philanthropy advisers. To enable this advanced level knowledge to be used in practice, we will explore the current debates in advising donors, including the different approaches, outcome-orientations, methods of measurement and impact assessment. Students will gain from all of this a critical understanding of philanthropy advising and its role in society, and the ways in which private philanthropists and institutional donors are, and can be, supported.

SO978 Global Philanthropy: Comparative Perspectives						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework	

Availability

Philanthropic Studies (Distance Learning) MA - Compulsory module

Contact Hours

Total contact hours: 50

Private study hours: 250

Total study hours: 300

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 advanced critical understanding of the range of theories and key conceptual approaches to philanthropy in a global, comparative context
- 8.2 Demonstrate an advanced and systematic understanding of how philanthropy has developed alongside globalisation, how this has influenced contemporary debates around philanthropic giving
- 8.3 Demonstrate a critical awareness of the role of the policy environment and the various actors (governmental, non-governmental and private sector) that shape the legal, fiscal and cultural context for philanthropy around the world
- 8.4 Systematically evaluate the cross-country literature on why donors (including individuals, companies, charitable trusts and foundations) make charitable donations, where they make donations to, and how other variables such as religion, gender, race, income, etc. affect these findings
- 8.5 Evaluate the merits of different types of data on global philanthropic activity, and produce reasoned, justified and creative critiques of the differing data's validity
- 8.6 Act autonomously in creating and presenting critical ideas which can then be applied, along with theoretical, empirical and practical knowledge, in the tackling of philanthropic issues in a global context.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Make critical evaluations in order to effectively gather appropriate and reliable library and web-based resources for postgraduate study
- 9.2 Act autonomously in using web-based resources to augment knowledge gained from online seminars and web-based study materials
- 9.3 Demonstrate self-direction, critical judgement, and theoretical knowledge in accessing, interpreting and analysing data
- 9.4 Use selected resources to construct critical arguments and be able to communicate these conclusions clearly to specialist and non-specialist audiences
- 9.5 Apply problem solving skills in the planning and implementation of professional practice based tasks
- 9.6 Apply critical reflection to both individual and organisational practice.

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Method of Assessment

Main assessment methods

Coursework – essay (4000 words) – 60%

Coursework – assignment (2000 words) – 20%

Coursework - Online forum/seminar participation – 20%

Reassessment methods

100% coursework

Preliminary Reading

Aina, T.A. & Moyo, B. (eds.) (2013) Giving to Help: Helping to Give: The Context and Politics of African Philanthropy.

Senegal: Amalion Publishing

Anheier, H. K., Simmons, A., & Winder, D. (eds.) (2007). Innovation in Strategic Philanthropy: Global and Local

Perspectives. New York, N.Y.: Springer Science+ Business Media

Cantegreil, M., Chanana, D. & Kattumuri, R. (eds.), (2013) Revealing Indian Philanthropy. London: Alliance Publishing Trust

Jung, T., Phillips, S. D., & Harrow, J. (Eds.). (2016). The Routledge Companion to Philanthropy. London: Routledge.

Sanborn, C. & Portocarrero, F. (eds.), (2005) Philanthropy and Social Change in Latin America. Cambridge, MA: Harvard University Press

Wiepking, P. and Handy, F. (eds.) (2015) The Palgrave Handbook of Global Philanthropy. London: Palgrave Macmillan

Pre-requisites

None

Restrictions

This is a compulsory module within the MA in Philanthropic Studies (Distance learning). Distance Learning only

(Canterbury campus)

Synopsis <span style =

This module will give an advanced level overview of the nature and practice of contemporary philanthropy across the world.

It will examine how local contexts and processes of globalisation are affecting different forms of philanthropy found around the world. It will cover the comparative analysis of monetary donations, donor motivations, fundraising practices, tax incentives and welfare/market provision across a range of countries, and encourage students to critically assess how and why philanthropic behaviour varies across different political, cultural and socio-economic contexts. Drawing on current academic theory, knowledge and empirical research, students will gain a broader understanding of philanthropy beyond their own culture, and the growing role of philanthropic institutions in eliciting global change.

To enable this advanced level knowledge to be used in practice, cross-cutting thematic issues, such as the role of regulation and the impact of religion, as well as relevant ethical issues will be explored. Students will gain from this a systematic understanding of the role of global philanthropy in society. Experts in geographically-specific areas of philanthropy (for example, Russian Philanthropy) will provide a small number of guest lectures to illuminate these topics further.

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.

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SO981 Urban Imaginaries: Crime and Deviance in the City						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	20 (10)	100% Coursework	
1	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

Optional module for
MA in Criminology
MA Methods of Social Research

Contact Hours

Total contact hours: 22
Private study hours: 178
Total study hours: 200

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 Critically evaluate and reflexively deploy a range of approaches to understanding urban theory
- 8.2 Identify and critically appraise the complex relationship between urban space, crime and deviance through methodological innovations, in particular visual methods
- 8.3 Demonstrate at advanced level the ability to critically analyse and engage with research that examines the ways in which crime and deviance are intertwined with cultural meanings and representations of the city.

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

- 9.1 Demonstrate highly developed skills in presentation and debate, both verbal and written, and in the utilisation of research and cultural analysis
- 9.2 Acquire advanced research skills through library investigation, critical writing and presentation skills
- 9.3 Demonstrate a heightened ability to critically engage with and participate in debates within urban theory (including criminological and sociological theory).
- 9.4 Be able to synthesise and evaluate items of knowledge from different disciplines areas related to the study of urban spaces.

Method of Assessment

Main assessment methods

Coursework – critical reflection diary (five 1000 word diary submissions- 5000 words total) – 50%
Coursework – photographic documentary presentation – 40%
Coursework – seminar participation – 10%

Reassessment methods

100% coursework

Preliminary Reading

Amin, A and Thrift, N (2002) Cities, Reimagining the Urban, Cambridge, Polity
Crampton, J. and Elden, S. (eds) (2007) Space, Knowledge and Power: Foucault and Geography. Aldershot: Ashgate
Heng, T. (2017). Visual Methods in the Field: Photography for the Social Sciences. London: Routledge.
Massey, D. (2005) For Space, London: Sage
Peck, J. (2003) 'Geography and Public Policy: Mapping the Penal State', Progress in Human Geography, 27(2), 222-232
Smith, D.M. (1994) Geography and Social Justice. Oxford: Blackwell
Wacquant, L. (2001) 'Deadly Symbiosis: When Ghetto and Prison Meet and Mesh', Punishment & Society, 3(1), 95-133

Pre-requisites

None

Restrictions

None

Synopsis <span style =

Urban studies are often eclectic, bringing together a range of scholars from a wide range of disciplines who are interested in understanding some of the key social issues facing those who live and work in urban spaces. This module will seek to bring together some of these debates, focusing on a number of areas that are of interest to social science students, introducing them to key theories related to the social construction of the urban, and thinking critically about crime and deviance specifically. The module provides a critical discussion on urban theory (including key thinkers from geography, sociology, and criminology), and an exploration of the ways in which crime and deviance feature in historical and contemporary renderings of the city. As part of this, the module also explores methodological innovations in studying cities, and will ask students to engage with visual methods in order to document a small-scale piece of research on urban life.

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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 i 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 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

Method of Assessment

Main assessment method

Dissertation [12,000 words (references are excluded from the word count)] – 100%

Reassessment methods

100% coursework

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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 <span style =

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.

SO998 Dissertation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Whole Year	M	60 (30)	100% Coursework	

Availability

* Criminology MA
 * International Social Policy MA
 * Methods of Social Research MA
 * Sociology MA
 Political Sociology MA
 * Two-year Masters' versions of the appropriate programmes above

Contact Hours

Total contact hours: 3
 Private study hours: 597
 Total study hours: 600

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 Demonstrate advanced knowledge of theoretical approaches within sociology, criminology and social policy and to evaluate their application to the chosen research topic and questions.
- 8.2 Critically analyse the nature of social relationships between individuals, groups and social institutions and the nature of social change and stability, drawing upon an extensive review of literature and/or qualitative and quantitative research techniques.
- 8.3 Identify research strategies and methods and/or research publications, and illustrate their use in gaining knowledge in sociology, criminology and social policy.
- 8.4 Demonstrate the critical ability to undertake investigations of social questions, issues and problems.
- 8.5 Demonstrate originality in the critical analysis of research data and literature relevant to the chosen topic area
- 8.6 Demonstrate a systematic understanding of the complex social, ethical and political context in which social science research takes place.
- 8.7 Demonstrate the capacity to properly execute a formulated a research question, research proposal, and to execute a piece of independent research using primary and/or secondary data sources or other research publications.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 The ability to communicate a line of argument in writing using appropriate technical aids as necessary.
- 9.2 The ability to critically assess and summarise arguments, reports, documents and other written data.
- 9.3 The capacity for self-directed and independent study and the application of learning to the production of a single piece of original research; and the ability to organise learning in terms of employing time management skills, and the capacity to work to deadlines.
- 9.4 Problem-solving skills: evidence of an ability to propose alternative solutions to social questions, issues, problems.
- 9.5 Evaluative and analytical skills: an ability to provide accurate descriptive summaries of arguments, reports, documents and other written and verbal data.

Method of Assessment

Main assessment methods
 Coursework – dissertation (12,000) - 100%

Reassessment methods
 100% coursework

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Preliminary Reading

Biggam, J (2017) Succeeding with your master's dissertation (4th edn), London, McGraw-Hill education : Open University Press
Burnett, J (2009), Doing your social science dissertation, Sage
Furseth, I and Everett, E (2013), Doing your master's dissertation, Sage
Hart, C (2005), Doing your master's dissertation, Sage
Meloy, J (2002), Writing the qualitative dissertation, Lawrence Erlbaum
Rudestam, K and Newton R (2015), Surviving your dissertation : a comprehensive Guide to Content and process (4th edn), Los Angeles, Sage Publications

Pre-requisites

SOC19981 Preparing Your Dissertation

Restrictions

None

Synopsis <span style =

The aims of this module are two-fold:

First, to provide students with the opportunity to independently carry out an in-depth inquiry to investigate a research question(s) of their choice, producing a coherent review of the relevant literature, a logical discussion and a clearly communicated set of conclusions in the form of a dissertation. Second, to provide students with an assessed opportunity to apply their skills as 'research-minded' practitioners with a view to being able to undertake future research in practice settings and/or take a lead role in supervising others in such work.

During the spring term, the students will finalise their dissertation proposal with their chosen supervisor (having received prior guidance on the aims, the structure and the process of the dissertation). If the dissertation requires ethical research approval, an application will be submitted to the School research ethics committee by the beginning of the summer term. During the summer term and vacation, students will meet their supervisor regularly to discuss the progress of their dissertation. The supervisors will provide feedback on written work and will set work plans and targets for the students. The dissertation topic will relate to a key question, issue and problem within social science.

TZ830 Research Methods						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	M	15 (7.5)	50% Coursework, 50% Exam	
3	Canterbury	Whole Year	M	15 (7.5)	70% Coursework, 30% Exam	

Availability

Autism Studies MA
Autism Studies PG diploma
Autism Studies PG certificate
Intellectual and Developmental Disabilities MA
Intellectual and Developmental Disabilities PG certificate
Analysis and Intervention in Intellectual and Developmental Disabilities MSc
Analysis and Intervention in Intellectual and Developmental Disabilities PG diploma
Applied Behaviour Analysis MSc
Applied Behaviour Analysis PG diploma
Applied Behaviour Analysis PG certificate

Contact Hours

Total contact hours: 42
Private study hours: 108
Total study hours: 150

Department Checked

24/03/2022

2022-23 Postgraduate Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Be able to effectively identify and utilise advantages and disadvantages of different methods of data collection (direct observations, rating scales, questionnaires, interviews) and different research designs.
- 8.2 Be able to access and interpret complex research and data sources.
- 8.3 Be able to effectively conduct a systematic review.
- 8.4 Demonstrate advanced skills in observational data collection including the selection of appropriate measures for collecting different types of observational data.
- 8.5 Understand issues of reliability and validity and be able to calculate indices of these.
- 8.6 Be able to conduct interviews and focus groups (Qualitative option); be able to use SPSS and identify different types of data (Quantitative option).
- 8.7 Demonstrate the ability to perform qualitative analysis (e.g. thematic analysis, interpretative phenomenological analysis) and use NVivo (Qualitative option); demonstrate the ability to use parametric and non-parametric statistics via the use of SPSS and understand the embedded assumptions of these (Quantitative option)

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Be able to design and conduct their own research.
- 9.2 Be able to interpret complex data- this will also be used as part of their dissertation (TZRD9940/TZRD995)).
- 9.3 Be able to present, analyse and interpret findings from both assessments in services and with individual people (TZRD862)/TZRD864)).
- 9.4 Be able to analyse statistical and qualitative data.

Method of Assessment

Main assessment methods

Coursework assignment 1 (1200-1500 words) – 10%
Coursework assignment 2 (1200-1500 words) – 10%
Coursework assignment 3 (1200-1500 words) – 10%
Coursework assignment 4 (1200-1500 words) – 20%
Coursework assignment 5 (1200-1500 words) – 20%
Examination (1 hour) – 30%

Reassessment methods

Reassessment instrument - Like-for-like

Preliminary Reading

Kinney, P.R. and Gray, C.D. (2012) IBM SPSS statistics 19 made simple. Psychology Press Ltd: Hove
Coolican, H. (2009) Research Methods and Statistics in Psychology. (5th ed.) Hodder & Stoughton.
Gough, D., Oliver, S., Thomas, J. (2012). An introduction to systematic reviews. SAGE

Pre-requisites

Autism Studies MA students will normally take all the other modules of the MA alongside this one.

Autism Studies MA part-time co-requisite for TZRD8630 (TZ863) in year 1

Intellectual and Developmental Disabilities MA part –time co-requisite for TZRD8630 (TZ863) in year 1.

Analysis and Intervention in Intellectual and Developmental Disabilities PG diploma part-time - co-requisite for TZRD8630 (TZ863) in year 1

Applied Behaviour Analysis part-time postgraduate programmes will take this module alongside TZ863, TZ861, TZ862 & TZ865 in year 1.

Synopsis <span style =

The aim of this module is to teach students about research methodology and the knowledge needed to access and interpret the research literature. For those who take the statistical analysis element, the aim is also to teach appropriate statistical techniques for the analysis of quantitative data. The emphasis will be on methods of data collection and analysis which will be useful in practice settings, so that advanced multivariate techniques will not be taught.

TZ861 Social Psychology of Intellectual and Developmental Disabilities						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	M	10 (5)	100% Exam	

Availability

Intellectual and Developmental Disabilities by distance learning MA
 Intellectual and Developmental Disabilities by distance learning Postgraduate Diploma
 Intellectual and Developmental Disabilities by distance learning Postgraduate certificate

Contact Hours

Total contact hours: 30
 Private study hours: 170
 Total study hours: 100

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 Understand the history of the definitions of intellectual and developmental disabilities
- 8.2 Be familiar with current practice in defining intellectual and developmental disabilities in UK services and elsewhere
- 8.3 Know the epidemiology of intellectual and developmental disabilities in the UK, other Western countries and the developing world
- 8.4 Understand the biological, social and environmental causes of intellectual and developmental disabilities and how these interact in individuals
- 8.5 Know the cognitive and social characteristics of people with intellectual and developmental disabilities

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

- 9.1 Learn to use the research literature as the main source of information on each of the topics studied
- 9.2 Learn to use IT resources to follow up what they hear in lectures and what they read on the web-based material
- 9.3 Learn to summarise their reading in order to contribute to web-based discussions
- 9.4 Organise and manage their studying independently with support from tutors

Method of Assessment

Main assessment methods

Examination (2 hours) - 100%

Reassessment methods

Reassessment instrument - Like-for-like

Preliminary Reading

Baxter, C., Poonia, K., Ward, L. and Nadirshaw, Z. (1990) Double Discrimination. London: Kings Fund Centre. HV3008.G7
 BMA & Law Society (2004). Assessment of Mental Capacity: Guidance for Doctors and Lawyers. 2nd Edition. BMJ Books
 Department of Health. (2001) Reference Guide to Consent for Examination or Treatment. London: Department of Health.
 Download from: <http://www.dh.gov.uk/assetRoot/04/01/90/79/04019079.pdf>
 Emerson, E., Hatton, Felce, D. and Murphy, G. (2001) Learning Disabilities: The Fundamental Facts. Chichester: Wiley & Sons. 9HV3008.G7
 Harris, J.C. (2005). Intellectual Disability. Oxford University Press.
 Hogg, J. & Langa, A. (2005) Assessing Adults with Intellectual Disability: A Service provider's Guide. BPS Blackwell
 Janciki, M.P. & Prasher, V.P. (2005) Alzheimers Disease and Dementia in Down Syndrome and Intellectual Disabilities.
 Schalock, R.L., Gardner, J.F. & Bradley, V.J. (2007) Quality of Life: Applications for People with Intellectual & Developmental Disability. AAIDD.
 Ward, L. (1998) Innovations in Advocacy and Empowerment for People with Intellectual Disabilities. Chorley: Lisieux Hall Publications ISBN1870335244 HV 3008.G7
 Walsh, P.N. & Hellar T. (2002) Health of Women with Intellectual Disabilities. Blackwells.

Pre-requisites

None

All modules in the programmes are compulsory.
 Full-time students would therefore take TZRD8300 (TZ830), TZRD8620 (TZ862), TZRD8630 (TZ863) and TZRD8650 (TZ865) alongside this module.

Synopsis

All academic modules on the Intellectual and Developmental Disabilities programmes are taught using a combination of web-based resources, reading, the introductory workshop and a one-week workshop in the Spring. For each module, there will be web-based materials including video-recorded lectures, web-based discussions/seminars, and quizzes/group exercises. Students are also expected to conduct their own literature searches and follow-up the core reading and the reference lists for each topic covered

The aim of this module is to teach the basic facts about the nature and origins of intellectual and developmental disabilities, including definitions of learning disability, epidemiology, biological, social and environmental causes of learning disability. In addition, characteristics of people with intellectual and developmental disabilities will be considered (including cognitive and social characteristics) along with issues such as autism, ageing, transition, early intervention, physical & mental health, parenting, sexuality and people with intellectual and developmental disability in the criminal justice system.

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TZ862 Behaviour Analysis and Intervention						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	M	10 (5)	100% Exam	

Availability

PG Certificate Intellectual and Developmental Disabilities (by Distance Learning);
 PG Diploma Intellectual and Developmental Disabilities (by distance learning);
 MA Intellectual and Developmental Disabilities (by Distance Learning);
 PG Certificate in Autism studies; PG Diploma Autism Studies;
 MA Autism Studies

Contact Hours

Total Contact Hours: N/A – Distance Learning
 Private Study Hours: 100
 Total Study Hours: 100

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 familiarity with the principles of the experimental analysis of behaviour and applied behaviour analysis;
- 8.2 Demonstrate understanding of the methods and the difficulties of behavioural assessment;
- 8.3 Demonstrate knowledge of the ways in which individuals (and carers) have been supported to build new skills in self-care, communication and other skill domains;
- 8.4 Demonstrate understanding of the methods of functional analysis;
- 8.5 Demonstrate knowledge of a range of behavioural and cognitive techniques of intervention with individuals and the limitations of these techniques.

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

- 9.1 Use the research literature as the main source of information on each of the topics studied;
- 9.2 Use IT resources to follow up what they hear in lectures and what they read on the web-based material;
- 9.3 Summarise their reading in order to contribute to web-based and group discussions;
- 9.4 Organise and manage their studying independently with support from tutors.

Method of Assessment

Main assessment methods

Online Examination (2 hours) – 100%

Reassessment methods

Reassessment instrument - Like-for-like

Preliminary Reading

Baum, W.M. (1994) Understanding Behaviourism: Science, Behaviour and Culture. New York: Harper Collins College Publishers. BF199
 Carr, E. et al. (1994) Communication-based Intervention for Problem Behaviour Baltimore: Paul Brookes Pub. Co. BF680.7
 Clements, J. (1987) Severe Learning Disability and Psychological Handicap. Chichester: Wiley and Sons. BF770
 Durand, V. (1990) Severe Behaviour Problems: a Functional Communication Training Approach. New York: Guilford Press. BF823.B4
 Emerson, E. (1995) Challenging Behaviour: Analysis and Intervention in People with Learning Difficulties. Cambridge: Cambridge University Press. BF651.4.M47
 Remington, B. (1991) The Challenge of Severe Mental Handicap: A Behaviour Analytic Approach. Chichester: John Wiley and Sons. BF770

Pre-requisites

Full-time students will normally take all the other distance learning academic modules (TZ863D, TZ830D, TZ861D and TZ865) alongside this one. Part-time students will take this module alongside TZ861D and TZ865 in year 2, having completed TZ863D and TZ830D in year one. Students on the PGDip and MA in Intellectual and Developmental Disabilities by distance learning will also complete TZ997D. Students on the PGDip in Autism studies will also take TZ996/994 or TZPGaut2.

Students on the MA in autism studies will take TZ995/997 OR TZ996/994 and TZPGaut2.

Synopsis */

Students will receive training on behaviour analysis and broader systems of support that have emerged from the field of behavioural science to support individuals diagnosed with intellectual and/or developmental disabilities. The module will critically evaluate the historical application of behavioural approaches, focusing on ethical and empowering support frameworks that can improve people's quality of life. Training will cover basic behavioural principles that link to how we learn, assessment strategies to better understand behaviour within its context, strategies to support individuals that might be exhibiting behaviours described as challenging, and ways to promote communication and the development of skills.

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TZ863 Service issues in Intellectual and Development Disabilities						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	M	10 (5)	100% Exam	

Availability

PG Certificate Intellectual and Developmental Disabilities (by Distance Learning); PG Diploma Intellectual and Developmental Disabilities (by distance learning); MA Intellectual and Developmental Disabilities (by Distance Learning); PG Certificate in Autism studies; PG Diploma Autism Studies; MA Autism Studies

Contact Hours

Total Contact Hours: N/A – Distance Learning

Private Study Hours: 100

Total Study Hours: 100

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 understanding the historical context of learning disability services, including the eugenics era;
- 8.2 Demonstrate familiarity with the theory and practice of institutional care;
- 8.3 Demonstrate knowledge about the process and progress of the deinstitutionalisation movement in Western countries;
- 8.4 Demonstrate understanding of theories of normalisation and social role valorisation, and the criticisms of these;
- 8.5 Demonstrate understand the concepts of quality of care and quality of life;
- 8.6 Demonstrate knowledge about how to measure and improve quality of care and quality of life;
- 8.7 Demonstrate familiarity with government policy and have an understanding of policy issues in intellectual and developmental disabilities in the UK.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Use the research literature as the main source of information on each of the topics studied;
- 9.2 Relate the material they learn in this module to what they see in services in which they work or have some experience;
- 9.3 Integrate knowledge from different sources, including their own experience.

Method of Assessment

Main assessment methods

Examination online (1 hours) – 100%

Reassessment methods

Reassessment instrument - Like-for-like

Preliminary Reading

Brown, H. and Smith, H. (1992) Normalisation: A Reader for the Nineties. London: Routledge.
 Emerson, E., McGill, P. and Mansell, J. (1994/1999) Severe Learning Disabilities and Challenging Behaviours: Designing High Quality Services. London: Chapman and Hall.
 Mansell, J., Felce, D., Jenkins, J., De Kock, U. and Toogood, S. (1987) Developing Staffed Housing for People with Mental Handicaps. Tunbridge Wells: Costello.
 Mansell, J. and Ericsson, K. (1996) Deinstitutionalization and Community Living: Intellectual Disability Services in Britain, Scandinavia and U.S.A. London: Chapman and Hall.
 Simons, K. (1993) Citizen Advocacy: The Inside View. Bristol: Norah Fry Research Centre.

Pre-requisites

Full-time students on the MSc in Analysis and Intervention in Intellectual and Developmental Disability, will normally take all the other modules of the MSc alongside this one. Part-time MSc students will take this module alongside TZ830 in year 1, completing TZ861, TZ862 and TZ865 in year two and completing TZ831 and TZ994 across both years. The same applies to students on the Postgraduate Diploma in Analysis and Intervention in Intellectual and Developmental Disabilities, with the exception of TZ994. Students on the Certificate, Diploma and MA in Intellectual and Developmental Disabilities will do this module alongside TZ861, TZ862, TZ865 and if appropriate TZ994.

Synopsis */

The aim of this module is to give students an understanding of organisational issues involved in learning disability services, including institutionalisation and deinstitutionalisation, theories of normalisation and criticisms of these theories, methods of analysing quality of life and care and ways of producing change in services. This module is taught as a web-based guided study module with seminars at several points in the first term. For AIIDD students, this module is closely linked to the service placement and discussion and application of web-based units will occur during placement supervision.

TZ864 Practical Placements						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	60 (30)	100% Coursework	

2022-23 Postgraduate Module Handbook

Availability

MSc Analysis and Intervention in Intellectual and Developmental Disabilities; PG Diploma Analysis and Intervention in Intellectual and Developmental Disabilities

Contact Hours

Total Contact Hours: 26

Private Study Hours: 574

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 Conduct cognitive, emotional and social assessments with individuals (using carers as informants as well if necessary) and interpret these;

8.2 Design or select and complete other relevant forms of assessment, including those requiring direct observations, rating scales and

interviews, with managers, carers and service users;

8.3 Design skill-building programmes with individuals and assess progress on these';

8.4 Complete functional analyses and develop logical intervention plans, based on these assessments, at the individual level;

8.5 Implement intervention plans, adjust them as necessary and evaluate their outcome;

8.6 Measure quality of care in services by a variety of means, including direct observations, rating scales and interviews;

8.7 Assess quality of life in individuals with Intellectual and developmental disabilities, including by direct observations and interviews;

8.8 Demonstrate the ability to design, implement and evaluate interventions to improve the quality of care and/or quality of life at the individual and service level;

8.9 Assess staff attitudes and staff training needs by a variety of methods;

8.10 Develop, deliver and evaluate interventions and training programmes for staff working in learning disability services (and other relevant staff or carers);

8.11 Undertake research into analysis and intervention in learning disability services.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Act in a professional and ethical manner in relation to service users and staff;

9.2 Identify, appreciate and constructively criticise service policies and procedures;

9.3 Challenge discriminatory practices and /or abusive practices where necessary.

Method of Assessment

Main assessment methods

Coursework - Service Report 1 (2000 words) – 25%

Coursework Service Report 2 (2000 words) – 25%

Coursework - Case Study (4000 words) – 50%

Reassessment methods

Like-for-like

Preliminary Reading

There is no specific required reading for these modules, apart from placement policies and practice documents. Readings from the academic modules will of course be necessary as background for this placement work.

Pre-requisites

This module will be taken alongside TZ861, 862, 863, 830 and 865. For students on the MSc, TZ994 will also be completed. For part-time students this module will be taken across the two years.

Restrictions

Please note that all students are required to have a police check before starting in their placements or beginning an empirical dissertation. This is the responsibility of individual students and should be done before the start of the course.

