

**CDA4 Programme Design Template  
Module specification (with KIS) 2014-15**



University of the  
West of England

**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	International Business Context				
Module Code	UMSDHT-15-1	Level	1	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	FBL	Field	Strategy and International Business		
Department	Business and Management	Module Type	Standard		
Contributes towards	BA International Business				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	Understanding the Business and Economic Environment modules- UMED8A-15-1, UMED8E-15-1,UMEDDM-15-1 Economic Principles in a Contemporary Context UMED8D-15-1 Events in Context UMKDDD-15-1		Module Entry requirements	N/A	
First CAP Approval Date	3 February 2015		Valid from	September 2015	
Revision CAP Approval Date			Revised with effect from		

<b>Review Date</b>	September 2021
--------------------	----------------


Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Apply the PESTLE framework to understand how the external environment acts to influence the activities of international business organisations (Components A and B)</li> <li>• Describe the interconnected trends that constitute the globalisation of markets and society (Components A and B)</li> <li>• Identify and describe the main features and trends in the international business environment (Components A and B)</li> <li>• Assess the regulatory, political and economic frameworks that international organisations have to work within (Components A and B)</li> <li>• Understand how cultural and social factors provide both opportunities and</li> </ul>

	<p>constraints for international organisations (Components A and B)</p> <ul style="list-style-type: none"> <li>• Discuss different national economies and the issues they face in responding to globalisation (Components A and B)</li> <li>• Understand and apply key macroeconomic theories that underpin the operation of global business (Components A and B)</li> <li>• Understand the ethical and environmental considerations that underpin socially-responsible business activity (Components A and B)</li> </ul> <p>In addition the educational experience may explore, develop, and practise but not formally discretely assess the following:</p> <ul style="list-style-type: none"> <li>• Skills in independent learning, group work, critical evaluation, discussion and debate</li> <li>• Verbal (including presentation) and written communication skills</li> </ul>
Syllabus Outline	<p>The indicative content below outlines the broad coverage of the module:</p> <ul style="list-style-type: none"> <li>• Internationalisation and globalisation</li> <li>• The nature of the global economy</li> <li>• Introduction to PESTLE analysis</li> <li>• The Political Context</li> <li>• The Legal Environment</li> <li>• The Demographic and Socio-Cultural Context</li> <li>• Macroeconomic Context</li> <li>• Environmental Factors and CSR</li> <li>• Globalisation and New Technologies</li> </ul>
Contact Hours	<p>Module delivery is based on 3 hours of scheduled learning and teaching activities per teaching week (36 hours in total). This contact time will be a combination of lectures and workshops. Workshops will provide opportunities for in-class preparation for assessment and formative feedback. This pattern of delivery will be supported by electronic means, in the form of a Virtual Learning Environment.</p>
Teaching and Learning Methods	<p><b>Scheduled learning</b> includes 36 hours of lectures and workshops.</p> <p><b>Independent learning</b> includes approximately 110-120 hours engaged with essential reading, preparation for workshops and assignment preparation and completion.</p> <p>Extensive use will be made of Blackboard for guided independent study work; to support students' learning; to facilitate interactions between students e.g. for group project work. Students will also be directed towards the University Library online Study Skills resources for the development of skills appropriate to the level and style of the module.</p>
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p>

**Key Information Set - Module data**

Number of credits for this module

15

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
150	36	114	0	150	

The table below indicates as a percentage the total assessment of the module which constitutes a -

**Written Exam:** Unseen written exam, open book written exam, In-class test

**Coursework:** Written assignment or essay, report, dissertation, portfolio, project

**Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	50%
Coursework assessment percentage	50%
Practical exam assessment percentage	0%
	100%

**Reading Strategy**

All students are expected to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Support will be provided in developing the necessary information literacy and information technology skills necessary to access required materials. By necessity students will need to develop as autonomous learners and will be actively encouraged to develop information skills to enable them to identify, retrieve and evaluate relevant sources of information.

The essential reading will be in the form of a textbook that students will be expected to have ongoing access to. The required reading will be reviewed and updated regularly to ensure currency of coverage. Students will be informed of the required and supplementary reading in module handbooks and on Blackboard.

