

# **Programme Specification for MSc International Business**

## **15 Credit Version 2009/10**

### **Teaching Institution:**

London South Bank University Award

Taught at the International Business Academy (IBA) in Kolding, Denmark

### **Accredited by:**

### **Faculty of origin:**

Business

Version: 23rd March 2012

### **Highest Award within the Programme:**

MSc International Business

### **Other Awards within the Programme:**

PgCert/PgDip

### **Reference**

#### **Points: Internal:**

LSBU Mission Statement and Strategic Plan

LSBU Core Skills Policy

LSBU Academic Regulations

#### **External:**

Business and Management: Type 1 A/B Specialist Master's Degree

The framework for higher education in England, Wales and Northern Island, 30th September 2002

Quality Assurance Agency for Higher Education Number CL12/02 published 30th September 2002 [www.qaa.ac.uk](http://www.qaa.ac.uk)

### **Rationale & Aims:**

The programme is a specialist master's degree designed for graduates pursuing career progression in international business. The aim is to prepare individuals to be operationally effective in an international company or as a preparation for an academic career in the subject area of international business.

The main aims are to make graduates familiar with (a) many of the varied and complex problems that arise in business on an international scale, (b) the kinds of solutions that have been developed, and (c) the implementation and evaluation issues which arise.

To ensure relevance the programme is based on an international perspective to ensure relevance in today's global economy. In this context, non-UK graduates play a very important role for enriching the overall international learning experience.

Thus the course seeks to provide students with a thorough understanding of the internationalization of business and to develop skills necessary to operate successfully as managers in this modern globalised

world.

In addition to the programme aims the QAA Academic Standard provides the Master level benchmarks for Specialist Master's Degrees programmes which states that Master degrees are awarded to students who have demonstrated:

- A critical awareness systematic understanding of knowledge, of current problems and new insights, much of which is at, or informed by, forefront of their academic discipline, field of study, or area professional practice.
- A comprehensive understanding of techniques applicable to their own research or advanced scholarship.
- Originality in application of knowledge, together with practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge of the discipline
- Conceptual understanding that enables the student;

(a) to evaluate critically current research and advanced scholarship in the discipline and

(b) to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

### **Programme Outcomes**

The course is structured in seven main units plus the Research Methods Unit, which leads directly into the dissertation stage. The dissertation is viewed as the culmination of the programme, which integrates knowledge, techniques and skills, acquired in the taught units. The teaching strategy emphasises interactive and discursive approaches to learning. This is achieved through increased use of interactive lectures; analysis and decision-making based upon relevant international business case studies, practical problems, as well as specific country, regional or company cases. These case studies are drawn from authoritative international journals, books, and business magazines such as the Economist, Newsweek, European Journal, Marketing Week, Financial Times, Harvard Business Review, Columbia Journal of World Business, etc.

Simulated games and role-plays involving student participation in analysis and decision-making process in the international marketing environment will also be used to encourage the development of analytical and strategic decision-making attitude and ability.

The case studies will be drawn from all over the globe to reflect the internationalism of the courses.

Formally classes will be supplemented by guest lecturers/seminars of the Centre for International Business these lecturers will be drawn from various socio-cultural backgrounds, industries and countries who are engaged in international business.

The learning strategy combines academic content with skill-based and practical application of knowledge to solve international business problems. This will be achieved through the use of:

a) Case-studies from different international environments, companies and countries to encourage students to develop analytical and decision-making ability.

b) Group work on international business projects to develop team-work and an understanding of group dynamics. This is particularly important as the student body will be multinational. Students will thus develop a practical understanding of differences among countries and cultures through group-work.

c) Seminar oral presentations to develop presentation skills, communication ability and logical discussion and analysis of cases or problems, particularly to a multinational audience, in order to make appropriate decisions.

d) Students will also be encouraged to undertake private study of not less than 25 hours a week and to bring international business problems or case studies of interest for discussion in class or seminar. This will encourage better appreciation of the problems of international business.