Synopsis <span style =

All students will be required to work in two different placements during their programme. The first will be a service-based placement in which students work as a team led by academic staff assessing the quality of care of local residential or day services for children or adults with Intellectual and developmental disabilities, helping services to help develop and actual plan to deal with issues raised it and monitoring the effect of their intervention. This placement will be organised into 10 intensive workshops either at the University during preparation and analysis stages or in the placement during data collection stages. Full-time students will do more of the initial data collection and will finish their placement at the end of the Spring term. Part-time students will continue to be a resource to the services and will go back to monitor progress made by service during the early part of the summer months.

The second will be an individual clinical psychology attachment (normally to a local clinical psychologist or psychological therapist on a learning disability team).

Typically, full-time (one-year) students will spend two to three days per week on clinical placements (i.e. during May – September, with two weeks annual leave). Part-time students will spend one day per week on clinical placement over the course of the second years (with university vacation breaks plus two weeks during the summer).

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TZ865 Extended Essay						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

Availability

MSc Analysis and Intervention in Intellectual and Developmental Disabilities;
 MA Intellectual and Developmental Disabilities
 PG Certificate Intellectual and Developmental Disabilities
 PG Diploma Analysis and Intervention in Intellectual and Developmental Disabilities
 PG Diploma Intellectual and Developmental Disabilities

Contact Hours

Total Contact Hours: 5 (variable depending on requirements of individual students)
 Private Study Hours: 145
 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 Conduct a literature review on a topic chosen from a list provided;
- 8.2 Produce an outline of this review that indicates the main structure and content to be included;
- 8.3 Produce an integrated and well-structured written account of relevant policy, academic literature and other sources, in a way that answers the question posed.

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

- 9.1 Integrate material across different topic areas;
- 9.2 Prepare a comprehensive, well-written account of the material and a balanced argument in a way that answers the question that was posed.

Method of Assessment

Main assessment methods

Coursework - extended Essay (6000 words) – 100%

Reassessment methods

Like-for-like

Preliminary Reading

Reading will be recommended through the guided study materials and seminars and many core references will be provided electronically. However, this module will require students to search for and discover further reading on their chosen topic.

Pre-requisites

It is integrated closely with TZ861, TZ862 and TZ863 from which students have to the material from these three modules.

Synopsis */

All students will write one essay on a topic which requires them to draw on material from the service issues, social psychology and behavioural analysis and intervention modules. This will be done over the course of the year for full time students and in the second year for part time students and will be submitted during the third term of the final year.

TZ866 Social Psychology of Autism by Distance Learning						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	10 (5)	100% Exam	
3	Canterbury	Autumn	M	10 (5)	100% Exam	
3	Canterbury	Spring	M	10 (5)	100% Exam	

Availability

Autism studies MA
 Autism studies Postgraduate Diploma
 Autism studies Postgraduate Certificate
 Applied Behaviour Analysis (Intellectual and Developmental Disabilities) MSc
 Applied Behaviour Analysis (Intellectual and Developmental Disabilities) Postgraduate Diploma

2022-23 Postgraduate Module Handbook

Contact Hours

Total contact hours: 20
Private study hours: 80
Total study hours: 100

Department Checked

24/03/2022

Learning Outcomes

- 8.1 Know, in depth, the epidemiology and definition of autism and intellectual and developmental disabilities in the UK, other Western countries and the developing world.
- 8.2 Distinguish similarities and differences between the needs and characteristics of people with autism and those with other forms of intellectual and developmental disabilities, and appreciate critically their impact on quality of life and intervention.
- 8.3 Be aware of different approaches to understanding autism, and be able to critically evaluate evidence to support these approaches.
- 8.4 Understand, in-depth, laws and policies relating to mental capacity and capacity to consent when conducting clinical work (or research) with people with autism and intellectual and developmental disabilities

Specific learning outcomes for students taking Pathway 1 (autism programmes) only:

- 8.5 Know the range of approaches most commonly used to support and educate people with autism.
- 8.6 Develop an in-depth understanding of the core features of autism and associated conditions.
- 8.7 Develop an advanced understanding of different perspectives within the autism field.
- 8.8 Critically appreciate the impact of autism on the family.
- 8.9 Understand conditions that commonly co-occur with autism (including physical and mental health difficulties). Understand, in-depth, how these can impact on quality of life.
- 8.10 Know at an advanced level the cognitive and social characteristics of people with autism and those with intellectual and developmental disabilities

Specific learning outcomes for students taking Pathway 2 [Applied Behaviour Analysis (Intellectual and Developmental Disabilities)] only:

- 8.11 Know the range of approaches most commonly used to support and educate people with autism and be able to critically evaluate the evidence base for these approaches.
- 8.12 Develop an in-depth understanding of the core features of autism and associated conditions, and how to consider these when conducting assessments and developing behavioural interventions.
- 8.13 Develop an advanced understanding of different perspectives within the autism field, and an awareness of how to communicate effectively with other professionals when working within a multidisciplinary team.
- 8.14 Critically appreciate the impact of autism on the family and the challenges that may present when providing behavioural services.
- 8.15 Understand conditions that commonly co-occur with autism (including physical and mental health difficulties). Understand, in-depth, how these can impact on quality of life and behavioural assessment and intervention, and the need to make appropriate referrals to other professionals.
- 8.16 Critically appreciate the ways in which you may need to adapt communication with clients who have intellectual and developmental disabilities (particularly autism) when delivering behavioural services.
- 8.17 Be aware of the broader context of autism, and how provision of behavioural services fits within this context in the UK and further afield.
- 8.18 Show an advanced understanding of the differences between scientific, pseudoscientific, and antiscientific approaches.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Effectively integrate complex knowledge from different sources, including published work and personal experience.
- 9.2 Demonstrate the ability to understand, and communicate in writing, complex, abstract concepts.
- 9.3 Show a capacity to effectively prioritise the demands of work and study.
- 9.4 Organise and manage their studying independently with support from tutors.
- 9.5 Use information technology to a high level (word processing, email, the University's VLE, e-journals and other online resources)

Method of Assessment

Main assessment methods

Examination (1 hour) – 100%.

Reassessment methods

Reassessment instrument - Like-for-like.

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Preliminary Reading

For both pathway 1 (Autism programmes) and pathway 2 [Applied Behaviour Analysis (Intellectual and Developmental Disabilities)]:

Grandin, T. (2006) Thinking in pictures: My life with autism (second edition) Vintage Books

Tantam, D. (2012). Autism spectrum disorders through the lifespan. London: Jessica Kingsley Publishers.

For Pathway 1 (Autism programmes):

Attwood, T. (2007) The complete guide to Asperger's syndrome Jessica Kingsley publishers

Fein, D.A. (2011). The neuropsychology of autism. Oxford: Oxford University Press.

Frith, U. (2003) Autism: Explaining the Enigma (second edition) Basil Blackwell.

Frith, U. (2008). Autism: A very short introduction. Oxford: Oxford University Press.

Hobson, P.R. (2012) Autism and the Development of the Mind (second edition) Lawrence Erlbaum.

Kutscher, M.L. (2005) Kids in the Syndrome Mix of ADHD, LD, Asperger's, Tourette's, Bipolar, and More! : The one stop guide for parents, teachers, and other professionals. Jessica Kingsley Publishers.

Schopler, E. (2001). Treatment for Autism: From science to pseudo-science or anti-science. The Research Basis for Autism Intervention. E. Schopler, N. Yirmiya, C. Shulman and L. M. Marcus. New York, Kluwer Academic/Plenum Publishers.

For Pathway 2 [Applied Behaviour Analysis (Intellectual and Developmental Disabilities)]:

Bailey, J. S., & Burch, M. R. (2011). Ethics for behaviour analysts (2nd ed.). Hove: Taylor & Francis.

Behavior Analyst Certification Board. (2014). Professional and Ethical Compliance Code for Behavior Analysts. Retrieved from <http://bacb.com/wp-content/uploads/2016/03/160321-compliance-code-english.pdf>

Fox, R. M., & Mulick, J. A. (Eds.) (2015). Controversial therapies for autism and intellectual disabilities: Fad, fashion and science in professional practice (2nd ed.). New York: Routledge.

Schreibman, L. (2007). The science and fiction of autism. Cambridge, MA: Harvard University Press.

Silberman, S. (2016). Neurotribes: The legacy of autism and how to think smarter about people who think differently. Camden: Atlantic Books.

Waltz, M. (2013). Autism: A social and medical history. Basingstoke: Palgrave Macmillan

Waltz, M. (2013). Autism: A social and medical history. Basingstoke: Palgrave Macmillan

Pre-requisites

None

Synopsis *

The aim of this module is to teach the basic facts about the nature and origins of autism, including definitions, epidemiology, biological, social and environmental causes. In addition, characteristics and needs of people with autism will be considered (including cognitive and social characteristics). All of this information will be set within the wider context of intellectual and developmental disabilities and students, although focusing primarily on autism, will be required to learn and know about these issues more widely. Over 50% of people with autism have a co-morbid condition and therefore this is an essential approach.

TZ867 Case Study and Intervention Project (Distance Learning)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	60 (30)	100% Coursework	
2	Canterbury	Autumn	M	60 (30)	100% Coursework	

Availability

Sociology MA

Two year Master's in Sociology MA

Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

Department Checked

28/03/2022

2022-23 Postgraduate Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Have acquired a clear understanding of the historical foundations and social formation of sociology
- 8.2 Be able to identify and critically discuss the sociological visions and ideological values that underpin contemporary sociological theories of modern societies
- 8.3 Be able to communicate in written form the complexities of current sociological debates in modern societies
- 8.4 Have developed their ability to present sociologically reasoned arguments

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 utilization of research and empirical data
- 9.2 Be able to synthesize complex theoretical items of knowledge from different schools and disciplines of enquiry
- 9.3 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 or in writing
- 9.4 Demonstrate advanced research skills including the ability to identify a research question and to answer it by gathering and analysing appropriate data and information from a variety of secondary and some primary sources
- 9.5 Be able to understand the nature and appropriate use, including the ethical implications, of diverse social research strategies
- 9.6 Distinguish between technical, normative, moral and political questions

Method of Assessment

Main assessment methods

Coursework – essay (4000 words) – 85%

Coursework -Seminar participation - 15%

Reassessment methods

Reassessment instrument -100% coursework.

Preliminary Reading

- Abrams, P. (1968) *The Origins of British Sociology 1834-1914*, Chicago
 Collins, R. (1985) *Four Sociological Traditions*, Oxford
 Gouldner (1970) *The Coming Crisis of Western Sociology*, Heinemann
 Gouldner, A. (1973) *For Sociology: Renewal and Critique in Sociology Today*, Penguin
 Halsey, A. H. (2004) *A History of Sociology in Britain*, Oxford
 Lemert, C. (1995) *Sociology After the Crisis*, Westview
 Levine, D. N. (1995) *Visions of the Sociological Tradition*, Chicago
 Nisbet, R. (1993 [1966]) *The Sociological Tradition*. New Brunswick, NJ.: Transaction. Ch.2.
 Shilling, C. & Mellor, P.A. (2001) *The Sociological Ambition*. London: Sage. Chapter 1.

Pre-requisites

None

Synopsis *

This course is designed to provide a guide to the foundations of sociology by exploring the most influential traditions of writing in the discipline and examining how these were forged on the basis of an ongoing dialogue with the legacy of the Enlightenment. After situating sociology in its historical, philosophical and theological contexts, the course analyses how the founders of the discipline developed a series of a competing visions of those processes elementary to social and moral life. Focusing mainly on the French and German traditions of sociology, but also incorporating the British tradition, we progress by examining the tensions that have arisen between collectivist visions of the social whole and competing conceptions of voluntarist inter/action, before focusing on Parsons's attempt to reconcile these approaches within an overarching conception of 'the sociological tradition'. The second part of the course moves away from these classical visions of sociology to those post-classical attempts to reconstruct the discipline on the basis of alternative concerns such as conflict, culture and post-modernity. Here we study a number of perspectives that have contributed to a fragmentation of the discipline. Whilst most sessions are concerned with debating the dominant theoretical interests that have defined the discipline, others are devoted to investigating key junctures in the development of methodology and research practice. The course aims to provide students with critical insights into the ways in which sociology has been configured as a discipline in response to key junctures in its history.

TZ868 Values, Ethics and Professional Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Availability

Criminology MA

Criminology with a term abroad MA

Sociology MA

Two year masters versions of the appropriate programmes listed above

2022-23 Postgraduate Module Handbook

Contact Hours

Total contact hours: 21
Private study hours: 179
Total study hours: 200

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 Analyse to a level appropriate with postgraduate study the key concepts associated with critical criminology.
- 8.2 To trace the roots of critical criminology in social constructionism and subcultural theory and evaluate their relevance in the present period.
- 8.3 Understand the different critical traditions, British, continental and American, in criminology.
- 8.4 Analyse the historical development of critical criminology both within the traditions and as a response to the changing conditions of late modernity.
- 8.5 Understand the recent interest of critical criminology in globalisation and practices of crime and control that link the global with the local.
- 8.6 To critically appraise at a level appropriate to postgraduates the epistemological limits of positivism and the need for critical methods.
- 8.7 To evaluate the implications for criminology of the revelations of state crime and the emerging criminology of war and genocide.

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 utilization of research and empirical data
- 9.2 Be able to synthesis complex theoretical items of knowledge from different schools and disciplines of enquiry.
- 9.3 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 or in writing.

Method of Assessment

Main assessment methods

Coursework – essay (5000 words) - 100%

Reassessment methods

100% coursework.

Preliminary Reading

- Aas, Katja Franko (2010) "Global Criminology" in E. McLaughlin and T. Newburn (eds.) The Sage Handbook of Criminological Theory. London: Sage
- Aas, Katja Franko (2007) Globalisation and Crime. London: Sage
- Cohen, S. (1985) Visions of Social Control: Crime, Punishment and Classification. Cambridge, Polity.
- DeKeseredy, W. (2011) Contemporary Critical Criminology. Abingdon: Routledge
- Ferrell, J., K. Hayward and J. Young (2008) Cultural Criminology: An Invitation. London: Sage.
- Findlay, M. (1999) The Globalisation of Crime. Cambridge: Cambridge University Press.
- Foucault, M. (1981) Discipline and Punish: The Birth of the Prison (trans. Alan Sheridan). London: Penguin.
- Hall, S., et al. (1978) Policing the Crisis: Mugging, the State and Law and Order. London: Macmillan.
- Morrison, W. (2006) Criminology, Civilisation and the New World Order. London: Glasshouse.
- Ruggiero, V., South, N., and Taylor, I. (eds.) (1998) The New European Criminology: Crime and Social Order in Europe. London: Routledge.
- Scruton, P. et al. (1987) Law, Order and the Authoritarian State: Readings in Critical Criminology. Milton Keynes: Open University Press.
- van Swaaningen, R (1997) Critical Criminology: Visions from Europe. London: Sage.
- Taylor, I., Walton, P., and Young, J. (1973) The New Criminology: For a Social Theory of Deviance. London: Routledge and Kegan Paul.
- Taylor, I, Walton, P, and Young, J. (1975) Critical Criminology. London: Routledge and Kegan Paul.
- Young, J. (1999) The Exclusive Society. London: Sage.
- Young, J. (2007) The Vertigo of Late Modernity. London: Sage

Pre-requisites

None

Synopsis <span style =

Critical criminology constitutes a broad and multi-disciplinary tradition that studies the complex relationships between crime, control and power. The module will aim to acquaint students with the richness of writings in this field, the variety of political positions and the development of different traditions in the UK, US and the European continent. Critical criminology has also taken a recent interest in the processes associated with globalisation, thus giving rise to an emerging sub-discipline, global criminology. The module will also examine how this allows new understandings of crime, power and control, which link the global to the local. Various theoretical perspectives will be encountered, including those of new deviancy theory, Marxism, Foucauldian thought, left realism, abolitionism, social harm perspectives and, more recently, cultural criminology.

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TZ869 Concepts of Applied Behaviour Analysis						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	15 (7.5)	100% Coursework	
2	Canterbury	Whole Year	M	15 (7.5)	50% Coursework, 50% Exam	

Availability

Applied Behaviour Analysis (Intellectual and developmental Disabilities) MSc
 Applied Behaviour Analysis (Intellectual and developmental Disabilities) Post Graduate Diploma
 Applied Behaviour Analysis (Intellectual and developmental Disabilities) Post Graduate Certificate
 Positive Behaviour Support (Intellectual and Developmental Disability) MSc
 Positive Behaviour Support (Intellectual and Developmental Disability) Postgraduate Diploma

Contact Hours

Main Assessment method

Coursework – essay (2,500 words) – 50%
 Examination (2 hours) – 50%

Reassessment method

Reassessment instrument - Like-for-like

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 Display advanced understanding of the principles of the experimental analysis of behaviour and applied behaviour analysis.
- 8.2 Demonstrate in-depth knowledge of the principles of operant and respondent behaviour.
- 8.3 Display advanced understanding of the three part contingency of Antecedent: Behaviour: Consequence.
- 8.4 Identify and describe, in-depth: stimulus control, generalisation, punishment, positive reinforcement, negative reinforcement (avoidance and escape), extinction, equivalence relations, establishing operations and setting events.
- 8.5 Critically outline behaviour analytic accounts of verbal behaviour and private events.
- 8.6 Critically evaluate academic research in Applied Behaviour Analysis.
- 8.7 Critically evaluate the strengths and limitations of applied behaviour analysis as an approach to understanding human behaviour and, specifically, the behaviour of children/adults with intellectual or developmental disabilities.

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

- 9.1 Effectively integrate complex knowledge from different sources, including personal experience.
- 9.2 Demonstrate their ability to understand, and communicate in writing, complex, abstract concepts.
- 9.3 Show that they are able to combine the demands of work and study by successfully meeting deadlines for the completion of academic assignments.
- 9.4 Use information technology to a high level (e.g., word processing, email, Moodle, e-journals, and other online learning resources).

Method of Assessment

Main Assessment method

Coursework – essay (2,500 words) – 50%
 Examination (2 hours) – 50%

Reassessment method

Reassessment instrument - Like-for-like

Preliminary Reading

Bailey, J. S., & Burch, M. R. (2010, 2nd Ed). Ethics for behavior analysts: a practical guide to the Behavior Analyst Certification Board guidelines for responsible conduct. London: Lawrence Erlbaum Associates.
 Chance, P. (1998). First Course in Applied Behavior Analysis. Pacific Grove, CA: Brooks/Cole (needed at first workshop for one of the exercises)
 *Cooper, J.O., Heron, T.E., Heward, W.L. (2007, 2nd Ed.) Applied Behaviour Analysis. Upper Saddle River, NJ: Pearson/Merrill-Prentice Hall. (always bring to workshops as exercises involving the text are frequently presented)
 Johnson, J.M (2013) Radical Behaviorism for ABA Practitioners. Sloan Educational Publishing. (there will be regular reading assignments involving this book)
 *Sulzer-Azaroff, B., & Mayer, G. R. (1991). Behavior analysis for lasting change. Belmont, Ca: Wadsworth/Thomson Learning.
 *Required texts

Pre-requisites

None

This module will normally be taken alongside TZRD8680 (TZ868), TZRD8700 (TZ870) and TZRD8710 (TZ871)

2022-23 Postgraduate Module Handbook

Synopsis "

The aim of this module is to develop an advanced understanding of the concepts and principles underpinning applied behaviour analysis.

Indicative topics include:

Defining characteristics of applied behaviour analysis

Operant and respondent conditioning

Reinforcement

Extinction and punishment

Avoidance and escape

Stimulus control and equivalence relations

Establishing operations and setting events

Verbal behaviour and private events

Using behaviour analytic concepts to interpret complex behaviour.

TZ870 Functional Assessment & Analysis of Challenging Behaviour						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	M	15 (7.5)	100% Coursework	

Availability

MSc in Applied Behaviour Analysis (Intellectual and Developmental Disability) MSc

Applied Behaviour Analysis (Intellectual and Developmental Disability) Postgraduate Diploma

Applied Behaviour Analysis Post Graduate Certificate

MSc in Positive Behaviour Support (Intellectual and Developmental Disability) MSc

Postgraduate Diploma in Positive Behaviour Support (Intellectual and Developmental Disability) Postgraduate Diploma

Contact Hours

Total contact hours: 45

Private study hours: 105

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 Describe and discuss, at an advanced level, a model of understanding challenging behaviour in people with intellectual and

developmental disabilities and how this relates to efforts to understand the challenging behaviour of specific individuals.

8.2 Describe and discuss, at an advanced level, rationales for the use of data in applied behaviour analysis and the in-depth assessment of challenging behaviour.

8.3 Select and use critically a variety of informant based methodologies for collecting data to develop provisional formulations in regard to

presentation of challenging behaviour including structured interviews, checklists and narrative incident report forms

8.4 Select and use critically appropriate methods of observational measurement to conduct a descriptive assessment from a range including:

frequency and duration recording; momentary time sampling; real time recording; whole interval recording; partial interval recording.

8.5 Describe and critically use a range of experimental analysis of behaviour methodologies and discuss, at an advanced level, rationales for their use

8.6 Use the information derived from the above methods to formulate an in-depth, multi-factorial understanding of an individual's challenging behaviour

8.7 Discuss, at an advanced level, the factors that influence the reliability and validity of informant-based and observational data.

8.8 Describe and critically discuss the use of single-case experimental designs in applied behaviour analysis including the concepts of internal and external validity.

8.9 Describe and critically discuss the appropriate use of single-case experimental designs from a range including: reversal; multiple-baseline; alternating treatments; changing criterion

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Effectively integrate complex knowledge from different sources, including published work and personal experience.

9.2 Demonstrate the ability to understand, and communicate in writing, complex, abstract concepts.

9.3 Show a capacity to effectively prioritise the demands of work and study.

9.4 Use information technology to a high level (word processing, email, Moodle, e-journals and other online resources).

9.5 Conduct an in-depth analysis of the behaviour of an individual with intellectual and developmental disabilities, requiring the identification,

definition and collaborative solution of difficult problems.

9.6 Conduct in-depth analysis and visual representation of quantitative data.

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Method of Assessment

Main assessment methods

Coursework assignment 1 (3500 words) - 50%

Coursework assignment 2 (3500 words) - 50%

Reassessment methods

Like-for-like.

Preliminary Reading

Brown, F., Anderson, J.L. and Dr Pry, R.L. (2015). Individual Positive Behaviour Support: a standards-based guide to use in school and community settings. Baltimore: Brookes.

Cooper, J. O., Heron, T. E. and Heward, W. L. (2nd Ed.) (2007). Applied Behavior Analysis. Upper Saddle River, NJ: Pearson/Merrill-Prentice Hall.

Johnston, J. M. and Pennypacker, H. S. (3rd Ed.) (2008). Strategies and Tactics of Behavioral Research. New York: Routledge.

Kennedy, C. H. (2005). Single-Case Designs for Educational Research. Boston: Ayllon & Bacon.

O'Neil, R.E., Albin, R.W., Storey, K., Horner, R. and Sprague J.R. (3rd Ed.) (2015). Functional Assessment and Program Development for Problem Behavior: A Practical Handbook. Stamford, CT: Cengage.

Pre-requisites

None

Synopsis <span style =

The aim of this module is to develop competencies in the definition, observation, recording and analysis of behaviour and its controlling variables. Topics will include:

Observational methods of data collection

Reliability and validity of observational data

Practical approaches to checking and calculating reliability

Visual representation of data

Descriptive assessment and experimental analysis including internal and external validity

Practical and theoretical aspects of using reversal, multiple-baseline, alternating treatments and changing criterion designs

Visual and statistical interpretation of single case data.

TZ871 Developing and implementing interventions						
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)	50% Coursework, 50% Project	

Availability

Applied Behaviour Analysis (Intellectual and developmental Disabilities) MSc

Applied Behaviour Analysis (Intellectual and developmental Disabilities) Post Graduate Diploma

Applied Behaviour Analysis (Intellectual and developmental Disabilities) Post Graduate Certificate

MSc in Positive Behaviour Support (Intellectual and Developmental Disability) MSc

Positive Behaviour Support (Intellectual and Developmental Disability) Postgraduate Diploma

Contact Hours

Total contact hours: 42

Private study hours: 108

Total study hours: 150

Department Checked

28/03/2022

2022-23 Postgraduate Module Handbook

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Describe and discuss the relationship between functional assessment/analysis and the development of behaviour analytic interventions.
- 8.2 Describe and discuss a range of approaches to develop new behaviour/increase existing behaviour including: prompting; shaping; chaining; modelling; incidental teaching; discrimination training; precision teaching.
- 8.3 Describe and discuss the processes by which functionally-based behavioural interventions to develop new behaviour and/or increase the occurrence of existing behaviours may be designed, implemented and evaluated.
- 8.4 Describe and discuss approaches to reducing and replacing challenging behaviour from a range including: antecedent manipulations; functional communication training; differential reinforcement; non-contingent reinforcement; extinction; punishment; contingency contracts and token systems; self-management.
- 8.5 Describe and discuss the processes by which functionally-based behavioural interventions to reduce and replace challenging behaviour may be designed, implemented and evaluated.
- 8.6 Describe and discuss maintenance and generalisation of behavioural intervention including issues of systems support.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Have prepared a written assignment which shows their capacity to draw critically on both published work and their own experience.
- 9.2 Have demonstrated their ability to understand, and communicate in writing, complex, abstract concepts.
- 9.3 Have shown they are able to combine the demands of work and study by successfully meeting deadlines for the completion of academic assignments.
- 9.4 Have used information technology (word processing, email, internet use, online learning resources) to meet the demands of the programme.
- 9.5 Have developed their capacity to analyse and visually represent quantitative data.

Method of Assessment

Main assessment methods

Coursework – assignment (3000 words) – 50%

Examination (2 hours) – 50%

Reassessment methods

Like-for-like.

Preliminary Reading

Bailey, J. S., & Burch, M. R. (2010, 2nd Ed). Ethics for behavior analysts: a practical guide to the Behavior Analyst Certification Board guidelines for responsible conduct. London: Lawrence Erlbaum Associates.

Chance, P. (1998). First Course in Applied Behavior Analysis. Pacific Grove, CA: Brooks/Cole (needed at first workshop for one of the exercises)

*Cooper, J.O., Heron, T.E., Heward, W.L. (2007, 2nd Ed.) Applied Behaviour Analysis. Upper Saddle River, NJ: Pearson/Merrill-Prentice Hall. (always bring to workshops as exercises involving the text are frequently presented)
Johnson, J.M (2013) Radical Behaviorism for ABA Practitioners. Sloan Educational Publishing. (there will be regular reading assignments involving this book)

*Sulzer-Azaroff, B., & Mayer, G. R. (1991). Behavior analysis for lasting change. Belmont, Ca: Wadsworth/Thomson Learning.

*Required texts

Pre-requisites

None

This module will normally be taken alongside TZRD8680 (TZ868), TZRD8690 (TZ869) and TZRD8700 (TZ870).

Synopsis <span style =

The aim of this module is to develop advanced understanding of the design and implementation of positive strategies to improve the social and intellectual functioning of vulnerable populations, and their support by carers and others.

