



BISHOP
GROSSETESTE
UNIVERSITY

Applied Humanities and Social Sciences

Master of Science
International Business

Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification, and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark

Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

DRAFT

Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.

This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.

1	BGU approval – date and outcome of last approval	
2	Next Scheduled Review Date: [Month/Year]	
3	Programme Specification - Effective date: [Day/Month/Year]	
4	Version Number	

Modifications to Programme Specification

Modifications to the programme specification since approval/ last review, and the cohort(s) of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.

Cross Referencing of Programme/Module Specifications

Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.



Programme Specification

The information in this document is organised into the following sections:

Section A – Administrative and Regulatory Information

Section B – Outcomes

Section C – Structure

Section D – Teaching, Learning and Assessment

Section E – Programme Management

Section F – Mapping

Section G – Graduate Attributes

Section H – Log of Modifications

SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

1	Programme Specification Title
Master of Science International Business	
1a	Programme Code
MSIBU01F23	
2	Brief Summary (for Marketing Purposes)
<p>In the modern period, businesses and organisations are often international. Managers and leaders must respond to this by developing new capabilities and capacities to ensure they can successfully navigate the increasingly volatile, uncertain, complex and ambiguous environments they inhabit.</p> <p>Your MSc International Business (MSc IB) is open to graduates from any discipline and is designed to support you in meeting your future career aspirations, whether that be working within an international organisation, launching your own business or social enterprise, engaging in further postgraduate study, or any other challenging and rewarding careers you might wish to pursue after completion of your postgraduate study.</p> <p>The degree will ensure you hone your professional, analytical and practical capabilities developing an international perspective for business on a journey of exploration guided by subject-specific experts and business practitioners. Your capabilities will be enhanced through ‘augmented learning’ in which classroom-based teaching is supported by a range of learning tasks available to you through your virtual learning environment designed to support your independent learning. At all junctures, learning on the MSc IB emphasises the ethical, social and environmental responsibilities that should guide the behaviour of all international organisations in the contemporary era.</p> <p>Modules are taught and assessed using a variety of active learning techniques in which you are encouraged to take charge of your own learning through engaging with academic knowledge and research, tutors, case studies, and your peers.</p>	

3	Awarding institution	Bishop Grosseteste University		
3a	Programme Length	Full-Time 1	Part-Time N/A	
3b	Mode(s) of Study	Full-time		
4	Home Academic Programme Portfolio	Education, Health & Lifelong Learning (EdHLL)		
5	HECoS/CAH2/ITT/UCAS code(s)	HECoS/CAH2 100080 International Business CAH2 17-01	ITT N/A	UCAS code N/A
6	Framework for HE Qualifications position of final award(s)	Masters (Level 7)		
7	Alignment with University Credit Framework	Postgraduate		
8	Compliance with University Assessment Regulations	Academic Regulations Governing Taught Qualifications		
9	Progression routes with Foundation Degree (FdA) or Top-up	N/A		

Awards

10	Final Award title(s)	Master of Science International Business
10a	Exit or Fall Back Award title(s)	Postgraduate Diploma: International Business Postgraduate Certificate: International Business
10b	Pathway	N/A
11	(i) Combined Honours Awards available eg: <ul style="list-style-type: none"> • BSc/BA (Hons) XX • BSc/BA (Hons) XX and YY 	None

Arrangements with Partners

12	Approved Collaborative partner(s)	Partner Name	Type of Collaborative Partnership
13	Articulation Arrangements with Partners	Partner Name	Details of Arrangements

Professional, Statutory and Regulatory Bodies

14	PSRB(s) associated with final award of any route within the programme specification	N/A
15	Date and outcome of last PSRB approval/accreditation	N/A
16	Expiry Date of PSRB approval	N/A

SECTION B - OUTCOMES

17	QAA Benchmark Statement(s)
<p>The Quality Assurance Agency for Higher Education (QAA) Benchmark Statement for Master's Degrees in Business and Management (2023) and the Framework for Higher Education Qualification levels have been used in designing the module and programme outcomes. The QAA Benchmark Statement can be found here: https://www.qaa.ac.uk/docs/qaa/sbs/subject-benchmark-statement-business-and-management-masters-23.pdf?sfvrsn=3570a881_16</p> <p>The Subject Benchmark Statement for master's degrees in business and management 'defines what can be expected of a graduate in the subject, in terms of what they might know, do and understand at the end of their studies' (p. 1). In the typology provided by the QAA, the MSc IB would fall into the category of type 1 'generalist' degree 'designed for graduates from non-business and management' backgrounds designed to facilitate 'career entry' (p. 3). The MSc IB has been further designed with the QAA description of the 'purposes' of a type 1 generalist master's level degree in business and management in mind, which is to focus 'on developing in individuals an advanced and critical understanding of a broad range of organisations, cultures and structures, their management and wider economic, environmental and social contexts' (p. 5-6). The MSc IB will introduce learners to both quantitative and qualitative analysis, with programme specific outcomes written to constructively align with the benchmarks standards for a generalist master's degree in Business and Management stipulated by the QAA (p. 18-19).</p>	
18	Programme Aim
<p>The aim of this programme is to provide learners with theoretical, conceptual, and practical knowledge of international business. It will equip learners upon graduation with the skills and attributes to pursue their future career aspirations, whether that be working within an international organisation, launching your own business or social enterprise, engaging in further postgraduate study, or any other challenging and rewarding careers you might wish to pursue after completion of your postgraduate study.</p> <p>The aims of the MSc IB are for learners to:</p> <ul style="list-style-type: none">• Demonstrate a systematic breadth and depth of critical knowledge of contemporary international business issues, including ethical, social, and environmental challenges, in theory and practice.• Develop a systematic and critical understanding of international business that evaluates its impact on people, processes and the planet.• Take responsibility for their professional development enhancing their ability to:<ul style="list-style-type: none">○ Communicate and present their analysis and ideas in professional discourse in both the written and oral form, demonstrating an ability to argue for alternative and creative approaches to problems facing international business.○ Deploy a range of methodologies – quantitative and qualitative - for research, evaluation and evidence-based critical analysis.○ Deal with ambiguities in primary and secondary data in a way that meets accepted scholarly credentials.	

- Become engaged and responsible global citizens leaving academic study with a natural inquisitiveness determined to contribute to international efforts to secure the United Nations Sustainable Development Goals (UN SDGs)

19 Programme Specific Outcomes

Programme specific outcomes were written to constructively align with the QAA (2023) Benchmark Standards (p. 18-19) for a master's degree in the subject of Business and Management.

On successful completion of the MSc IB learners will be able to:

Knowledge and Understanding [KU]

- **KU1:** Demonstrate critical awareness of current issues in business and management which is informed by leading edge research and practice in the field.
- **KU2:** Adopt an international perspective including understanding the impact of globalisation on businesses, societies and the environment and the ethical implications.
- **KU3:** Apply relevant knowledge to a range of complex situations taking account of its relationship and interaction with other areas of the business or organisation.
- **KU4:** Communicate a systematic understanding of relevant knowledge about organisations, their external context and how they are managed.

Subject Professional Skills [SPS]

- **SPS1:** Articulate and synthesise ideas, concepts and knowledge from advanced scholarship on international business.
- **SPS2:** Demonstrate creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in business and management
- **SPS3:** Operate effectively in a variety of team roles and take leadership roles, where appropriate
- **SPS4:** Critically examine evolving theoretical models, policies, and international environmental factors and their implications, to develop subject specialism.

Intellectual skills [IS]

- **IS1:** Apply consistently their knowledge and subject-specific and wider intellectual skills.
- **IS2:** Acquire and analyse data and information, to evaluate their relevance and validity, and to synthesise a range of information in the context of new situations.
- **IS3:** Apply an understanding of appropriate techniques sufficient to allow detailed investigation into relevant business and management issues.
- **IS4:** Evaluate and integrate theory and practice in a wide range of situations.
- **IS5:** Show a conceptual understanding that enables the student to: (i) evaluate the rigour and validity of published research and assess its relevance to new situations and (ii) use existing research and scholarship to identify new or revised approaches to practice.
- **IS6:** Deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to a range of audiences.

Transferable Skills [TS]

TS1: Communicate effectively using a range of media (for example, orally, in writing, and through digital media).

- **TS2:** Behave ethically and with integrity and manage with a strong sense of social responsibility.
- **TS3:** Be proactive in recognising the need for change and have the ability to manage change.
- **TS4:** Be capable in making decisions in complex and unpredictable situations.
- **TS5:** Be adaptable, and show originality, insight, and critical and reflective abilities which can all be brought to bear upon problem situations.
- **TS6:** Be self-directed and able to act autonomously in planning and implementing projects at professional levels and take responsibility for continuing to develop their own knowledge and skills.

20 Exit Award Learning Outcomes

On successful completion of a level 7 PG Certificate in International Business (at least 60 credits from the opening 120 credits) learners will be able to:

Knowledge and Understanding [KU]

- **KU1:** Demonstrate critical awareness of current issues in business and management which is informed by leading edge research and practice in the field.
- **KU2:** Adopt an international perspective including understanding the impact of globalisation on businesses, societies and the environment and the ethical implications.

Subject Professional Skills [SPS]

- **SPS1:** Articulate and synthesise ideas, concepts and knowledge from advanced scholarship on international business.
- **SPS2:** Demonstrate creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in business and management.

Intellectual skills [IS]

- **IS1:** Apply consistently their knowledge and subject-specific and wider intellectual skills.
- **IS2:** Acquire and analyse data and information, to evaluate their relevance and validity, and to synthesise a range of information in the context of new situations.
- **IS3:** Apply an understanding of appropriate techniques sufficient to allow detailed investigation into relevant business and management issues.

