

MODULE SPECIFICATIONS

1. Title of the module

International Business Regions 2

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 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 | - 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 knowledge and critical understanding of the nature of the region's economy, including the role of public and private commercial enterprise, government impact and the ways in which the region interacts with the rest of the world.
- 8.2 Critically evaluate a range of potential opportunities in the region, from both the perspectives of transnational and domestic organisations.
- 8.3 Propose the critical success factors required for commercial success in the region.
- 8.4 Apply their knowledge to help solve complex and multi-faceted issues or problems which are relevant to the region.
- 8.5 Demonstrate an appreciation of the importance of managing cultural sensitivities while engaged in business in the region.
- 8.6 Critically analyse the factors that contribute to commercial success in the region for selected industries.

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9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.
- 9.2 Critically analyse information using a range of established techniques.

10. A synopsis of the curriculum

Module Aims

This module will give students a deep understanding of some of the key elements to consider in conducting business in a specific region. The module will cover socio-cultural, political, and economic elements that impact on the commercial context of that region, from both a domestic and an international perspective. The module will also develop an appreciation of the role that region plays in global and online markets, both currently and potentially in the future.

Overview of syllabus

1. Introduction to the region and its importance to modern business.
 2. Political 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. History and Culture - a review of the political and cultural history of the region.
 7. Contemporary issues – focusing on one or two issues in the recent media.
 8. The challenges and opportunities of doing business in the region.
 9. Case studies of transnational organisations operating in the region.
 10. Case studies of organisations originating from the region which have attempted to utilise local resources to achieve a transnational competitive advantage.
11. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**
- 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).

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

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- Diran (2009), "How to say it: Doing Business in South America", Prentice-Hall
- Becker (2004) "Doing Business in Latin America: a guide to cultures, practices and opportunities", Praeger
- Open Veins of Latin America: Five Centuries of the Pillage of a Continent. (2009). Allende, I., Galeano, E. & Belfrage, C. Serpents Tail
- Legal Guide to Doing Business in South America. (2016) Ferreira da Silva, R, B., Brancher, P, M, R. & Canero, C, A de A, J. American Bar Association
- Global Latinas: Latin America's Emerging Multinationals: The New Latin American Jaguars. (2009). Casanova, L. Palgrave MacMillan
- Batiz-Lazo, B. (2015), 'A Dainty Review of the Business and Economic History of Chile and Latin America', Estudios De Economia, 42, 2, pp. 5-16
- Fairfield, T 2015, 'Structural power in comparative political economy: perspectives from policy formulation in Latin America', Business & Politics, 17, 3, pp. 411-441
- Business politics and the state in twentieth-century Latin America. (2004). Schneider, B, R. Cambridge University Press
- Doing Business in South America. (2009). Dr Jones, V. DK

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.

Scheduled Hours:	25
Placement Hours:	00
Independent Study Hours:	125
Total Study Hours:	150

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13. Assessment methods

13.1 Main assessment methods

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The module will be assessed as follows:

- A coursework project consisting of 2,500 words (75% of overall grade); and
- An in-class 15 minute oral consultancy exercise (25% of overall grade).

A student must pass the *coursework* element of assessment 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	9.1	9.2
Learning/teaching method	Hours allocated								
Private Study	115				X				
Lectures	10	X	X	X		X			
Seminars	15	X	X	X		X	X	X	X
Assessment method									
Project (2,500 words)		X	X	X	X	X	X	X	X
In class oral exercise					X	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:

- Accessible resources and curriculum
- Learning, teaching and assessment methods

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

Pearson College London

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)

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