Topics will include:

Approaches to increasing behaviour
Approaches to developing new behaviour
Descriptive and experimental analysis of challenging behaviour
Barriers to implementation
Procedural reliability
Generalisation and maintenance

TZ872 Work-Based Learning in Applied Behaviour Analysis						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	60 (30)	100% Coursework	

Availability

MSc in Applied Behaviour Analysis (Intellectual and Developmental Disability)

Contact Hours

Total contact hours: 21

Private study hours: 379

Total study hours: 400

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 advanced practice of applied behaviour analysis that is consistent with ethical principles and values and meets the expectations of professional codes of conduct and ethics, especially those of the Behavior Analyst Certification Board.
- 8.2 Demonstrate a critical understanding of concepts of applied behaviour analysis through their practice with one or more individuals with intellectual and developmental disabilities.
- 8.3 Demonstrate the appropriate and imaginative use of applied behaviour analysis to conduct sophisticated, individual assessments with one or more individuals with intellectual and developmental disabilities.
- 8.4 Demonstrate the appropriate and imaginative use of applied behaviour analysis to develop and implement personalised and constructive interventions with one or more individuals with intellectual and developmental disabilities.
- 8.5 Demonstrate a commitment to the development of a reflective, professional approach in their practice with one or more individuals with intellectual and developmental disabilities.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Effectively integrate complex knowledge from different sources, including published work and personal experience.
- 9.2 Use information technology to a high level (e.g., word processing, email, Moodle, e-journals and other online resources)
- 9.3 Demonstrate the ability to understand, and communicate in writing, complex, abstract concepts.
- 9.4 Show a capacity to effectively prioritise the demands of work and study.
- 9.5 Work cooperatively with others to effectively carry out complex tasks.

Method of Assessment

Main assessment methods

Coursework assignment - Portfolio (incorporating 20-30minute DVD, 5000 word case report and supporting appendices – 100%

Reassessment methods

Like-for-like

Preliminary Reading

Cooper, J.O., Heron, T.E., Heward, W.L. (2007, 2nd Ed.) Applied Behaviour Analysis. Upper Saddle River, NJ: Pearson/Merrill-Prentice Hall.

Johnson, J.M (2013) Radical Behaviorism for ABA Practitioners. Sloan Educational Publishing.

Kennedy, C. H. (2005). Single-Case Designs for Educational Research. Boston: Ayllon & Bacon.

Sulzer-Azaroff, B., & Mayer, G. R. (1991). Behavior analysis for lasting change. Belmont, Ca: Wadsworth/Thomson Learning.

Pre-requisites

Students must have successfully completed the practice route on TZ9030 (TZ903), TZRD9020 (TZ902) and TZRD9070 (TZ907).

Synopsis <span style =

Learning and teaching will focus on consolidating the knowledge and skills developed through taught modules, and supporting application of learning to applied behaviour analytic practice in the workplace or comparable environment. Students will receive supervision to undertake assessment and intervention with individuals with intellectual/developmental disabilities. In the course of group and/or individual supervision sessions they will be expected to apply knowledge from taught modules to the specific individuals or circumstances with which they are working. They will be directed to academic and professional literature of specific relevance to their individual work and they will be encouraged to behave professionally and ethically both in their practice and in their interactions with other developing professionals in supervision sessions.

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TZ878 Advanced Issues in Values, Ethics and Professional Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	30 (15)	100% Coursework	

Availability

Autumn and summer

Contact Hours

Total contact hours: 45

Private study hours: 155

Total study hours: 200

(approximately 30 hours lectures, 15 hours exercises/discussions) will take place within two 3-day workshops

Department Checked

Yes

Learning Outcomes

On successfully completing the module students will be able to:

1. Demonstrate advanced knowledge and a critical understanding of key ethical and legal issues in providing support to children and adults with intellectual or developmental disabilities.
2. Demonstrate advanced knowledge and a critical understanding of the philosophical underpinnings of ethical practice.
3. Demonstrate advanced knowledge and a critical understanding of personalisation and its role in guiding service provision.
4. Demonstrate advanced knowledge and critical understanding of existing ethical codes and guidelines including those of the Behaviour Analyst Certification Board.
5. Identify key elements of professional practice, including the importance of supervision of practice, continuing professional development and collaborative working practices.
6. Challenge discriminatory and/or abusive practices where necessary.
7. Demonstrate advanced knowledge and a critical understanding of the importance of adopting a values- and evidence-based approach in supporting children and adults with intellectual or developmental disabilities.

The intended generic learning outcomes are:

On successfully completing the module students will be able to:

1. Effectively integrate complex knowledge from different sources, including published work and personal experience
2. Demonstrate the ability to understand, and communicate in writing, complex, abstract concepts.
3. Demonstrate self-awareness with regard to the need for continuing professional development, showing capacity to manage and improve one's own learning.
4. Show a capacity to effectively prioritise the demands of work and study.
5. Use information technology to a high level (e.g., word processing, email, Moodle, e-journals and other online resources).

Method of Assessment

100% coursework comprising:

Essay (2750 words) - 50%

Self-reflective case study (1000 words) -25%

Timed quiz – (1 hour) -25%

Preliminary Reading

Bailey, J. & Burch, M. (2013) Ethics for Behavior Analysts. Abingdon, Oxon: Routledge.

Chance, P. (1998). First Course in Applied Behavior Analysis. Pacific Grove, CA: Brooks/Cole

Cooper, J.O., Heron, T.E., Heward, W.L. (2007, 2nd Ed.) Applied Behaviour Analysis. Upper Saddle River, NJ: Pearson/Merrill-Prentice Hall.

Johnson, J.M (2013) Radical Behaviorism for ABA Practitioners. Sloan Educational Publishing.

Sulzer-Azaroff, B., & Mayer, G. R. (1991). Behavior analysis for lasting change. Belmont, Ca: Wadsworth/Thomson Learning.

Pre-requisites

The programmes of study to which the module contributes:

MSc in Applied Behaviour Analysis (Intellectual and Developmental Disability)

Post Graduate Diploma in Applied Behaviour Analysis (Intellectual and Developmental Disability)

Post Graduate Certificate in Applied Behaviour Analysis (Intellectual and Developmental Disability)

MSc in Positive Behaviour Support (Intellectual and Developmental Disability)

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Synopsis *

The curriculum will include, at an advanced level:

- Ethical and legal issues
- Philosophical underpinnings of ethical practice
- The role of ideology in the development of intellectual disability services
- The development of approaches to individual planning and needs assessment, particularly the role of "person-centred planning"
- Ethical codes and guidelines – does Behaviour Analysis raise special ethical issues?
- Codes of professional practice
- Discrimination and abuse
- Adopting person-centred, values-based approaches to children and adults with complex needs.
- Evidence based practice and practice based evidence

TZ879 Challenging Behaviour & Positive Behaviour Support By Distance Learning						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	10 (5)	80% Coursework, 20% Exam	
1	Canterbury	Autumn	M	10 (5)	80% Exam, 20% Coursework	

Availability

Applied Behaviour Analysis (Intellectual and developmental Disabilities) MSc
 Applied Behaviour Analysis (Intellectual and developmental Disabilities) Post Graduate Diploma
 Positive Behaviour Support (Intellectual and Developmental Disability) MSc
 Positive Behaviour Support (Intellectual and Developmental Disability) Postgraduate Diploma

Contact Hours

Total contact hours: 21
 Private study hours: 79
 Total study hours: 100

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 Define challenging behaviour, drawing critically on medical, biological, psychological and sociological perspectives.
- 8.2 Describe and critically discuss the epidemiology of challenging behaviour.
- 8.3 Display advanced appreciation of the social significance and context of challenging behaviour.
- 8.4 Develop an in-depth understanding of historical and policy issues and background in relation to the development of ideas about challenging behaviour and positive behaviour support.
- 8.5 Demonstrate a critical understanding of the different causes and approaches to understanding challenging behaviour (biological, functional, environmental).
- 8.6 Understand, at an advanced level, methods of functional assessment and formulation in relation to challenging behaviour
- 8.7 Acquire and evaluate in-depth knowledge and critical understanding of behavioural and pharmacological approaches for managing challenging behaviour, and know the limitations of these approaches.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Effectively integrate complex knowledge from different sources, including published work and personal experience.
- 9.2 Demonstrate the ability to understand, and communicate in writing, complex, abstract concepts.
- 9.3 Show a capacity to effectively prioritise the demands of study.
- 9.4 Use information technology to a high level (word processing, email, Moodle, e-journals and other online resources).

Method of Assessment

Main assessment methods

Coursework - assignment (1000 words) – 80%
 Examination (1 hour) - 20%

Reassessment methods

Like-for-like

2022-23 Postgraduate Module Handbook

Preliminary Reading

- Carr, E., et al. (1994). Communication-based intervention for problem behaviour: A user's guide for producing positive change. Baltimore: Paul Brookes.
- Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). Applied behavior analysis (2nd ed). Upper Saddle River, NJ: Pearson/Merrill-Prentice Hall.
- Durand, V. (1990). Severe behaviour problems: A functional communication training approach. New York: Guilford Press.
- Emerson, E., & Einfeld, S. L. (2011). Challenging behaviour (3rd ed.). Cambridge: Cambridge University Press.
- Repp, A. C., & Horner, R. H. (1999). Functional analysis of problem behavior: From effective assessment to effective support. Belmont, CA: Wadsworth Pub. C.
- Sigafoos, J., Arthur, M., & O'Reilly, M. (2003). Challenging behavior and developmental disability. London: Whurr.

Pre-requisites

None (all modules in the appropriate programmes are compulsory)

Synopsis <span style =

The curriculum will include, at an advanced level:

- Definition and epidemiology of challenging behaviour
- Social significance and context of challenging behaviour
- Historical and policy issues and background on the development of ideas about challenging behaviour and positive behaviour support
- Causes of challenging behaviour (biological influences, functional approach, broader environmental influences)
- Assessment and formulation in relation to challenging behaviour
- Intervention for challenging behaviour (behavioural and pharmacological intervention)

TZ880 Challenging Behaviour & Positive Behaviour Support						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	10 (5)	80% Exam, 20% Coursework	

Availability

Autumn

Contact Hours

21 hours spread over a four-day workshop including approximately 15 hours of lectures and 6 hours of individual/group exercises and discussions.

Department Checked

Yes

Learning Outcomes

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

- Define challenging behaviour, drawing critically on medical, psychological and sociological perspectives.
- Describe and critically evaluate the epidemiology of challenging behaviour.
- Display advanced appreciation of the social significance and context of challenging behaviour.
- Develop an in-depth understanding of historical and policy issues and background in relation to the development of ideas about challenging behaviour and positive behaviour support.
- Demonstrate a critical understanding of the different causes and approaches to understanding challenging behaviour (biological, functional, environmental).
- Understand, at an advanced level, methods of functional assessment and formulation in relation to challenging behaviour.
- Acquire and evaluate in-depth knowledge and critical understanding of behavioural and pharmacological approaches for managing challenging behaviour, and know the limitations of these approaches.

On successfully completing the module students will be also able to:

- Effectively integrate complex knowledge from different sources, including published work and personal experience.
- Demonstrate the ability to understand, and communicate in writing, complex, abstract concepts.
- Demonstrate effective time management skills, including prioritising assessment demands and meeting deadlines.
- Make effective use of information technology (e.g., word processing, email, Moodle, e-journals and other online resources) to gather information and solve complex problems

Method of Assessment

An assignment of 1,000 words (20%) and an examination (80%). The examination will be timetabled and invigilated by the university's Exams Office during the exam period (summer).

Preliminary Reading

Carr, E., et al. (1994). Communication-based intervention for problem behaviour: A user's guide for producing positive change. Baltimore: Paul Brookes.

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). Applied behavior analysis (2nd ed). Upper Saddle River, NJ: Pearson/Merrill-Prentice Hall.

Durand, V. (1990). Severe behaviour problems: A functional communication training approach. New York: Guilford Press.

Emerson, E., & Einfeld, S. L. (2011). Challenging behaviour (3rd ed.). Cambridge: Cambridge University Press.

Repp, A. C., & Horner, R. H. (1999). Functional analysis of problem behavior: From effective assessment to effective support. Belmont, CA: Wadsworth Pub. C.

Sigafoos, J., Arthur, M., & O'Reilly, M. (2003). Challenging behavior and developmental disability. London: Whurr.

Pre-requisites

All taught modules are compulsory. Therefore, prerequisites comprise all modules from any previous term, while co-requisites equate to all other modules in the current term.

Synopsis <span style =

The curriculum will include, at an advanced level:

- Definition and epidemiology of challenging behaviour
- Social significance and context of challenging behaviour
- Historical and policy issues and background on the development of ideas about challenging behaviour and positive behaviour support
- Causes of challenging behaviour (biological influences, functional approach, broader environmental influences)
- Assessment and formulation in relation to challenging behaviour
- Intervention for challenging behaviour (behavioural and pharmacological intervention)

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TZ881 Behavioural Interventions for Autism and/or IDD						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	10 (5)	50% Coursework, 50% Exam	

Availability

Spring

Contact Hours

24

Department Checked

Yes

Learning Outcomes

On successfully completing the module students will be able to:

- Acquire in-depth knowledge and understanding of appropriate skills assessments, and identify their strengths and limitations.
- Conduct advanced skills assessments using tools such as the VB-MAPP, ABLLS or AFLLS and use their results to support development of behavioural programming.
- Demonstrate the ability to design language interventions based on advanced understanding of verbal behaviour and relational frame theory.
- Demonstrate a critical understanding of recent empirically supported behavioural interventions in key intervention areas such as sleeping issues, feeding problems, toilet training, social skills and vocational skills.
- Describe and critically evaluate the benefits, limitations and research base for a range of other approaches to intervention, reflecting recent research and specific interests of teaching staff

and

- Demonstrate an advanced understanding of contemporary research in the field of behavioural interventions.
- Effectively integrate complex knowledge from different sources, including personal experience.
- Use information technology to a high level (e.g., word processing, email, Moodle, e-journals and other online resources).

Method of Assessment

This module will be assessed by an assignment of 2,500 words (50%) and an examination (50%)

Preliminary Reading

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). Applied behavior analysis (2nd ed). Upper Saddle River, NJ: Pearson/Merrill-Prentice Hall.

Kubina, R. M., & Yurich, K. K. L. (2012). The precision teaching book. Lemont, PA: Greatness Achieved Publishing Company.

Rehfeldt, R. A., & Barnes-Holmes, Y. (2009). Derived relational responding applications for learners with autism and other developmental disabilities: A progressive guide to change. Oakland, CA: New Harbinger Publications.

Sundberg, M. L., & Partington, J. W. (1998). Teaching language to children with autism or other developmental disabilities. Concord, CA: AVB Press.

Pre-requisites

All taught modules are compulsory, so prerequisites to TZ881 comprise all modules from any previous term, while co-requisites equate to all other modules in the current term.

Restrictions

None

Synopsis *

This module will cover advanced topics related to assessment and intervention for autism and IDD. There will be a strong emphasis on developing a critical understanding of recent research in relation to behavioural interventions. Additionally, students will participate in activities aimed at enhancing their advanced skills in identifying and developing behavioural programmes. In-depth content will be drawn from a range of the following topics, depending on availability of recent research and teaching staff:

- Skills assessments (e.g. ABLLS, VB-MAPP, AFLLS)
- Designing comprehensive behavioural programmes
- Verbal behaviour (application and intervention design)
- Applications of relational frame theory to language intervention
- Specific intervention areas in autism and IDD (e.g. sleep issues, feeding problems, toilet training, social skills, and vocational skills)
- Precision teaching
- Group contingencies (Good Behaviour Game)
- Direct instruction
- Acceptance and Commitment Therapy

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TZ882 Social Psychology of IDD & Forensic Issues						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	10 (5)	100% Coursework	
1	Canterbury	Whole Year	M	10 (5)	100% Exam	

Availability

Spring

Contact Hours

Total contact hours: 25

Private study hours: 75

Total study hours: 100

Department Checked

Yes

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate an advanced understanding and critical awareness of the history of definitions of intellectual and developmental disabilities
- Demonstrate advanced and systematic knowledge of current practice in defining intellectual and developmental disabilities in UK and elsewhere
- Demonstrate advanced scholarship in critically understanding the complex epidemiology of offenders with intellectual and developmental disabilities in the UK, other Western countries and the developing world
- Demonstrate an advanced understanding and critical awareness of the biological, social and environmental causes of intellectual and developmental disabilities and how these interact in individuals
- Demonstrate in-depth and advanced knowledge of the cognitive and social characteristics of offenders and non-offenders with intellectual and developmental disabilities, including being able to identify novel insights when comparing the two groupings

On successfully completing the module students will also be able to:

- Use the research literature to gather in-depth information
- Interrogate government policy documents critically and in-depth
- Integrate advanced knowledge from different sources including their own experience
- Relate theory to practice in an advanced and critical manner

Method of Assessment

100% coursework comprising:

Coursework essay (3000 words) – 80%

Coursework – online quiz (1 hour) – 20%

Preliminary Reading

Baxter, C., B. Great, et al. (1990). Double discrimination: issues and services for people with learning difficulties from black and ethnic minority communities. London: King's Fund Centre/Commission for Racial Equality

Carr, A. (2007). The handbook of intellectual disability and clinical psychology practice. London: Routledge

Emerson, E., Felce D & Murphy, G.H. (2001). Learning disabilities: the fundamental facts. London, Mental Health Foundation

Emerson, E., Hatton, C., Dickson, K, Gone, R., Caine A. & Bromley, J., (2012). Clinical Psychology and People with Intellectual Disabilities. 2nd edition. Chichester: Wiley-Blackwell

Lindsay, W.R., Taylor, J.L, Sturmey, P. (2004). Offenders with Developmental Disabilities. West Sussex, N.J. Wiley

Tsakanikos, E. & McCarthy, J. (2014). Handbook of Psychopathology in Intellectual Disability: Research, Practice & Policy. New York: Springer

Pre-requisites

All modules for the MSc and MA programmes in Intellectual and Developmental Forensic are co-requisites

Restrictions

None

Synopsis */

This module provides students with in-depth understanding of the definitions and causes of intellectual and developmental disabilities (IDD), the epidemiology of IDD and of offending, issues of screening for IDD in criminal justice setting, transitions between settings, and the effects that IDD and offending can have on the family. It will consider social relationships, social networks and sexuality issues (attitudes of staff, issues of abuse etc.) in people with IDD and forensic issues, as well as the vulnerabilities of people with IDD (to physical and sexual abuse, exploitation, and wrongful conviction). In addition, behaviour phenotypes and offending (including specific diagnosis- e.g. autism, Klinefelters syndrome, Foetal Alcohol syndrome etc.) as well as mental health issues and offending will be considered.

TZ883 IDD & Forensic Service Issues						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	10 (5)	100% Exam	

Availability

Autumn and Spring

Contact Hours

Total contact hours: 25

Private study hours: 75

Total study hours: 100

Department Checked

Yes

Learning Outcomes

On successfully completing the module students will be able to

- Demonstrate advanced understanding and critical awareness of the historical context of intellectual disability services, including the eugenics era
- Show in-depth and systematic understanding of theories and practice that relate to institutional care
- Discuss the process and progress of the deinstitutionalisation movement in Western countries at an in-depth and critical level, including demonstrating the ability to provide original insights
- Demonstrate advanced scholarship in understanding theories of normalisation and social role valorisation
- Demonstrate in-depth understanding of complex concepts relating to the quality of care and quality of life, including the intricacies of their interrelationships
- State and critically evaluate how to measure and improve quality of care and quality of life, including demonstrating the ability to make novel observations
- Discuss and critically analyse the Mental Health Act & other relevant complex legislation
- Demonstrate critical and in-depth understanding of government policy regarding intellectual and developmental disabilities and forensic services in the UK, including being able to identify key policy issues and suggest policy improvements that would positively impact on people with intellectual and developmental disabilities

On successfully completing the module students will be able to:

- Use the research literature to gather in-depth information
- Critically interrogate government policy documents
- Integrate in-depth knowledge from different sources including their own experience
- Relate theory to practice in a critical manner

Method of Assessment

100% coursework comprising:

Essay (3000 words) – 80%

Online quiz (1 hour) – 20%

Preliminary Reading

Brown, H. and Smith, H. (1992) Normalisation: A Reader for the Nineties. London: Routledge.

Care Services Improvement Partnership. (2007). Positive Practice Positive Outcomes: A handbook for professionals in the Criminal Justice System working with offenders with learning disabilities. Available from: www.valuingpeople.gov.uk/echo/filedownload.jsp?action=dFile&key=2816

Carr, A. et al (2007). The handbook of intellectual disability and clinical psychology practice. London, Routledge.

Department of Health. (2009). The Bradley Report: Lord Bradley's review of people with mental health problems or learning disabilities in the criminal justice system. Available from: http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/documents/digitalasset/dh_098698.pdf

Emerson, E., McGill, P. and Mansell, J. (1994) Severe Learning Disabilities and Challenging Behaviours: Designing High Quality Services. London: Chapman and Hall.

Emerson, E., Hatton, C., Dickson, K., Gone, R., Caine A. & Bromley, J., (2012). Clinical Psychology and People with Intellectual Disabilities. 2nd edition. Chichester: Wiley-Blackwell.

Lindsay, W.R., Taylor, J.L, Sturmey, P. (2004). Offenders with Developmental Disabilities. West Sussex: Wiley.

Mansell, J. and Ericsson, K. (1996) Deinstitutionalization and Community Living: Intellectual Disability Services in Britain, Scandinavia and U.S.A. London: Chapman and Hall.

Tsakanikos, E. & McCarthy, J. (2014). Handbook of Psychopathology in Intellectual Disability: Research, Practice & Policy. New York: Springer.

Pre-requisites

For the MSc and MA programmes in Intellectual and Developmental Forensic Issues all others modules are co-requisites.

The programmes of study to which the module contributes:

MSc in Intellectual and Developmental Disabilities and Forensic Issues

MA in Intellectual and Developmental Disabilities and Forensic Issues

Postgraduate Diploma in Intellectual and Developmental Disabilities & Forensic Issues

Postgraduate Certificate in Intellectual and Developmental Disabilities & Forensic Issues

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Restrictions

None

Synopsis <span style =

This module will provide students with an in-depth understanding of service issues in intellectual and developmental disabilities and forensic issues, including an understanding of normalisation/Social Role Valorisation (and race/gender issues), deinstitutionalisation, current services for children and adults with intellectual and developmental disabilities, including forensic services. Students will learn about the Mental Health Act and other relevant legislation, the role of the police, courts, prisons, and probation. They will consider how to assess quality of care, quality of life and service user views, and will examine advocacy and self-advocacy movements, organisational issues and interventions to improve quality of life and care.

TZ884 Assessment and Treatment of Offenders with IDD						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	10 (5)	100% Coursework	
1	Canterbury	Whole Year	M	10 (5)	100% Exam	

Availability

Autumn and Spring

Contact Hours

Total contact hours: 25

Private study hours: 75

Total study hours: 100

Department Checked

Yes

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate advanced understanding and critical awareness of the definitions (and distinctions between) challenging behaviour and offending
- Show in-depth and systematic knowledge of theories and concepts regarding the causes of challenging behaviour and offending in people with IDD
- State how to conduct advanced assessments for people with IDD at risk of offending, including demonstrating the ability to provide original insights
- Demonstrate critical understanding of how to construct an in-depth formulation for individuals with IDD and offending behaviour
- Critically discuss a variety of advanced treatment approaches for people with IDD and offending behaviour
- Demonstrate critical and systematic understanding of risk assessment and risk management for people with IDD and offending behaviour, including showing self-direction and originality in tackling and solving issues identified

On successfully completing the module students will also be able to:

- Use the research literature to gather in-depth information
- Critically interrogate government policy documents
- Integrate in-depth knowledge from different sources including their own experience
- Relate theory to practice in a critical manner

Method of Assessment

100% coursework comprising:

Essay (3000 words) – 80%

Online quiz (1 hour) – 20%

Preliminary Reading

Carr, A. (2007). The handbook of intellectual disability and clinical psychology practice. London, Routledge.

Emerson, E., Hatton, C., Dickson, K, Gone, R., Caine A. & Bromley, J., (2012). Clinical Psychology and People with Intellectual Disabilities. 2nd edition. Chichester: Wiley-Blackwell

Lindsay, W.R. & Murphy, G H. (2015) The treatment and management of sex offenders. In: Lindsay, W.R. et al (Eds) Handbook on Offenders with Intellectual and Developmental Disabilities. Wiley/Blackwell, Chichester (In press)

Lindsay, W., Hastings, R., & Beech, A. (2011). Forensic research in offenders with intellectual and developmental disabilities 1: prevalence and risk assessment. Psychology, Crime & Law, 17(1), 3-7

Lindsay, W., Hastings, R., & Beech, A. (2011). Forensic research in offenders with intellectual developmental disabilities 2: assessment and treatment. Psychology, Crime & Law, 17(2), 97-100

Lindsay, W.R. & Michie, A.M. (2013). What works for offenders with intellectual disabilities. In: L. A. Craig, T. A. Gannon, L. Dixon (Eds) What Works in Offender Rehabilitation: An Evidence-Based Approach to Assessment and Treatment

Tsakanikos, E. & McCarthy, J. (2014). Handbook of Psychopathology in Intellectual Disability. New York: Springer

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Pre-requisites

For the MSc and MA programmes in Intellectual and Developmental Forensic Issues all others modules are co-requisites.

The programmes of study to which the module contributes:

MSc Intellectual and Developmental Disabilities and Forensic Issues

MA Intellectual and Developmental Disabilities and Forensic Issues

Postgraduate Diploma in Intellectual and Developmental Disabilities and Forensic Issues

Postgraduate Certificate in Intellectual and Developmental Disabilities and Forensic Issues

Restrictions

None

Synopsis *

This module provides students with in-depth knowledge and understanding of assessment and treatment methods for people with IDD and forensic issues. It considers the definitions, measurement and epidemiology of challenging behaviour, the distinctions between challenging behaviour and offending, and the causes of challenging behaviour and offending behaviour. It also covers assessment, including rating scales, interviews and observations, for challenging and offending behaviour, and functional analysis for challenging and offending behaviour, treatment interventions (behavioural and cognitive behavioural approaches) for offenders with IDD in forensic and community settings, and risk assessment and risk management of offenders with IDD in forensic and community settings.

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TZ885 Placement in IDD and Forensic Issues						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	60 (30)	100% Coursework with Pass/Fail Elements	

Availability

Throughout the year (full-time) or two years (part-time)

Contact Hours

90

Department Checked

Yes

Learning Outcomes

On successfully completing the module students will be able to:

- Conduct advanced and in-depth cognitive, emotional, and social assessments with individuals with intellectual and developmental disabilities (using carers as informants as well if necessary) and critically interpret the assessment results
- Demonstrate self-direction and originality in designing or selecting, and completing, other relevant forms of advanced and in-depth assessment for individuals with intellectual and developmental disabilities, including those requiring direct observations, rating scales and interviews, with managers, carers and service users
- Design original and advanced skill-building programmes for individuals with intellectual and developmental disabilities and monitor and assess participant's progress
- Complete in-depth functional analyses and develop logical intervention plans for individuals with intellectual and developmental disabilities, based on these assessments, at the individual level
- Implement advanced intervention plans for individuals with intellectual and developmental disabilities, adjust them as necessary and evaluate their outcome
- Critically assess the quality of care in services providing support for individuals with intellectual and developmental disabilities, employing a variety of techniques, including direct observations, rating scales and interviews
- Complete in-depth quality of life assessments for individuals with intellectual and developmental disabilities, including by direct observations and interviews
- Demonstrate the ability to design, implement and evaluate advanced and sophisticated interventions to improve the quality of care and/or quality of life at the individual and service level relating to individuals with intellectual and developmental disabilities
- Complete in-depth and critical assessments of staff attitudes and staff training needs by a variety of methods, including providing novel insights aimed at delivering improvements for individuals with intellectual and developmental disabilities
- Develop, deliver and evaluate advanced interventions and training programmes for staff working in learning disability services (and other relevant staff or carers)

On successfully completing the module students will also be able to:

- Act in a professional and ethical manner in relation to service users and staff.
- Identify, appreciate and constructively criticise service policies and procedures.
- Challenge discriminatory practices and /or abusive practices where necessary.