**Further reading** – Students will be advised of further reading that is desirable and further develops knowledge and understanding of a specific topic. In addition, students will be encouraged to engage in independent research and wider reading in completion of the assessment for this module. Support will be provided to students in workshops on how to access relevant material. Additional reading material will be made available to students during the course of the module via Blackboard. The essential and suggested readings provide a baseline of sources that students should go beyond in their assessment research.

**Indicative Reading list**

The indicative reading list below contains a range of textbooks that will help students to develop their knowledge beyond the immediate coverage of each session and its

associated reading. This list is subject to update in each year's module handbook. Students are expected to undertake independent study through the course of the module, beyond required reading, by identifying appropriate sources and bringing acquired knowledge to bear on tutorial discussion. In addition, supplementary reading will be made available to students via Blackboard:

Brooks, I., Weatherston, J. and Wilkinson, G. (2011) *The International Business Environment*, 2nd Edition, Harlow, Pearson

Cavusgil, S.T., Knight, G. & Reisingerger, J. R. (2008) *International Business: Strategy, Management and the New Realities*, Harlow, Prentice Hall.

Daniels, J. D., Radebaugh, L. H. & Sullivan D. P. (2007) *International Business: Environments and Operations* (11th edition), Harlow, Prentice Hall.

Hamilton, L. & Webster, P. (2012). *International Business Environment*. 2nd Ed. Oxford, OUP

Harrison, A. (2014) *Business Environment In a Global Context*, 2nd Edition, Oxford, OUP

Hill, C. (2010) *International Business: Competing in the Global Marketplace* (8th edition), McGraw-Hill/

Morrison, J. (2011) *The International Business Environment*, 3th Edition, Basingstoke, Palgrave Macmillan

Peng, M. W. (2009) *Global Business*. South-Western Cengage Learning.

Spulber, Daniel F. (2007) *Global Competitive Strategy*. Cambridge: Cambridge University Press.

Wall, S., Minocha, S. and Rees, B. (2010) *International Business* (3rd edition), Prentice Hall.

Wild, J. Wild, K. & Han, J. (2009) *International Business*, 5th Edition, Harlow Pearson.

Worthington, I. & Britton, C. (2009) *The Business Environment*. 6<sup>th</sup> Edition, Harlow, Prentice Hall

### Part 3: Assessment

<p>Assessment Strategy</p>	<p>The module assessment will enable demonstration of students' achievement of the stated learning outcomes through the application of concepts, theories models and practical insights covered across the module curriculum. Summative assessment will evaluate the cumulative understanding developed by students over the course of the module of the material introduced in the module lectures and applied in a workshop setting. Students will have the opportunity for formative feedback and guidance on assessment throughout the module. Student engagement will be encouraged through a clear link between in-class activities and the summative assessment. Ongoing and summative feedback will be provided to students in order to facilitate ongoing development beyond the module. Education for Sustainable Development (ESD) will be considered in the module assessment through consideration of environmental considerations and connections to Corporate Social Responsibility. Students will be referred to the University's word count policy as appropriate</p> <p>The module assessment has two components:</p> <p>Component A – An 2 hour-long unseen exam. This will assess students understanding, application and critical assessment of concepts, theories and practical aspects of the module content. This component of assessment will selectively assess elements of the module by students can expect to be</p>
----------------------------	---

	<p>assessed on any dimension of the module. The assessment criteria for this component covers: understanding of key concepts and ideas, critical insight and evaluation, linking theory to practice, and aspects of academic practice.</p> <p>Component B – A 1500-word report requiring students to draw on material covered in the module to a particular context of their choosing (for instance, nation state). Discussion and preparation of this student-driven assessment will form part of the workshop programme, as will opportunities for ongoing student feedback on progress. The assessment criteria for this component include: critical analysis and evaluation, application of core concepts, wide reading and independent research, presentation and structure and academic practice.</p>
--	---

Identify final assessment component and element	<b>Component A</b>	
<b>% weighting between components A and B</b> (Standard modules only)	<b>A:</b> 50%	<b>B:</b> 50%
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Unseen Exam (2 hours)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Report (1500 words)	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Unseen Exam (2 hours)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Report (1500 words)	100%	

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.