Transferable Skills [TS]

TS1: Communicate effectively using a range of media (for example, orally, in writing, and through digital media).

- **TS2:** Behave ethically and with integrity and manage with a strong sense of social responsibility.

On successful completion of a level 7 PG Diploma in International Business (at least 120 credits) learners will be able to:

Knowledge and Understanding [KU]

- **KU1:** Demonstrate critical awareness of current issues in business and management which is informed by leading edge research and practice in the field.
- **KU2:** Adopt an international perspective including understanding the impact of globalisation on businesses, societies and the environment and the ethical implications.
- **KU3:** Apply relevant knowledge to a range of complex situations taking account of its relationship and interaction with other areas of the business or organisation.

Subject Professional Skills [SPS]

- **SPS1:** Articulate and synthesise ideas, concepts and knowledge from advanced scholarship on international business.
- **SPS2:** Demonstrate creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in business and management
- **SPS3:** Operate effectively in a variety of team roles and take leadership roles, where appropriate

Intellectual skills [IS]

- **IS1:** Apply consistently their knowledge and subject-specific and wider intellectual skills
- **IS2:** Acquire and analyse data and information, to evaluate their relevance and validity, and to synthesise a range of information in the context of new situations
- **IS3:** Apply an understanding of appropriate techniques sufficient to allow detailed investigation into relevant business and management issues
- **IS4:** Evaluate and integrate theory and practice in a wide range of situations

Transferable Skills [TS]

- TS1:** Communicate effectively using a range of media (for example, orally, in writing, and through digital media).
- **TS2:** Behave ethically and with integrity and manage with a strong sense of social responsibility.
 - **TS3:** Be proactive in recognising the need for change and have the ability to manage change.
 - **TS4:** Be capable in making decisions in complex and unpredictable situations.

SECTION C – STRUCTURE

21a	Structures, modes of delivery (eg FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements
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Individuals joining the programme in Trimester One (September) will complete modules in the following order:

Trimester 1 (Sept-Jan)			
BUS72323 Professional Development: Writing and Research for International Business (15cr)		BUS72623 The International Business Environment (15cr)	BUS72523 Understanding International Business (15cr)
BUS72423 Professional Development: Communication, Culture and Presentation for International Business (15cr)			
Trimester 2 (Jan-May)			
BUS73023 Leadership and People Management across International Borders (15cr)	BUS72823 International Finance & Accounting (15cr)	BUS72723 International Marketing (15cr)	BUS72923 Global Business Operations & Supply Chain Management (15cr)
Trimester 3 (May-Sept)			
BUS73123 Professional Development: Applied Research for International Business (60cr)			

Individuals joining the programme in Trimester Two (January) will complete modules in the following order:

Trimester 2 (Jan-May)			
BUS72323 Professional Development: Writing and Research for International Business (15cr)		BUS72623 The International Business Environment (15cr)	BUS72523 Understanding International Business (15cr)
BUS72423 Professional Development: Communication, Culture and Presentation for International Business (15cr)			
Trimester 3 (May-Sept)			
BUS73023 Leadership and People Management across International Borders (15cr)	BUS72823 International Finance & Accounting (15cr)	BUS72723 International Marketing (15cr)	BUS72923 Global Business Operations & Supply Chain Management (15cr)
Trimester 1 (Sept-Jan)			
BUS73123 Professional Development: Applied Research for International Business (60cr)			

21b	Module Structure
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Core Modules					
Code	Status	Module Title	Period (number) – September Cohort	Period Number – January Cohort	No of credits
BUS72323	Mandatory	Professional Development: Writing and Research for International Business	1	2	15
BUS72423	Mandatory	Professional Development: Communication, Culture and Presentation for International Business	1	2	15
BUS72523	Mandatory	Understanding International Business	1	2	15
BUS72623	Mandatory	The International Business Environment	1	2	15
BUS72723	Mandatory	International Marketing	2	3	15
BUS72823	Mandatory	International Finance and Accounting	2	3	15
BUS72923	Mandatory	Global Business Operations and Supply Chain Management	2	3	15
BUS73023	Mandatory	Leadership and People Management across International Borders	2	3	15
BUS73123	Mandatory	Professional Development: Applied Research for International Business (60cr)	3	1	60

SECTION D - TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design
<u>Background to the Design</u>	
<p>This course will develop learner’s ability to become operationally effective as an actor in the arena of organisational operations on an international scale developing their theoretical and conceptual knowledge, capacity to engage in critical analysis, and practical capabilities in the subject. Given the international orientation of the degree, it embraces the opportunities and challenges of social interaction across different cultures and practices to forge new networks, collaboration, and opportunity. The designation of Master of Science has been chosen to emphasis the applied nature of learning, which together with delivery on quantitative approaches to data analysis, provides a scientific study of the subject of international business.</p>	

The Curriculum Design

The QAA Subject Benchmark Statement (2023) for Master's degrees in business and management 'defines what can be expected of a graduate in the subject' (p. 1) with curriculum design conducted in accordance with those expectations. The MSc IB has been designed in accordance with the nine purposes of a master's degrees in business and management which are stated in abbreviated form below. The full version of each purpose can be found in the QAA Subject Benchmark Statement (p.4-6), the link for which is available in Section 15. Those nine QAA purposes for a master's degree in business and management are:

- **Purpose 1:** 'Enable students to focus on a particular aspect of business and management in which they have prior knowledge or experience'.
- **Purpose 2:** 'Enable students to focus on a particular subject area of field of business and management in greater depth than they have encountered in previous study'.
- **Purpose 3:** 'Develop in individuals an advanced and critical understanding of organisation and their management, cultures and structures as well as wider economic, environmental and social contexts'.
- **Purpose 4:** 'Instil a deep understanding of responsible leadership' .
- **Purpose 5:** 'Provide preparation for, and/or further development in, a career in business and management'.
- **Purpose 6:** 'Develop relevant skills and attributes which enable individuals to become more specialised, enhance their employability and equip them to become impactful leaders'.
- **Purpose 7:** 'Enable students to undertake a research project, conduct research and undertake training in research methods'.
- **Purpose 8:** 'Add value to... degrees by educating individuals as managers, leaders and business specialists'.
- **Purpose 9:** 'Develop an ability to apply knowledge and understanding of business and management to complex or difficult issues'.

Curriculum design has been constructively aligned with these nine purposes to ensure learners are provided with a theoretical, conceptual, and practical knowledge of business and management. Modules in the opening two trimesters all include 'international business' within their titles specifically to indicate that subject areas will be analytically investigated in their global sphere. This will be reinforced by teaching strategy, which will embed case studies from across nationalities and cultures within each and every module to ensure that learners are exposed to business at the international level.

The MSc IB's programme specific outcomes have been written to ensure the benchmarks standards for a type 1 generalist master's degree in Business and Management stipulated by the QAA, are embedded within the curriculum design. This means that curriculum design has been conducted to create a rich and rewarding degree programme suitable for (i) non-business graduates who (ii) aspire to a career-entry position upon completion of their postgraduate study. Modules are sequenced such that learners begin by developing broad knowledge of key concepts, theories and practices in trimester one, followed by the development of specialist knowledge of complex issues and activities related to international business in trimester two, to the engagement of independent applied research in trimester three. The next few paragraphs of this section explain how the

curriculum has been designed to meet the expectations of a type 1 generalist master's degree in more detail.

Modules delivered in semester one are designed to provide learners with a body of core knowledge (Understanding International Business and The International Business Environment) about the subject beginning a process by which learners can begin to critically apply knowledge and understanding of international business across a range of complex problems (purpose 1, 2, 3 and 9). The modules are particularly vital in providing learners with key understanding an advanced study of organisations and their behaviour. Further modules in semester one will enhance the professional development of learners (Writing and Research for International Business and Communication, Culture and Presentation for International Business) not only equipping them with the skills necessary to accelerate their academic study on international business (purpose 1, 2 and 7), but also enhance their employability and leadership potential upon graduation (purpose 5, 6, and 8).

Modules delivered in semester two are designed to encourage students to develop their ability to apply knowledge and understanding across four complex issues (Marketing, Leadership, Supply-Chain Management and Finance and Accounting) facing international business in the contemporary period (purpose 3). These modules collectively allow learners to start to develop subject specialism (purpose 2 and 6), with the module on 'Leadership and People Management across International Borders' directly aligned with specific QAA purpose 4. Different modules in semester two take varying methodological approaches, with certain modules (International Marketing, Leadership and People Management across International Borders, and Global Business Operations and Supply Chain Management) being primarily qualitative, and others (International Finance and Accounting) being quantitative.

The degree concludes with a module that will provide learners with necessary skills and competencies to develop as independent researchers (purpose 7). Teaching and assignments on this module contain the same academic requirements of learners that would be found in the completion of a more traditional academic research project submitted in the form of a dissertation. However, in an effort to make the research project more aligned to the needs of international business, this module will be more aligned with the needs and expectations found in the world of international business. This trimester of the curriculum has been designed purposefully so that learners will develop their research capabilities in a way that enhances their employability upon graduation (purpose 5, 6, and 8), without precluding the option for further postgraduate study. Furthermore, in ensuring that learners showcase their research capabilities in the submission of a series of business plans, curriculum design accords with a key characteristic expected of a generalist master degree in the QAA (2023) benchmark statement, which is to embed enterprise and entrepreneurship education (p. 12). The QAA defines enterprise and entrepreneurship education as that which supports the development of 'entrepreneurial behaviours, actions, leadership and the innovations and creativity which they drive' that 'lie at the heart of social, cultural and economic prosperity' (ibid).

In order to give learners every possible chance of success, learners on the final module of the MSc IB will be taught research methods and data analytics so that their business plan can be underpinned by critical research. Learners will then progress to the production of their business plan, produced in conjunction with academic supervision. Various methodological approaches will be deployed within this module inculcating within learners a variety of research approaches.