Method of Assessment

2 x Placement Reports of 4,000 words each (100%) Pass / Fail

Preliminary Reading

Emerson, E., Hatton, C., Dickson, K., Gone, R., Caine A. & Bromley, J., (2012). Clinical Psychology and People with Intellectual Disabilities. 2nd edition. Chichester: Wiley-Blackwell.

Lindsay, W.R., Taylor, J.L & Sturmey P. (2004). Offenders with Developmental Disabilities. Chichester: Wiley.

Tsakanikos, E. & McCarthy, J. (2014) Handbook of Psychopathology in Intellectual Disability London: Springer

Young, S, Kopelman, M. & Gudjonsson, G. (2009) Forensic Neuropsychology in Practice. Oxford: Oxford University press.

Readings from the academic modules will provide background knowledge for the placement.

Pre-requisites

For all students on the MSc and Postgraduate Diploma in Intellectual and Developmental Disabilities and Forensic Issues all modules on the programme are co-requisites. The only exception is that Postgraduate Diploma students are not required to complete the dissertation module.

Synopsis *

All students will be required to work in one placement during their programme. They will be attached to a local clinical psychologist or psychological therapist in a secure unit or a forensic IDD team or a learning disability team which takes forensic cases. They will be required to complete both service level work and individual client-level work during the placement and will submit one report on each. The service-level work will involve assessing the quality of care of the service (or part of the service), helping the service to develop an actual plan to deal with issues raised, and monitoring the effect of their intervention. The clinical/client-level work will involve assessment and intervention for one client or a small group of clients. Typically, full-time (one-year) students will spend two days per week throughout the year on placement. Part-time (two-year) students will spend one day per week on placement throughout the two years.

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TZ888 Development, Disability and Disadvantage						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Brussels	Autumn	M	20 (10)	100% Coursework	
1	Brussels	Spring	M	20 (10)	100% Coursework	

Learning Outcomes

Demonstrate an advanced understanding of the impact of different types of mental and physical illness, disease and/ or disability on social integration, including different approaches to wellness and health care as a human right;

Evaluate critically theoretical understandings, including cross-cultural, of disability, health and/ or illness in international comparison;

Apply theoretical concepts of disability, health and social care in an original way to different international cases;

Demonstrate an advanced understanding of the interactions of illness and/ or disability with structural challenges facing underserved communities;

Identify key challenges facing health and health care, physical and/ or mental, in different communities.

Conduct effective in-depth, independent research into a particular problem, including extrapolating from potentially incomplete data, clearly communicating conclusions in writing;

Synthesise and analyse disparate material in an original and self-directed manner;

Apply theoretical concepts to case studies;

Analyse case studies in an interdisciplinary manner, applying appropriate theoretical concepts, displaying an advanced conceptual understanding;

Demonstrate a comprehensive understanding of relevant techniques, which may include interdisciplinarity;

Think clearly about reading material and discussion, develop logical arguments and communicate these clearly;

Have exercised initiative and personal responsibility in managing their time and demonstrated independent learning ability.

Method of Assessment

5000-word essay

Restrictions

This module will be delivered online in academic year 2020-21.

Synopsis *

This module will be delivered online in academic year 2020-21.

This module engages with social norms, policies, politics and procedures that affect some of the world's most vulnerable people, their membership in society and access to health and social care.

Looking at provision and access to care in a variety of (international) settings, this module examines the approaches to developmental and intellectual disabilities, health and illness in a variety of (international and social) settings. Examining the challenges to implementation of such policies will be one component of the module.

Drawing on different theoretical approaches, the module will look at the policies and politics of health care in, for instance, rural vs urban settings, highly developed vs developing countries, as well as addressing questions of inequality. It will also take different cultural approaches to disease, illness, mental illness and developmental/ intellectual disabilities into account, including differing belief systems. The question of health and social care, including palliative care, as a human right will be raised.

TZ994 Research Project in Intellectual and Developmental Disabilities						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	60 (30)	100% Project	

Availability

Analysis and Intervention in Intellectual and Developmental Disabilities MSc
Applied Behaviours Analysis (Intellectual and Developmental Disability) MSc
Autism Studies MA
Intellectual and Developmental Disabilities PG diploma

Contact Hours

Total contact hours: 20
Private study hours: 580
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 Set up a testable hypothesis or research question, having conducted a basic review of the literature.
- 8.2 Design a research study or detailed review process to test the hypothesis/answer the question
- 8.3 Select an appropriate methodology, either qualitative or quantitative, or a combination of the two.
- 8.4 Consider any ethical issues involved and resolve them
- 8.5 If appropriate, negotiate service access, seek consent and conduct the data collection
- 8.6 Conduct the data analysis using appropriate methods
- 8.7 Write up the research project with reference to existing literature and government policy

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

- 9.1 Set up a testable hypothesis or research question, having conducted a basic review of the
- 9.2 Design a research study or detailed review process to test the hypothesis/answer the question
- 9.3 Select an appropriate methodology, either qualitative or quantitative, or a combination of the
- 9.4 Consider any ethical issues involved and resolve them
- 9.5 Conduct the data analysis using appropriate methods

Method of Assessment

Main assessment methods

Project/dissertation (8,000-10,000 words) – 100%

Reassessment methods

Like-for-like

Preliminary Reading

There is no specific required reading for this module, apart from readings included in the research methods module (TZRD8300)

All students will be required to complete their own project-specific literature searches and read relevant literature for their research project. They will provide an account of this in the literature review section of the project.

Pre-requisites

None (Autism Studies and Analysis and Intervention in Intellectual and Developmental Disabilities MSc students will normally take all the other modules of the Master programme alongside this one)

Restrictions

Module available for Tizard Centre students only.

Synopsis <span style =

During the first term of the course students will develop ideas for their research project and will be given the opportunity to choose a research project proposed and supervised by members of the course team or other Tizard staff (course handbook for the list of topics for the current year). Students who choose to design their own project will be allocated a project supervisor. Students following the MSc in Analysis and Intervention in Intellectual and Developmental Disability are required to do an empirical project. All other students can choose between either an empirical or a non-empirical (e.g. policy or research review) project.

Students develop a proposal (assessed) for their research project with advice from their supervisor and apply for ethical approval either to the Tizard Ethics Committee (Ethical Review Checklist available on web-based resources) or to another ethics committee such as those in the NHS.

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TZ995 Extended Research Project in Intellectual and Developmental Disabilities						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	120 (60)	100% Project	

Availability

MA Intellectual and Developmental Disabilities and Forensic Issues

Contact Hours

This module's objectives are primarily about the acquisition of professionally relevant applied research skills. Students are supported to develop their research plans in consultation with their dissertation supervisor. They discuss the ethical issues with supervisors and submit their proposal to the Tizard Ethics committee. During term 3 there are dissertation seminars at which students present their plans and their findings to their classmates and a member of the teaching staff. These processes of supervised practice with feedback assist students to constantly review and adapt their work as required.

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 Conduct an initial literature review and identify detailed research questions.
- 8.2 Design a research study or a review outline, selecting appropriate methodology and techniques for analysis.
- 8.3 Consider any ethical issues involved and resolve them.
- 8.4 Where appropriate, students will learn to negotiate service access, seek consent as appropriate, and conduct the data collection.
- 8.5 Conduct the data analysis, policy analysis or literature review using appropriate methods.
- 8.6 Write up the dissertation relating findings to the wider literature and to government policy if appropriate.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Skills commensurate with postgraduate study in online and face to face presentations and debate verbally, in written and electronic format and in the use of research and empirical data.
- 9.2 Gathering 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 Learn to use IT resources to follow up what they hear in recorded online lectures and what they read in web-based material.
- 9.5 Learn to summarise their reading coherently in order to contribute to web based discussions.
- 9.6 Organise and manage their studying independently with online and phone support from their tutor.

Method of Assessment

Main assessment methods

- a. Coursework:
 - i. Dissertation proposal (8%)
 - ii. 20,000 word dissertation (92%)

Reassessment methods

Like for like.

Preliminary Reading

This module's objectives are primarily about the acquisition of professionally relevant applied research skills. Students are supported to develop their research plans in consultation with their dissertation supervisor. They discuss the ethical issues with supervisors and submit their proposal to the Tizard Ethics committee. During term 3 there are dissertation seminars at which students present their plans and their findings to their classmates and a member of the teaching staff. These processes of supervised practice with feedback assist students to constantly review and adapt their work as required.

Pre-requisites

None

Restrictions

module available for Tizard Centre students only.

Synopsis *

During their first terms students will select the topic for their research project. Students will then complete a written plan for their research project and where fieldwork or other empirical research is concerned, complete the ethical review checklist, with advice from their dissertation supervisor during term 2 (or Term 3 for part-time students). The proposal will then be assessed and the ethical review checklist sent to the Tizard Ethics committee for approval.

At least one day a week is set aside for data collection during term 3 and two or three days per week after the end of term 3, for the full-time (one-year) students. There is equivalent time spread over the two years for the part-time students.

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SP801 Statistics and Methodology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	40 (20)	100% Coursework	

Availability

Compulsory to:

- MSc Cognitive Psychology/Neuropsychology
- MSc Developmental Psychology
- MSc Forensic Psychology
- MSc Political Psychology
- MSc Social Psychology

Contact Hours

Total contact hours: 110

Private study hours: 290

Total study hours: 400

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 a systemic understanding of the complex concepts and logic of statistical reasoning, using appropriate descriptive and inferential methods;
- 8.2. Comprehensively understand the fundamentals of scaling and methods used for measuring psychological variables;
- 8.3. Demonstrate a systemic understanding of the concepts of statistical model and model testing;
- 8.4. Use software to manage data, conduct descriptive analyses and test hypotheses; use software to specify and test structural equation models;
- 8.5. Interpret results of statistical analyses and outputs of statistical software; make inferences from the results in applied settings;
- 8.6. Systematically evaluate the appropriateness of statistical analysis methods to research design and data;
- 8.7. Effectively communicate results of statistical analyses orally and in writing.
- 8.8. Demonstrate a systemic understanding of how to apply qualitative, correlational and experimental research methods

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

- 9.1 Demonstrate an understanding of complex theoretical positions and controversies related to methodology;
- 9.2 Demonstrate an appreciation of the diverse applications of statistics and its relevance to students' fields of study and social sciences more broadly.

Method of Assessment

Main assessment methods:

Autumn In-Course Theory Test (90 minutes)	20%
Autumn In-Course Computing Test (150 minutes)	20%
Spring In-Course Theory Test (90 minutes)	20%
Spring In-Course Computing Test (150 minutes)	20%
Weekly Computing Exercise (via Moodle)	20%

Reassessment: Like for Like

Preliminary Reading

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

Pre-requisites

None

Restrictions

Not available as an elective module

Synopsis

This module provides a postgraduate-level orientation to both basic and advanced contemporary statistical and methodological issues in psychology. The methodological issues considered include qualitative research methodologies; experimental, quasi-experimental, and correlational research designs in the laboratory and field; and the fundamental issues in psychological measurement including reliability and validity. The statistical techniques taught include univariate and multivariate descriptive and inferential statistics; basic and advanced topics in ANOVA and ANCOVA; linear and logistic multiple regression; some scaling methods; classical test theory, factor analysis; fundamentals of structural equation modelling (path analysis, confirmatory factor analysis, multiple-group analysis), and some item response theory.

2022-23 Postgraduate Module Handbook

SP802 Current Issues in Social and Applied Psychology Part 1						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	
3	Canterbury	Autumn	M	20 (10)	100% Coursework	

Contact Hours

22 hours

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1. Analyse the social psychological aspects of problems in a range of applied contexts (e.g. health, legal, organisational, and educational settings)
- 8.2. Demonstrate expertise in the design and implementation of different research and evaluation methodologies
- 8.3. Show an appreciation of the theoretical and meta-theoretical issues involved in utilising a social psychological approach
- 8.4. Demonstrate understanding of the social psychological processes and means by which change can be achieved at individual and organisational level.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1. Demonstrate writing and reading skills to present and interpret material with evidence of the use of relevant literature
- 9.2. Show the ability to critically evaluate the quality of theory and method in published research
- 9.3. Demonstrate the ability to express opinions, argue rationally and engage in critical thinking both orally and in the written form

Method of Assessment

100% Coursework

Preliminary Reading

The module reading list can be found online at <http://resourcelists.kent.ac.uk/index.html>

Pre-requisites

None

Restrictions

Not available wild

Synopsis *

The aim of the module is to provide an understanding of the current conceptual debates within Social Psychology and an appreciation of how practitioners apply psychology in their work. You study the major theoretical models and perspectives, including social cognition, stereotyping, group and interpersonal processes and intergroup relations.

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SP805 Psychology of Criminal Conduct						
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 Pass/Fail Elements	

Availability

Forensic Psychology MSc-T

Contact Hours

Total contact hours: 33

Private study hours: 167

Total study hours: 200

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 comprehensive understanding of criminological theory regarding the origins of offending.

8.2 Demonstrate knowledge of techniques for the study of offender behaviour and its contribution to police work, through critical evaluation of current research and advanced scholarship in the discipline.

8.3 Demonstrate comprehensive understanding of rational decision-making as applied to crime and offences conducted by people who make non-normal decisions, e.g. psychopaths, sex offenders.

8.4 Form a conceptual and systemic understanding of the reality of the functions of different parts of the Criminal Justice System through attendance on course visits.

8.5 Explain to the public, using plain English, how offenders and victims of crime are dealt with by the Criminal Justice System.

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

9.1 Demonstrate intellectual and subject-specific skills (include critical thinking and argumentation, reasoning and reflection, information structuring, analysis and synthesis, application of theory, appropriate use of sources, and clarity in thinking)

9.2 Demonstrate key transferable skills, including communication and information technology (e.g. undertaking online research, producing written documents), working with others, problem solving, and improving learning (including time management and exploring personal strengths and weaknesses).

Method of Assessment

Report (5,000 words)

Reassessment methods: Like for like.

Preliminary Reading

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

Adler, J. (Ed.). (2004). *Forensic Psychology: Concepts, Debates and Practice*. Devon: Willan Publishing.

Blackburn, R. (1995). *The Psychology of Criminal Conduct: Theory, Research and Practice*. Chichester: Wiley.

Davies, G, Hollin, C, & Bull, R (Eds.) (2008). *Forensic Psychology*. Chichester: Wiley.

Howitt, D. (2009). *Introduction to Forensic & Criminal Psychology*. Essex: Pearson Education.

Pre-requisites

None

Synopsis *

This module examines the topic of criminality from a broad psychological perspective. The origins of the criminal tendency in childhood are detailed and its abundant expression in adolescence highlighted and examined. The evidence that consistent criminal tendencies can be reliably assessed is considered, and the extent to which personality factors can explain that consistency is evaluated. The concept of psychopathy is explored along with examining more generally the relationship between crime, law and moral judgement. The role of victims in creating, defining and reporting crime is analysed, and the psychological consequences of crime for victims and potential victims are explored.

2022-23 Postgraduate Module Handbook

SP806 Psychology of Law and Justice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

Compulsory to Forensic Psychology MSc

Contact Hours

Total contact hours: 33

Private study hours: 167

Total study hours: 200

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. To allow students to gain a basic understanding of the criminal justice process;
- 8.2. To allow students to gain a detailed understanding of the psychological factors which may be relevant at each stage of the criminal justice process;
- 8.3. To allow students to fully appreciate the usefulness and applicability of psychological research in the criminal justice system
- 8.4. To allow students to understand the psychological effects of criminal justice processes on suspects/defendants.
- 8.5. To allow students to gain an understanding of psycho-legal processes in practice through attendance on visits to Magistrates and Crown Courts.

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

- 9.1. Evaluate the potential effects of criminal justice processes on stakeholders and suspects/defendants.
- 9.2. Evaluate the role of forensic psychologists in the criminal justice system.
- 9.3. Identify appropriate theoretical propositions for analysing the criminal justice processes they view when attending visits to Magistrate and Crown Courts.
- 9.4. Identify and evaluate the roles of key stakeholders in the criminal justice systems

Method of Assessment

Extended Essay 2,500 words.

Reassessment methods: Like for Like.

Preliminary Reading

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

Davies, G., & Beech, A. (2012). Forensic psychology: Crime, Justice, Law, Interventions. Chichester, K: John Wiley & Sons, Ltd.

Journal articles and additional readings will be assigned on a weekly basis.

Pre-requisites

None

Restrictions

Not available as an elective module.

Synopsis *

This course examines the social psychological processes involved in defining an act as criminal and deserving of prosecution and conviction. The course includes evaluations of: why we punish offenders; how they are caught, identified and prosecuted; the role of public opinion in justice and the court process. We also evaluate legal decisions by jurors and judges; the treatment of offenders with special needs and the effects of imprisonment for both prisoners and the prison system.

2022-23 Postgraduate Module Handbook

SP808 Advanced Research Methods						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

Research Methods in Psychology, MSc-T.

Contact Hours

Total contact hours: 24

Private study hours: 176

Total study hours: 200

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. Critically apply an understanding of the role of ethics in the study of psychology as a discipline.

8.2. Demonstrate a systemic and advanced understanding of the design of psychology experiments.

8.3. Demonstrate a comprehensive understanding of how to apply a range of technical tools, which are used across a variety of quantitative and qualitative research areas of social, forensic, cognitive and developmental psychology.

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

9.1. Demonstrate the ability to solve complex, advanced research problems in the field of Psychology.

9.2. Apply intellectual skills taught in the module, such as critical reflection.

9.3. Apply transferable skills relating to programming.

Method of Assessment

In Class Test 2 hours 50%

Study Critique 1,000 words 25%

Conversation Analysis 1,000 words 25%

Reassessment methods: Like-for-like.

Preliminary Reading

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

* British Psychological Society. (2014). Code of human research ethics. Leicester: British Psychological Society. Available from www.bps.org.uk/what-we-do/ethics-standards/ethics-standards.

* Heiman, G. (2002) Research methods in Psychology. Boston, Mass: Houghton Mifflin Company Chapter 4

* Ritter, F., Kim, J., Morgan, J. & Carlson, R. (2013) Running behavioural studies with human participants: a practical guide. LA / London: Sage. (Available as an E-Book). Chapter 4 'Risks to validity to avoid while running an experiment'

* Israel, M., & Hay, I. (2006). Research ethics for social scientists. London: Sage. (Available as an E-Book). Chapters 1, 5, 6, 8

* Button, K., Ioannidis, J., Mokrysz, C., Nosek, B., Flint, J., Robinson, E. & Munafo, M. (2013) Power failure: why small sample size undermines the reliability of neuroscience. Nature Reviews Neuroscience, 14: 365-376

* Maxwell, S. (2004) The Persistence of Underpowered Studies in Psychological Research: Causes, Consequences, and Remedies. Psychological Methods, 9(2):147-163. 0.1037/1082-989X.9.2.147

* Prior, J. & van Herwegen, J (2016). Practical research with children. London: Routledge.

* Deutsch Lezak, Howieson, Bigler & Tranel (2012). Theory and practice of neuropsychological assessment.

Pre-requisites

None

Synopsis *

This module will provide students with a broad and practical understanding of the processes involved in the development of high-quality and ethical research designs and procedures in Psychology. It will provide students with an understanding of a range of practical tools used to present stimuli and questionnaires in psychological studies. It will also provide students with the ability to determine the feasibility of conducting a particular study in Psychology in relation to sample size.

SP809 Research Project in Criminology, Legal or Forensic Psychology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	60 (30)	100% Coursework	

2022-23 Postgraduate Module Handbook

1	Canterbury	Whole Year	M	60 (30)	100% Project
2	Canterbury	Whole Year	M	60 (30)	100% Project

Availability

Compulsory to: FOPSY:MSC-T Forensic Psychology

Contact Hours

Total contact hours: None formally timetabled.

Private study hours: 600

Total study hours: 600

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 advanced understanding of a specific area of Forensic Psychology by means of a complete critical research review and project report.

8.2. Conduct a piece of research investigating a forensic population/ or factors of relevance to forensic populations or forensic settings as evidenced in a complete project report.

8.3. Demonstrate an advanced understanding of the applicability of various research methodologies to the investigation of Forensic Psychology by means of a complete project report.

8.4. Demonstrate an understanding of key ethical issues in conducting research on forensic populations as documented in either producing and receiving ethical approval for a piece of research, or, in the case of existing data, showing appreciation of core ethical issues in the complete project report.

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

9.1. Critically reason in relation to theory and research as documented in a complete critical research review, and project report.

9.2. Write up a piece of research for publication as documented in a complete critical research review, and project report.

9.3. Apply statistical procedures to real world research issues as documented in the complete project report.

Method of Assessment

Critical Research Review 40% 5,000 words

Empirical Research Project 60% 5,000 words

Reassessment methods: Like-for-Like.

Preliminary Reading

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

American Psychological Association (2009). Publication manual (6th ed). Washington, DC: APA.

Health and Care Professions Council (2010). Guidance on conduct and ethics for students. London HCPC. Retrieved from <http://www.hpc-uk.org/assets/documents/10002D1BGuidanceonconductandethicsforstudents.pdf>

The British Psychological Society (2009). Code of Ethics and Conduct: Guidance published by the ethics committee of the British Psychological Society. Leicester: BPS. Retrieved from www.bps.org.uk/the-society/code-of-conduct/code-of-conduct_home.cfm

The British Psychological Health and Care Professions Council (2010). Guidance on conduct and ethics for students. London HCPC. Retrieved from <http://www.hpc-uk.org/assets/documents/10002D1BGuidanceonconductandethicsforstudents.pdf>

The British Psychological Society (2009). Code of Ethics and Conduct: Guidance published Society (2010). Code of Human Research Ethics. Leicester: BPS. Retrieved from http://www.bps.org.uk/sites/default/files/documents/code_of_human_research_ethics.pdf

Pre-requisites

None

Restrictions

Not available as an elective module.

Synopsis *

This module entails the student undertaking independent empirical research on a forensic topic. The area is guided by the students' supervisor, but also informed by the Division of Forensic Psychology curriculum. The research is to be at a publishable level and should make an original contribution to the field, however it is not required to provide as comprehensive coverage or investigation as that which would be required for a PhD.

2022-23 Postgraduate Module Handbook

SP813 Advanced Topics in Intergroup Relations						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	
2	Canterbury	Autumn	M	20 (10)	70% Project, 30% Coursework	

Availability

Compulsory for:

MSc in Group Processes and Intergroup Relations

Optional for:

MSc Research Methods in Psychology

MSc Social and Applied Psychology

MSc Developmental Psychology

Contact Hours

Total contact hours: 22

Private study hours: 78

Total study hours: 200

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 advanced knowledge of the core domains of intergroup relation

8.2 Develop the intellectual skill of critical reflection when considering the diversity of theoretical and empirical perspectives that underpin the study of intergroup relations

8.3 Show key intellectual skills when critically evaluating theoretical and empirical literature on intergroup relations

8.4 Develop the skill to apply the theoretical models to real-life social contexts

8.5 Develop the transferable skills to communicate and evaluate analyses of intergroup relations in speech and writing

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

9.1 Demonstrate writing, reading and oral skills to present and interpret material with evidence of the use of relevant literature

9.2 Develop knowledge and understanding of intergroup relations

9.3 Show the ability to critically evaluate the quality of theory and method in published research and of peers

9.4 Demonstrate the ability to express opinions, argue rationally and engage in critical thinking both orally and in the written form

Method of Assessment

Presentation 30%

Extended Essay 3,000 words 70%

Reassessment methods: Like for like.

Preliminary Reading

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

Golec de Zavala, A., & Cichocka, A. (Eds.) (2013). Social Psychology of Social Problems. The Intergroup Context. Basingstoke, UK: Palgrave Macmillan. (referred to as GZ&C)

We will also extensively use journal articles and reports for discussion in each seminar.

Pre-requisites

None

Synopsis <span style =

This module provides an opportunity to study at an advanced level the literature on intergroup relations. The module builds upon knowledge gathered in the undergraduate degree on social and personality psychology. It will stress how social-psychological and personality theories in combination can explain intergroup processes. Emphasis will be placed on applying theoretical models and empirical findings to the analysis of real-world problems. Topics that will be addressed include social identity and social categorization, social inequality, prejudice, intergroup conflict and interventions to improve intergroup relations. The module relies primarily on research in social and personality psychology, but we will also consider perspectives from other fields, such as political science and sociology. This module relies heavily on student presentation, participation and student discussion.

2022-23 Postgraduate Module Handbook

SP817 Current Issues in Social and Applied Psychology II: Applications						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	
2	Canterbury	Spring	M	20 (10)	70% Project, 30% Coursework	
3	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

Compulsory to MSc Social Psychology

Contact Hours

22 hours

Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1. Understand the application of social psychological science to problems in a range of contexts, such as health, clinical, forensic, organisational, political and gerontological settings.

8.2. Appreciate the varied modes of interface between fundamental and applied research in social psychology, ranging from the development, testing and refinement of theory to evidence-based professional practice.

8.3. Analyse social psychological aspects of problems in a range of applied contexts and to identify the means by which change can be achieved.

8.4. Demonstrate expertise in the design and implementation of different research and evaluation methodologies.

8.5. Demonstrate an appreciation of issues involved in applying social psychological theory and methods

Method of Assessment

Lay audience article (1,500 words) 30%

Intervention Assignment (2,500 words) 70%

Reassessment: Like for Like

Preliminary Reading

The module reading list can be found online at <http://resourcelists.kent.ac.uk/index.html>

Pre-requisites

None

Synopsis *

In this module students will learn a framework for applying social psychology, and will develop an advanced understanding of how to apply social psychology theory and research to understanding, addressing and evaluating social and practical problems. The module invites practitioners to showcase how they use and apply social psychology theories in their field of work to help shape their understanding of human behaviour and develop effective interventions and solutions. It deals with the application of social psychology concepts and methods to significant real-world problems and issues.

