

**CDA4 Programme Design Template  
Module specification (with KIS)**



University of the  
West of England

**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

| <b>Part 1: Basic Data</b>  |                                       |                    |                                     |                |          |
|----------------------------|---------------------------------------|--------------------|-------------------------------------|----------------|----------|
| Module Title               | Emerging Markets: The New World Order |                    |                                     |                |          |
| Module Code                | UMSDF3-15-M                           | Level              | M                                   | Version        | 1        |
| Owning Faculty             | FBL                                   | Field              | Strategy and International Business |                |          |
| Contributes towards        | Master of Business Administration     |                    |                                     |                |          |
| UWE Credit Rating          | 15                                    | ECTS Credit Rating | 7.5                                 | Module Type    | Standard |
| Pre-requisites             | none                                  |                    | Co- requisites                      | none           |          |
| Excluded Combinations      | none                                  |                    | Module Entry requirements           | na             |          |
| First CAP Approval Date    | 22 May 2014                           |                    | Valid from                          | September 2014 |          |
| Revision CAP Approval Date |                                       |                    | Revised with effect from            |                |          |

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| <b>Review Date</b> | September 2020 |
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| <b>Part 2: Learning and Teaching</b> |  |
|--------------------------------------|--|
| Learning Outcomes                    | <p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Draw on and apply a range of appropriate theoretical concepts and frameworks from international business and political economy in emerging markets to evaluate and make recommendations relating to business operations. (Component A)</li> <li>• Demonstrate an awareness of the institutional context for emerging market businesses relevant to managerial decision making. (Component A)</li> <li>• Evaluate issues facing managers in emerging markets with respect to ethical and sustainable business activities. (Component A)</li> <li>• Recognise and evaluate the challenges and opportunities facing firms from emerging markets as they seek to globalise their operations. (Components A)</li> <li>• Synthesize a wide range of data and complex ideas to provide a well-reasoned argument relating to a chosen issue in the emerging market context. (Component A)</li> </ul> |

| Syllabus Outline                         | <ul style="list-style-type: none"> <li>• Emerging markets - growth and development perspectives</li> <li>• The nature and source of institutions and institutional voids in emerging markets</li> <li>• Finance and alternative capital markets</li> <li>• Business forms and governance in emerging markets (business groups)</li> <li>• Ethical perspectives and sustainable business practices in emerging markets</li> <li>• Public-private partnerships, NGOs and regulation – national, industry and transnational or multilateral perspectives</li> <li>• Development at the base of the pyramid</li> <li>• The role of the diaspora</li> <li>• The growth of emerging market multinationals (EMNCs)</li> <li>• EMNCs' entry to developed markets</li> </ul>  |  |  |                 |  |  |  |  |  |  |  |  |  |  |  |    |                       |   |                         |  |                 |     |    |     |  |     |  |  |  |  |   |
|--|--|--|--|-----------------|--|--|--|--|--|--|--|--|--|--|--|----|-----------------------|---|-------------------------|--|-----------------|-----|----|-----|--|-----|--|--|--|--|---|
| Contact Hours                            | <p>Module delivery will be via a variety of approaches appropriate to the student population. This may be face-to-face on a weekly or a block delivery basis and may involve a hybrid or blend of face-to-face and online activities. In all cases, the delivery sessions will be equivalent to 24 hours based on 12 sessions of 2 hours for the weekly delivery.</p>  |  |  |                 |  |  |  |  |  |  |  |  |  |  |  |    |                       |   |                         |  |                 |     |    |     |  |     |  |  |  |  |   |
| Teaching and Learning Methods            | <p>The module is delivered by means of interactive, student centred seminar discussions, activities and group work that are designed to aid in the application of the theory to real world situations. A significant emphasis is placed on the case approach to learning rather than being lecture-based.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Students are expected to engage with a range of reading material and to complete all seminar preparation prior to attending any formal seminar related discussion (whether face-to-face or online).</p> <p>These sessions constitute an average time per level as indicated in the table below.</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> <table border="1" data-bbox="469 1464 1358 1854"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td style="border: 2px solid black; text-align: center;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th></th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">24</td> <td style="text-align: center;">126</td> <td></td> <td style="text-align: center;">150</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;">0</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes coursework</p> | <b>Key Information Set - Module data</b> |  |                 |  |  | <i>Number of credits for this module</i> |  |  |  |  |  |  |  |  | 15 | Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours |  | Allocated Hours | 150 | 24 | 126 |  | 150 |  |  |  |  | 0 |
| <b>Key Information Set - Module data</b> |  |  |  |                 |  |  |  |  |  |  |  |  |  |  |  |    |                       |   |                         |  |                 |     |    |     |  |     |  |  |  |  |   |
| <i>Number of credits for this module</i> |  |  |  |                 |  |  |  |  |  |  |  |  |  |  |  |    |                       |   |                         |  |                 |     |    |     |  |     |  |  |  |  |   |
|  |  |  |  | 15              |  |  |  |  |  |  |  |  |  |  |  |    |                       |   |                         |  |                 |     |    |     |  |     |  |  |  |  |   |
| Hours to be allocated                    | Scheduled learning and teaching study hours  | Independent study hours                  |  | Allocated Hours |  |  |  |  |  |  |  |  |  |  |  |    |                       |   |                         |  |                 |     |    |     |  |     |  |  |  |  |   |
| 150                                      | 24   | 126                                      |  | 150             |  |  |  |  |  |  |  |  |  |  |  |    |                       |   |                         |  |                 |     |    |     |  |     |  |  |  |  |   |
|  |  |  |  | 0               |  |  |  |  |  |  |  |  |  |  |  |    |                       |   |                         |  |                 |     |    |     |  |     |  |  |  |  |   |