The curriculum is designed to meet the following subject areas identified by the QAA as those that generalist master's degrees 'will typically gain knowledge and develop critical understanding'. Those subjects areas are:

- **Ethics, Responsibility and Sustainability:** (The International Business Environment, Understanding International Business, Professional Development: Applied Research for International Business)
- **Markets and Economies:** (The International Business Environment)
- **Marketing, Sales, Negotiation and Customers:** (International Marketing)
- **Finance and Accounting:** (International Finance and Accounting)
- **People & Organisational Behaviour:** (Leadership and People Management across International Borders)
- **Operations and Business Innovation:** (Global Business Operations and Supply Chain Management)
- **Data Analytics:** (Professional Development: Applied Research for International Business)
- **Business Policy and Strategy: (Understanding International Business)**
- **Entrepreneurship and Enterprise Development:** (Professional Development: Applied Research for International Business)

Delivery

There are nine distinct modules that comprise the MSc IB. In total, eight of these are fifteen-credit modules with only one module valued at 60-credits. The opening 4 fifteen-credit modules are delivered in semester one, with a further 4 fifteen-credit modules conducted in semester two. Semester three is then taught over the solitary 60-credit module.

The course has been designed so that learners can join the MSc IB in entry points in September or January/February, but are always taught the modules in sequential order as outlined in Section C, 21a. This is necessary because the curriculum has been designed such that learners begin with exploration of core subject knowledge in their opening trimester, before proceeding to develop specific subject knowledge of international business activity in the following trimester. Learners conclude their studies in their final trimester with modules that encourage them to apply the knowledge and skills they have earned in previous trimesters.

The MSc IB curriculum is action centred and challenges learners 'to do'. Core to the notion of 'doing' and acting is the spirit in which this activity should be 'done'. Learners on the programme will be challenged to act in line with the ethos of the UN Sustainable Development Goals. The Sustainable Development Goals (SDGs) are a collection of 17 global goals designed to be a "blueprint to achieve a better and more sustainable future for all". Individual modules intrinsically embed this ethos, in addition to the BGU Graduate Attributes. The curriculum is also reinforced by its commitment to uphold the United Nations Global Compact (UNGC). The ten principles focus on key global challenges in the areas of human rights, labour, the environment, and anti-corruption. As international citizens, learners will develop a global mindset to understand, appreciate and take appropriate local or international action in response to these challenges.

The programme structure aligns to the development of BGU Graduate Attributes as follows:

1: Academic Literacies – learners are enabled to develop academic literacy through engagement with critically analysing and systematically evaluating and synthesizing original empirical research

during their learning and in their assignments. These skills are developed from the start of their programme and learners are expected to develop their academic literacies throughout the duration of the programme. Additionally, assessments are specifically designed to support learners in developing their academic competency, such as those at the outset of the degree programme in the Professional Development modules.

2: Global Citizenship – learners will develop an international perspective of business throughout learning and assessments on the entire course. All modules, for example, will be taught from the international perspective containing global case studies and perspectives to broaden learners’ horizons. Furthermore, as mentioned previously, the curriculum is reinforced by its commitment to uphold the UNGC and further the UN SDGs.

3: Information Literacy – Information literacy will be developed throughout the programme and learners will be required to independently search for academic sources through electronic databases such as Google Scholar. Furthermore, information literacy is embedded within the course through curriculum design via the Professional Development modules.

4: Digital Fluency – Assessments are designed to support learners in developing digital fluency through a range of assessments including a narrated PowerPoint, podcast, and YouTube video. In addition, learners will be encouraged through their studies to activities in the virtual learning environment. The teaching team will also model the use of digital technology through session delivery where appropriate to facilitate communication of ideas and practices across learners.

5: Employability – This is a key focus of the course and a balance has been sought to develop a course that enables work-based learning without losing the academic rigour expected of postgraduate study. As Graduate Attributes are embedded into all modules, it is anticipated that learners will further enhance their employability skills, and as leaders and managers, will model this within the workplace.

6: Being Enterprising – the course discipline coupled with the practical nature and characteristics of the course means that learners are challenged to develop creative problem-solving skills through directed independent learning. Throughout the programme learners will be challenged to develop entrepreneurial competency such skills contributing to the development of their final project – a business plan within the final module.

As there is no pre-requisite to have studied Business previously, learners will be supported to develop a wide range of study skills within and without their degree programme. For example, modules on writing and research and communication and presentation in their opening semester will provide significant assistance to learners in this regard.

23	Learning and Teaching Strategies
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Learning and teaching throughout the Programme, and across the Business subject area more generally, is aligned with BGU’s ‘Learning, Teaching and Assessment Strategy’ which supports the University’s aim ‘to enable all students to achieve at the highest possible standard in their chosen field of study’ with a commitment to ‘support active and accessible learning’.

Learners develop specific subject knowledge and understanding through a diverse range of contemporary teaching and learning styles and methods. This will include innovative practices and

approaches, such as storyboarding, role-play, and group activities, where applicable.

All modules are taught with contact time delivered in either lecture, seminar or workshop format. Interactive lectures are an important element of learning strategy on the MSc IB, with digital technologies utilised to aid communication and the transfer of ideas across cultural boundaries. During seminar and workshops, learners are encouraged to develop their subject knowledge and understanding, and to build subject specific and intellect skills by assembling evidence, presenting ideas, concepts, and findings, and constructing and defending arguments. Seminar and workshop activities will involve the completion of tasks through independent working or with others in small groups.

Teaching on the degree will be in accordance with the principles of 'augmented in-person' learning. This means that whilst the primary delivery mode driving learning on the degree is classroom-based 'in-person' activity, this delivery 'augmented' by a range of activities across all MSc IB module pages on the virtual learning environment (VLE). This augmented learning on the VLE is itself split in twin categories. First, the module pages will act as a repository for in-person delivery handouts such as lecture or seminar slides, or as a location for guided learning activities such as further reading. Second, module pages will also deliver learning tasks to ensure either (a) in-person readiness for later in-person learning or (b) to allow learners to engage in subsequent follow-up learning tasks.

Classroom-based learning will also be supported by integration of appropriate digital technologies within teaching.

Individual support is offered to all learners across all modules through one-to-one tutorials, often focused on reinforcing understanding of topics and ensuring appropriate preparation is being made for assignment tasks.

24 | Assessment Strategies

The assessment strategy is devised to secure twin objectives of (i) supporting the overall programme learning outcomes whilst (ii) offering chances for learners to engage in 'work-based learning' which is defined by the UK Quality Code for Higher Education Advice and Guidance (2018: 1) as 'learning through work, learning for work and/or learning at work' through 'authentic structured opportunities... designed to meet an identified workplace need'. On the MSc IB, which does not deploy placement opportunities within its curriculum design, the emphasis is placed on 'learning for work' through assessment strategy, which seek to deliver those 'authentic structured opportunities' to build skills that will enhance the employability prospects of learners and help them build purposeful and rewarding professional careers. Assessments on this programme meet the 'dual function' of the aforementioned Quality Code of 'meeting the learning needs of... employees, developing their knowledge, skills and personal behaviours' whilst also 'meeting the workforce development needs of... organisation[s]' (Ibid).

Consequently, module assessments provide opportunities for learners to acquire, develop and demonstrate knowledge and understanding, subject specific, intellectual, and transferable skills. A range of assessments are used which are relevant to the individual demands of the subject matter and enable learners to participate in a varied and engaging work-based learning that also deliver personal development experience. Assessments are used to appropriately test and encourage learners to apply different areas of knowledge and demonstrate a wide range of skills.

Each module that comprises the MSc IB consists of only a singular assessed submission. The

exception is the final module (Professional Development: Applied Research for International Business) which contains three assessments. Across the programme, the workload for students will be carefully managed through the effective scheduling of assessments and the use of a consistent rubric.

Group work is not used as a summative assessment strategy in the MSc IB. All assessed coursework that contribute to final MSc IB degree classification are independent submissions, none are the result of work completed by a group.

Formative assessment strategies will be employed throughout the programme's duration to monitor student learning and understanding, and to ensure that learners are in receipt of ongoing dialogue and feedback on their learning and progress. Learners will be engaged as partners in this process and will develop skills, such as self- assessment and peer-assessment.

All courses follow BGU's Code of Practice for the Assessment of Students, which offers clear guidance on the principles and practice of assessment in the institution. Using this framework, along with the expertise of the programme team, each assignment is developed to ensure that it tests the relevant learning outcomes in an appropriate and useful way.

