

1. **Title of the module**

Transnational Economics and International Financial Markets

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 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 - option module
- BA (Hons) Business Management with Finance - core module
- BA (Hons) Business Management with Global Industries BA (Hons) - option module
- 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 modern, dynamic international economy and financial markets, including the evolving nature of organisations and the role that they and governments play.
- 8.2 Critically evaluate the economic factors that drive internationalisation in developing countries.
- 8.3 Explain and critically evaluate some key theories, empirical and financial evidence in underpinning the study of macroeconomics in areas such as fiscal and monetary policy, and the role of financial markets and services, and environmental sustainability.

8.4 Analyse the arguments for Foreign Market Entry and government and corporate initiatives to attract international investment in global regions.

8.5 Critically evaluate the role of government macro and fiscal policies in facilitating global economic growth, and the impact such policies can have on both developed and developing societies.

8.6 Critically discuss current policies on facilitating international trade and capital movements.

## 9. The intended generic learning outcomes.

*On successfully completing the module students will be able to:*

9.1 Critically evaluate information and (sometimes incomplete) data to make judgements and identify solutions to problems.

9.2 Demonstrate the ability to make decisions in complex and unpredictable contexts.

## 10. A synopsis of the curriculum

This module aims to give learners a deep understanding of the dynamic nature of global economies, and an in depth knowledge of the interrelationships of economies around the world. There is particular focus on the developing world in this module.

The module will facilitate philosophical thinking around current economic and financial systems. Learners will have the opportunity to reflect upon the value of fiscal and monetary policies, and will be encouraged to consider options to develop these.

The module will focus on macro-economic issues, but will also explore basic micro economic theory. The module will also critically assess the role and impact of international financial markets and tax systems, as well as the factors that contribute to foreign direct investment.

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

- The Growth Map: Economic Opportunity in the BRICs and Beyond by O'Neil, J, Portfolio Penguin (2013)
- Matthews, Guiliodori, Mishkin (2013), "The Economics of Money, Banking and Financial Markets (European edition)", Pearson
- BRICS: An Anti-Capitalist Critique by Bond, P. and Garcia, A., Pluto Press
- Competitive Advantage of Nations: Creating and sustaining superior performance by Porter, ME., Simon and Schuster
- Multinational Enterprises and the global economy by Dunning, JH, 2<sup>nd</sup> Edition, Edward Elgar Publishing

- A perspective on regional and global strategies of multinational enterprises by Rugman, AM and Verbeke, A, 2004, Journal of International Business Studies
- The regional multinationals: MNEs and global strategic management, Cambridge University Press
- The ascent of money: A financial history of the world by Ferguson N., 2009, Penguin
- Global Shift: Mapping the changing contours of the world economy by Dickens P., 2015

All students will have access to FT.com and will be expected to use this resource to aid their learning. Additionally students will need 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 two lectures and one seminar each week.

*Scheduled Hours: 25*

*Independent Study Hours: 125*

*Total Study Hours: 150*

## 13. Assessment methods

### 13.1 Main assessment methods

*This module is assessed as follows:*

- A coursework assignment of 3,500 words (75% of grade);
- A 1000 word client briefing document (25% of grade)

A pass must be achieved in the coursework element (3,500 words) in order to pass the module.

### 13.2 Reassessment methods

## MODULE SPECIFICATION

### 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	X	X	X	X	X	X	X	X
<i>Lectures</i>	10	X	X	X	X	X	X		
<i>Seminars</i>	15	X	X	X	X	X	X	X	X
Assessment method									
<i>Coursework</i> (3,500 words)		X	X	X	X	X	X	X	X
<i>Client briefing document</i> (1,000 words)							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

This module has significant internationally focused learning outcomes such as 8.1, 8.2, 8.4, 8.5 and 8.6 The assessment task involves a student undertaking a feasibility report for a company on the possibility of setting up a new operation in either a developing or an emerging 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

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**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)