1. **Title of the module**

PREM6008 (LA533) International Business: Extended Study

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

Centre for English and World Languages (CEWL)

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

Level 6

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

15 credits (7.5 ECTS)

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

Summer Term

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

Co-requisite: PREM6005 (LA530) The Fundamentals of International Business

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

Pre-Masters Graduate Diploma in Business, Management and Finance

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

8.1 critically analyse and evaluate core cultural, economic and political issues related to the expansion and management of a firm’s operations across international borders

8.2 critically evaluate the choice and design of market entry modes and apply this to practical cases

8.3 assess the key elements of import and export strategies, the role of several types of trading companies in exporting and the role of counter trade in international business

8.4 assess and challenge the management of various types of international collaborative arrangements, taking into consideration reasons for taking part in such collaborations; why some fail, and strategies for success

8.5 evaluate the management of functional areas in multinational firms – especially from a cultural perspective (e.g. marketing, human resource management, supply chain management, finance or research and development).

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

9.1 present logical and coherent arguments using relevant concepts and theories in support

9.2 plan work, study independently and use relevant resources

9.3 structure and develop critically effective communications, orally and in writing, observing appropriate academic conventions

9.4 receive and act upon constructive criticism and advice

9.5 work effectively in teams

1. **A synopsis of the curriculum**

In a world where, increasingly, business and politics are rarely far apart, this module offers a critical analysis of how multinationals select their target markets and modes of entry in the context of an ever-changing global economic climate; how they manage their various functions in an international context, balancing the needs for global integration and local responsiveness respectively.

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

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

Buckley, P. and Casson, M. (2016). The Future of the Multinational Enterprise. Basingstoke: Palgrave.

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

Ghoshal, S. and Westney, D. E. (2000). Organization Theory and the Multinational Corporation. 2nd edition. Basingstoke: Palgrave.

Radebaugh, L.D., D.P. Sullivan and Daniels, J.D. (2016). International Business: Environments and Operations. 15th Edition. Upper Saddle River, NJ: Pearson Prentice Hall.

Rapaille, C. (2015) The Global Code: How a New Culture of Universal Values is Reshaping Business and Marketing. London: Palgrave Macmillan.

1. **Learning and teaching methods**

Total contact hours: 33

Private study hours: 117

Total study hours: 150

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

Report (1500 words) (35%)

Assessed Seminar/Webinar: preparation and participation (15 minutes) (45%)

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

13.2 Reassessment methods

Reassessment instrument: 100% exam

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* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** |  | **x** |  | **x** |  |
| *Lectures* | **x** | **x** | **x** | **x** | **x** |  |  | **x** |  |  |
| *Seminar/workshops* | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| *Individual Consultancy Report* | **x** |  |  | **x** | **x** | **x** | **x** | **x** | **x** |  |
| *Web/Sem prep & participation* | **x** |  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *ICT* |  | **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**

The module intrinsically has an international focus, and issues concerning the problems facing multinational enterprises (MNEs) will be considered from various international perspectives, for example, the issues facing SE Asian companies hoping to establish a foothold within Western countries as well as vice versa. The aim of incorporating a GLO element is to encourage opinions from different perspectives to encourage the consideration and avoidance of stereotypes. Students will be encouraged to consider the challenges of global transactions in the light of an altering political landscape and shifting economic and political allegiances.

**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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
|  |  |  |  |  |

Revised FSO Jan 2018