Students' knowledge, skills and critical understanding of the subject will be assessed by a variety of methods as follows:

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam	Practical	Coursework
				%	%	%
BUS72323	Professional Development: Writing and Research for International Business	15	1	-	-	100%
BUS72423	Professional Development: Communication, Culture and Presentation for International Business	15	1	-	100%	-
BUS72523	Understanding International Business	15	1	-	100%	-
BUS72623	The International Business Environment	15	1	-	-	100%
BUS72723	International Marketing	15	1	-	100%	-
BUS72823	International Finance and Accounting	15	1	-	-	100%
BUS72923	Global Business Operations and Supply Chain Management	15	1	-	-	100%
BUS73023	Leadership and People Management across International Borders	15	1	-	100%	-
BUS73123	Professional Development: Applied Research for International Business	60	1	-	25%	25%/50%

Indicative Assessment Strategy

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Submission	Indicative Assessment Date
BUS72323	Professional Development: Writing and Research for International Business	15	Annotated Bibliography & Article Review (100%)	3000 words	<u>September Entry</u> Trimester 1 – November <u>January Entry</u> Trimester 2 – March
BUS72423	Professional Development: Communication, Culture and Presentation for International Business	15	Live Presentation (100%)	30 minutes	<u>September Entry</u> Trimester 1 – December <u>January Entry</u> Trimester 2 – April
BUS72523	Understanding International Business	15	Live Presentation with Q&A (100%)	30 minutes	<u>September Entry</u> Trimester 1 – January <u>January Entry</u> Trimester 2 – May
BUS72623	The International Business Environment	15	Portfolio (100%)	3000 words	<u>September Entry</u> Trimester 1 – January <u>January Entry</u> Trimester 2 – May
BUS72723	International Marketing	15	Briefing Paper with Presentation (50%)	30 minutes	<u>September Entry</u> Trimester 2 – March <u>January Entry</u> Trimester 3 – July

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Submission	Indicative Assessment Date
BUS72823	International Finance and Accounting	15	Business Report (100%)	3000 words	<u>September Entry</u> Trimester 2 – April <u>January Entry</u> Trimester 3 – August
BUS72923	Global Business Operations and Supply Chain Management	15	Case Study Analysis (100%)	3000 words	<u>September Entry</u> Trimester 2 – April <u>January Entry</u> Trimester 3 – August
BUS73023	Leadership and People Management across International Borders	15	Academic Poster with Podcast (100%)	30 minutes	<u>September Entry</u> Trimester 2 – March <u>January Entry</u> Trimester 3 – July
BUS73123	Professional Development: Applied Research for International Business	60	Business Plan with Market Analysis (25%), Business Report (50%), Operation Plan (25%)	3000 words, 6000 words and 30 minutes respectively.	<u>September Entry</u> Trimester 3 – August, September <u>January Entry</u> Trimester 1 – December, January

25 Inclusive Practice and Personal Development Planning

The delivering institution is responsible for supporting students' learning, both through regular support by the programme team, and any specific skills/learning support needed by individual students.

BGU aims to recruit students from a range of backgrounds to promote widening participation. Recruitment includes students from diverse backgrounds and those who do not have English as a first language. The recruitment process is sympathetic to these diverse characteristics and the delivery institution will take steps to determine individual readiness and ensure applicants are on

the right programme for their needs and abilities.

Importantly, the degree programme is aligned with the QAA (2023) benchmark for equality, diversity and inclusion (EDI) (pp. 8-9), which are embedded within curriculum design. EDI is incorporated throughout from the perspective of 'why, what and how the subject [of international business] is taught' (pp. 9).

Why: Incorporation of the UN SDGs within the curriculum makes clear to learners that EDI is a mechanism that 'can support the progress of organisations... in addressing inequality and disadvantage' (ibid). As already discussed in Section 22, the MSc IB curriculum is action-centred and challenges learners 'to do'. Core to the notion of 'doing' and acting is the spirit in which this activity should be 'done'. Learners on the programme will be challenged to act in line with the ethos of the UN SDGs and UNGC. Consequently, the MSc IB is also aligned with the QAA benchmark for education for sustainable development (pp. 12-13), with teaching of the UN SDGs embedded within the curriculum as 'disciplinary content' (a prism through which to understand the purpose of international business) and 'disciplinary method' (a principle around which specific subjects are taught) (p. 11).

What: Modules within the MSc IB further embed EDI in terms of 'what is taught'. That is why, in their opening semester, learners will engage in the necessary professional development activities to improve their research and communicative capacities, understand the cultural and social differences that exist in the international context they operate, as well as engaging in modules to gain subject critical knowledge and analysis of international business more broadly. Consequently, the initial semester creates the necessary foundation of knowledge and skill development that will enhance their chances of successful graduation from the degree and meaningful professional careers in the future with an appropriate respect for EDI.

How: The MSc IB has been 'designed' and will be taught in such a way as 'to enable students from all backgrounds to realise their potential' (ibid). Each learner will be supported upon their entry onto the MSc IB by a package of induction activities designed to facilitate their successful transition onto postgraduate study and build inclusive and mutually supporting relationships with their fellow learners. This is especially important at the start of the programme. Each learner will also be assisted in their personal development through group and individual tutorship.

The delivering institution will consequently operate a group tutor system so that each student has a designated member of staff to work with them on their academic and personal development.

Group pastorals will take place once per trimester, with learners able to request 1-1 meetings for more personalized assistance where required. Where necessary, the tutor can draw upon the expertise of specialist staff in the identification, assessment, and planning for specific learning needs (such as dyslexia screening), and subsequent support and reasonable adjustments. Furthermore, the programme team will offer extra-curricular sessions where students can 'drop-in' for 1-1 guidance on completion of their coursework.

26 Technology Enhanced Learning

The University's Virtual Learning Environment (VLE) is used throughout the programme.

The degree fully embraces the principles of 'augmented in-person' learning. Each module will have

its own VLE through which learners are directed towards reading materials that are regularly reviewed and enhanced by module leaders, as well as tasks and activities (such as digital resources like podcasts or video) to help guide learners in their independent learning ensuring their readiness for in-person teaching or engagement with future tasks. Elsewhere, mediated online discussion boards may be used to provide a secure forum for sharing thoughts, examples, and reflections. Discussions must be monitored by the programme team. Ethical boundaries will be emphasised, to protect confidentiality. Access to such discussions must be secure and restricted to internal users within the delivering institution.

Included within the Library Systems are access to e-journals and specific subject related learning resources. Module specific elements are laid down within individual modules.

While all modules adopt an in-person (face to face) learning and teaching approach, technology enhanced learning may be used where appropriate to support and deepen student understanding and outcomes through augmented individual (and/or) group activity. This activity might include for example, directed reading or audio-visual materials to stimulate critical thinking tasks, focused reflection on practice or specific learning exercises.

The delivering institution will apply relevant codes of conduct about online behaviour and fair use, in keeping with BGU's usual expectations.

27 Work-related Learning and/or Placement

There are no opportunities for work placement on this degree programme.

Instead, the degree offers opportunity for 'learning for work' through the provision of 'authentic structured opportunities' in submitted assessments. Assessment strategies are designed specifically to deliver varied types of submission that respond to 'an identified workplace need' (UK Quality Code, 2018: 1). An example is found in the final module of the MSc IB, which rather than requiring learners to submit a lengthy academic dissertation, is split into three more concise assessments (but containing no less academic rigour) that reflect more the type of report expected in the business world.

By giving learners such opportunities of 'learning for work' through assessment, the assessment strategy seeks to deliver those 'authentic structured opportunities' that build skills enhancing the employability prospects of learners and help them build purposeful and rewarding professional careers.

Opportunities for work-related learning arise at all levels within the programme through the core curriculum design. In line with QAA guidance on Enterprise and Entrepreneurship Education (2018) the programme design provides learning opportunities that are focused on supporting behaviours, attributes and competencies that are likely to have a significant impact on the individual student in terms of successful careers, which in turn adds economic, social, and cultural value to the UK. Assessments on this programme consequently meet the 'dual function' of the aforementioned Quality Code of 'meeting the learning needs of... employees, developing their knowledge, skills and personal behaviours' whilst also 'meeting the workforce development needs of... organisation[s]' (UK Quality Code, 2018: 1).

Throughout the programme, students undertake activities and assignments that use the context of work to develop their knowledge, skills and understanding. In addition, students are also encouraged to undertake work-based learning through either a combination of volunteering, part-

time employment or self-employment opportunities within their own time throughout the duration of their programme.

Business, industry and organisation experts are encouraged to work with partners / programme teams to develop initiatives and activities within the program. Examples include assessments based on client-based live projects; case studies, role plays and simulations; field trips (including virtual tours); and advice and training in enterprise, business start-up, and commercialization; all of which, build work related learning opportunities for MSc IB students.

28 | Employability

BGU has a strong reputation for developing highly skilled, sought-after, employable graduates. The curriculum has been designed to enhance employability at all levels of study. Employability is seen as an intrinsic aspect of all degree programmes offered by BGU, and the programme structure aligns to the development of BGU Graduate Attributes as follows:

One of the aims of the MSc IB (see Section 18) is for learners to ‘take responsibility for their professional development’. The curriculum is designed to assist in learners in this endeavour, which will aid their employability or progression to further postgraduate studies upon completion of their degree. It is why there are opening modules on key aspects of professional development related to written and oral communication in trimester one, and the degree concludes with another module on professional development in which learners will improve their knowledge and application of research methodology and data analytics. It is further why curriculum design has been so closely linked to BGU graduate attributes as described in Section 22.

SECTION E - PROGRAMME MANAGEMENT

29 Programme Specific Admission Requirements

Applicants for this programme will need to be resident in the UK for the duration of the degree.

Potential applicants will usually be expected to have achieved a 2:2 (or NARIC equivalent) in any degree subject. Where potential applicants are international in origin, the applicant should also have achieved qualifications in English (IELTS 6.5 for international learners, with a minimum of 6 in all four components) and mathematics at a minimum of level 2 or equivalent (GCSE grade A*/9 - C/4).

Prior to start, the Student Recruitment office will undertake eligibility checks for entry to study at the appropriate level. All applicants will be required to attend an informal online interview with the members of the programme team prior to formal acceptance to study.

30 Programme Specific Management Arrangements

General

The MSc IB programme is authored and validated at BGU. It is subject to BGU Codes of Practice and Regulations, including admissions, quality assurance, external examining, and awards. The programme will be managed through the Faculty structure at BGU. It will have a named programme leader within the Business subject team.

Collaborative Partnerships

Collaborative, academic partnerships are subject to relevant processes and formal agreements being implemented at institutional level. Where the MSc IB programme is delivered by an external, partner institution, this collaboration is executed under the terms and conditions of individual institutional partnership agreements and the BGU Code of Practice for Collaborative Provision.