SP825 Assessment and Treatment of Offenders in Forensic Settings						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

This module is only available to students registered for the MSc in Forensic Psychology.
Not available wild / optional

Contact Hours

Weekly three-hour lecture-workshops

Department Checked

23.1.18 Synopsis updated from latest MO TF

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1. Demonstrate a systemic understanding of the contribution of both theoretical and applied psychology to judicial systems.
- 8.2. Demonstrate a comprehensive understanding of the application of psychology in relation to the assessment and treatment of offenders.
- 8.3. Demonstrate a clear appreciation of forensic psychological practice, particularly in relation to the assessment and treatment of offenders, ethical issues, and the production of testimony.
- 8.4. Possess a conceptual understanding of the role of Forensic Psychologists in the assessment and treatment of offenders.
- 8.5. Possess a detailed understanding of issues related to the assessment, management and treatment of mentally disordered offenders.
- 8.6. Possess a detailed understanding of issues related to the assessment, management and treatment of non-mentally disordered offenders.
- 8.7. Possess a systemic understanding of relevant professional issues involved in working with both mentally disordered and non-disordered dangerous offenders.
- 8.8. Demonstrate self-direction and originality through an ability to describe and critically evaluate the literature in assessment and treatment of offenders.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1. Build professional skills and develop the ability to review, and present appropriate scientific material, in a professional manner
- 9.2. Critically appraise and undertake professional writing which will develop an excellent level of generic skills transferable to forensic practice and other professional settings
- 9.3. Comprehensively demonstrate expertise in scientific writing by selecting, organising, analysing, evaluating and synthesising complex material in psychology
- 9.4. Describe and critically evaluate the literature in assessment and treatment of offenders

Method of Assessment

100% Coursework. Formed of a reflective piece (30%) and an assessment report (70%)

Preliminary Reading

The module reading list can be found online at <http://resourcelists.kent.ac.uk/index.html>

Pre-requisites

None

Restrictions

Available only to Forensic MSc-T students.

Synopsis *

In this module you are introduced to the role of forensic psychology within secure establishments, exploring both general and specific issues related to working with dangerous mentally disordered and non-disordered offenders. You evaluate the importance of assessment in understanding the function of offending, identifying treatment targets and measuring change, and explore the difficulties associated with such assessments. Treatment models and their application to a variety of offences are discussed, including in special hospital and criminal justice settings. Gender differences are raised with particular attention to mental health problems in women who offend. Forensic cases are used to demonstrate the complexities associated with assessing and treating this population.

SP827 Current Issues in Cognitive Psychology and Neuropsychology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	40 (20)	100% Coursework	

Availability

** MODULE WITHDRAWN **

Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Understand the core areas of concern in cognitive psychology and neuropsychology (such as vision, memory and language)

8.2 Understand the practice and significance of interdisciplinary cooperation, and the role of cross-domain constraint satisfaction in furthering scientific discovery in the different areas of cognitive psychology and neuropsychology.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Acquiring the critical and analytical skills in dealing with one's own and others' theoretical ideas and empirical research (from a range of disciplines).

9.2 The ability to develop coherent arguments and to evaluate critically and reconstruct flexibly in the light of one's own and others' feedback.

9.3 Developing the ability to communicate criticism, analyses, and arguments effectively and efficiently.

9.4 Extending their ability to communicate effectively and efficiently through different means (e.g. in written extended essays and orally)

Method of Assessment

100% Coursework.

Preliminary Reading

The module reading list can be found online at <http://resourcelists.kent.ac.uk/index.html>

Pre-requisites

None

Synopsis <span style =

The course provides a coherent base for understanding the methodological and theoretical issues that are currently considered important in the study of cognitive psychology and neuropsychology. Students will be shown how to critically appraise the philosophical and theoretical underpinnings of the various disciplines that comprise cognitive psychology and neuropsychology, and to evaluate how these disciplines may successfully be combined to further scientific understanding of the core problems in cognitive psychology and neuropsychology today. A selection of material from areas such as vision, learning, memory, language, reasoning, emotion will be referred to in order to examine the relationship between brain and mind, the modularity of brain and mind, and the notion of different levels/frameworks of description and explanation.

2022-23 Postgraduate Module Handbook

SP829 Advanced Topics in Cognition in Action						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	20 (10)	100% Coursework	
4	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

MSc in Cognitive Psychology/Neuropsychology

Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

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 knowledge and understanding of how core concepts, theories and findings in the study of research in cognition have been applied to broader contexts.

8.2 Critically reflect when considering the diversity of perspectives in the study of cognition in its broader context.

8.3 Critically evaluate theoretical and empirical literature on cognition and action.

8.4 Show an ability to evaluate and interpret the application of Cognitive theory and empirical findings to its broader context

8.5 Demonstrate appreciation of the historical and conceptual issues in the study of Cognition in Action

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

9.1 Demonstrate knowledge of a range of theoretical approaches to cognitive psychology/neuropsychology

9.2 Demonstrate awareness of current research and scholarship that requires students to engage with aspects of work at the frontiers of knowledge

Method of Assessment

Presentation (approx. 20 minutes; non-prescriptive) 20%

Extended essay 4,000 words 80%

Reassessment methods: 100% Coursework.

Preliminary Reading

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

This module covers a variety of materials that is not available in a single text book. The main teaching materials are journal articles. Recommended textbooks for background reading as follows:

Durso F.T., Nickerson R.S., Dumais S.T., Lewandowsky S, Perfect T.J. (2007) Handbook of Applied Cognition. Second edition. John Wiley & Sons.

Gazzaniga M., Ivry R.B., Mangun G.R. (2013) Cognitive Neuroscience: The Biology of the Mind. Fourth edition. W. W. Norton & Company

Groome D., Eysenck M. (2016) An Introduction to Applied Cognitive Psychology. Second edition, Psychology Press.

Pre-requisites

None

Synopsis *

The central theme of this module will be to explore how cognition functions in the real world, that is, to investigate the application of cognitive models to the broader context of human behaviour. Possible topics for study include: the role of cognition in development, emotion, memory and action; applications to eyewitness testimony, intentional forgetting and embodied cognition. Practical applications and relevance to a general understanding of behaviour will be emphasised throughout.

SP842 Advanced Developmental Social Psychology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

2022-23 Postgraduate Module Handbook

Availability

Compulsory to:
Developmental Psychology, MSc

Optional to:
Social & Applied Psychology, MSc
Research Methods in Psychology, MSc
Group Processes and Intergroup Relations, MSc

Contact Hours

Total contact hours: 22 hours
Private study hours: 178 hours
Total study hours: 200 hours

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 knowledge and understanding of current theories and research in developmental social psychology.
- 8.2 Demonstrate key intellectual skills by critically evaluating developmental social psychological theories and research, and presenting these arguments in written form.
- 8.3 Develop critical analysis skills through group discussion.
- 8.4 Develop knowledge and understanding of common research methods used by developmental psychologists, including the research questions they can be used to answer, as well as the advantages and disadvantages of each method.
- 8.5 Gain insight into the key challenges facing developmental psychologists conducting research.
- 8.6 Develop the ability to generate new research questions, and develop a plan of research to answer these questions in the form of a written 'Research Proposal'

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

- 9.1 Develop ability to appraise developmental social psychology theories and methods used in the study of social development.
- 9.2 Work and collaborate with others in reviewing research and communicate work to an audience (i.e. via group discussion).
- 9.3 Demonstrate the ability to solve problems through independent learning and develop own research ideas.
- 9.4 Develop ability to communicate in writing.

Method of Assessment

Extended Essay 4,000 words 80%
Project Proposal 2,000 words 20%

Reassessment methods: Like for like.

Preliminary Reading

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

Durkin, K. (1995). Developmental Social Psychology. Oxford: Blackwell.

Nesdale, D. (2001). Development of prejudice in children. In M. Augoustinos & K. J. Reynolds (Eds.), Understanding prejudice, racism and social conflict. London: Sage.

Each lecture will have an associated reading list, usually around 6 journal articles.

Pre-requisites

None

Synopsis <span style =

Developmental social psychology aims to understand the developmental path of the social psychological processes involved in human thought and action. The underlying premise of this expanding, yet relatively new, field is that an understanding of any social psychological phenomena is only possible once we explain when and how it develops. This area of study has grown from a recognition that social psychologists rarely include a developmental dimension to their explanations, while developmentalists often ignore the social basis of human development. SP842 Advanced Developmental Social Psychology aims to provide students with a strong understanding of the theoretical accounts of major issues within the field of developmental social psychology (e.g. the development of prejudice and social identity, the impact of gender and racial stereotyping, language development, peer influence). Students will also be exposed to a variety of research methods employed by developmental psychologists and will develop the ability to critically evaluate these methods.

SP844 Advanced Topics in Group Processes						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	20 (10)	100% Coursework	

2022-23 Postgraduate Module Handbook

5	Canterbury	Autumn	M	20 (10)	100% Coursework
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5	Canterbury	Spring	M	20 (10)	100% Coursework
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Availability

Compulsory to:

Organisational Psychology MSc-T and Groups and Inter-Group Relations MSc-T

Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

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 advanced knowledge of the core domains of group processes; particularly as they relate to teams and organisations

8.2 Understand a range of conceptual, historical, theoretical, and philosophical issues underlying the role of groups and teams in organisations

8.3 Demonstrate knowledge and understanding of evolutionary perspectives on human group behaviour;

8.4 Develop the intellectual skill of critical reflection when considering the diversity of perspectives, including psychological, management, and evolutionary perspectives, that underpin the study of groups, teams, and organisations

8.5 Show key intellectual skills when critically evaluating theoretical and empirical literature on group processes;

8.6 Design meaningful research studies and write a research proposal which link psychological science to organisational issues;

8.7 Apply psychological research about groups and teams in organisations to management and business contexts

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

9.1 Creatively evaluate and generalise appropriately;

9.2 Select and synthesis complex materials through organising, developing, and evaluating relevance;

9.3 Systematically approach problem solving, individually and as part of a group, also using appropriate information technology;

9.4 Plan work and study independently, through personal development and time management;

9.5 Communicate persuasively, through written assessment and oral discussions;

9.6 Cooperate within a team, and recognise the contribution of self and others;

9.7 Understand the statistical analysis conducted by others, and its limits.

Method of Assessment

Presentation (approx. 30 minutes, non-prescriptive) 40%

Research Proposal 4,000 words 60%

Reassessment methods: Like for Like

Preliminary Reading

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

Baron, R. S. & Kerr, N. L. (2003). Group process, group decision, group action. (2nd ed.) Buckingham: Open University Press.

Hogg, M. (2001). A social identity theory of leadership. Personality and Social Psychology Review, 5, 184-200.

Pre-requisites

None

2022-23 Postgraduate Module Handbook

Synopsis <span style =

This module provides an opportunity to study the literature on group processes at an advanced level and familiarises students with current theorising and research on the psychology of groups and teams in organisations. The module introduces theoretical and empirical background, and uses these to help students develop ideas for further research and practice.

The module builds upon knowledge of social psychology gained at undergraduate level and draws primarily on small group research in social and organisational psychology, but perspectives from other fields such as moral psychology and economics will also be considered. Seminar topics include social identity, group cohesion, status and leadership, creativity, social dilemmas, trust/distrust, as well as moral judgment and behaviour. The module involves a great deal of student presentation, participation and discussion.

SP847	Forensic Cognition: Theory, Research and Practice					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

Compulsory to : FOPSY:MSC-T Forensic Psychology

Contact Hours

Total contact hours: 30

Private study hours: 170

Total study hours: 200

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 advanced understanding of forensic-related cognition for a wide range of offender and non-offender groups.

8.2. Demonstrate an advanced understanding of socio-cognitive factors that may be relevant at different stages in the criminal justice process.

8.3. Demonstrate an advanced understanding of the usefulness and applicability of various research methodologies used to investigate forensic-related cognition.

8.4. Critically evaluate forensic-related cognitive research in the laboratory, field settings, and in court.

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

9.1. Critically reason in relation to theory, research, and clinical practice.

9.2. Demonstrate advanced written and oral skills for presenting research-informed arguments.

9.3. Demonstrate a broad understanding of the principles of sound research design.

9.4. Show expertise in design, statistical analysis and evaluation of research

Method of Assessment

Research Proposal 3,000 words 100%

Reassessment methods: Like-for-Like

Preliminary Reading

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

Gannon, T.A., Ward, T., Beech, A.R., & Fisher, D. (2007). Aggressive offenders' cognition: Theory,

research and practice. Chichester, UK: Wiley.

Ó Ciardha, C., & Ward, T. (2013). Theories of Cognitive Distortions in Sexual Offending: What the Current Research Tells Us. Trauma, Violence, & Abuse, 14(1), 5-21. doi:10.1177/1524838012467856

Crick, N. and Dodge, K. (1994). A review and reformulation of social information-processing mechanisms in children's social adjustment. Psychological Bulletin, 115, 74-101.

Wells, G. L., Memon, A., & Penrod, S. D. (2006). Eyewitness evidence: Improving its probative value. Psychological Science in the Public Interest, 7, 45-75.

Pre-requisites

None

2022-23 Postgraduate Module Handbook

Restrictions

Not available as an elective module.

Synopsis <span style =

This module asks what sort of thinking occurs in individuals who sexually molest children, rape adults, or commit acts of violence. Do they think their actions are legitimate in some instances or do they know their actions are wrong but choose to offend nonetheless? Cognition, or thinking, is recognised as being a key component underlying the way people think and behave. Understanding how research on cognition and social cognition can be applied to crime allows researchers and practitioners to shed light on offenders' antisocial behaviours. In this strongly research-based course, you will learn about some of the influential theories that have been developed to help explain offenders' antisocial actions, the latest cutting-edge research designed to help understand why men offend, and widely used treatment programmes designed to alter cognitive characteristics associated with offending in order to reduce recidivism. This course will not be limited to offenders' cognition, however. You will also learn about fascinating social-cognitive phenomena associated with child and adult eyewitness testimony, and how memory can play havoc with the criminal justice system.

SP850 Advanced Cognitive (Neuroscience) Methods in Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

MSc in Cognitive Psychology/ Neuropsychology

MSc in Research Methods in Psychology

Contact Hours

Total contact hours: 25

Private study hours: 175

Total study hours: 200

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 Develop knowledge and understanding of structures and functions of the human brain and how they can be measured successfully using behavioural methods, eye-tracking and event-related brain potentials

8.2 Show key intellectual skills by critically evaluating the role of cognitive neuroscience techniques for examining explicit human behaviour and the underlying cognitive mechanisms

8.3 Develop a sound understanding of how results from the different cognitive neuroscience techniques relate to/ complement each other (including temporal sensitivity and spatial resolution)

8.4 Develop the ability to evaluate through written analysis and interpretation the contributions made by the different approaches and research methods that are used in cognitive neuroscience

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

9.1 Familiar with a broad range of advanced research methods relevant to cognitive (neuro)psychology

9.2 Capable of independently planning a research study and familiar with the appropriate statistical techniques for analysing the results

9.3 Critique (i.e. evaluate the strengths and weaknesses of) the research methods and evaluate their relevance to specific research questions

9.4 Competently disseminate their work to an audience

9.5 Demonstrate the ability to express opinions, argue rationally and engage in critical thinking both orally and in the written form

Method of Assessment

Poster presentation A1 size; guideline of 1,000 words but not prescriptive 20%

Essay 3,000 words 80%

Reassessment methods: Like for Like.

2022-23 Postgraduate Module Handbook

Preliminary Reading

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

Carreiras, M., & Clifton, C.E. (2004). The on-line study of sentence comprehension: Eyetracking, ERP and beyond. Psychology Press, USA.

Rayner, K. (1998). Eye movements in reading and information processing: 20 years of research. Psychological Bulletin, 124, 372-422.

Handy, T.C. (2004). Event-related potentials: A methods handbook. MIT Press.

Luck, S. J., & Kappenman, E. S. (2012). The Oxford Handbook of Event-Related Potential Components. Oxford University Press, USA.

Luck, S. (2014). An introduction to the Event-related potential technique. MIT Press.

Huettel, S.A., Song, W.A., & McCarty, G. (2009). Functional Magnetic Resonance Imaging. 2nd ed., Sinauer.

Poldrack, R.A., Mumford, J.A., & Nichols, T. E. (2011). Handbook of Functional MRI Data Analysis, CUP.

Field, A., & Hole, G. (2008). How to design and report experiments. Sage Publications Ltd.

Ward, J. (2012). The Students Guide to Cognitive Neuroscience. Hove: Psychology Press.

Pre-requisites

None

Synopsis <span style =

This module will provide students with theoretical instruction and practical experience in some key advanced research methods appropriate for scientific research in cognitive (neuro)psychology. The study of cognitive processes and the temporal nature of brain activity will feature highly in this module.

SP851 Advanced Topics in Cognitive Development						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

Contact Hours

22 hours

Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Understand alternative theoretical, empirical, and methodological perspectives in the study of developmental psychology

8.2 Critically appraise research in cognitive development

8.3 Present and defend complex arguments and develop their own view on the most appropriate theoretical or methodological approach to each topic.

Method of Assessment

Seminar Report (1,000 words)

Research Proposal (2,500 words)

Reassessment: 100% coursework

Preliminary Reading

This module covers a variety of materials, not available in a single textbook. The main teaching materials are journal articles, which will be made available throughout the module.

Pre-requisites

None

Synopsis <span style =

This module explores the typical development of key cognitive functions and the psychological methods employed to study these developments. The aim of the module is to explore these topics at an advanced level, allowing students to evaluate critically pieces of research in terms of their findings, conceptual underpinnings, and/or methodological approaches.

Lecture topics may include: Research methods in developmental psychology; Critical periods and plasticity; Introduction to theories of word learning; The critical period for language learning; Social learning and imitation; Thinking about the minds of others; Understanding knowledge; Metacognition

SP852 Developmental Psychology in Professional Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	

2022-23 Postgraduate Module Handbook

Availability

Optional to Developmental Psychology, Social & Applied Psychology, Research Methods, Groups and Intergroup Relations, and Cognitive/Neuropsychology

Contact Hours

Total contact hours: 22
Private study hours: 178
Total study hours: 200

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 knowledge and understanding of how developmental psychology theory and methods are used in Professional Settings e.g. education, healthcare, clinical.
- 8.2. Demonstrate understanding of the potential contribution Developmental Psychology research can make to Professional Settings e.g. education, healthcare, clinical.
- 8.3. Gain insight into current issues/problems in Professional Settings where Developmental Psychology is or could potentially provide insights/solutions. 8.4. Familiarise self with Case Studies illustrating Developmental Psychology in action in Professional Settings. 8.5. Develop own Case Study illustrating Developmental Psychology in action in Professional Settings.
- 8.6. Demonstrate key intellectual skills be critically evaluating the role of Developmental Psychology in Professional Settings, in terms of the relevance and usefulness of theory and methodologies used in Developmental Psychology.
- 8.7. Evaluate the contribution developmental psychology can make in Professional Settings.

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

- 9.1. Appraise developmental psychology theories and methods used in the study of cognitive development through an understanding of statistical material
- 9.2. Communicate critically evaluations of developmental psychology methods and theories in terms of cognitive development.
- 9.3. Work and collaborate with others in reviewing research and disseminate or communicate work to an audience (i.e. via a poster, presentation)
- 9.4. Demonstrate the ability to solve problems through independent learning and use of IT.

Method of Assessment

Poster A2 size; guidelines of 500 – 1,000 words, but not prescriptive 40%
Essay 6,000 words 60%

Reassessment methods: Like for Like.

Preliminary Reading

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

There is no core text book for this course as it covers specialist topics in depth. Instead, for each lecture background reading will be provided. This will include the relevant books, book chapters and journal articles. For those students who welcome a recommendation for a good background book then the following book is a good core reader.

Alexander, P.A. & Winne, P.H. (2006). Handbook of educational psychology (2nd Ed). Mahwah, NJ: Lawrence Erlbaum Associates

Ashton, R. & Roberts, E. (2006). What is valuable and unique about the educational psychologist? Educational Psychology in Practice.

Pre-requisites

None

Synopsis <span style =

The focus of this module is on developing students' understanding of how developmental psychology can be applied in professional settings. This module will provide students with an insight into how developmental psychology theory and methods are used in Professional settings e.g. education, healthcare, clinical. Students will receive lectures from professionals working in Clinical psychology, Educational psychology and Speech and Language development. These contributors will explain, first-hand, current issues/problems in professional settings where developmental psychology is or could potentially provide insights/solutions the extent. The speakers will consider the role of developmental psychology in their professional settings, outline major theories that inform practice and critically evaluate the role of developmental psychology in their setting. Students will have an opportunity to hear about specific instances where theories and methods from developmental psychology can be applied to a particular problem or issue in a professional setting, referred to as 'Case Studies'.

2022-23 Postgraduate Module Handbook

SP853 Facial Identity Matching: Cognitive Research and Forensic Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

Contact Hours

22 hours

Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Demonstrate knowledge and understanding of the issues surrounding human behaviour and performance when performing as eyewitnesses.

8.2 Show key intellectual skills by critically evaluating the role of psychological research for understanding human behaviour in relation to the criminal justice system.

8.3 Demonstrate a sound understanding of how psychological theory and methodology have influenced police procedures.

8.4 Evaluate through written analysis and interpretation the contributions made by psychological research to improving the way in which eyewitness evidence is collected and how eyewitness testimony is evaluated

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Show familiarity with how advanced research methods relevant to cognitive psychology can be applied to real world questions.

9.2 Critique (i.e. evaluate the strengths and weaknesses of) the research data intended to address specific research questions

9.3 Competently disseminate their work to an audience (i.e. via a poster)

9.4 Express opinions, argue rationally and engage in critical thinking both orally and in the written form

Method of Assessment

100 % Coursework, comprising presentations and a research proposal

Preliminary Reading

The module reading list can be found online at <http://resourcelists.kent.ac.uk/index.html>

Synopsis *

This module will provide students with theoretical instruction about how the methods and techniques of cognitive psychology have been applied to the practical topic of evaluating eyewitness testimony. The study of cognitive processes involved in face recognition and face matching will feature highly in this module.

SP854 Advanced Topics in Developmental Psychopathology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Exam	
2	Canterbury	Spring	M	20 (10)	60% Exam, 40% Coursework	

Availability

Compulsory for the MSc in Developmental Psychology

Optional module for the following Masters Programmes:

Social & Applied Psychology; Research Methods; Cognitive Psychology & Neuropsychology.

Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

Department Checked

03.03.2021

2022-23 Postgraduate 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 understanding of current theories and research in the study of developmental psychopathology.
- 8.2 Critically evaluate theories of and research into developmental psychopathology, and demonstrating these skills in written form.
- 8.3 Show critical analysis skills through group discussion.
- 8.4 Demonstrate knowledge and understanding of common research methods used to study developmental psychopathology, including the research questions they can be used to answer.
- 8.5 Gain insight into the key challenges facing clinicians and practitioners who work in educational and clinical settings with people who have developmental disorders.
- 8.6 Gain insight into the key techniques employed by clinicians and practitioners who work in educational and clinical settings with people who have developmental disorders

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

- 9.1 Appraise theories and methods used in the study of developmental psychopathology.
- 9.2 Work and collaborate with others in reviewing research, and communicate work to an audience via group discussion.
- 9.3 Solve problems through independent learning and generate ideas about directions for future research.
- 9.4 Communicate orally and in writing.

Method of Assessment

Examination 2 hours 60%

Essay 2,000 words 40%

Reassessment methods: Like for like.

****Please note that the exam in May/June 2023 will be Online (Restricted time window)****

Preliminary Reading

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

This module covers a variety of materials, not available in a single textbook. The main teaching materials are journal articles; these articles will be suggested and made available throughout the module. However, two texts that are recommended for general background reading are:

- Hulme, C., & Snowling, M.J. (2009). Developmental disorders of language, learning, and cognition. Oxford: Wiley-Blackwell.
- Marshall, C. (2013). Current issues in developmental disorders. Hove: Psychology Press.

Pre-requisites

None

Synopsis <span style =

This module investigates common forms of neurodevelopmental disorder. The goal of the module is to help students understand the behavioural manifestations of these disorders, as well as their possible psychological/cognitive, neurobiological, and/or etiological (genetic/environmental) causes. Moreover, the module will explore some characteristic approaches that clinicians take when attempting to support people with these disorders and remediate the difficulties that these people experience. Finally, students will learn to evaluate critically pieces of research on developmental psychopathology in terms of study findings, conceptual underpinnings, and/or methodological approaches

SP855 Research Apprenticeship Dissertation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	60 (30)	100% Coursework	
2	Canterbury	Spring	M	60 (30)	80% Project, 20% Coursework	

Availability

Organisational Psychology MSC-T.

Contact Hours

Total contact hours: 20

Private study hours: 580

Total study hours: 600

Department Checked

03.03.2021

2022-23 Postgraduate Module Handbook

Learning Outcomes

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

- 8.1. Understand a range of conceptual, historical, theoretical, and philosophical issues underlying the role of psychology in organisations
- 8.2. Demonstrate specialist knowledge and systematic understanding of the key issues in organisational psychology.
- 8.3. Understand the major research and analytic techniques and methodologies used by psychologists investigating psychological issues in organisations.
- 8.4. Understand contextual forces impacting organisations and how they co-exist or interact with psychological factors (e.g. political, environmental, technical, legal, social).
- 8.5. Develop specialist knowledge, and evaluate critically current research in organisational psychology
- 8.6. Design a meaningful research study and write up research which links psychological science to organisational issues using APA format
- 8.7. Conduct organisational psychology research to address business and management issues
- 8.8. Apply ethical values to research and practice related to organisational psychology
- 8.9. Understand how to apply psychological research to management and business contexts

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

- 9.1. Critically reflect on key themes with oral discussion and written analysis
- 9.2. Creatively evaluate and generalise appropriately
- 9.3. Select and synthesise complex materials, through organising, developing, and evaluating relevance
- 9.4. Systematically approach problem solving, individually and as part of a group, also using appropriate information technology
- 9.5. Plan work and study independently, through personal development and time management
- 9.6. Communicate persuasively, through written assessment and oral discussions
- 9.7. Cooperate within a team, and recognise the contribution of self and others
- 9.8. Conduct appropriate data analysis and to understand the statistical analysis conducted by others, and its limits

Method of Assessment

Seminar Presentation 5-10 minutes 15%
Abstract Reports approx. 750 words 5%
Dissertation 8,000 words 80%

Reassessment methods: Like-for-like.

Preliminary Reading

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

No books are recommended for purchase. Students will conduct their own literature search and discuss suitable readings with their supervisor. The following materials are useful references and can be considered in preparation for the module:

- American Psychological Association (2009). Publication Manual of the American Psychological Association (6th Ed.). Washington: American Psychological Association
- British Psychological Society (2009). Code of Ethics and Conduct. Available: http://www.bps.org.uk/system/files/documents/code_of_ethics_and_conduct.pdf
- Brewerton, P., & Millward, L. (2001). Organizational Research Methods: A Guide for Students and Researchers. London, UK: Sage Publications Ltd.

Pre-requisites

PSYC8570

Restrictions

Not available as an elective module. Not available to short-term credit students.

Synopsis <span style =

All students undertake a supervised empirical research project in an area of organisational psychology to gain practical experience of research. The module allows students to develop research skills by working closely with expert researchers or practitioners. The research will be conducted as a research apprenticeship, so the student will work on a wider programme or research developed by the supervisor, or on a project specific to an organisation (still with close supervision from an academic supervisor). Some of the apprenticeship will involve working in collaborative teams (e.g. for data collection) but all students will write up the research independently in the form of a dissertation. Most projects will be with academics from the University (School of Psychology, Kent Business School, or related disciplines) but there will be some opportunities for students to work on projects outside the University with external research partners.

