1. **Title of the module**

FOUN0018 (LZ018) European and International Business for University Study

1. **School or partner institution which will be responsible for management of the module**

Centre for English and World Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 3

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

**Autumn Start:** Autumn, Spring and Summer Terms

**Spring Start:** Spring (starting week 16) and Summer Terms plus Summer Vacation (4 weeks);

1. **Prerequisite and co-requisite modules**

**Autumn Start Programme:**

Co-requisite modules include: FOUN0036 Academic Skills Development (15 credits) and either FOUN0035 Foundation Project (15 credits) OR FOUN0037 English for Academic Study (15 credits),

**Spring Start Accelerated Programme:**

Co-requisite modules include: FOUN0036 Academic Skills Development (15 credits) and FOUN0035 Foundation Project (15 credits) OR FOUN0037 English for Academic Study (15 credits)

**JYA English Plus Programme Students:**

There are no co-requisite modules for JYA English Plus students

1. **The programmes of study to which the module contributes**

International Foundation Programme (autumn and spring entry) and JYA English Plus (autumn only)

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Utilise and apply appropriate techniques and models to deal with business and management problems.
   2. Identify and explain causal relationships in the explanation of marketing phenomena.
   3. Understand and apply operational concepts and terminology accurately and appropriately.
   4. Demonstrate knowledge and understanding of a range of market research problems and proposed solutions.
   5. Identify the assumptions underlying business theories.
   6. Evaluate policy responses to a range of management issues and problems.
   7. Explain and analyse the main issues in UK, European and global human resource management in recent years.
   8. Utilise graphical and numerical methods in the presentation and analysis of financial issues and problems.
   9. Utilise business data drawn from a range of sources to evaluate the accuracy and reliability of that data
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Construct a sustained, logical argument in essay form, utilising appropriate evidence to illustrate and support their arguments.
   2. Take into account alternative perspectives and to demonstrate balance as a basis for reaching a reasoned conclusion.
   3. Identify and analyse the requirements of questions and to select material to enable them to produce concise and relevant responses within time constraints.
   4. Research topics in depth to obtain material and evidence to support a sustained argument.
3. **A synopsis of the curriculum**

The module will focus on alternative solutions to the problem of business resource allocation leading to consideration of the operation and function of marketing and how the decisions and actions of managers are co-ordinated. Operational systems will be evaluated, including treatment of circumstances in which management techniques are considered to fail. Financial failure will be analysed utilising the ratio analysis techniques developed. In dealing with human resource issues such as recruitment and selection, the UK model will be used as the primary example, but students will be encouraged to apply their understanding to problems and policies in other countries as well. Likewise, the treatment of team management will focus on the position in the UK with particular emphasis on its place within the overall organisation culture of firms.

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

* Boddy, D. (2005) *Management: An Introduction.* Harlow: Prentice Hall.
* Hall, D., Jones, R., Raffo, C.& Anderton, A (2008) *Business Studies.* Harlow: Pearson.
* Kotler, P., Armstrong, G., Wong, V. & Saunders, J. (2008) *Principles of Marketing.* (5th European Edition). Harlow: Pearson.
* McLaney, E., Atrill, P. & Black, G. (2008) *Accounting: An Introduction.* Harlow: Pearson.
* Torrington, D., Hall, L., Taylor, S. & Atkinson, C. (2009) *Fundamentals of Human Resource Management.* Harlow: Prentice Hall

1. **Learning and teaching methods**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Autumn Start** | |  | **Spring Start** | |
| Total contact hours: | *96* |  | Total contact hours: | *100* |
| Private study hours: | *204* |  | Private study hours: | *200* |
| Total Study hours: | *300* |  | Total Study hours: | *300* |

1. **Assessment methods**
   1. Main assessment methods

Assignment 1 (1000 words) (15%)

In Course Test 1 (45 minutes) (15%)

Assignment 2 (1500 words) (25%)

Seminar participation (5%)

Examination, (2 hours) (40%)

JYA English Plus alternative assessment in lieu of exam:

Written Assignment (1,500 words)

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *8.8* | *8.9* | *9.1* | *9.2* | *9.3* | *9.4* |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lectures | **x** | **x** | **x** |  | **x** |  |  | **x** | **x** | **x** | **x** |  |  |
| Seminars | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |  |  |
| Workshops | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |  |  |
| Private Study | **x** | **x** |  |  | **x** |  |  | **x** | **x** | **x** | **x** |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Written Assignment 1 | **x** | **x** | **x** | **x** |  |  |  |  | **x** | **x** |  |  |  |
| In-course Test 1 | **x** | **x** | **x** | **x** |  |  |  |  |  | **x** |  |  | **x** |
| Written Assignment 2 | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |  | **x** |
| Seminar mark based on preparation and performance |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Final Examination or  JYA written assignment | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |  |

1. **Inclusive module design**

The Centre recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module encourages students to investigate a range of business theories, including managing internationally, organisation cultures and contexts and management for the present and the future, in international contexts. Students can draw on their own direct experiences and knowledge to show how economic concepts and theories can be applied making the course more accessible to students from a wide range of backgrounds. Discussion in workshops and seminars will help students learn ideas from different cultures. Written assignments specifically asks students to consider business methods in both developed and developing countries and to use a European country as the platform for drawing up a training and development schedule.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 28/07/17 | Minor | September 2017 | 12, 13 | No |
|  |  |  |  |  |

Revised FSO Jan 2018