In keeping with the BGU Code of Practice for Collaborative Provision, whenever the MSc IB programme is delivered collaboratively with a partner institution, the programme leader at the delivering institution is responsible for the day-to-day organisation of the programme. This involves producing schemes of work and teaching materials, planning and resourcing all teaching, learning and assessment on the programme. The delivering institution will undertake marking and internal moderation.

Course timelines and assessment points will be agreed between the delivering institution with BGU, enabling suitable time frames for cross moderation and external examining, and BGU's Module Boards and Boards of Examiners. BGU will be responsible for ensuring that a suitable EE has been appointed.

The named programme leader within the subject team at BGU (or delegated) will act as the subject- specialist link tutor. Further detail about the specific responsibilities of link tutors and programme leads at collaborative partner institutions are available in the BGU Collaborative Handbook. The effective management and quality assurance of the programme will be further facilitated and supported by the Academic Lead for Flexible and Distributed Learning at BGU, as per the Code of Practice.

The effective management and quality assurance of the programme will be further facilitated and supported by the Academic Leader for Flexible and Distributed Learning at BGU, as per the Code of

Practice. The programme will adhere to BGU's Quality Assurance mechanisms and processes including Programme Committee Meetings (three times per year), annual monitoring reports (AMR), and enhancement planning. The programme will adhere to Codes of Practice at BGU/the delivering institution as set out in the institutional agreement.

31 Staff Responsibilities

The programme leader at the delivering institution is responsible for day-to-day organisation, including producing schemes of work and teaching materials, and planning and resourcing all teaching, learning and assessment on the programme. The programme team at the delivering institution remains under the leadership and management structures of their employing institution. Module leadership may be delegated, accordingly.

In keeping with the BGU Code of Practice for Collaborative Provision, whenever the MSc IB programme is delivered collaboratively with a partner institution, the named programme leader within the subject team at BGU (or delegated colleague) will act as the subject-specialist link tutor. This work will be overseen by the relevant Head of Programmes, on behalf of the BGU Faculty. Further detail about the specific responsibilities of link tutors and programme leads at collaborative partner institutions are available in the BGU Collaborative Handbook.

Sharing of teaching resources across institutions delivering the same/similar programmes is considered good practice and is encouraged wherever possible to enhance the teaching and learning on the programme and promote a positive student experience. The effective management and quality assurance of the programme will be further facilitated and supported by the Academic Leader for Flexible and Distributed Learning at BGU, as per the Code of Practice.

32 Programme Specific Academic Student Support

The delivering institution will be responsible for specific academic support related to this programme, such as IT support, access to VLE and other applications, relevant software, and data bases. The delivering institution will be responsible for the conduct of assessment and associated support for students during the assessment process.

33 Programme Specific Student Evaluation

The programme complies with current BGU institutional evaluation policies. The delivering institution will enable students to participate in relevant evaluations and surveys. This might be facilitated by BGU, as appropriate to the programme and site of delivery.

Under the BGU Code of Practice for Collaborative Provision, where delivered collaboratively, the Programme Committee includes student representation and offers an additional forum for student voice. The delivering institution may augment this with its internal representation and evaluation processes.

SECTION F – MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP: Master of Science: International Business

Module Code	Module Name	KU1	KU2	KU3	KU4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	IS5	IS6	TS1	TS2	TS3	TS4	TS5	TS6
BUS72323	Professional Development: Writing and Research for International Business	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
BUS72423	Professional Development: Communication, Culture and Presentation for International Business	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
BUS72523	Understanding International Business	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
BUS72623	The International Business Environment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
BUS72723	International Marketing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
BUS72823	International Finance and Accounting	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
BUS72923	Global Business Operations and Supply Chain Management	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
BUS73023	Leadership and People Management across International Borders	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
BUS73123	Professional Development: Applied Research for International Business	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Postgraduate Diploma in International Business

A Postgraduate Diploma in International Business can be secured through successful completion of the 120 credits stated below. A student can achieve a Postgraduate Certificate by completing any 60 credits from the 120 credits stated below.

Module Code	Module Name	KU1	KU2	KU3	KU4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	IS5	IS6	TS1	TS2	TS3	TS4	TS5	TS6	
BUS72323	Professional Development: Writing and Research for International Business	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
BUS72423	Professional Development: Communication, Culture and Presentation for International Business	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
BUS72523	Understanding International Business	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
BUS72623	The International Business Environment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
BUS72723	International Marketing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
BUS72823	International Finance and Accounting	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
BUS72923	Global Business Operations and Supply Chain Management	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
BUS73023	Leadership and People Management across International Borders	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			

SECTION G

MAP 2

Graduate Attribute Mapping

Please indicate (with a tick) which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute	KU 1	KU2	KU3	KU4	SPS1	SPS 2	SPS3	SPS4	IS1	IS2	IS3	IS4	IS5	IS6	TS1	TS2	TS3	TS4	TS5	TS6
Academic Literacies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Global Citizenship	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Information Literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						
Digital Fluency				<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>					
Employability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Being Enterprising															<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Graduate Attributes

- GA1. [Academic Literacies](#) This covers the range of academic skills that you develop through undertaking university-level study.
- GA2. [Global Citizenship](#) This is about understanding the global context in which you live, study and work
- GA3. [Information Literacy](#) This is about being able to search for, locate, utilise and manage information effectively and ethically
- GA4. [Digital Fluency](#) These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA5. [Employability](#) This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
- GA6. [Being Enterprising](#) This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

NB the above align to the Employability outcomes on the module specifications

<http://www.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx>

SECTION H

MAP 3

Approved Modifications to Programme Specification since Approval/Last Review

The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

QASA Reference	Brief Outline of Light/Minor Modification/ Major Modification <i>(Light/Minor - include level & title of modules & a brief description of modification)</i> <i>(Major - include details of change such as new routes, pathways etc)</i>	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification <i>(eg students entering Level 5 from September 2016 onward)</i>

SECTION I

Mapping of PSRB requirements against the Programme

The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.



UN Sustainable Development Goals Mapping

In September 2015, the General Assembly adopted the 2030 Agenda for Sustainable Development that includes 17 Sustainable Development Goals (SDGs). Building on the principle of “leaving no one behind”, the new Agenda emphasizes a holistic approach to achieving sustainable development for all. The modules on the MSc IB have been mapped to these goals where appropriate as a reflection of the ethos of BGU and the philosophy of our business offerings. Aligning learning to this international initiative forms part of the marketing rationale for this programme.

- Goal 1** End poverty in all its forms everywhere
- Goal 2** End hunger, achieve food security and improved nutrition and promote sustainable agriculture
- Goal 3** Ensure healthy lives and improve wellbeing for all ages
- Goal 4** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- Goal 5** Achieve gender equality and empower all women and girls
- Goal 6** Ensure availability and sustainable management of water and sanitation for all
- Goal 7** Ensure access to affordable, reliable, sustainable and modern energy for all
- Goal 8** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
- Goal 9** Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation
- Goal 10** Reduce inequality within and among countries
- Goal 11** Make cities and human settlements inclusive, safe resilient and sustainable
- Goal 12** Ensure sustainable consumption and production patterns
- Goal 13** Take urgent action to combat climate change and its impact
- Goal 14** Conserve and sustainably use the oceans, seas and marine resources for sustainable development
- Goal 15** Protect, sustain and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification and halt and reverse land degradation and biodiversity loss
- Goal 16** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective accountable and inclusive institutions at all levels
- Goal 17** Strengthen the means of implementation and revitalise the Global Partnership for Sustainable Development

SDG	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Professional Development: Writing and Research for International Business				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>												<input checked="" type="checkbox"/>
Professional Development: Communication, Culture and Presentation for International Business				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>												<input checked="" type="checkbox"/>
The International Business Environment	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Understanding International Business	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
International Marketing				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
International Finance and Accounting				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Global Business Operations and Supply Chain Management				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Leadership and People Management across International Borders				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Professional Development: Applied Research for International Business				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		



Module Specification

Module Details & Outline

1	Module Title	Professional Development: Writing and Research for International Business		
2	Module Code	BUS72323		
3	Level of Study (FHEQ)	7		
4	CATS Credit Value	15	ECTS Value	7.5
5	Home Programme Area	Arts, Humanities and Social Sciences		
6	Module Co-ordinator	Module Leader		

Module Description

7	Brief Summary	<p>Communication in the written form is an essential skill that business leaders must master if they wish to be successful. The aim of this module is to equip learners with the ability to systematically organise, synthesise, and communicate advanced information and ideas.</p> <p>Learners will explore how to effectively communicate through their writing to specialist audiences within business and academia. It will also develop learners' systematic understanding of methodological approaches to the collection of data, improving their ability to engage in critical analysis that support conclusions and recommendations. Consequently, the module will strategically enhance the learning, work, and professional practice of students.</p> <p>The module will explore these issues through classroom-based learning supplemented with activities situated on the virtual learning environment.</p>
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Learning Outcomes

8	Module Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Select and apply advanced methodological techniques to data such that ideas and information can be effectively organised and communicated to specialist audiences. 2. Demonstrate systematic knowledge and critical understanding of the complex nature of international business. 3. Critically analyse and systematically evaluate international business providing appropriate evidence in support of conclusions, dealing appropriately with incomplete or ambiguous data.
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Assessment

9	Summative Assessment	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Order</th> <th style="text-align: center;">Type</th> <th style="text-align: center;">Weighting</th> <th style="text-align: center;">Learning outcomes assessed</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1/1</td> <td>Coursework</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">1, 2, 3</td> </tr> </tbody> </table> <p>The component at the bottom of the list will be assumed to be the final one for Statutory reporting purposes.</p> <p>Please insert Retrieval Assessments below, using the table as above.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Order</th> <th style="text-align: center;">Type</th> <th style="text-align: center;">Weighting</th> <th style="text-align: center;">Learning outcomes assessed</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1/1</td> <td>Coursework</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">1, 2, 3</td> </tr> </tbody> </table>	Order	Type	Weighting	Learning outcomes assessed	1/1	Coursework	100%	1, 2, 3	Order	Type	Weighting	Learning outcomes assessed	1/1	Coursework	100%	1, 2, 3
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10	PSRB Requirements	N.A.																

