

## MODULE SPECIFICATION

**1. Title of the module**

International Business Regions 3

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

Pearson College London

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

Level 6

**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                        | - optional module |
| ● BA (Hons) Business Management with Finance           | - optional module |
| ● BA (Hons) Business Management with Global Industries | - core module     |
| ● BA (Hons) Business Management with Law               | - optional module |
| ● BA (Hons) Business Management with Marketing         | - optional 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 nature of the region's economy, some of which is informed by the forefront of the discipline, including the role of public and private commercial enterprise, its global role, and the political, social, cultural and technological factors that impact on commercial activity in the region.
- 8.2 Critically evaluate the potential commercial opportunities for the region, from both the strategic perspectives of transnational and domestic organisations.
- 8.3 Analyse the difficulties and complexities involved in using commerce and business to develop prosperity in the region.
- 8.4 Apply technical knowledge to specific issues or problems which are relevant to the region.
- 8.5 Critically discuss the role of Anglo-American management philosophy in helping to develop the commercial success of organisations in the region.
- 8.6 Critically evaluate the success of transnational organisations in trying to establish themselves in the region.

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### 9. The intended generic learning outcomes.

- 9.1 Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and identify and solve problems, some of which may be at the forefront of the discipline.
- 9.2 Ability to make decisions in complex and unpredictable contexts.

### 10. A synopsis of the curriculum

#### **Module Aims**

**This module will focus on a particularly challenging global region from the developing world, such as Central Africa.**

This module will give students a thorough understanding of the key elements to consider in conducting business in a specific region. The module will cover socio-cultural, political, technical and economic elements that impact on the commercial context of that region, from both a domestic and an international perspective. The module will also challenge learners to evaluate the future development of the region, and the role that it will play in global and online markets.

#### ***Overview of syllabus***

1. Introduction to the region and its importance to modern business
2. Political, social, economic, and technological aspects of the environment
3. Regional economic development and current issues
4. The role of public and private commercial activity in the region
5. Impact of globalisation across the region and the rest of the world
6. An analysis of the commercial infrastructure within the region
7. History and Culture - examine the history and culture history of the region
8. Contemporary issues – focusing on a number of issues in the recent media
9. The challenges and opportunities of operating a successful business in a developing region
10. Using technology and innovation on a micro economic scale in the region
11. Case studies of transnational organisations operating in the region

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

Core study texts will depend on the region of study. Examples of core study texts for a study of a Central Africa region would include:

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- Games (2012) “business in Africa: Corporate Insights”, Penguin Global
- Eifert, Gelb and Ramachandran, “The Cost of Doing Business in Africa: Evidence from Enterprise Survey Data”, World Development (Vol. 36, Issue 9, September 2008)
- “Creating a Cash Cow in Kenya: Adventures in Starting a Social Business and Living in Africa” by Robinson, N, Nat Robinson (2016)
- “Africa: Why Economists Get it Wrong” by Jerven, M, Zed Books Ltd (2015)
- “Emerging Africa” by Moghalu, KC, Penguin (2<sup>nd</sup> edition)
- “The State of Africa: A History of the Continent Since Independence by Meredith, M, Simon & Schuster UK (2011)
- “The Challenge for Africa” by Maathai, W, Cornerstone Digital (2009)

Students will be expected to review a range of materials including a short introductory text to the region, some academic journal articles, newspaper articles on contemporary issues, and a wide range of more popular resources such as films, documentaries (radio and TV) and popular writing (fiction and non-fiction).

Access to a comprehensive online database of journal articles and other relevant publications on the Online Learning Environment.

### 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

The module will be assessed as follows:

1. a coursework consultancy project consisting of 3,500 words or oral equivalent (75% of overall mark); and
2. a 30 minute in-class group training exercise on a specific element of the region being studied (25% of overall mark).

A student must pass the *coursework* element of assessment to pass the module.

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### 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	9.1	9.2
Learning/teaching method	Hours allocated								
<b>Private Study</b>	115								
Lectures	10	X	X	X	X	X			
Seminars	15	X	X	X	X	X	X	X	X
Assessment method									
<i>Consultancy Project (3,500 words)</i>		X	X	X	X	X	X	X	X
<i>In-class training exercise (30 mins)</i>		X							X

#### 15. Inclusive module design

The Collaborative Partner 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

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### 17. Internationalisation

Students undertaking the International Business module are expected to take account of regional and international developments in completing a literature review relevant to the companies and region they investigate in their study and assessments. Overall, they should show engagement with the latest work and research relevant to their work from a variety of contexts, including how any business they examine operates within a regional and global context.

**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

### 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)