

1. **Title of the module**

The Evolution of Global Economies

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

Pearson College London

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

Level 5

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

15 credits (7.5 ECTS)

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

This module can be run in any term: Autumn, Spring or Summer

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

None

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

- BA (Hons) Business Management - option module
- BA (Hons) Business Management with Finance - option module
- BA (Hons) Business Management with Global Industries - core module
- BA (Hons) Business Management with Law - option module
- BA (Hons) Business Management with Marketing - option module

8. **The intended subject specific learning outcomes.**

On successfully completing the module students will be able to:

8.1 Demonstrate a systematic knowledge and understanding of the foundations of industrialisation and the drivers of economic growth.

8.2 Understand critical points in time and importance of the evolutionary changes in the international and global economy during the past 150 years.

8.3 Apply constructive critical analysis to, and interpretation from, economic history and consider its relevance to contemporary issues.

8.4 Assess the economic circumstances, theories and principles that were drivers of economic development and growth for specific nations, and barriers to growth for other nations.

8.5 Understand the causes and effects of ideological, political and socio-economic transitions on nation's economies.

8.6 Demonstrate appropriate use of economic analysis from understanding key political and economic events in the past.

8.7 Communicate information, ideas, problems and solutions effectively in a professional manner using appropriate media.

9. **The intended generic learning outcomes.**

On successfully completing the module students will be able to:

9.1 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.

9.2 Apply analysis of information and data to contemporary business contexts or issues and identify opportunities and challenges including any ethical issues.

10. **A synopsis of the curriculum**

This module aims to introduce learners to the major issues and influences in the international economy over the past 150 years. Understanding the patterns of economic cycles and the causes of growth and recession is an important aim of this course.

Putting into perspective the extreme economic booms and busts of the past will enable learners to analyse contemporary events in a historically relevant context, and enable learning from past events to be applied to challenges which present themselves today.

An important objective of this module will be to identify the role of national and institutional economic policies, in combination with a geographical context, to explain key changes in the evolution of the global economy.

The module aims to give learners an understanding of the causes and impact of ideological, political and socio-economic change on nations, and to enable appropriate use of economic analysis from understanding of key events in the past.

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

- Husted, Melvin, *“International economics”*, Pearson (latest edition)
- *The Great Divergence: China, Europe and the Making of the Modern World Economy.* Promeranz, K. Princeton University Press (2000)
- *The Dark Valley: a Panorama of the 1930’s* Brendon, P. Jonathan Cape (2000)
- *An Inquiry into the Nature and Causes of the Wealth Of Nations.* (1838). Smith, A. William Strahan
- *On the Principles of Political Economy and Taxation.* (1817). Ricardo, D.
- *Economic freedom and the success of the Asian tigers: an essay on controversy.* (2003). Paldam, M. European Journal of Political Economy
- *Monetary factors in the Great Depression.* (1987). Hamilton, J, D. Journal of Monetary Economics
- *Hard Times: Inequality, Recession, Aftermath.* (2015). Clark, T. & Heath, A. Yale University Press
- *International Economics: theory and policy*, Krugman, P., 2012
- *International Economics: theory, application and policy*, Van Marrewijk, C., et.al., 2012
- *Global Shift: mapping the changing contours of the world economy*, Dickens, P., 2015

12. Learning and teaching methods

For full details please see the teaching and learning strategy in the programme specification. Students can study this module in the interactive classes model or the mentored independent model. Those on the former will typically experience one lecture and one seminar each week.

<i>Scheduled Hours:</i>	25
<i>Placement Hours:</i>	00
<i>Independent Study Hours:</i>	125
<i>Total Study Hours:</i>	150

13. Assessment methods

13.1 Main assessment methods

This module is assessed as follows:

- 2,500 word coursework assignment (75% of overall grade)
- 15 minute in-class oral presentation (25% of overall grade)

A pass must be achieved in the coursework assignment (2,500 word) to pass the module

13.2 Reassessment methods

14. Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)

Module learning outcome		8.1	8.2	8.3	8.4	8.5	8.6	8.7	9.1	9.2
Learning/ teaching method	Hours allocated									
Private Study	125									
Lectures	10	X	X	X	X	X	X	X	X	X
Seminars	15	X	X	X	X	X	X		X	X
Assessment method										
Coursework (2,500 words)		X	X	X	X	X	X	X	X	X
Presentation (15 mins)		X	X	X	X			X		

15. Inclusive module design

The School/Collaborative Partner (*delete as applicable*) 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

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

Pearson College London

17. Internationalisation

Please highlight aspects of this module where internationalisation is actively incorporated or intended. Refer to any relevant internationally-focused learning outcomes and, where possible, identify internationalisation in any of the following: subject content, assessment tasks, teaching methods/activities and support activity.

This module has significant internationally focused learning outcomes such as 8.2, 8.4, 8.5 and 8.6. The assessment task involves students undertaking an evaluation report for a multinational company on the possibility of setting up a new venture in both a developing and /or a Tiger/MINT economy.

If the module is part of a programme in a Partner College or Validated Institution, please complete sections 18 and 19. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

18. Partner College/Validated Institution

Pearson College London

19. University School responsible for the programme

Kent Business School

MODULE SPECIFICATION

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)