Learning Activities

11	Breakdown of Student Learning Activity	Type of Activity	Hours
		Scheduled	24
		Independent Learning	126
		Total (should equal to 10x the number of CATS credits)	150

Learning Resources

Indicative reading list

12	Core Reading/ Resources	Bell, E., et al. (2022) Business Research Methods (6 th ed.). Oxford University Press.
13	Recommended Reading/ Resources	<p>Chatfield, T. (2018) Critical Thinking: Your Guide to Effective Argument, Successful Analysis & Independent Study. SAGE.</p> <p>Colis, J., et al. (2021) Business Research: A Practical Guide for Students (5th ed.). Red Globe Press.</p> <p>Day, T. (2013) Success in Academic Writing. Palgrave Macmillan.</p> <p>Osmond, A. (2016) Academic Writing and Grammar for Students (2nd ed.). SAGE.</p> <p>Pervez, N., et al. (2020) Research Methods in Business Studies (5th ed.). Cambridge University Press.</p> <p>Saunders, M.N.K., et al. (2019) Research Methods for Business Students (8th ed.). Pearson.</p>
14	Module Specific Requirements	N/A

Core Data

15	HECoS Code	100078
16	HESA Cost Centre	133
17	Date of Approval	<i>To be inserted by Quality following final Senate approval for the programme to be included within the University's portfolio.</i>



Module Specification

Module Details & Outline

1	Module Title	Professional Development: Communication, Culture and Presentation for International Business		
2	Module Code	BUS72423		
3	Level of Study (FHEQ)	7		
4	CATS Credit Value	15	ECTS Value	7.5
5	Home Programme Area	Arts, Humanities and Social Sciences		
6	Module Co-ordinator	Module Leader		

Module Description

7	Brief Summary	<p>Communication via the spoken word is an essential skill that business leaders must master if they wish to be successful. The aim of this module is to equip learners with the ability to systematically organise, synthesise, and communicate advanced information and ideas.</p> <p>Learners will explore how to effectively communicate through speech to specialist audiences within business and academia. The module will also introduce learners to how culture often provides barriers to effective verbal communication amongst people of different nationalities and ethnicities. By improving learners' ability to communicate and present information and ideas verbally, the module will strategically enhance the learning, work, and professional practice of students.</p> <p>The module will explore these issues through classroom-based learning supplemented with activities situated on the virtual learning environment.</p>
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Learning Outcomes

8	Module Learning Outcomes	<p>On successful completion of this Module students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate systematic knowledge and critical understanding of the impact culture has on communication between people of different nationalities and ethnicities. 2. Systematically organise and communicate advanced information about international business verbally to specialist audiences. 3. Critically analyse and systematically evaluate international business providing appropriate evidence in support of conclusions, dealing appropriately with incomplete or ambiguous data.
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Assessment

9	Summative Assessment	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Order</th> <th style="text-align: center;">Type</th> <th style="text-align: center;">Weighting</th> <th style="text-align: center;">Learning outcomes assessed</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1/1</td> <td style="text-align: center;">Practical</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">1, 2, 3</td> </tr> </tbody> </table> <p>The component at the bottom of the list will be assumed to be the final one for Statutory reporting purposes.</p> <p>Please insert <u>Retrieval Assessments</u> below, using the table as above.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Order</th> <th style="text-align: center;">Type</th> <th style="text-align: center;">Weighting</th> <th style="text-align: center;">Learning outcomes assessed</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1/1</td> <td style="text-align: center;">Practical</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">1, 2, 3</td> </tr> </tbody> </table>	Order	Type	Weighting	Learning outcomes assessed	1/1	Practical	100%	1, 2, 3	Order	Type	Weighting	Learning outcomes assessed	1/1	Practical	100%	1, 2, 3
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10	PSRB Requirements	N.A.																

Learning Activities

11	Breakdown of Student Learning Activity	Type of Activity	Hours
		Scheduled	24
		Independent Learning	126
		Total (should equal to 10x the number of CATS credits)	150

Learning Resources

Indicative reading list

12	Core Reading/ Resources	Gillies, A. (2018) <i>The Art of Presenting</i> . CRC Press.
13	Recommended Reading/ Resources	<p>Bradbury, A.J. (2006) <i>Successful Presentation Skills (3rd ed.)</i>. Kogan Page Limited.</p> <p>Exley, K., et al. (2009) <i>Giving a Lecture: From Presenting to Teaching (2nd ed.)</i>. Routledge.</p> <p>Harwood, J., et al. (2018) <i>Language, Communication and Intergroup Relations</i>. Routledge.</p> <p>McCarthy, P., et al. (2002) <i>Presentation Skills</i>. SAGE.</p> <p>Schneider, S., et al. (2014) <i>Managing across Cultures (3rd ed.)</i>. Pearson Education Limited.</p> <p>Siddons, S. (2008) <i>The Complete Presentation Skills Handbook: How to Understand and Reach your Audience for Maximum Impact and Success</i>. Kogan Page.</p> <p>Syed, J., et al. (2020) <i>Managing Diversity and Inclusion: An International Perspective (2nd ed.)</i>. SAGE.</p>
14	Module Specific Requirements	N/A

Core Data

15	HECoS Code	100078
16	HESA Cost Centre	133
17	Date of Approval	<i>To be inserted by Quality following final Senate approval for the programme to be included within the University's portfolio.</i>



Module Specification

Module Details & Outline

1	Module Title	Understanding International Business		
2	Module Code	BUS72523		
3	Level of Study (FHEQ)	7		
4	CATS Credit Value	15	ECTS Value	7.5
5	Home Programme Area	Arts, Humanities and Social Sciences		
6	Module Co-ordinator	Module Leader		

Module Description

7	Brief Summary	<p>International business operates in an increasingly volatile and unpredictable environment. The aim of this module is to equip learners with the knowledge, concepts, and theories that will allow them to develop systematic responses and innovative proposals to the strategic issues facing international business in the contemporary era.</p> <p>The module will examine the nature of modern international business, including the strategies and techniques that organisations utilise to internationalise their operations. Learning will also encompass the ethical and corporate social responsibilities of international business, including its obligation to ensure a sustainable planetary ecology, whilst exploration of the sustainable development goals by the United Nations will expose the obligations of international business to the poorest in our societies.</p> <p>The module will explore these issues through classroom-based learning supplemented with activities situated on the virtual learning environment.</p>
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Learning Outcomes

8	Module Learning Outcomes	<p>On successful completion of this Module students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate systematic knowledge and critical understanding of the environmental, ethical, and social responsibilities of international business. 2. Critically analyse and systematically evaluate the various strategies and techniques by which a business might choose to internationalise their operations. 3. Apply appropriate contemporary theory and concepts in order to develop new ideas and/or innovative proposals.
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Assessment

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10	PSRB Requirements	N.A.																

Learning Activities

11	Breakdown of Student Learning Activity	Type of Activity	Hours
		Scheduled	24
		Independent Learning	126
		Total (should equal to 10x the number of CATS credits)	150

Learning Resources

Indicative reading list

12	Core Reading/ Resources	Hill, C.W.L. (2023) International Business: Competing in the Global Marketplace. McGraw Hill.
13	Recommended Reading/ Resources	Crane, A., et al. (2019). Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization (5 th ed.). Oxford University Press. Hisrich, R.D. (2016). International Entrepreneurship: Starting, Developing, and Managing A Global Venture (3 rd ed.). SAGE. Verbeke, A., & Lee, I.H.I. (2022). International Business Strategy: Rethinking the Foundations of Global Corporate Success. Cambridge University Press.
14	Module Specific Requirements	N/A

Core Data

15	HECoS Code	100078
16	HESA Cost Centre	133
17	Date of Approval	<i>To be inserted by Quality following final Senate approval for the programme to be included within the University's portfolio.</i>



Module Specification

Module Details & Outline

1	Module Title	The International Business Environment		
2	Module Code	BUS72623		
3	Level of Study (FHEQ)	7		
4	CATS Credit Value	15	ECTS Value	7.5
5	Home Programme Area	Arts, Humanities and Social Sciences		
6	Module Co-ordinator	Module Leader		

Module Description

7	Brief Summary	<p>Natural disasters, pandemics, populist politics, war... it is difficult to consider which of the challenges facing international business from its external environment in recent years is most challenging to its sustainability. The aim of this module is to equip learners with the knowledge, concept and theories to make sense of the increasingly complex and uncertain world we live in.</p> <p>This module will examine the present-day structure of the world economy examining the role that globalisation has played in its formation. The module will also note how international business is mediated by the plethora of political organisations established since the Second World War to govern the world economy, as well as exploring the policy decisions taken by national governments which influence the domestic and world economy. Throughout, the techniques employed by international business to make sense of this complexity will be addressed.</p> <p>The module will explore these issues through classroom-based learning supplemented with activities situated on the virtual learning environment.</p>
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Learning Outcomes

8	Module Learning Outcomes	<p>On successful completion of this Module students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate systematic knowledge and critical understanding of the complex nature of the current world economy. 2. Systematically deploy appropriate methods and techniques to critically evaluate the challenges facing international business from the contemporary world economy. 3. Produce novel ideas or proposals pertaining to solutions international business might adopt to manage the complexity arising from the modern world economy.
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Assessment

9	Summative Assessment	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Order</th> <th style="text-align: center;">Type</th> <th style="text-align: center;">Weighting</th> <th style="text-align: center;">Learning outcomes assessed</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1/1</td> <td style="text-align: center;">Coursework</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">1, 2, & 3</td> </tr> </tbody> </table> <p>The component at the bottom of the list will be assumed to be the final one for Statutory reporting purposes.</p> <p>Please insert <u>Retrieval Assessments</u> below, using the table as above.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Order</th> <th style="text-align: center;">Type</th> <th style="text-align: center;">Weighting</th> <th style="text-align: center;">Learning outcomes assessed</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1/1</td> <td style="text-align: center;">Coursework</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">1, 2, & 3</td> </tr> </tbody> </table>	Order	Type	Weighting	Learning outcomes assessed	1/1	Coursework	100%	1, 2, & 3	Order	Type	Weighting	Learning outcomes assessed	1/1	Coursework	100%	1, 2, & 3
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10	PSRB Requirements	N.A.																

