

UNIVERSITY OF KENT

MODULE SPECIFICATION TEMPLATE

SECTION 1: MODULE SPECIFICATIONS

1. **Title of the module**
International Business I (CB739)
2. **School or partner institution which will be responsible for management of the module**
Kent Business School
3. **Start date of the module**
September 2016
4. **The number of students expected to take the module**
100
5. **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**
CB523
6. **The level of the module (e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])**
H
7. **The number of credits and the ECTS value which the module represents**
15 credits (7.5 ECTS)
8. **Which term(s) the module is to be taught in (or other teaching pattern)**
Autumn
9. **Prerequisite and co-requisite modules**
CB343 Global Business Environment
10. **The programmes of study to which the module contributes**
Compulsory for: BSc International Business; BSc International Business with Year in Industry; BSc International Business with Year Abroad
11. **The intended subject specific learning outcomes**
By the end of this module, students will be able to:

11.1	Evaluate key theories explaining the core issues in international business
11.2	Critically apply key theories in understanding historical and contemporary issues in international business and apply them to practice
11.3	Evaluate alternative explanations for core phenomena in international business
11.4	Critically analyse why firms engage in international operations from a theoretical perspective
11.5	Critically analyse the growth and decline of multinational operations over time, accounting for the role of the environment

UNIVERSITY OF KENT

12. The intended generic learning outcomes

By the end of this module, students will be able to demonstrate:

12.1	The ability to present a logical case/argument
12.2	The ability to plan work, study independently and use relevant resources
12.3	The ability to structure and develop appropriate and effective communications, critically and self-critically, orally and in writing
12.4	The ability to receive and use criticism and advice so as to learn from others
12.5	The ability to produce work in appropriate formats, demonstrating an understanding of academic conventions
12.6	The ability to inform decision making by theoretical developments

13. A synopsis of the curriculum

This module provides a critical introduction to the main theories and debates in *International Business* and uses these theoretical lenses to explain core phenomena in international business.

- Explaining international economic transactions (trade theories, national competitiveness)
- Explaining the existence of MNEs (internalisation theory, eclectic theory, monopolistic advantages)
- Explaining the coevolution of environment and MNEs (institutional theory, resource dependence theory, evolutionary theory, investment development path, product life cycle theory)
- Explaining the growth and decline of MNEs (stages model, network theory, market entry/expansion modes, transaction cost theory)

14. Indicative Reading List

Daniels, J.D. and Radebaugh, L.D. (2013) *International Business: Environments and Operations*, 14th Edition, Pearson Prentice Hall, Upper Saddle River.

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

Dunning, J. and Lundan, S. M. (2008) *Multinational Enterprises and the global economy*, Edward Elgar: Cheltenham.

Buckley, P. and Casson, M. (2002). *The Future of the Multinational Enterprise*, Palgrave: Basingstoke

Ghoshal, S. and Westney, D. E. (2005) *Organization Theory and the Multinational Corporation*, 2nd edition, Palgrave: Basingstoke

15. Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended module learning outcomes:

The module will be organised in lectures and seminars dealing with topical as well as 'classical' case studies. Students will be encouraged to work first individually and then work effectively in groups to prepare for the class and to participate actively in seminars.

In both lectures and seminars, practical solutions to practical cases will be sought by concomitantly applying the relevant theories, concepts and approaches.

Videos, case studies and presentations will be the main teaching methods employed in both lectures and seminars. Additionally, seminars will include simulations and debates.

UNIVERSITY OF KENT

	Hours	Subject LOs	Generic LOs
Lectures	11	11.1-11.5	12.1; 12.3; 12.4;12.5; 12.6
Seminars	11	11.1-11.5	12.1-12.6
Independent study	128	11.1-11.5	12.1-12.6
Total hours	150		

16. Assessment methods and how these relate to testing achievement of the intended module learning outcomes

This module will be assessed through a combination of coursework (30%) and examination (70%). The coursework is in the form of an essay on a pre-set question.

Forward feedback will be provided by discussing and setting clearly the requirements of writing a very good essay, including a thorough discussion of the essay evaluation criteria.

Summative general feedback will also be provided to all students, to complement the individual feedback that they receive with their essays.

	Weighting	Subject LOs	Generic LOs
Examination (2 hours, unseen)	70%	11.1-11.5	12.1, 12.2. 12.3. 12.5, 12.6
Individual essay (2,500 words)	30%	11.1-11.5	12.1-12.6

17. Implications for learning resources, including staff, library, IT and space

None.

18. The School recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University's disability/dyslexia support service, and specialist support will be provided where needed.

As far as can be reasonably anticipated, it will be possible to organise teaching and assessment so that they do not present any non-justifiable disadvantage to students with disabilities.

19. Campus(es) where module will be delivered:

Canterbury

UNIVERSITY OF KENT

SECTION 2: MODULE IS PART OF A PROGRAMME OF STUDY IN A UNIVERSITY SCHOOL

Statement by the School Director of Learning and Teaching: "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

.....

Director of Learning and Teaching

.....

Date

.....

Print Name

Statement by the Head of School: "I confirm that the School has approved the introduction of the module and, where the module is proposed by School staff, will be responsible for its resourcing"

.....

Head of School

.....

Date

.....

Print Name