|                                      |   |                                 |  |  |  |                                    |  |    |  |                                  |  |      |  |                                      |  |    |  |  |  |      |  |
|--------------------------------------|---|---------------------------------|--|--|--|------------------------------------|--|----|--|----------------------------------|--|------|--|--------------------------------------|--|----|--|--|--|------|--|
|                                      | <table border="1"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>100%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td></td> <td></td> <td>100%</td> <td></td> </tr> </table>   | Total assessment of the module: |  |  |  | Written exam assessment percentage |  | 0% |  | Coursework assessment percentage |  | 100% |  | Practical exam assessment percentage |  | 0% |  |  |  | 100% |  |
| Total assessment of the module:      |   |                                 |  |  |  |                                    |  |    |  |                                  |  |      |  |                                      |  |    |  |  |  |      |  |
| Written exam assessment percentage   |   | 0%                              |  |  |  |                                    |  |    |  |                                  |  |      |  |                                      |  |    |  |  |  |      |  |
| Coursework assessment percentage     |   | 100%                            |  |  |  |                                    |  |    |  |                                  |  |      |  |                                      |  |    |  |  |  |      |  |
| Practical exam assessment percentage |   | 0%                              |  |  |  |                                    |  |    |  |                                  |  |      |  |                                      |  |    |  |  |  |      |  |
|                                      |   | 100%                            |  |  |  |                                    |  |    |  |                                  |  |      |  |                                      |  |    |  |  |  |      |  |
| Reading Strategy                     | <p><b>Core readings</b><br/>Essential reading will be indicated clearly in the Module Handbook, and instructions for accessing the material will be provided. Most readings will be accessed electronically via the UWE library, however others may be held in copyright cleared format on the module Blackboard site. Students must be prepared to read both theoretical articles and assigned cases as part of the core reading.</p> <p><b>Further readings</b><br/>Further reading will be highlighted to supplement the core readings. Students are expected to read widely using the library search, a variety of bibliographic and full text databases. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p><b>Access and skills</b><br/>The development of literature searching skills is supported by a Library seminar provided within the first semester of the MBA programme. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Students may also sign up to workshops offered by the Library.</p> <p>Students are not required to purchase a text as the core reading will be through journal articles and selected readings. Sample texts include:</p> <p>Amann, E., &amp; Cantwell, J. (Eds.) (2012). <i>Innovative firms in emerging market countries</i>. Oxford: OUP.<br/> Khanna, T., &amp; Palepu, K. G. (2010). <i>Winning In emerging markets</i>. HBS Press.<br/> Prahalad, C. K. (2010). <i>The fortune at the bottom of the pyramid</i>. Upper Saddle River, NJ: Wharton School Publishing.<br/> Ramamurti, R., &amp; Singh, J.V. (Eds.) (2010). <i>Emerging multinationals in emerging markets</i>. Cambridge: CUP.</p> |                                 |  |  |  |                                    |  |    |  |                                  |  |      |  |                                      |  |    |  |  |  |      |  |
| Indicative Reading List              | <p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, <i>current</i> advice on readings will be available via the module guide.</p> <p>Amann, E., &amp; Cantwell, J. (Eds.) (2012). <i>Innovative firms in emerging market countries</i>. Oxford: OUP.<br/> Ayyagari, M., Demirguc-Kunt, A., &amp; Maksimovic, V. (2012). <i>Financing of firms in developing countries: Lessons from research</i>. World Bank, Washington, DC.<br/> Bull, B., Castellacci, F. &amp; Kasahara, Y. (2014). <i>Business groups and transnational capitalism in Central America</i>. Basingstoke: Palgrave Macmillan.<br/> Cavusgil, S. T. (2013). <i>Doing business in emerging markets</i>. London: Sage.<br/> De Soto, H. (2004). <i>The mystery of capital</i>. New York: Basic Books.<br/> Fornés, G., &amp; Philip, A. B. (2012). <i>The China-Latin American axis: emerging markets and the future of globalization</i>. Basingstoke: Palgrave Macmillan.<br/> Herbst, J. (2000). <i>States and power in Africa</i>. Princeton, NJ: Princeton University Press.<br/> Herbst, J., &amp; Mills, G. (2003). <i>The future of Africa: a new order in sight?</i> Oxford: OUP.<br/> Khanna, T., &amp; Palepu, K. G. (2010). <i>Winning In emerging markets</i>. HBS Press.<br/> Nölke, A. (Ed.) (2014). <i>Multinational corporations from emerging markets: State Capitalism 3.0</i>. Basingstoke: Palgrave Macmillan.</p>   |                                 |  |  |  |                                    |  |    |  |                                  |  |      |  |                                      |  |    |  |  |  |      |  |