Learning Activities

11	Breakdown of Student Learning Activity	Type of Activity	Hours
		Scheduled	24
		Independent Learning	126
		Total (should equal to 10x the number of CATS credits)	150

Learning Resources

Indicative reading list

12	Core Reading/ Resources	Hill, C.W.L. (2023). International Business: Competing in the Global Marketplace. McGraw Hill.
13	Recommended Reading/ Resources	<p>Hamilton, L., & Webster, P. (2018). The International Business Environment. Oxford University Press.</p> <p>Morrison, J. (2017) The Global Business Environment: Challenges and Responsibilities (4th ed.). Palgrave Macmillan.</p> <p>Muhammad, M. (2022) Global Trade in the Emerging Business Environment. IntechOpen.</p> <p>Worthington, I., et al. (2018) The Business Environment: A Global Perspective (8th ed.). Pearson Education Limited.</p>
14	Module Specific Requirements	N/A.

Core Data

15	HECoS Code	100078
16	HESA Cost Centre	133
17	Date of Approval	<i>To be inserted by Quality following final Senate approval for the programme to be included within the University's portfolio.</i>



Module Specification

Module Details & Outline

1	Module Title	International Marketing		
2	Module Code	BUS72723		
3	Level of Study (FHEQ)	7		
4	CATS Credit Value	15	ECTS Value	7.5
5	Home Programme Area	Arts, Humanities and Social Sciences		
6	Module Co-ordinator	Module Leader		

Module Description

7	Brief Summary	<p>Marketing products and services across the world is a core and necessary operation for any international business. The aim of this module is to develop critical understanding in learners about international marketing introducing them to the theories and concepts, principles and tools, that will enable them to design and operate strategic marketing campaigns in a global context.</p> <p>The module will provide learners with an understanding of the principles and tools relating to strategic marketing in a global context and the opportunity to explore strategic marketing issues within a global context (digital and offline).</p> <p>Learners will make sense of the decisions, processes and frameworks involved in strategic marketing, as well as develop knowledge and awareness of the factors, issues and challenges which impact on an organisation's international marketing activities. Learners will have the opportunity to explore international marketing via an array of case studies to develop practical capabilities in the subject.</p> <p>The module will explore these issues through classroom-based learning supplemented with activities situated on the virtual learning environment. Learners will be encouraged to access current insight regarding marketing in a global context from professional bodies such as the Chartered Institute of Marketing and the American Marketing Association.</p>
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Learning Outcomes

8	Module Learning Outcomes	<p>On successful completion of this Module students will be able to:</p> <ol style="list-style-type: none"> 1. Comprehensively critique the real-world challenges that impact and influence marketing strategies in a globalised environment. 2. Critically appraise and systematically evaluate what being globally market orientated really means in practice. 3. Demonstrate a comprehensive and applied understanding of the theories, concepts, models, techniques, and current best practice for developing and implementing marketing in a globalised environment.
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Assessment

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10	PSRB Requirements	N.A.																

Learning Activities

11	Breakdown of Student Learning Activity	Type of Activity	Hours
		Scheduled	24
		Independent Learning	126
		Total (should equal to 10x the number of CATS credits)	150

Learning Resources

Indicative reading list

12	Core Reading/ Resources	Abratt, R., Bendixen, M. (2018) Strategic Marketing: Concepts and Cases. Milton: Routledge.
13	Recommended Reading/ Resources	Egan, J. (2020) Marketing Communications. (3 rd ed) SAGE. Green, M.C. et al (2020) Global Marketing. (10 th ed) Pearson Education Limited. Hollensen, S. (2020) Global Marketing. (8 th ed). Pearson. Kotler, P., et al (2021) Principles of Marketing. (18 th ed). Pearson Education Limited.
14	Module Specific Requirements	None.

Core Data

15	HECoS Code	100075
16	HESA Cost Centre	133
17	Date of Approval	<i>To be inserted by Quality following final Senate approval for the programme to be included within the University's portfolio.</i>



Module Specification

Module Details & Outline

1	Module Title	International Finance and Accounting		
2	Module Code	BUS72823		
3	Level of Study (FHEQ)	7		
4	CATS Credit Value	15	ECTS Value	7.5
5	Home Programme Area	Arts, Humanities and Social Sciences		
6	Module Co-ordinator	Module Leader		

Module Description

7	Brief Summary	<p>This module will offer an introduction to international financial accounting and management. The module encompasses two distinct areas of study, namely financial management and financial accounting. It aims to familiarise non-specialists with the foundational principles of financial management.</p> <p>It will examine the fundamental concepts and a broad understanding of core issues in financial management. Furthermore, the module will enable students to understand financial statements from given data, introduce basic theory on financial aspects in business, and provide practical familiarity with financial information.</p> <p>The module will explore these issues through classroom-based learning supplemented with activities situated on the virtual learning environment.</p>
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Learning Outcomes

8	Module Learning Outcomes	<p>On successful completion of this Module students will be able to:</p> <ol style="list-style-type: none"> 1. Understand and interpret financial statements having developed systematic knowledge and critical understanding of their content and purpose internal and external to the organisation. 2. Critically appraise sources of capital for a company and the time value of money. 3. Demonstrate originality in appropriately communicating information, analysis, argument and conclusions for professional audiences.
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Assessment

9	Summative Assessment	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Order</th> <th style="text-align: center;">Type</th> <th style="text-align: center;">Weighting</th> <th style="text-align: center;">Learning outcomes assessed</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1/1</td> <td style="text-align: center;">Coursework</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">1, 2, & 3</td> </tr> </tbody> </table> <p>The component at the bottom of the list will be assumed to be the final one for Statutory reporting purposes.</p> <p>Please insert <u>Retrieval Assessments</u> below, using the table as above.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Order</th> <th style="text-align: center;">Type</th> <th style="text-align: center;">Weighting</th> <th style="text-align: center;">Learning outcomes assessed</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1/1</td> <td style="text-align: center;">Coursework</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">1, 2, & 3</td> </tr> </tbody> </table>	Order	Type	Weighting	Learning outcomes assessed	1/1	Coursework	100%	1, 2, & 3	Order	Type	Weighting	Learning outcomes assessed	1/1	Coursework	100%	1, 2, & 3
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10	PSRB Requirements	N.A.																

Learning Activities

11	Breakdown of Student Learning Activity	Type of Activity	Hours
		Scheduled <ul style="list-style-type: none"> Lectures or seminars 	24
		Independent Learning <ul style="list-style-type: none"> Directed reading Blackboard activities Self-directed learning 	126
		Total (should equal to 10x the number of CATS credits)	150

Learning Resources

Indicative reading list

12	Core Reading/ Resources	Atrill, P. (2020). Financial management for decision makers (Ninth). Pearson. Krugman, P. R., Obstfeld, M., & Melitz, M. J. (2023). International finance: theory and policy (Twelfth). Pearson.
13	Recommended Reading/ Resources	McLaney, E. J., & Atrill, P. (2020). Accounting and finance: an introduction (Tenth). Pearson Education Limited. Atrill, P., & McLaney, E. J. (2022). Accounting and finance for non-specialists (Twelfth). Pearson. Pike, R., Neale, B., & Akbar, S. (2018). Corporate finance and investment: decisions and strategies (Ninth). Pearson. Brealey, R. A., Myers, S. C., & Allen, F. (2020). Principles of corporate finance (Thirteenth). McGraw-Hill Education. Journals: Journal of International Money and Finance Accounting & Finance Journal of Accounting, Auditing & Finance Contemporary Accounting Research
14	Module Specific Requirements	

Core Data

15	HECoS Code	100107
16	HESA Cost Centre	133
17	Date of Approval	<i>To be inserted by Quality following final Senate approval for the programme to be included within the University's portfolio.</i>



Module Specification

Module Details & Outline

1	Module Title	Global Business Operations and Supply Chain Management		
2	Module Code	BUS72923		
3	Level of Study (FHEQ)	7		
4	CATS Credit Value	15	ECTS Value	7.5
5	Home Programme Area	Arts, Humanities and Social Sciences		
6	Module Co-ordinator	Module Leader		

Module Description

7	Brief Summary	<p>Businesses increasingly have to manage their operations and supply chains across international borders. The aim of this module is to provide learners with a wide-ranging, critical understanding of global operations and supply chain practices across industries.</p> <p>Learners will develop critical understanding of the strategic and operational challenges faced by businesses in managing their global operations and supply chains emerging from the increasingly complex international environment in which they are situated.</p> <p>The module will examine a range of concepts and issues that inform decisions about business operations and supply chain management equipping learners with appropriate theories and concepts comprehend complexity. The module will challenge learners to engage in critical analysis of the subject through real-life case studies that will also develop practical knowledge and skills.</p> <p>The module will explore these issues through classroom-based learning supplemented with activities situated on the virtual learning environment.</p>
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Learning Outcomes

8	Module Learning Outcomes	<p>On successful completion of this Module students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate systematic knowledge and critical understanding of global business operations and supply chain management, utilising appropriate theories and concepts, to make informed business decisions. 2. Critically evaluate the challenges and opportunities of implementing sustainable supply chain practices in a global context. 3. Demonstrate originality in presenting solutions to address complex supply chain challenges using a variety of tools and approaches.
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Assessment

9	Summative Assessment	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Order</th> <th style="text-align: center;">Type</th> <th style="text-align: center;">Weighting</th> <th style="text-align: center;">Learning outcomes assessed</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1/1</td> <td style="text-align: center;">Coursework</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">1, 2, & 3</td> </tr> </tbody> </table> <p>The component at the bottom of the list will be assumed to be the final one for Statutory reporting purposes.</p> <p>Please insert <u>Retrieval Assessments</u> below, using the table as above.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Order</th> <th style="text-align: center;">Type</th> <th style="text-align: center;">Weighting</th> <th style="text-align: center;">Learning outcomes assessed</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1/1</td> <td style="text-align: center;">Coursework</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">1, 2, & 3</td> </tr> </tbody> </table>	Order	Type	Weighting	Learning outcomes assessed	1/1	Coursework	100%	1, 2, & 3	Order	Type	Weighting	Learning outcomes assessed	1/1	Coursework	100%	1, 2, & 3
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10	PSRB Requirements	N.A.																