2022-23 Postgraduate Module Handbook

SP857 Organisational Psychology: Methods and Statistics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

Organisational Psychology MSc-T

Contact Hours

Total contact hours: 42

Private study hours: 158

Total study hours: 200

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 advanced understanding in principles of research design, the scientific method, experimental, descriptive and qualitative research, and how these are applied in the organisational psychology context.
- 8.2. Demonstrate an ability in several basic and advanced statistical techniques and how these are connected to organisational psychology research methods.
- 8.3. Demonstrate a systematic understanding of the relationships between statistical analysis choices, research hypotheses and study design.
- 8.4. Conduct advanced statistical analysis using common software tools, interpret results of these analyses and relate them back to hypotheses and theories.
- 8.5. Design meaningful research studies and how to write research proposals that adhere to the psychological standards in publishing (APA guidelines).

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

- 9.1. Read, digest and summarise scientific papers at an advanced level. This is connected to the transferable skill of being able to carry out an effective literature search using electronic sources such as Web of Knowledge and Google Scholar; accurately summarise the literature sources and critically evaluate their relevance.
- 9.2. Write research proposals that are complete, concise and well-structured. This is connected to transferable skills relating to organising information clearly; presenting information orally and in written form; adapting communication style for different audiences; use of graphs and table as communication tools
- 9.3. Analyse data and present research findings in an accessible manner.
- 9.4. Use common software tools. Transferable skills are connected to the ubiquitous nature of technology and software analytical tools in the practice of organisational psychology within business contexts.
- 9.5. Learn how to work with others collaboratively in designing and developing research, and individually to present the result.

Method of Assessment

*Computing Test ICT 2 hours 50% *(exempt from ICT regs due to practical element)

MCQ ICT 2 hours 20%

Research Proposal 2,000 words 30%

Reassessment methods: Like for Like.

Preliminary Reading

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

Brewerton, P. M., & Millward, L. J. (2001). Organizational research methods: A guide for students and researchers. London: Sage.

Field, A. (2018). Discovering statistics using SPSS (5th Edn). London: Sage.

Heiman, G. (2002). Research methods in psychology (3rd ed.). Boston, Mass.: Houghton Mifflin.

Howitt, D. & Cramer, D. (2011). An introduction to statistics in psychology (5th Ed.). London: Prentice Hall.

Pre-requisites

None

Restrictions

Not available as an elective module. Not available to short term credit students.

2022-23 Postgraduate Module Handbook

Synopsis *

This module focuses on developing and extending students' knowledge of research methods and statistics. There is an important element of the module which focuses on developing students' understanding of the basics of research methods and statistical analysis. However, the module also goes further by teaching students about some advanced methodological and statistical tools. Topics to be covered include:

- a) Searching and reviewing relevant literature for a research project.
- b) Research design, variables, sampling, levels of measurement, surveys and experiments.
- c) Descriptive statistics (frequency, mean, mode, median).
- d) Basic inferential statistics (t-test, correlations, chi-square, One-Way ANOVA).
- e) Advanced inferential statistics (Multivariate ANOVA, Linear & Logistic Regression).
- f) Qualitative research methods (focus groups, interviews)
- g) Presenting statistical findings in an understandable way when writing research reports.

SP858 Entrepreneurship, Innovation and Creativity						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Availability

Organisational Psychology MSC-T

Contact Hours

Total contact hours: 35

Private study hours: 115

Total study hours: 150

Department Checked

04.03.2021

Learning Outcomes

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

8.1. Understand the contemporary work environment, the need for innovation and the role of the organisational psychologist and demonstrate understanding through critical evaluation.

8.2. Demonstrate practically and theoretically an understanding of the important role of the political, social, technological, and economic environment in entrepreneurship and innovation, drawing upon established and new theories in the field.

8.3. Develop and critically demonstrate a thorough understanding of the process of hypothesis driven innovation and business model design, and its application.

8.4. Understand and demonstrate critically how to develop and validate an entrepreneurial or innovative business idea with customers.

8.5. Demonstrate how to choose the right metrics to track the potential success of a business idea.

8.6. Present and pitch validated business or research ideas to investors, managers, and/or funders

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

9.1. Critically reflect on key themes with oral discussion and written analysis

9.2. Creatively evaluate and generalise appropriately

9.3. Select and synthesise complex materials, through organising, developing, and evaluating relevance

9.4. Systematically approach problem solving, individually and as part of a group, also using appropriate information technology

9.5. Plan work and study independently, through personal development and time management

9.6. Communicate persuasively, through written assessment and oral discussions

9.7. Cooperate within a team, and recognise the contribution of self and others.

9.8. Understand the statistical analysis conducted by others, and its limits

Method of Assessment

Presentation 10 minutes (approx., non prescriptive) 20%

Business Report 5,000 words 80%

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)

* Ries, E. (2011). The Lean Startup. New York: Crown Business

* Blank, S. & Dorf, B. (2012). The Startup Owner's Manual. California: K&S Ranch

* Cooper, B. & Vaskovits, P. (2013). The Lean Entrepreneur. New Jersey: John Wiley

* Osterwalder, A. & Pigneur, Y. (2010). Business Model Generation. New Jersey: John Wiley.

Pre-requisites

None

Synopsis <span style =

This module focuses on helping students develop the skills of working in an innovative environment as a social scientist. Innovation has become important to organisations. The practice of hypothesis-driven or lean innovation provides a unique role for the social scientist within start-ups and large organisations. During this module, students will learn about the theory and practice of innovation. Students will also work with a team on validating a product idea.

SP859 Applying Psychology to Organisations: Extended Literature Review						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Availability

Optional to: Organisational Psychology MSc-T

Contact Hours

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

Department Checked

04.03.2021

Learning Outcomes

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

8.1 Demonstrate a sound knowledge covering a range of conceptual and theoretical issues underlying a specific area within organisational psychology

8.2 Demonstrate specialist knowledge and systematic understanding of a key chosen area in organisational psychology

8.3 Demonstrate a clear understanding of the major research and analytic techniques adopted by organisational psychologists (research/practice) in the specific chosen area of organisational psychology

8.4 Demonstrate an understanding of the application of psychology in organisations

8.5 Demonstrate an understanding the major analytic techniques and methods adopted by researchers in the chosen area of organisational psychology, including an awareness of ethical issues and how these can be applied.

8.6 Demonstrate an ability to independently research existing materials and data to develop a literature review of a specific chosen area in organisational psychology,

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

9.1. Critically reflect on key themes through oral discussion and written analysis

9.2. Demonstrate critical thinking and creativity, to evaluate and generalise materials appropriately

9.3. Select and synthesise complex materials through organising, developing, and evaluating relevance

9.4. Demonstrate a systematic approach to problem solving, individually and in groups

9.5. Plan work and study independently, and use resources in a way suited to further study or practice

9.6. Find, record, organise, and contribute to knowledge in the field of organisational psychology

9.7. Write clearly, concisely, and in an organised way

9.8. Enhance personal development skills through time management, autonomy, self-drive and self management

9.9. Demonstrate problem solving through identifying, scanning, and organising literature to abstract meaning, theoretical novelties, and potential applications

Method of Assessment

Proposal 1,000 words 20%
Extended Essay 5,000 words 80%

Reassessment methods: This module is reassessed by 100% coursework.

Preliminary Reading

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

There is no specific reading list, as this will vary by topic and will be considered in consultation with the academic supervisor. The following texts are recommended readings for general skills development.

American Psychological Association (2009). Publication Manual of the American Psychological Association (6th ed.). Washington: American Psychological Association

British Psychological Society (2009). Code of Ethics and Conduct. Available:
http://www.bps.org.uk/system/files/documents/code_of_ethics_and_conduct.pdf

Brewerton, P., & Millward, L. (2001). Organizational Research Methods: A Guide for Students and Researchers. London, UK: Sage Publications Ltd.

Pre-requisites

None

2022-23 Postgraduate Module Handbook

Synopsis *

In this module, students conduct an extended literature review and critique on a topic relevant to organisational psychology. The topic will be developed through discussion with an academic supervisor, to identify a particular area of research that is relevant and topical. The module will develop advanced research skills and problem solving. On completion of the modules, students will have specialist knowledge and evidence of independent research.

SP860 Political Psychology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	20 (10)	100% Coursework	

Availability

Compulsory for:

MSc Political Psychology : POLPSY:MSC-T

Optional for:

MSc in Group Processes and Intergroup Relations : GRPPRO:MSC-T

MSc Research Methods in Psychology : RMPSY:MSC-T

MSc Social and Applied Psychology : SOCAPSY:MSC-T

MA Programmes in the School of Politics and International Relations

Contact Hours

Total contact hours: 34

Private study hours: 166

Total study hours: 200

Department Checked

04.03.2021

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 core domains of political psychology, including core conceptual, historical, theoretical, and philosophical issues underlying the discipline of political psychology;

8.2 Demonstrate the intellectual skill of critical reflection when considering the diversity of theoretical and empirical perspectives that underpin the study of psychology of political processes;

8.3 Demonstrate the skill to synthesise literature and research in psychology and political science;

8.4 Show key intellectual skills when critically evaluating theoretical and empirical literature on political psychology;

8.5 Demonstrate the skill to apply the theoretical models to real-life social contexts;

8.6 Demonstrate the transferable skills to communicate and evaluate analyses of political psychology in speech and writing;

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

9.1 Demonstrate writing, reading and oral skills to present and interpret material with evidence of the use of relevant literature;

9.2 Show the ability to critically evaluate the quality of theory and method in published research and of peers;

9.3 Demonstrate the ability to express opinions, argue rationally and engage in critical thinking both orally and in the written form

Method of Assessment

Long Essay 4,000 words 80%

Short Essay 1,000 words 20%

Reassessment methods: Like for Like.

Preliminary Reading

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

Huddy, L., Sears, D.O., & Levy, J.S. (Eds.) (2013). The Oxford Handbook of Political Psychology (2nd Ed.). New York: Oxford University Press.

Jost, J. T., & Sidanius, J. (Eds.) (2004). Political Psychology: Key readings. New York: Psychology Press.

Jost, J.T., Kay, A.C., & Thorisdottir, H. (Eds.) (2009). Social and psychological bases of ideology and system justification. New York: Oxford University Press.

A list of carefully selected empirical articles from leading journals in the fields of social/personality psychology and political science will be provided.

Pre-requisites

None

Synopsis

This module provides an opportunity to study at an advanced level the literature on political psychology. The module will stress how psychology and political science in combination can serve to analyse and explain political processes. Emphasis will be placed on applying theoretical models and empirical findings to the analysis of real-world problems. Topics that will be addressed include political ideology, social justice and inequality, political engagement and extremism, political leadership and perceptions of government and authority. This module relies heavily on student participation and discussion.

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SP861 Advanced Research Project in Political Psychology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	60 (30)	100% Coursework	
1	Canterbury	Whole Year	M	60 (30)	90% Project, 10% Coursework	

Availability

Compulsory for MSc Political Psychology.

Contact Hours

Total contact hours: 50

Private study hours: 550

Total study hours: 600

Department Checked

04.03.2021

Learning Outcomes

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

8.1 Demonstrate the ability to report a piece of research according to professional conventions, including theory, hypotheses, methods, analysis and interpretation of results, and discussion.

8.2 Have a detailed appreciation of the difficulties and constraints they have encountered during their project.

8.3 Demonstrate that they have conducted an empirical research project in an area of Psychology or Political Science and informed by the other discipline, appropriate to their degree, documented in a complete project report.

8.4 Demonstrate the ability to present their scientific work in person, clearly and effectively, with the use of visual aids such as slides or posters.

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

9.1 Develop enhanced skills in critical evaluation of arguments

9.2 Developed enhanced skills in statistical analysis

9.3 Develop enhanced skills in the management of projects

9.4 Develop enhanced skills in written and oral communication – in particular the ability to communicate complex information in a clear and accessible style.

Method of Assessment

Dissertation 8,000 words 90%

Oral presentation 10%

Reassessment methods: Like for Like.

Preliminary Reading

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

Students are required to conduct their own literature searches, typically with some advice from supervisors. Students will also be encouraged to use the following materials to aid preparation of the research report:

Bryman, A. (various editions). Social Research Methods. Oxford: Oxford University Press.

Publication Manual of the American Psychological Association, 6th ed. Washington, DC: American Psychological Association, 2010.

Pre-requisites

None

Restrictions

Not available as an elective module. Not available for short-term credit students.

Synopsis *

The module will stress the integration of psychology and political science as a way to analyse and explain political processes. All students undertake a supervised empirical research project grounded in the area of psychology or political science and informed by the other discipline. The aim of the dissertation is to teach students the ability to plan, execute, analyse, and report a piece of independent research in the relevant setting. The dissertation will consolidate theoretical knowledge of psychology and political science, to foster an ability to integrate findings from the two fields, an appreciation of the ways in which that knowledge has been applied in previous research and practice, and the methodological and statistical skills to set up a scientific investigation.

Timetable: A research proposal is written and approved in the Autumn Term. All research with human subjects will require approval of the School of Psychology Ethics Panel. If appropriate, an ethical application is submitted to the panel (and, if required, outside ethics committees). The deadline for submission of dissertations is in July or August.

SP862 Forensic Psychology Reflective Log Book						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	4 (2)	Pass/Fail Only	

Availability

Compulsory to Forensic Psychology MSc-T

Contact Hours

Total contact hours: 1

Private study hours: 39

Total study hours: 40

Department Checked

04.03.2021

Learning Outcomes

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

- 8.1. Adopt multiple, comprehensive theoretical perspectives on reflective issues concerning Forensic Psychology
- 8.2. Demonstrate a complex and systemic understanding of reflection applied to Forensic Psychology
- 8.3. Show originality in the application of knowledge through presentation and evaluation of a range of personal experiences involving reflection in Forensic Psychology.

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

- 9.1. Engage in reflective practice on professional development and career trajectory
- 9.2. Be sensitive to contextual and interpersonal factors
- 9.3. Use effective personal planning, initiative and responsibility in recording to maintain a record of a series of reflective experiences and activities

Method of Assessment

Logbook (Pass/Fail)

Reassessment methods: Like for like.

Preliminary Reading

No core texts are required. However, cutting edge journal articles will be made available for discussion as part of the module. These will be subject to change each year.

Pre-requisites

None

Restrictions

Not available as an elective module. Not available to short-term credit students.

Synopsis <span style =

Students will be required to maintain a reflective Log Book of all work and visits undertaken as part of their programme of study. This allows the students to have a record of activities for their CV, contributes to employability, will aid for further study at PhD level if the student wishes.

SP863 Advanced Topics in Business Psychology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	20 (10)	60% Exam, 40% Coursework	
1	Canterbury	Spring	M	20 (10)	60% Exam, 40% Coursework	

Availability

Compulsory to Organisational Psychology MSc-T.

Available elective.

Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

Department Checked

04.03.2021

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 concepts and emerging themes in psychological and behavioural science applied to the workplace

8.2 Demonstrate a systematic understanding of evidence-based professional practice and interventions in workplace settings

8.3 Demonstrate an awareness of the wider business context and the consultancy cycle

8.4 Demonstrate a systematic understanding of professional and ethical standards relevant to the work of business psychologists

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

9.1 Critically reflect on key themes through oral discussion and written analysis

9.2 Demonstrate critical thinking and creativity, to evaluate and generalise materials appropriately

9.3 Select and synthesise complex materials through organising, developing, and evaluating relevance

9.4 Demonstrate a systematic approach to complex problem solving, individually and in groups

9.5 Plan work and study independently, and use resources in a way suited to further study or professional practice

Method of Assessment

Examination 2 hours 60%

Group Poster Presentation 1,000 words 40%

Reassessment methods: Like-for-like

****Please note that the exam in May/June 2023 will be Online (Restricted time window)****

Preliminary Reading

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

Arnold, J., & Randall, R., et al. (2010). Work psychology: Understanding human behaviour in the workplace (6th ed.). Essex: Pearson.

Ashleigh, M., & Mansi, A. (2012). The psychology of people in organizations. Essex: Pearson.

Pre-requisites

None

Synopsis

This module examines key concepts and emerging themes in Psychology applied to work and organisations; for example, work motivation, leadership and management, nudging, and well-being — with a particular focus on areas of research within the School of Psychology. Applications of psychological and behavioural science to work and organisations will be enriched by case studies and situated in the wider business context in which psychologists practice and provide consultancy, including relevant ethical and legal frameworks.

SP864 Current Issues in Cognitive Psychology and Neuropsychology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	20 (10)	100% Coursework	
1	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

This module is compulsory to students registered for the MSc in Cognitive Psychology/Neuropsychology.

Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

Department Checked

04.03.2021

Learning Outcomes

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

8.1 Understand the core areas of concern in cognitive psychology and neuropsychology (such as vision, memory and language)

8.2 Understand the practice and significance of interdisciplinary cooperation, and the role of cross-domain constraint satisfaction in furthering scientific discovery in the different areas of cognitive psychology and neuropsychology.

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

9.1 Acquiring the critical and analytical skills in dealing with one's own and others' theoretical ideas and empirical research (from a range of disciplines).

9.2 The ability to develop coherent arguments and to evaluate critically and reconstruct flexibly in the light of one's own and others' feedback.

9.3 Developing the ability to communicate criticism, analyses, and arguments effectively and efficiently.

9.4 Extending their ability to communicate effectively and efficiently through different means (e.g. in written extended essays and orally)

Method of Assessment

Two essays, with a combined volume of up to 4,000 words, one worth 30% and one 70%.

Reassessment methods: Like for Like.

Preliminary Reading

There is no core text. The seminars will have reading allocated per week, and will be reviewed each year to remain contemporary.

Pre-requisites

None

Synopsis *

The course provides a coherent base for understanding the methodological and theoretical issues that are currently considered important in the study of cognitive psychology and neuropsychology. Students will be shown how to critically appraise the philosophical and theoretical underpinnings of the various disciplines that comprise cognitive psychology and neuropsychology, and to evaluate how these disciplines may successfully be combined to further scientific understanding of the core problems in cognitive psychology and neuropsychology today. A selection of material from areas such as vision, learning, memory, language, reasoning, emotion will be referred to in order to examine the relationship between brain and mind, the modularity of brain and mind, and the notion of different levels/frameworks of description and explanation.

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SP865 Mind, Brain and the Body						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	20 (10)	100% Coursework	
1	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

Optional for: MSc Cognitive Psychology/Neuropsychology and Developmental Psychology

Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

Department Checked

09.09.22

Learning Outcomes

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

- 8.1 Describe the general physiology of the somatosensory and motor systems from the periphery to the brain.
- 8.2 Understand mechanisms of sensorimotor plasticity, including how the brain reorganises after central or peripheral neural damage.
- 8.3 Understand the central role of the sensorimotor system in body awareness and sense of self.
- 8.4 Understand how somatosensory and motor systems impact, and interact with, cognitive processes (e.g., learning, language, emotional processing, and social cognition)

Method of Assessment

Seminar Report (20%)

Research proposal (80%)

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.

Pre-requisites

None

Synopsis *

The module will survey cutting edge research emphasising the role of sensory and motor systems in human cognition. We will discuss the relationship between brain, mind and body, from physiological, experimental, philosophical, linguistic, and neuroscientific perspectives. The module will cover areas such as sensorimotor interactions, interoception, somatosensory and motor plasticity, body representation, body ownership, the sense of agency, as well as embodied cognition. Implications for cognition, social behaviour and clinical conditions will be emphasised.

SP998 Advanced Research Project in Psychology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Whole Year	M	60 (30)	90% Project, 10% Coursework	

Availability

Compulsory to:
 Developmental Psychology, MSc-T
 Research Methods in Psychology, MSc-T
 Political Psychology, MSc-T
 Group Processes, MSc-T
 Cognitive Psychology/Neuropsychology, MSc-T
 Social and Applied Psychology MSc-T

Contact Hours

Total contact hours: No formal timetabled events.
 Private study hours: 600
 Total study hours: 600

Department Checked

04.03.2021

Learning Outcomes

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

- 8.1. Demonstrate the ability to report a piece of research in BPS/APA format, including theory, hypotheses, methods, analysis and interpretation of results, and discussion.
- 8.2. Have a detailed appreciation of the difficulties and constraints they have encountered during their project.
- 8.3. Demonstrate that they have conducted an empirical research project in an area of Psychology appropriate to their degree, documented in a complete project report.
- 8.4. Demonstrate the ability to present their scientific work in person, clearly and effectively, with the use of visual aids such as slides or posters.

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

- 9.1. Demonstrate enhanced skills in critical evaluation of arguments
- 9.2. Demonstrate enhanced skills in statistical analysis
- 9.3. Demonstrate enhanced skills in the management of projects
- 9.4. Demonstrate enhanced skills in written and oral communication – in particular the ability to communicate complex information in a clear and accessible style.

Method of Assessment

Presentation 5-10 minutes 10%
 Dissertation 8,000 words 90%

Reassessment methods: Like for Like.

Preliminary Reading

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

No books are recommended for purchase. Students will conduct their own literature search and discuss suitable readings with their supervisors. The following materials are useful references and can be considered in preparation for the module:

American Psychological Association (2009). Publication Manual of the American Psychological Association (6th Ed.). Washington: American Psychological Association

British Psychological Society (2009). Code of Ethics and Conduct. Available:
http://www.bps.org.uk/system/files/documents/code_of_ethics_and_conduct.pdf

Pre-requisites

None

Restrictions

Not available elective. Not available to short-term credit students.

Synopsis *

All students undertake a supervised empirical research project in an area of psychology relevant to their chosen MSc programme, and submit it as a typed dissertation of approximately 8,000 words. The aim of the dissertation is to test the student's ability to plan, execute, analyse, and report a piece of independent research in the relevant setting. The dissertation requires detailed theoretical knowledge of the discipline, an appreciation of the ways in which that knowledge has been applied in previous research and practice, and the methodological and statistical skills to set up a scientific investigation. Supervision is provided by the principal teaching staff and by other appropriate staff with research interests in a student's chosen area. Students are advised to read the School's Ethics pages for information on submitting applications for ethical approval to the School and to relevant outside bodies.

SS801 Advanced Rehabilitation Techniques						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Medway	Spring	M	20 (10)	100% Coursework	

Contact Hours

2 hour lecture per week

Learning Outcomes

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

12.1 Demonstrate an ability to critique current theories and research surrounding techniques of rehabilitation using the research literature.

12.2 To critically discuss the evidence to support and refute the efficacy of rehabilitation techniques.

12.3 To demonstrate knowledge and competence in the application of advanced rehabilitation techniques

Method of Assessment

100% Coursework. The coursework will comprise of an oral presentation of a critique of a chosen rehabilitation technique including its use and efficacy with appropriate referral to and analysis of the research literature and demonstration of application.

Preliminary Reading

The primary source of reading for this module will be appropriate peer reviewed scientific journals.

ACSM (2006) ACSM's guidelines for exercise testing and prescription. 7th edn. Maryland: Lippincott Williams & Wilkins.

Anderson, M.K. (2004) Foundations of athletic training: Prevention, assessment and management. 3rd edn. Philadelphia: Lippincott, Williams and Wilkins.

Andrews, J.R., Harrelson, G.L. & Wilk, K.E. (2004) Physical rehabilitation of the injured athlete. London: W.B. Saunders.

Brown, L.E. & Ferrigno, V. (2005) Training for speed, agility and quickness. 2nd edn. Illinois: Human Kinetics.

Brunker, P. & Khan, K. (2007) Clinical sports medicine. 3rd edn. McGraw-Hill.

Graves, J.E. & Franklin, B.A. (Ed.) (2001) Resistance training for health and rehabilitation. Illinois: Human Kinetics.

Houglum, P.A. (2005) Therapeutic exercise for musculoskeletal injuries. 2nd edn. Illinois: Human Kinetics.

Jackson, A.W. et al (2004) Physical activity for health and fitness. 2nd edn. Illinois: Human Kinetics.

Kolt, G. & Snyder – Mackler, L. (2003) Physical therapies in sport and exercise. Churchill Livingstone.

Maud, P.J. & Foster, C. (Ed.) (2006) Physiological assessment of human fitness 2nd edn. Illinois: Human Kinetics.

Nordin, M. & Frankel, V. (2001) Basic biomechanics of the musculoskeletal system. Philadelphia: Lippincott, Williams & Wilkins.

Norris, C. (2004) Sports injuries: Diagnosis and management. 3rd edn. Butterworth-Heinemann.

Prentice, W. (2004) Rehabilitation techniques for sport medicine and athletic training. 4th edn. Boston: McGraw Hill.

Speer, K.P. (2005) Injury prevention and rehabilitation for active older athletes. Illinois: Human Kinetics.

Synopsis

Analysis and critique of evidence based best practice of rehabilitation principles and techniques.
Implementation of best practice into advanced rehabilitation programme design.

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SS802		Assessment and Training for Optimal			Performance	
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Medway	Autumn	M	20 (10)	100% Coursework	
4	Medway	Spring	M	20 (10)	100% Coursework	

Contact Hours

Total contact hours: 33
Private study hours: 167
Total study hours: 200

Learning Outcomes

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

Develop an understanding of the principles of test construction, selection and application in a sports or health context including the concepts of validity and reliability
Critically analyse and interpret exercise testing data
Critically evaluate the effectiveness of physical training philosophies and techniques

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

Demonstrate communication and presentation skills - via the use of student led practical sessions and presentations on a variety of subject specific material with both individual and group settings used.
Apply information technology and numeracy - through the preparation for presentations (including importing of graphics, word processing, internet searches). Numeracy evidenced via working with formulae necessary to identify work rates, training zones, and for the study of parameters of human physiological function.
Demonstrate problem solving and the ability to plan and manage learning – achieved through the prescription of correct training loads and workloads for sport performers that students may deal with & through completing the extra self-directed study necessary to successfully complete the required assignments and tasks set during this module.

Method of Assessment

50% written essay (coursework 1)
50% written essay (coursework 2)

Preliminary Reading

Bompa, T. (1999) Periodization: Theory and Methodology of Training (4th edS). Human Kinetics.
Brooks, G. Fahey, T. White, T. Baldwin, K. (2005) Exercise Physiology. Human Bioenergetics and its Applications (4th ed.) McGraw Hill.
Eston, R. Reilly, T. (eds) (1996) Kinanthropometry and Exercise Physiology Laboratory Manual. Test, Procedures and Data. E & F.N. Spon.
Fleck, S. & Kraemer, W. (1997) Designing resistance training programmes (2nd ed.). Human Kinetics.
Foran, B. (Ed.) (2001) High-Performance Sports Conditioning. Human Kinetics.
Gore, C. (Ed.) (2000) Physiological Tests for Elite Athletes. Human Kinetics.

Pre-requisites

None

Synopsis *

Indicative topics:

Physiological needs assessment
Measurement and interpretation of body composition
Measurement and interpretation of resting blood and lung function
Measurement and interpretation of aerobic power/capacity and blood lactate
Measurement and interpretation of anaerobic power/capacity
Scientific periodisation of training
Physiological adaptations to training
Methods for improving aerobic power
Methods for improving strength and power

2022-23 Postgraduate Module Handbook

SS803		Research Methods				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Medway	Whole Year	M	20 (10)	100% Coursework	

Contact Hours

2 hour lecture per week across 17 weeks, 2 hour computer based workshop across 4 weeks, a 2 hour class based test and a 20 minute research proposal presentation.