Pieterse, J. N. (2010). *Development theory*. London: Sage.

Pillai, G. (Ed.) (2013). *The political economy of South Asian diaspora: Patterns of socio-economic influence*. Basingstoke: Palgrave Macmillan.

Prahalad, C. K. (2010). *The fortune at the bottom of the pyramid*. Upper Saddle River, NJ: Wharton School Publishing.

Ramamurti, R., & Singh, J.V. (Eds.) (2010). *Emerging multinationals in emerging markets*. Cambridge: CUP.

So, A. Y. (1990). *Social change and development: Modernization, dependency and world-system theories*. London: Sage.

Xu Yi-Chong (Ed.). (2012). *The political economy of state-owned enterprises in China and India*. Basingstoke: Palgrave Macmillan.

### Part 3: Assessment

|                     |  |
|---------------------|--|
| Assessment Strategy | <p>Formative assessment will revolve around student preparation of materials (e.g. formal readings, cases) and be provided through various mechanisms as appropriate (e.g. in-class, online).</p> <p>As an elective, the summative assessment for this module will comprise a research paper that enables the student to investigate an area of personal or professional interest in depth and to demonstrate critical self-reflection on the learning achieved in the module. In particular students will be required to include critical analyses of core theory applied to the topic. Topics can range from academic to applied or practice-based investigations but must relate to substantive areas of the module through which the student can demonstrate critical awareness and understanding of the topic. Students should clarify their topics with the instructor for suitability and feasibility by completing a topic proposal form demonstrating the key sources of literature and outlining the scope of the proposed paper BEFORE commencing the work. Full guidelines on the project will be provided in the Module Handbook and on Blackboard.</p> |
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| Identify final assessment component and element                                  | <b>Component A</b>                              |           |
| % weighting between components A and B (Standard modules only)                   | <b>A:</b>                                       | <b>B:</b> |
|  | 100%  |           |
| <b>First Sit</b>   |   |           |
| <b>Component A</b> (controlled conditions)<br><b>Description of each element</b> | <b>Element weighting</b><br>(as % of component) |           |
| 1. Research Paper (3000 words)   | 100%  |           |
| <b>Component B</b><br><b>Description of each element</b>                         | <b>Element weighting</b><br>(as % of component) |           |
| 1. n/a   |   |           |

|  |   |  |
|--|---|--|
| <b>Resit (further attendance at taught classes is not required)</b>  |   |  |
| <b>Component A</b> (controlled conditions)<br><b>Description of each element</b>   | <b>Element weighting</b><br>(as % of component) |  |
| 1. Research Paper (3000 words)   | 100%  |  |
| <b>Component B</b><br><b>Description of each element</b>   | <b>Element weighting</b><br>(as % of component) |  |
| 1. n/a   |   |  |
| If a student is permitted a <b>RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences. |   |  |