Learning Activities

11	Breakdown of Student Learning Activity	Type of Activity	Hours
		Scheduled	24
		Independent Learning	126
		Total (should equal to 10x the number of CATS credits)	150

Learning Resources

Indicative reading list

12	Core Reading/ Resources	Slack, N., Brandon-Jones A., & Burgess, N. (2022). <i>Operations Management (10th edn)</i> . Pearson.
13	Recommended Reading/ Resources	<p>Karlson, C. (2016). <i>Research methods for operations management</i>. (2nd edn). Routledge.</p> <p>Khan, S.A.R (Ed.) (2019). <i>Green practices and strategy in supply chain management</i>. InTechOpen. https://doi.org/10.5772/intechopen.79112</p> <p>Moynihan, G.P (Ed.) (2018). <i>Contemporary issues and research in operations management</i>. Intech. https://doi.org/10.5772/intechopen.71209</p> <p>Radnor, Z. J, Bateman N., Esain A, Kumar, M., Williams S.J, & Upton D.M, (2016). <i>Public Service Operations Management: a research handbook</i>. Routledge.</p> <p>Ross, D.F., Weston, F.S., & Stephen W. (2011). <i>Introduction to supply chain management technologies (2nd edn)</i>. CRC Press/Taylor & Francis.</p> <p>Simons, R. (2011). <i>Operations Management: A modern approach</i>. Apple Academic Press.</p>
14	Module Specific Requirements	N/A.

Core Data

15	HECoS Code	100078
16	HESA Cost Centre	133
17	Date of Approval	<i>To be inserted by Quality following final Senate approval for the programme to be included within the University's portfolio.</i>



Module Specification

Module Details & Outline

1	Module Title	Leadership and People Management across International Borders		
2	Module Code	BUS73023		
3	Level of Study (FHEQ)	7		
4	CATS Credit Value	15	ECTS Value	7.5
5	Home Programme Area	Arts, Humanities and Social Sciences		
6	Module Co-ordinator	Module Leader		

Module Description

7	Brief Summary	<p>People are what make international businesses and how they are led and developed is critical to whether an organisation becomes successful or not. The aim of this module is to equip learners with an appreciate the importance of the Leadership and Human Resource (HR) function in their organisational and international contexts, with particular emphasis on the importance of equality, diversity and inclusivity.</p> <p>Learners will critically examine the strategic and operational aspects of the leadership management considering the contemporary international business environment. It also considers the social and ethical context of leadership and people management. The practices associated with the management of human resources are examined from the perspective of what constitutes 'good practice' across international borders. The leadership and human resource challenges faced by international organisations are also explored.</p> <p>The module will explore these issues through classroom-based learning supplemented with activities situated on the virtual learning environment.</p>
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Learning Outcomes

8	Module Learning Outcomes	<p>On successful completion of this Module students will be able to:</p> <ol style="list-style-type: none"> 1. Develop systematic knowledge and critical understanding of practical skills that are pivotal to effective management and leadership practices in international business, including team-working and leadership skills associated with personal effectiveness. 2. Critically evaluate theory, concept and principles related to leadership and people management in an international context. 3. Demonstrate originality in critical analysis of leadership situations, using theories, concepts, ideas, and knowledge from a variety of sources (of appropriate academic quality) to inform their learning.
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Assessment

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10	PSRB Requirements	N.A.																

Learning Activities

11	Breakdown of Student Learning Activity	Type of Activity	Hours
		Scheduled	24
		Independent Learning	126
		Total (should equal to 10x the number of CATS credits)	150

Learning Resources

Indicative reading list

12	Core Reading/ Resources	Armstrong, M., & Taylor, S. (2023). Armstrong's handbook of human resource management practice (16th ed.). Kogan Page.
13	Recommended Reading/ Resources	<p>Blanchard, K. H., & Broadwell, R. (Eds.). (2018). Servant leadership in action : how you can achieve great relationships and results. Berrett-Koehler Publishers, Inc., a BK Business Book.</p> <p>Brent, M., & Dent, F. E. (2017). The leadership of teams : how to develop and inspire high-performance teamwork. Bloomsbury Business.</p> <p>Buchanan, D. A., & Huczynski, A. (2019). Organizational behaviour (10th ed.). Pearson Education Limited.</p> <p>Kraljevic Zlatica (2018) Borderless leadership: global skills for personal and business success. Boca Raton, FL: CRC Press</p> <p>Wibbeke, E. S., & McArthur, S. (2013). Global business leadership (2nd ed.). Routledge.</p> <p>O'Toole, J., Mayer, D., & Institute for Enterprise Ethics. (2010). Good business: exercising effective and ethical leadership. Routledge.</p> <p>Websites: Chartered Management Institute www.managers.org.uk</p> <p>CIPD: Chartered Institute of Personnel and Development www.cipd.co.uk</p> <p>Journals: Leadership & Organization Development Journal International Journal of Training and Development</p>
14	Module Specific Requirements	N/A.

Core Data

15	HECoS Code	100078
16	HESA Cost Centre	133
17	Date of Approval	<i>To be inserted by Quality following final Senate approval for the programme to be included within the University's portfolio.</i>

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Module Specification

Module Details & Outline

1	Module Title	Professional Development: Applied Research for International Business		
2	Module Code	BUS73123		
3	Level of Study (FHEQ)	7		
4	CATS Credit Value	60	ECTS Value	30
5	Home Programme Area	Arts, Humanities and Social Sciences		
6	Module Co-ordinator	Module Leader		

Module Description

7	Brief Summary	<p>This module provides learners with the opportunity to develop their capabilities as independent researchers for international business, with the format of submissions on the module aligned with the types of communication expected in the business-world. The aim of the module is to ensure that learners graduate from their degree programme having strengthened their knowledge, skills, and mindset to effectively pursue their future career aspirations, whether that be working within an international organisation, launching their own business or social enterprise, progressing to further postgraduate study, or any other challenging and rewarding careers you might wish to pursue after completion of your postgraduate study. For learners to achieve this aim, the module will enhance their ability to undertake and complete high-quality applied research, as well as broaden their appreciation of the importance of research ethics.</p> <p>Learners will consequently be supported during this module in the creation of a comprehensive business plan submitted across three submissions.</p> <p>Learners will be supported in the creation of this comprehensive business plan through a mixture of taught classroom-based learning on research methods and data analytics, followed by workshops and supervision meetings. In-person teaching will be supported via the virtual learning environment.</p>
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Learning Outcomes

8	Module Learning Outcomes	<p>On successful completion of this Module students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate systematic knowledge and critical understanding of the strategic and commercial importance of effective planning for international business via production of a business plan. 2. Select and apply advanced principles, concepts and theories of market analysis within a business plan to analyse and evaluate entrepreneurial or social opportunities for international business. 3. Display critical analysis and appropriate use of concepts and theory within a business report on the importance of ethics and sustainability to international business. 4. Develop a commercially viable operation plan for an international business, including financial, marketing, leadership and supply chain strategies, indicating how a global organisation could be operated and managed. 5. Construct and deliver an operations plan via professional presentation to an expert panel that articulates and critically evaluates novel or innovative ideas for international business.
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Assessment

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10	PSRB Requirements	N.A.
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Learning Activities

11	Breakdown of Student Learning Activity	Type of Activity	Hours
		Scheduled	48
		Independent Learning	552
		Total (should equal to 10x the number of CATS credits)	600

Learning Resources

Indicative reading list

12	Core Reading/ Resources	Ekanem, I. (2017). Writing a Business Plan: A Practical Guide. Routledge.
13	Recommended Reading/ Resources	<p>Bos, J. (2020) Research Ethics for Students in the Social Sciences. Springer.</p> <p>Fullen, S.L. (2005). How to Write a Great Business Plan for your Small Business in 60 Minutes or Less. Atlantic Publishing Group.</p> <p>Grit, R. (2010). Making a Business Plan. Noordhoff Uitgevers.</p> <p>Harris, T. (2019). Start-up: A Practical Guide to Starting and Running a New Business. Springer.</p> <p>Nielsen, C, et al. (2019). Business Models: A Research Overview. Routledge.</p>
14	Module Specific Requirements	N/A

Core Data

15	HECoS Code	100078
16	HESA Cost Centre	133
17	Date of Approval	<i>To be inserted by Quality following final Senate approval for the programme to be included within the University's portfolio.</i>