Learning Outcomes

- 12.1 Be able to analyse critically the methodological assumptions and approaches to existing research in the relevant subject area
- 12.2 Critically evaluate the process of research in the relevant subject area
- 12.3 Display an understanding of the ethical considerations involved in research design in the relevant subject area
- 12.4 Select and apply data analysis techniques used in research

Method of Assessment

100 % - coursework - A research proposal of up to 4500 words

Preliminary Reading

Burns, R. (2000). Introduction to Research Methods. London: Sage.
 Coakes, S.J. and Steed, L.G. (2003) SPSS: Analysis without anguish version 11.0 for Windows. Australia: Wiley and Sons.
 Altman, D.G. and Vincent, W. J. (2005) Statistics in Kinesiology, 3rd Edition, London: Sage
 Creswell, J. (2009). Research design: qualitative, quantitative, and mixed methods approaches. Thousand Oaks, CA: Sage
 Denzin, N. and Lincoln, Y. (1998) Collecting and Interpreting Qualitative Methods. London: Sage.
 Field, A. (2009) Discovering Statistics Using SPSS for Windows. 3rd Edition. London: Sage
 Greenhalgh, T. (2006) how to Read A Paper the basics of evidence-based medicine Third Edition Blackwell Publishing
 Hulley, S. et al (2007) Designing clinical research. 3rd Edn Lippincott Williams and Wilkins
 Levitt, S.D. and Dubner, S.J. (2007) Freakonomics: A Rogue Economist Explores the Hidden Side of Everything. London: Penguin Publishing.
 Thomas, J.R. and Nelson, J.K. (2001) Research Methods in Physical Activity. (4th Ed.) Champaign, Illinois: Human Kinetics.
 Williams, C. Wragg, C. (2004) Data analysis and research for Sport and Exercise Science. London: Routledge.

Synopsis *

A synopsis of topics included in this module are:

- Introduction to philosophy of science
- Evidence-based practice
- Levels of Evidence
- Exploring research methods in sports therapy and rehabilitation
- Different approaches to research – qualitative and quantitative methods
- Ethical considerations in sports therapy and rehabilitation investigations
- Experimental Research Designs:
 - a) Pre-experimental;
 - b) Quasi-experimental;
 - c) True Experimental Designs.
- Causal-Comparative Research
- Survey research and qualitative methods
- Evaluating, interpreting and presenting results
- Statistics to include descriptive statistics, testing for differences and exploring relationships
- The research proposal

SS804 Injury Prevention						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
6	Medway	Autumn	M	20 (10)	100% Coursework	

Contact Hours

2 contact hours per week across 11 weeks comprising of lectures and tutorial time

Learning Outcomes

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

- 12.1 Critically evaluate the epidemiological patterns of injury in differing sports and exercise activities.
- 12.2 Recognise and evaluate risk factors for injury in specific populations.
- 12.3 Design and plan the implementation of an injury prevention programme based on a needs analysis and the profile of the sport or exercise activity.

Method of Assessment

100% - Coursework – A critical analysis on the prevention of injury within a named sport or exercise activity for a specific population. To include design of an evidence-based prevention strategy and an outline implementation plan.

Preliminary Reading

Anderson, M.K. (2004). Foundations of athletic training: prevention, assessment and management, 3rd Edn, Philadelphia: Lippincott, Williams & Wilkins.

Bahr, R. & Engebretsen, L. (2009). Sports injury prevention: Handbook of sports medicine and science. Volume 13 of Olympic Handbook of Sports Medicine. London: John Wiley and Sons.

Bartlett, R. (1999). Sports biomechanics: reducing injury and improving performance. London: Taylor and Francis.

Brukner, P. & Khan, K. (2007) Clinical sports medicine. 3rd Edn, London: McGraw-Hill.

Caine, D.J., Caine, C.G. & Lindener, K.J. (1996). Epidemiology of sports injuries. Champaign, IL: Human Kinetics.

Frontera, W.R., Slovick, D.M. & Dawson, D.M. (2006). Exercise in rehabilitation medicine. 2nd Edn, Champaign, IL: Human Kinetics.

Prentice, W. (2004) Rehabilitation techniques for sport medicine and athletic training, 4th Edn, Boston: Mc-Graw Hill.

Nyland, J. (2006). Clinical decisions in therapeutic exercise: planning and implementation. Michigan: Pearson Prentice Hall.

Speer, K. (Ed) (2005) Injury prevention and rehabilitation for active older adults, Champaign, IL: Human Kinetics.

Zatsiorsky, V. (2000) Biomechanics in sport: performance improvement and injury Prevention. Abingdon: Blackwell Science

Synopsis *

A synopsis of topics included in this module are:

- Epidemiological analysis of common injuries in different sports and exercise activities.
- Risk factors for injury in specific populations.
- Needs analysis and profiles of specific sports and athletic populations.
- Design and implementation of screening and prevention programmes.
- Evaluation of outcome of prevention programmes

SS805 Advanced Soft Tissue Massage						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Medway	Spring	M	20 (10)	100% Coursework	

Contact Hours

3 hour Lecture per week.

Learning Outcomes

- to critically discuss the theoretical underpinning of advanced soft tissue techniques
- to implement and integrate advanced soft tissue techniques in a treatment protocol.
- to develop, implement and critically evaluate a series of treatments for a client group engaged in physical activity.

Method of Assessment

30% portfolio of 40 hrs of massage of a target group assessing intended learning outcomes b,c & GLO a. This group should consist of a minimum of 4 clients, and be practising a particular sport on a regular basis.

30% course work presentation and report (assessing ILOs a, c & GLO a) a critical discussion of the portfolio treatments, a discussion of dysfunction patterns, a rationale for techniques used, progression of treatments, a brief discussion of the therapeutic relationship with clients, and a self-reflective evaluation.

40% practical coursework assessment

Preliminary Reading

Fox,S (2005) Practical Pathology for Massage Therapists. Corpus Publishing.

McAtee,R. Charland, J. (1999) Facilitated Stretching (2nd Ed) Human Kinetics.

Juhan, D. (1987) Job's Body. Station Hill

Riggs, A (2002) Deep Tissue Massage, a visual guide to techniques. North Atlantic Books.

Hendrickson, T (2002) Massage for Orthopedic Conditions. Lippincott Williams & Wilkins

Scheumann, D (2002) The Balanced Body (2nd Ed) Lippincott Williams & Wilkins

Greene,E . Goorich-Dunn,B (2003) The psychology of the body. Lippincott Williams & Wilkins

Myers, T (2001) Anatomy Trains, Churchill Livingstone

Benjamin, B (2003) Common Injuries: Advanced Injury Assessment – video series

Synopsis <span style =

1. Principles and application of:

- Deep Tissue Massage
- Myofascial Release Techniques
- Neuromuscular Therapy
- Muscle Energy Techniques
- Trigger Point Therapy

2. Treatment Protocols & Practicum of:

- Lower Limb & foot
- Pelvis
- Torso & Chest
- Shoulder & Upper Limb
- Head & Neck

3. Patterns of chronic & acute dysfunction

2022-23 Postgraduate Module Handbook

SS806		Dissertation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Whole Year	M	60 (30)	100% Project	

Contact Hours

Total contact hours: 6
Private study hours: 594
Total study hours: 600

Learning Outcomes

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

Show the capability to carry out a reasonably substantive investigation and/or developmental enquiry
Critically appraise ideas and empirical findings in order to formulate research hypotheses that address a chosen research question,
Exemplify, and explicitly justify, the use of appropriate research and enquiry methods
Provide evidence of a critical and analytical approach to the collection, organisation and interpretation of scientific data,
Demonstrate an ability to undertake a study and critical evaluation of relevant background reading

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

Demonstrate communication and presentation skills - via the use of student effectively communicating the findings of the research project.
Apply information technology - through importing of graphics, word processing, internet searches and working with a statistical software package.
Apply numeracy - evidenced via working with statistics necessary to identify correlations and differences within data.
Demonstrate problem solving and the ability to plan and manage learning – achieved through the identification and correct usage of statistical tests for specific data types and sets and through completing the self-directed study necessary to successfully complete the required assignment set within this module.
Demonstrate interactive group skills – evidenced through the student having to work with individuals and groups of subjects to complete the data collection section of their research.
Develop a self-reflective element to learning and evaluation.

Method of Assessment

Dissertation 100%

Preliminary Reading

Altman, D.G. and Vincent, W.J. Statistics in Kinesiology, 3rd Edition, Illinois: Human Kinetics
Burns, R. (2000). Introduction to Research Methods. London: Sage.
Coakes, S. J., Steed, L. G. (2003). SPSS Analysis Without Anguish Version 11.0 for Windows. Australia: Wiley and Sons
Coolican, H. (1999). Research Methods and Statistics in Psychology. Hodder and Stoughton
Creswell, J. (2009). Research design: qualitative, quantitative, and mixed methods approaches. Thousand Oaks, CA: Sage
Field, A. (2009) Discovering Statistics Using SPSS, 3rd Edition, London: Sage
Greenhalgh, T. (2006) How to Read A Paper the basics of evidence-based medicine Third Edition Blackwell Publishing
Holliday, A. (2002). Doing and Writing Qualitative Research. London: Sage publications.
Hulley, S. et al (2007) Designing clinical research. 3rd Edn Lippincott Williams and Wilkins
Nitoumanis, N. (2001). A Step-by-Step Guide to SPSS for Sport and Exercise Studies. London: Routledge.
Thomas, J. R., Nelson, J. K. (2001). Research Methods in Physical Activity. Illinois: Human Kinetics.
Williams, C., Wragg, C. (2004). Data Analysis and Research for Sport and Exercise Science: A Student Guide. London: Routledge.

Pre-requisites

None

Synopsis *

The research projects are conducted with the supervision of an appropriate subject supervisor who will advise the student on issues such as methodology, analysis and presentation whilst the student takes responsibility for organising, conducting, analysing and presenting the research as required. The proposal for the study will have been approved as part of the research methods module.

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SS809 Sport and Exercise Nutrition for the High Performance Athlete						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	
2	Canterbury	Spring	M	20 (10)	100% Coursework	
2	Medway	Spring	M	20 (10)	100% Coursework	

Contact Hours

Total contact hours: 22
Private study hours: 178
Total study hours: 200

Learning Outcomes

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

Critically discuss the effects of nutritional intake on sport and exercise performance
Understand uses and limitations of research methods relevant to the study of nutrition
Apply appropriate nutrition-related recommendations to athletes.

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

Demonstrate communication and presentation skills - via the use of student led seminars and presentations on a variety of subject specific material with both individual and group settings used
Demonstrate problem solving skills – evidenced through making appropriate recommendations and appreciating the advantages and disadvantages of various methods
Be an independent and autonomous learner evidenced through the planning and management of learning, completing the extra self-directed study necessary to successfully complete the required assignments and tasks set during this module.

Method of Assessment

Coursework (3,000 words) (100%)

Preliminary Reading

Mainly journal article (contemporary primary research) at time of delivery. In addition consensus statements from recognised international authorities will be relevant to some topics, and these are updated regularly.

Pre-requisites

None

Synopsis *

In this module students will study the application of sport and exercise nutrition to enhancing sporting performance. Scientific enquiry and critical analysis is developed in order to provide skills in interpreting, evaluating and applying the latest evidence in sport and exercise nutrition.

2022-23 Postgraduate Module Handbook

SS820 Applied Athlete Support						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Autumn	M	20 (10)	100% Coursework	

Contact Hours

Total contact hours: 13
Private study hours: 187
Total study hours: 200

Learning Outcomes

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

Demonstrate an awareness of the scientific principles underpinning athlete performance assessment;
Apply the scientific theory of athlete support by providing a prolonged athlete support package to a client;
Objectively evaluate and communicate the success of a sports science athlete support package.

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

Demonstrate an ability to integrate key skills in numeracy and information technology – evidenced via working with Microsoft Office to create and present an athlete case study and also carry out calculations and interpretation of results and numerical data;
Demonstrate an ability to integrate key skills in problem solving – achieved through the complex analysis and evaluation of athlete test results;
Plan and manage learning - through completing the extra self-directed study necessary to successfully complete the required assignment and tasks set during this module.

Method of Assessment

Assessment (2,500 words) (50%)
Practical Observation (50%)

Preliminary Reading

The vast majority of the module content will be drawn from the contemporary primary research literature. Specific articles and reading will be recommended each week (aligned with weekly topics). The following are as additional/background sources only:

BASES code of conduct
Bompa, T. (1999) Periodization: Theory and Methodology of Training (4th Edition) Human Kinetics
Brooks, G. Fahey, T. White, T. Baldwin, K. (2005) Exercise Physiology. Human Bioenergetics and its Applications (4th Ed.) McGraw Hill
Fleck, S. & Kraemer, W. (1997) Designing resistance training programmes (2nd Ed.) Human Kinetics
Foran, B. (Ed.) (2001) High-Performance Sports Conditioning, Human Kinetics
Gore, C. (Ed.) (2000) Physiological Tests for Elite Athletes, Human Kinetics
Laboratory Manual, Test, Procedures and Data, E & F.N. Spon
Winter, E.M., Jones, A.M., Davison, R.C., Bromley, P.D., Mercer, T.H. (Eds.) (2009) Sport and Exercise Physiology Testing Guidelines, The British Association of Sport & Exercise Sciences. Routledge.

Pre-requisites

None

Synopsis *

This module aims to provide students with the supervision and extra underpinning knowledge to provide scientific athlete support to a client. The majority of student time will be taken up with one-to-one consultancy time with a client and analysing and providing feedback on their testing data. Some lecture and laboratory time will be used to ensure key principles are covered, but students will be expected to generate a case study of the consultancy package they have provided.

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SS821 Contemporary Perspectives in Sport Research						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Autumn	M	20 (10)	100% Coursework	

Contact Hours

Total hours for the module will be 200. This will include 3 hours contact per week (1 × 1 hour lecture and 1 × 2 hour seminar). These contact hours will total 36 in which the intended learning outcomes will be covered. The remainder will be devoted to Private Study for the reinforcement of knowledge.

Learning Outcomes

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

- Familiar with and be able to critically discuss and answer questions on a range of contemporary theories and concepts in sport and exercise science
- Aware of a variety of novel and innovative methodologies and equipment used in testing the theories outlined in a)
- Able to generate ideas of how contemporary issues might impact the future developments of sport and exercise science, both as an academic discipline and profession.

Method of Assessment

The module will be assessed through 100% coursework: Oral defence (including presentation and Viva) (90%); A 300 word abstract accompanying the presentation (10%).

Preliminary Reading

Brooks, G. Fahey, T. White, T. Baldwin, K. (2005) Exercise Physiology. Human Bioenergetics and it's Applications (4th Ed.) McGraw Hill.
 Marino, F. (2011). Regulation of Fatigue in Exercise. New York, Nova.
 Williams, C.A., Ratel, S. (2009). Human Muscle Fatigue. London, Routledge
 Jones, I. and Gratton, C. (2003) Research Methods for Sports Studies. Routledge.

Synopsis *

This module critically examines key contemporary issues within sport and exercise science. It will address current topics and research evidence from a range of different sub-disciplines of sport and exercise science. Students will be expected to draw on the knowledge they have developed at UG level to debate contemporary issues in sport and exercise science. Students will be expected to demonstrate an awareness of the changing face of 'knowledge' in the exercise sciences, and will be introduced to the more controversial and less mainstream theories that challenge the existing dogma. The module content will therefore consist of key contemporary issues (at the time the module is delivered), from the main sport and exercise sub-disciplines.

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SS822		Return to Sport				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	M	20 (10)	100% Coursework	
1	Medway	Autumn	M	20 (10)	100% Coursework	
2	Medway	Autumn	M	20 (10)	100% Coursework	

Contact Hours

Total hours for the module will be 200. This will include one 2-hour lecture per week. Contact hours will total 20 hours. The remainder will be devoted to private study for the reinforcement of knowledge.

Learning Outcomes

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

- a) 12.1 Demonstrate an ability to critique current theories and research surrounding techniques used to return athletes to sport
- b) 12.2 To critically discuss the use of return to sport criteria and tests used to return athletes to sport
- c) 12.3 To demonstrate knowledge and competence in the application of return to sport testing.

Method of Assessment

100% Written Coursework (case study, 3000 words).

Preliminary Reading

Askling, C., Nilsson, J. and Thorstensson, A. (2010) A new hamstring test to complement the common clinical examination before return to sport after injury. *Knee Surg Sports Traumatol Arthrosc* (2010) 18:1798–1803
 Orchard, J., Best, T.M. and Verrall, (2005) Return to Play Following Muscle Strains *Clin J Sport Med* 15(6)
 Järvinen, T.A.H., Järvinen, T.L.N., Kääriäinen, M., Kalimo, H., M. Järvinen, M. (2005) Muscle Injuries Biology and Treatment *American Journal of Sports Medicine* 33(5)
 Verralla, G.M., Kalairajaha, Y., Slavotinek, J.P. and Spriggins, A.J. (2006) Assessment of player performance following return to sport after hamstring muscle strain injury. *Journal of Science and Medicine in Sport* (2006) 9, 87–90

Synopsis <span style =

The aim of this module is ensure you know when your athlete is ready to return to sport following injury, illness or surgery. Topics covered will include return to sport criteria for different components of fitness and rehabilitation. These will include strength, proprioception, agility, Range of Movement (ROM), flexibility, cardiovascular. A range of both clinical/lab and field based tests will be covered during the module. Assessment will be at the end of the module and in the form of a presentation.

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SS831 Applied Professional Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	M	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 8
 Private study hours: 142
 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 the scientific principles underpinning client assessment;
 Apply scientific theory to practice by providing a prolonged support package to a client;
 Objectively evaluate and communicate the success of a sports science support package.

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

Demonstrate an ability to integrate key skills in numeracy & Information Technology
 Demonstrate an ability to integrate key skills in problem solving
 Independently plan and manage learning.

Method of Assessment

75% Written coursework: case report, 2500 words
 25% Presentation (20 min + 10 min Q&A)

Preliminary Reading

The vast majority of the module content will be drawn from the contemporary primary research literature. Specific articles and reading will be recommended in consultation with the supervisor.. The following are as additional/background sources only:

- BASES code of conduct
- Halperin I. (2018). Case Studies in Exercise and Sport Sciences: A Powerful Tool to Bridge the Science-Practice Gap. Int J Sports Physiol Perform. 13(6):824-825.

Pre-requisites

None

Synopsis <span style =

This module allows students to gain experience in the provision of scientific support to a client. The majority of student time will be taken up with one-to-one consultancy time with a client and analysing and providing feedback to the client. The student will work under the supervision of an appropriate subject supervisor who will advise the student on their practice (the majority of contact time will be in the form of tutorials, by arrangement, with the supervisor), whilst the student takes responsibility for organising and conducting the applied practice work on order to generate a case study of the consultancy package they have provided. Some lecture time will be used to ensure key principles are covered.

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SS832		Sport and Exercise Nutrition				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	M	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:

Critically discuss the effects of nutritional intake on sport and exercise performance
Demonstrate a critical awareness and understanding of research and research methods relevant to the study of nutrition
Critically evaluate research evidence and the application of this to athlete nutrition-related recommendations

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

Demonstrate skills in the evaluation and communication of a variety current and complex subject specific issues.
Demonstrate skills in problem solving and decision making in complex situations.
Be an independent and autonomous learner.

Method of Assessment

100% written coursework: essay, 2500 words

Preliminary Reading

Mainly journal article (contemporary primary research) at time of delivery
In addition consensus statements from recognised international authorities will be relevant to some topics, and these are updated regularly. e.g. ACSM (2016). American College of Sports Medicine position stand. Nutrition and athletic performance. Medicine & Science in Sports & Exercise, 48(3), 543-568.

Pre-requisites

None

Synopsis <span style =

In this module students will study the application of sport and exercise nutrition to enhancing sporting performance. Scientific enquiry and critical analysis is developed in order to provide skills in interpreting, evaluating and applying the latest evidence in sport and exercise nutrition.

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SS833 Laboratory Techniques in Exercise Physiology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	M	15 (7.5)	100% Coursework	

Contact Hours

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

Learning Outcomes

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

Demonstrate a comprehensive understanding of the principles of test construction, selection and application in a sports, performance, or health context
Evaluate laboratory methods and their application including the concepts of validity and reliability
Critically analyse, interpret, document and present exercise testing data in an appropriate format

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

Demonstrate skills in communication of a variety of subject specific material.
Apply information technology and numeracy to the study of parameters of human physiological function.
Demonstrate problem solving and the ability to plan and manage learning.

Method of Assessment

50% written report/essay, 1500 (coursework 1)
50% written report/essay, 1500 (coursework 2)

Preliminary Reading

Brooks, G. Fahey, T. White, T. Baldwin, K. (2005) Exercise Physiology. Human Bioenergetics and its Applications (4th ed.) McGraw Hill.
Eston, R. Reilly, T. (eds) (2019) Kinanthropometry and Exercise Physiology Laboratory Manual. Test, Procedures and Data (4th ed.) Routledge.
Gore, C. (Ed.) (2012) Physiological Tests for Elite Athletes (2nd ed.) Human Kinetics.
Winter, E. Jones, M. Davison, RCR. Bromley, P. Mercer, TH. (2006). Sport and Exercise Physiology Testing Guidelines. Volume 1 – Sports Testing. Routledge.

Pre-requisites

None

Synopsis <span style =

This module allows students to develop comprehensive knowledge and understanding of laboratory techniques and methods in exercise physiology and their application to sport or health contexts. Practical laboratory sessions are used to reinforce theoretical knowledge.

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SS834		Physiology of Training				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	M	15 (7.5)	100% Coursework	

Contact Hours

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

Learning Outcomes

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

Critically examine the principles of exercise training for performance
Demonstrate a comprehensive understanding of the physiological and metabolic adaptations to training and the physiological characteristics of elite sports performers
Critically interpret data and text from studies on human physiology and metabolism

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

Demonstrate skills in academic and professional communication.
Work as an independent and autonomous learner and critically reflect on and evaluate their own performance.
Apply information technology and numeracy to physiological/numerical data.

Method of Assessment

100% coursework: essay, 3000 words.

Preliminary Reading

Hoffman, J. (2014). Physiological Aspects of Sport Training and Performance. Illinois: Human Kinetics and Foran, B. (2000) High-performance sports conditioning. Illinois: Human Kinetics.

Pre-requisites

Prerequisite: SPOR8330 (SS833) Laboratory Techniques in Exercise Physiology

Synopsis <span style =

This module allows students to develop comprehensive knowledge and understanding of the physiology governing exercise training, physiological adaptation and applications to contemporary training methods. Students will be able to develop skills to analyse and critically assess performance. Practical sessions are used to reinforce theoretical knowledge.

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SS835 Contemporary Perspectives in Sport and Exercise Research						
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	

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 familiarity with and critically discuss and answer questions on a range of contemporary theories and concepts in sport and exercise science;
Show awareness of a variety of novel and innovative methodologies and equipment used in testing the theories outlined above;
Generate ideas of how contemporary issues might impact on the future developments of sport and exercise science, both as an academic discipline and profession.

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

Apply numeracy and information technology
Demonstrate problem solving, critical awareness and application to the evaluation of contemporary concepts in relation to a traditional theory
Independently plan and manage learning

Method of Assessment

60% Presentation, 20 min + 10 min Q&A
40% Written coursework: critical research summaries, 1200 words

Preliminary Reading

Brooks, G. Fahey, T. White, T. Baldwin, K. (2005) Exercise Physiology. Human Bioenergetics and its Applications (4th ed.) McGraw Hill.
Jones, I. and Gratton, C. (2003) Research Methods for Sports Studies. Routledge.
Marino, F. (2011). Regulation of Fatigue in Exercise. New York, Nova.
Williams, C.A., Ratel, S. (2009). Human Muscle Fatigue. London, Routledge

Pre-requisites

None

Synopsis *

This module critically examines key contemporary issues within sport and exercise science. It will address current topics and research evidence from a range of different sub-disciplines of sport and exercise science. Students will be expected to draw on the knowledge they have developed at UG level to debate contemporary issues in sport and exercise science. Students will be expected to demonstrate an awareness of the changing face of 'knowledge' in the exercise sciences. The module content will therefore consist of key contemporary issues (at the time the module is delivered), from the main sport and exercise sciences sub-disciplines.

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SS836		Research Methods				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	M	45 (22.5)	100% Coursework with Pass/Fail Elements	

Contact Hours

Total contact hours: 44
Private study hours: 406
Total study hours: 450

Learning Outcomes

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

Analyse critically the methodological assumptions and approaches to existing research in the relevant subject area
Critically evaluate the process of research in the relevant subject area
Demonstrate an understanding of the ethical considerations involved in research design in the relevant subject area
Select and apply data analysis techniques used in research

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

Demonstrate communication skills.
Apply information technology and numeracy in a research context.
Demonstrate problem solving and the ability to plan and manage learning

Method of Assessment

Data Analysis & Reporting Exercise – 50%
Research Proposal – 50%
Safe Lab and Human Testing Induction and Competency (pass/fail: note: this is a compulsory pass component).

Preliminary Reading

Burns, R. (2000). Introduction to Research Methods. London: Sage.
Creswell, J. (2013). Research design: qualitative, quantitative, and mixed methods approaches. 4th Edition, London: Sage
Denzin, N. and Lincoln, Y. (2012) Collecting and Interpreting Qualitative Methods. 4th Edition, London: Sage.
Field, A. (2013) Discovering Statistics Using IBM SPSS Statistics. 4th Edition. London: Sage
Greenhalgh, T. (2014) How to Read A Paper: the basics of evidence-based medicine, 5th Edition, Chichester: Wiley-Blackwell Publishing
Hulley, S. B et al. (2013) Designing clinical research. 4th Edition, London: Lippincott Williams and Wilkins
Weir, J. P. and Vincent, W. J. (2012) Statistics in Kinesiology, 4th Edition, Champaign, Illinois: Human Kinetics.
Williams, C. Wragg, C. (2004) Data analysis and research for Sport and Exercise Science. London: Routledge.

Pre-requisites

None

Synopsis <span style =

Research is a systematic process to investigate a specific question. It establishes new knowledge and allows us to refine or test applications of existing knowledge. It is important to provide support based on the best available evidence, and to ensure that interventions are based on the latest knowledge and developments in the field. This module provides you with the tools to design and evaluate research, culminating in a research proposal that can be conducted for your MSc dissertation.

SS837		Global Sport Governance				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	M	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 12 taught session x 2hrs = 24hours
Private study hours: 126
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:

Critically evaluate examples of governance practice of sport organisations and the factors influencing their governance decisions.

Critically assess the influencing context for sporting organisations when determining their policy focus, initiatives and desired outcomes.

Appreciate the importance of good governance practice for all sporting organisations, in all sectors and at all levels of the sports spectrum – grass-roots to international federations.

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

Critically assess and evaluate the relevance of a particular area of expertise i.e. general management, governance or contemporary issues within a sporting context.

Communicate effectively, orally and in writing, about management professional/technical issues, using media appropriate to the purpose.

Be an effective self-manager of time, so as to plan and deliver required outputs effectively

Identify and make effective use of information from various sources to assess ideas.

Compare and contrast the relative merits of different sport governance approaches and their relevance to different situations

Method of Assessment

Report & Resource – Approx. 2000 words (60%)

Presentation – 20min (40%)

Students will be expected to work on and complete tasks and activities both in and between taught sessions. Formative work will be prepared for discussion in class and will receive both tutor and peer feedback. This feedback will revolve around the development of relevant academic skills and knowledge and understanding of concepts, ideas and applications of sport governance. Formative assessment can also be provided through communities of engagement on open forums such as social media / networking sites.

Preliminary Reading

Hassan, D. & O'Boyle, I. (2017) Stakeholder governance and Irish sport. *Sport in Society*, 20 (5-6) 735-749

Hoye, R. & Cuskelly, G. (2015) *Sport Governance* (Sport Management Series), London: Routledge.

Hums, M. A. & MacLean, J. (2016) *Governance and Policy in Sport Organizations* (3rd edition), London: Routledge.

King, N. (2016) *Sport Governance: An introduction*, London: Routledge.

Kohe, G. Z. & Collison, H. (2019) *Sport, Education & Corporatisation: Spaces of connection, contestation and creativity*. Oxon: Routledge

O'Boyle, I. & Bradbury, T. (Eds) (2015) *Sport Governance: International Case Studies*, London: Routledge

Various Journals Including:

European Sport Management Quarterly;

Harvard Business Review;

International Journal of Sport Management;

International Journal of Sport Management and Marketing;

Journal of Sport Management;

Sport Business International;

Sports Management;

Sport Management Review;

Mintel Reports, and

Documents of International Sport Federations and others.

Pre-requisites

None

Synopsis <span style =

The module will consider corporate governance issues but will primarily focus upon internal governance structures of sport organisations. It will identify, analyse and assess the key issues and challenges faced by sporting organisations in the global context and consider whether governance structures facilitate the proficient management and regulatory functions of sports bodies. Emphasis will be placed upon case study analysis of sporting organisations engaged in grass roots activity to those with a worldwide remit. Indicative content:

Sport governance concepts and theory

Influences on Sport Governance – regulatory environment, sport policy, globalisation

Sport governance structures, roles and responsibilities

Ethics and principles of good Governance

Strategic sport governance

Risks, compliance and monitoring and evaluation mechanisms in Sport Governance

SS838 Leading Human Resources in International Sport						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	15 (7.5)	100% Coursework	

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Contact Hours

Total contact hours: 12 taught session x 1hrs = 12 hours

Private study hours: 138

Total study hours: 150

Learning Outcomes

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

Critically evaluate examples of human resources practices of sport organisations and the factors influencing effective leadership techniques and styles
Discuss how the situation and philosophy of the leader affects human resources
Apply the theory of leadership to different managerial or coaching environments in international sport organisations
Appreciate the importance of communication, motivation, training, evaluation in effective leadership of human resources in international sport organisations
Appreciate the importance of promoting equality and diversity principles and adhering to relevant legislation in leading human resources in international sport organisations
Analyse leadership performance and identify an appropriate style of leadership

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

Communicate effectively, orally and in writing, about leadership/management professional/technical issues, using media appropriate to the purpose
Be an effective self-manager of time, so as to plan and deliver required outputs effectively
Identify and make effective use of information from various sources to assess ideas
Compare and contrast the relevant merits of Leadership theory and styles and their relevance to different situations
Critically assess and evaluate the relevance of different social processes, which influence individual and group behaviour
Information Technology and numeracy - through the planning, preparation, completion and evaluation of a placement, log-book, essay and presentations in a sport leadership context
Problem solving – achieved through the identification and implementation of correct leadership style during seminars, critical evaluation of a leader at a sport management setting

Method of Assessment

Portfolio -100% (consists of 8 hours of observations, an interview of a sports leader and a written critique of approximately 3000 words)

Students will be expected to work on and complete tasks and activities both in and between taught sessions. Formative work will be prepared for discussion in class and will receive both tutor and peer feedback. This feedback will revolve around the development of relevant academic skills and knowledge and understanding of concepts, ideas and applications of sport leadership. Formative assessment can also be provided through student drafts and observations in applied settings.

Preliminary Reading

Burton, L. J., Borland, J. F., & Kane, G. M. (2019). Sport leadership in the 21st century. Jones & Bartlett Publishers.
Burton, L.J. & Leberman, S. (2017). Women in Sport Leadership: Research and Practice for Change. Routledge
Crawshaw, J., Budhwar, P., & Davis, A. (Eds.). (2017). Human resource management: Strategic and international perspectives. Sage.
Kutz, M. R. (2018). Leadership and management in athletic training. Jones & Bartlett Learning.
Northouse, P. G. (2017). Introduction to leadership: Concepts and practice. Sage Publications.
Tiell, B. & Walton, K. (2017). Human Resources in Sports. Jones & Bartlett Publishers.

Various Journals Including:

European Sport Management Quarterly;
Harvard Business Review;
International Journal of Sport Management;
International Journal of Sport Management and Marketing;
Journal of Sport Management;
Sport Business International;
Sports Management;
Sport Management Review
Leadership and Organizational Development Journal;
International Human Resource Management
Governmental and Policy reports and,
Documents of International Sport Federations and others.

Pre-requisites

None

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Synopsis *

Leadership in the context of sport businesses is increasingly recognised as providing the 'spark' that drives successful sport organisations in international settings. In this module, students will become more aware of styles of leadership and types of communication used in leading human resources in an international sporting context. The module will also consider human resource practices, policies and activities in international sport settings. Emphasis will be placed upon leaders' observations in applied and vocational settings. Indicative content:

- a) Leadership theory
- b) Leadership styles
- c) Philosophy of leadership
- d) Communication styles and techniques
- e) Training and development
- f) Importance of feedback
- g) Rewards and Motivation styles and techniques
- h) Recruitment and Retention strategies
- i) Equality and Diversity practices in international sport
- j) Working with and leading volunteers in international sport
- k) Evaluating performance

2022-23 Postgraduate Module Handbook

SS839 International Work Placement Experience						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	M	30 (15)	100% Coursework	

Contact Hours

Total placement hours: 220

Total International Placement hours (if undertaken): 56- This will contribute to the total of 220 placement hours required

Total contact hours: 2

Private study hours: 78

Total study hours: 300

Learning Outcomes

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

demonstrate originality in the application of knowledge and a critical awareness of a number of the intellectual skills specified for the main programme of study in the setting of the placement organisation/s, and in the context of the international placement visit, if taken.

demonstrate a systematic and comprehensive understanding of the procedures, processes and disciplines of working within a department or organisation relevant to the student's main programme of study

contextualise, record and reflectively evaluate the related activities of the department or organisation. If the international placement visit is undertaken students should also contextualise and reflect upon the issues and challenges identified within the selected case-study organisations that will be visited.

reflect and critically evaluate the development of employable skills during the placement experience, specifically in relation to career aspirations.

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

demonstrate the development of skills associated with their chosen placement organisation/s.

communicate effectively, about governance, management and/or professional/technical matters, using media appropriate to the purpose and to specialist and non-specialist audiences.

demonstrate independence in initiating and executing work and be able to exercise personal responsibility and decision making to include complex and unpredictable situations.

be an effective self-manager of time, becoming responsible for the management of their own time so as to plan and deliver required outputs effectively and professionally.

Work effectively as a member of a professional team, and develop appropriate professional networks during both the placement and the international placement visit if undertaken.

write a reflective account of what has been learned during the placement, and during the international placement visit if undertaken, and how this can be applied in the future

Method of Assessment

Report – 100%-6000 words

At least one formative feedback opportunity will be provided in this module that will directly support the specified summative assessment. Please see the module guide for further information.

Preliminary Reading

Beech, J. & Chadwick, S. (2012) The Business of Sport Management Pearson Education Limited

Brennan, J. Little, B. (2002) A review of Work Based Learning in Higher Education. London Prentice Hall

Dessler, G (2013) Human Resource Management (13th Ed) London Pearson

Hartley, H. (2009) Sport, Physical Recreation and the Law, Abingdon, Routledge

Robinson, L. Palmer, D. (2011) Managing Voluntary Sport Organisations, Abingdon, Routledge

Soloman, M.R. Greg, W. Elnora, E.W. Stuart, B.R. Vincent-Wayne, M (2013) Marketing: Real People, Real Decisions 2nd Ed. London Financial Times/Prentice Hall.

Pre-requisites

None

Synopsis <span style =

The module provides a structured opportunity to combine appropriate developmental work experience with academic study. The placement will provide the opportunity for the students to develop appropriate applied academic knowledge. The placement experience enables students to develop and reflect on managerial and/or professional practice in real and often complex situations. In order for the student to take this module they must secure a placement. The placement should be appropriate to the student's degree, experience and their potential career aspirations. All placements will be subject to the module convenor's authorisation.

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SS840 International Work Placement Portfolio						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 5
Private study hours: 295
Total study hours: 300

Learning Outcomes

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

Demonstrate a critical awareness and understanding of appropriate domains including administration, design, operations, marketing and risk, and how they apply to the phases of sport organisations and events, such as initiation, planning, staging of the event and closure and legacy.

Identify and justify a business/management issue that is of strategic relevance to the placement organisation on which to write the placement report.

Understand, apply and critically appraise the steps involved in the research process (including problem definition, data collection, data analysis and communicating the findings).

Produce a report in the required format that integrates, synthesises and communicates knowledge gained from the main programme of study.

Ability to analyse and draw reasoned conclusions about the identified strategic business/ management issue.

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

Critically assess and evaluate the relevance of a particular area of expertise i.e. general management or marketing or event management or human resources

Communicate effectively, orally and in writing, about management professional/technical issues, using media appropriate to the purpose.

Be an effective self-manager of time, so as to plan and deliver required outputs effectively

Identify and make effective use of information from various sources to assess ideas.

Compare and contrast the relative merits of different research methods and their relevance to different situations

Method of Assessment

Report – 100%-10000 words

At least one formative feedback opportunity will be provided in this module that will directly support the specified summative assessment. Please see the module guide for further information.

Preliminary Reading

Beech, J. & Chadwick, S. (2012) The Business of Sport Management, Pearson Education Limited.

Chaffey, D et al (2012) Digital Marketing: Strategy, Implementation and Practice, 5th Edition, London Financial Times/Prentice Hall

Dessler, G (2013) Human Resource Management, 13th Ed, London Pearson

Holly, G. Percy, F. Nicolaud, B. (2012) Marketing Strategy and Competitive Positioning, 5th Edition, London Prentice Hall.

Soloma, M.R et al (2013) Marketing: Real People, Real Decisions, 2nd Ed, London Financial Times/Prentice Hall.

Wilson, A. (2012) Marketing Research: An Integrated approach, 3rd Edition, London, Financial Times/Prentice Hall

Pre-requisites

None

Synopsis */

The module provides a structured opportunity to put into practice theoretical and practical knowledge and skills that students have acquired during their academic studies and placement experience, in the context of developing a placement report.

- a) Strategic issues facing organisations
- b) The research process (including problem definition, data collection, data analysis and communication of the findings).
- c) Qualitative and quantitative methodologies in research
- d) Structuring and writing the report.

SS841 Strategic International Sport Marketing						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 31
Private study hours: 269
Total study hours: 300

Learning Outcomes

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

Analyse the environment of international sport organisations at both micro and macro levels and investigate the strategic implications from their competitive strategies in the international sport industry context.

Understand how to adapt each marketing mix element for specific markets and apply to particular international sport organisations.

Relate and apply the theoretical knowledge gained in order to develop a marketing plan, including relevant marketing strategies, and apply the principles of market research.

Evaluate international sport marketing communications outcomes and their consequences in light of available resources.

Critically evaluate and interpret market research information and data sources to inform sport organisations' business strategies.

Present ideas, arguments and results in the form of a well-structured marketing plan.

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

Communicate effectively orally and in writing, using media appropriate for the purpose and to specialist and non-specialist audiences.

Identify, find, record, organise, manipulate and communicate knowledge relevant to the development of the marketing plan. Exercise personal responsibility and decision making, working with self-direction and originality in tackling and solving problems.

Undertake a systematic analysis of quantitative and/or qualitative information and present the results/findings in a clear and consistent format relevant for the specific audience

Work professionally and negotiate with a diverse range of stakeholders

Make effective use of Information Technology and numerical skills in the preparation of the marketing plan.

Method of Assessment

Assignment 1: Situational analysis – 20%-2000 words

Assignment 2: Market Research Plan – 20%-2500 words

Assignment 3 Marketing Plan – 60%-6000 words

Preliminary Reading

Baker, C., El Ansari, W., & Crone, D. (2017). Partnership working in sport and physical activity promotion: An assessment of processes and outcomes in community sports networks. *Public Policy and Administration*, 32(2), 87-109.

Funk, D. C. (2017). Introducing a Sport Experience Design (SX) framework for sport consumer behaviour research. *Sport Management Review*, 20(2), 145-158.

Gee, S., Thompson, A-J., Batty, R. (2018) Rules of engagement: Sport sponsorship, anti-ambush marketing legislation, and alcohol images during the 2011 Rugby World Cup, *Journal of Global Sport Management*, 3 (3) 266-283

Kirkpatrick, N., Pederson, J. & White, D. (2018) Sport business and marketing in higher education. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 22 7-13.

Sato, S., Gipson, C., Todd, S. & Harada, A. (2018) The relationship between sport tourists' perceived value and destination loyalty: An experience-use history segmentation approach. *Journal of Sport Tourism*, 22 (2) 173-186

Vamplew, W. (2018). Products, Promotion, and (Possibly) Profits: Sports Entrepreneurship Revisited. *Journal of Sport History*, 45(2), 183-201.

Pre-requisites

None

Synopsis *

The module provides a structured opportunity to put into practice theoretical and practical knowledge and skills that students have acquired during their studies, in the context of developing a marketing plan for an organisation of their choice.

- Marketing planning
- Situational analysis
- Market segmentation, targeting and positioning
- Marketing mix
- Marketing communications
- The digital marketing environment and social media
- Market research – primary and secondary data
- Qualitative and quantitative methodologies in market research to include test marketing, questionnaire design and implementation.
- Consumer behaviour
- Retaining customers – customer relationship marketing
- Structuring and writing a marketing report.

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SS842 Strategic Global Sport Event Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 32
Private study hours: 268
Total study hours: 300

Learning Outcomes

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

Identify and evaluate market opportunities and develop a strategic and tactical plan for a sustainable event (relevant to the main programme of study).
Critically evaluate and interpret information and data sources to inform the Event Strategy
Understand and critically analyse the use of marketing mix tools and develop a marketing communications campaign for an event relevant to the main programme of study.
Work with self-direction and originality in tackling and solving problems in order to plan, implement and evaluate an event (relevant to the main programme of study).
Produce an operations manual in the required format that integrates, synthesises and communicates knowledge relating to the planning, implementation and evaluation of the event (relevant to the main programme of study).

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

Write a reflective account of what has been learned during the event planning and implementation and how this can be applied in the future.
Demonstrate information technology and numeracy skills - through the preparation of event planning proposals and budgets and the production of a comprehensive operations manual for the event that has the potential to be used in the future.
Communicate effectively orally and in writing, using media appropriate to the purpose of event management.
Work and negotiate with a diverse range of stakeholders
Undertake a systematic analysis of quantitative and/or qualitative information and present the findings/results in a clear and consistent format relevant for the specific audience.
Self-appraise and reflect on practice – achieved through the event implementation and evaluation stages.

Method of Assessment

Assignment 1: Presentation – 30%-20 minutes including Q&A
Assignment 2: Event Planning Report including an operations manual 40% 4000words
Assignment 3: 20 minutes Defence interview– 30%

Preliminary Reading

Jones, M. L. (2017). Sustainable event management: A practical guide. Routledge.
Masterman, G. (2014) Strategic Sports Event Management, 3rd Ed, Routledge London
Müller, M. (2015). What makes an event a mega-event? Definitions and sizes. Leisure Studies, 34(6), 627-642.
Schwarz, E. C., Hall, S. A., & Shibli, S. (2015). Sport facility operations management: A global perspective. Routledge.
Lamond, I. R., & Spracklen, K. (2016). Critical Event Studies. Routledge.
Van Niekerk, Mathilda. "Contemporary issues in events, festivals and destination management." International Journal of Contemporary Hospitality Management 29, no. 3 (2017): 842-847.

Pre-requisites

None

Synopsis *

The module provides a structured opportunity to put into practice theoretical and practical knowledge and skills that students have acquired during their studies, in the context of delivering an event relevant to their programme of study. As such, this module will provide opportunities for students to develop appropriate vocational and applied academic knowledge.

Students will work individually in the process of proposing, planning, implementing, reviewing and evaluating an actual event. The event should be aligned to a specific business strategy e.g. expansion (new product/service, new target population, new geographic region, increased participation), diversification, introduction/launch etc. Students will need to integrate market research, marketing, human resource management, leadership, health and safety issues, security, logistical and financial management in an appropriate way. The emphasis is on the processes that surround the actual event itself and in ensuring that the event can be sustainable and have a legacy aspect.

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SS843 International Sports Business Development						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	60 (30)	100% Project	

Contact Hours

Total contact hours: 6
 Private study hours: 594
 Total study hours: 600

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Show the capability to carry out a reasonably substantive investigation and/or developmental enquiry
2. Critically appraise ideas and empirical findings in order to formulate research hypotheses that address a chosen research question,
3. Exemplify, and explicitly justify, the use of appropriate research and enquiry methods
4. Provide evidence of a critical and analytical approach to the collection, organisation and interpretation of scientific data,
5. Demonstrate an ability to undertake a study and critical evaluation of relevant background reading

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate communication and presentation skills - via the use of student effectively communicating the findings of the research project.
2. Apply information technology - through importing of graphics, word processing, internet searches and working with a qualitative or statistical software package.
3. Apply numeracy - evidenced via working with a number of data as well as with statistical techniques necessary to identify correlations and differences within data.

Method of Assessment

Dissertation, 20000 words 100%

Preliminary Reading

Bell, E., Bryman, A., & Harley, B. (2018). Business research methods. Oxford university press.

Creswell, J. (2009). Research design: qualitative, quantitative, and mixed methods approaches. Thousand Oaks, CA: Sage

Field, A. (2009) Discovering Statistics Using SPSS, 3rd Edition, London: Sage

Holliday, A. (2002). Doing and Writing Qualitative Research. London: Sage publications.

Thomas, J. R., Nelson, J. K. (2001). Research Methods in Physical Activity. Illinois: Human Kinetics.

Veal, A. J., & Darcy, S. (2014). Research methods in sport studies and sport management: A practical guide. Routledge.

Synopsis <span style =

The research dissertations are conducted with the supervision of an appropriate subject supervisor who will advise the student on issues such as methodology, analysis and presentation whilst the student takes responsibility for organising, conducting, analysing and presenting the research as required. The International Sport Business Dissertation should be 20000 words in length.

US800 Transnational American Studies:Methods and Approaches						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	30 (15)	100% Coursework	

Contact Hours

Contact hours: 2 hours per week

Method of Assessment

100% coursework. Students will be required to produce one essay of 4,000 words.

Preliminary Reading

Temperley, H and Bigsby, C., eds., A New Introduction to American Studies (2006)
 Jean-Philippe Mathy, "The Atlantic as Metaphor," Atlantic Studies 1.1 (2004)
 Anzaldúa, Gloria. Borderlands/La Frontera. (1987)
 Calderón, Héctor, and José David Saldívar, eds. Criticism in the Borderlands (1991)
 Claudia Sadowski-Smith, Border Fictions: Globalization, Empire, and Writing at the Boundaries of the United States (2008)
 ---, Globalization on the Line: Culture, Capital, and Citizenship at U.S. Borders (2002)
 Saldívar, José David. Dialectics of Our America: Genealogy, Cultural Critique and Literary History (1991)
 ---. Border Matters: Remapping American Cultural Studies (1997)
 Desmond, Jane, and Virginia Domínguez. "Resituating American Studies in a Critical Internationalism." American Quarterly 48 (September 1996):
 Lowe, Lisa. Immigrant Acts: On Asian American Cultural Politics (1996).
 Singh, Amritjit, and Peter Schmidt, eds. Postcolonial Theory and the United States: Race, Ethnicity, and Literature (2001)
 King, C. Richard, ed. Postcolonial America (2001)
 Buell and Dimock, Shades of the Planet: American Literature as World Literature (2007)
 Fisher, Philip, ed. The New American Studies: Essays From Representations (1991)
 Gilbert, James, et. al. The Mythmaking Frame of Mind: Social Imagination and American Culture
 Gilroy, Paul. The Black Atlantic: Modernity and Double Consciousness (1993)
 Gleason, Philip. "World War II and the Development of American Studies," American Quarterly 36 (1984)
 Hollinger, David. Postethnic America: Beyond Multiculturalism (1995)
 Kaplan, Amy, and Donald Pease, eds. Cultures of United States Imperialism (1993)
 Kerber, Linda K. "Diversity and the Transformation of American Studies", American Quarterly 41 (1989)
 Levander and Levine, Hemispheric American Studies (2008)
 Marx, Leo. "Some Thoughts on the Origin and Character of the American Studies Movement", American Quarterly 31 (1979)
 Takaki, Ronald. A Different Mirror: A History of Multicultural America (1993)
 Watts, Steven. "The Idiocy of American Studies: Poststructuralism, Language, and Politics in an Age of Self-fulfillment," American Quarterly 43 (1991)
 Wise, Gene. "Paradigm Dramas' in American Studies: A Cultural and Institutional History of the Movement", American Quarterly 31 (1979)

Synopsis

The aim of this module is to explore the culture and society of the Americas, notably incorporating a transnational perspective. This will involve giving you a thorough grounding in the techniques and approaches needed for advanced study and research in advanced American Studies. This module will engage with interdisciplinary and multidisciplinary approaches in order to train you to 'operate across disciplines, learning how to integrate a variety of approaches in formulating and solving problems, and using diverse materials and information sources.' You will be encouraged to engage with critical debates surrounding American society and also to interrogate, challenge, and move outside the exceptionalist rhetoric and nation- state ideology of conventional American Studies. Attention will be focused on (but by no means confined to) Anglophone literature and culture, although Chicano/Hispanic motifs will be forwarded in the context of English language-based study.

US801 Transnational American Studies Dissertation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	60 (30)	100% Project	

Availability

For American Studies MA Students only

Learning Outcomes

The dissertation element represents the culmination of the students' work on the programme. It offers students the opportunity to carry out a piece of extended independent research which builds on the work carried out during the taught part of the course, and to show their ability to organise and present their ideas in a coherent and convincing fashion.

Students who successfully complete the dissertation will:

- a. have focused their efforts into the practical use of all skills acquired during the taught element of the course
- b. have navigated a number of different disciplines and understand/applied them to achieve an advanced level of proficiency in American Studies
- c. Have produced (and reflected on) written assignments and arguments situated within the discourse of Transnational American Studies
- d. Have improved their ability to analyse, criticise and assess academic arguments and utilized a wide range of sources to this end
- e. Have improved their ability to plan, research and write an original essay and to organise it around a coherent argument

Method of Assessment

The dissertation will be expected to be c. 12,000 words long. Dissertations will be double-marked internally and also by an external examiner in line with the stated aims and objectives.

Preliminary Reading

To be determined by individual student and supervisor, but broadly based on the year's work across the whole MA.

Restrictions

For American Studies MA Students only

Synopsis *

The dissertation is selected by the student as an independent research project and hence the curriculum is not generic. The project should contain inter or multi-disciplinary perspectives in line with the rationale of American Studies and has to contain elements of primary research and original thinking appropriate to postgraduate level work.

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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.

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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

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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 <span style =

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	

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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 McCarten. 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 Postgraduate 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 Postgraduate 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 Postgraduate 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 Postgraduate 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](#)

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 <span style =

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.

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 <span style =

This module will be delivered over two separate weeks. 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.

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 <span style =

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.

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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 Postgraduate Module Handbook

Restrictions

None

Synopsis <span style =

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 <span style =

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 <span style =

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.

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 Postgraduate 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.

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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.

WL910 Evidence Based Practice (Philanthropy)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	M	20 (10)	100% Coursework with Compulsory Numeric Elements	

Availability

This module is taught in Spring and contributes to MA in Philanthropic Studies.

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Contact Hours

Hours of study: 200 hours

Contact time:

This module will have one study day (7 hours); 8 online forums (16 hours); 10 online lectures/videos (15 hours); 6 podcasts or audio recordings (3 hours) and; tutor telephone and email mentor sessions and personal support (2 hours); Total 43 hours.

Private study:

157 hours of private study including reading materials, research and assignment preparation time.

Cost

Forms part of the MA in Philanthropic Studies

Department Checked

Centre for Professional Practice

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 possible constraints to philanthropic practices.
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 the process 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 their own professional practice and the process of evidence-basing that practice.

Method of Assessment

This module will be assessed by a 4,000 word coursework essay (80%) and an online forum participation mark (20%). Students will be required to pass both elements individually.

Participants are required to produce a report of 4000 words in which they will formulate a question pertinent to their philanthropic practice, detail the search strategy undertaken, critically review the best available evidence identified and reflect upon the implications of the findings for their own practice. Students will also be required to actively participate in forum discussions, the marks for which will comprise 20% of the final mark. To obtain these marks students will be required to make a minimum of three contributions to the assessed forum. Each contribution must be at least 150 words in length, include academic references and a discussion of the relevant materials identified within the module. The forum content will be moderated by the module convener.

Preliminary Reading

- Aveyard, H. (2010). Doing a Literature Review in Health and Social Care, a practical guide. 2nd Edition. Maidenhead: McGraw Hill.
- Aveyard, H. and Sharp, P. (2009). A Beginner's Guide To Evidence Based Practice in Health and Social Care. Maidenhead: McGraw Hill.
- Dawes, M. (2004). Evidence-Based Practice: A Primer for Health Care Professionals. 2nd Edition. UK: Elsevier Health Sciences.
- Davies, H., Nutley, S. and Smith, P. (2000). What Works? Evidence-based Policy and Practice in Public Services. Bristol: Policy Press.
- Greenhalgh, T. (2010). How to read a paper: The basics of evidence based medicine. 4th ed. London: BMJ Publishing Group.
- Hamer, S. and Collinson, G. (2005). Achieving Evidence-Based Practice: A Handbook for Practitioners. 2nd Edition. London: Bailliere Tindall.
- Machi, L. and McEvoy, B. (2009). The Literature Review; Six Steps to Success. USA: Corwin Press.
- Trinder, L. Reynolds, S. (2000). Evidence-based practice: a critical appraisal. London: Blackwell Publishing.

Pre-requisites

None

Progression

N/a

Restrictions

None

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Synopsis *

This module will focus on promoting the skills of the professional philanthropist to become an effective user of research findings with a view to the enhancement of quality philanthropic 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 analyse 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 include forums which are designed to promote dialogue regarding the extent of external evidence available from systematic research and how this can be applied to improve philanthropic outcomes within the participant's area of professional practice.

The module will include:

- Critical understanding of the principles related to evidence informed practice
- Data and information searching principles and techniques
- Critical appraisal principles
- Critical appraisal tools and techniques
- Statistical principles to present analysis
- Critical Appraisal Report Writing

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.