The learning strategy, therefore, supplements the teaching strategy to achieve the aims and objectives of the course. The assessment methods provide the basis to ensure the application of the strategies while the expected outcomes reflect the integrated and practical approach to teaching and learning.

## **10 A Knowledge and understanding**

### **10 A Specific Objectives Specialist Master's Degree**

The programme focuses on international business with the following specific objectives:

A1 To develop an advanced level of academic expertise in international business and the associated technical and personal skills to operate globally.

A2 Develop an awareness and appreciation of the complex, dynamic and, sometimes, hostile international business environments, in which graduates will operate.

A3 Develop knowledge and understanding of relevant qualitative and quantitative techniques of information analysis. Apply them in decision-making within the context of international business.

A4 To develop relevant methods, skills and techniques required to undertake and complete successfully a research projects in the field of international business.

## **10 A Teaching and Learning Strategies**

The core units are designed to deliver the key objectives of A1 –A4 and aim to provide a thorough grounding in the principles and analytical techniques of international business. The core units provide the conceptual and analytical basis of international business and the more specialised units develop knowledge and understanding of this complex and dynamic global business environment. The acquisition of the knowledge and understanding required is attained through a combination of lead lectures; tutor-led seminars; problem-based learning scenarios; coursework and projects. The student is encouraged throughout the course to undertake independent reading both to supplement and consolidate what is being taught/learned and to broaden their individual knowledge and understanding of the subject.

## **10A Assessment**

Testing of knowledge and understanding is through a combination of unseen written examinations and assessed coursework including essays, presentations case study analysis and reports. The dissertation process itself is viewed as the culmination of the programme, which integrates all the knowledge, techniques and skills, acquired in the taught units. Informal assessment of knowledge and understanding takes place through discussion, small group work, quizzes, debates, journal reviews, case studies, presentations, residential and workshops.

## **10 B Intellectual Skills and other attributes students are expected to:**

B1 Critical thinking and creativity: managing creative processes in self and others; organising thoughts, analysis, synthesis, critical appraisal. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately.

B2 Problem solving and decision making: establishing criteria, using appropriate decision techniques including identifying, formulating and solving business problems; the ability to create, identify and evaluate options; the ability to implement and review decisions.

B3 Deal with complex issues both systematically and creatively, making sound judgements in absence of complete data, and communicate their conclusions clearly to specialists and non-specialists audiences.

B4 Information and knowledge: scanning and organising data, abstracting meaning from information and sharing knowledge. Continue to advance their knowledge and understanding, and to develop new skills to a high level.

B5 Numeracy and quantitative skills including the use of models of business situations; qualitative research skills

## **10 B Teaching and Learning Strategies**

Intellectual skills are developed through the teaching and learning programme outlined above. Analysis and problem-solving skills are further developed through examples and seminar teaching. Each unit, whatever the format of teaching, involves discussions of key issues; practice in applying concepts both orally and in writing, analysis and interpretation of material, and relevant feedback on all course work. The requirements of the coursework concentrate the mind of the students on exercising these skills during the course.

## **10 B Assessment**

The intellectual skills are assessed in a variety of assessment, unseen examinations in unit level coursework's, the research proposal and the dissertation, which give the students the opportunity to demonstrate them. This process gives the students ample opportunity to demonstrate intellectual skills B1 – B5. Feedback is provided to students on all work produced giving them the opportunity to reflect and build on their cognitive learning processes.

## **10 C Practical Skills**

C1 Able to plan strategies to adapt effectively to unusual and unexpected situation.

C2 Self critical reflecting on own and others practice in order to improve own / other actions.

C3 Demonstrate continued learning through commitment to continued improvement and change by the application of self-managed learning.

C4 Can isolate, assess and resolve problems of all degree of predictability in an autonomous manner.

C5 Able to engage in full professional and academic communication with others in written form, both persuasively and cogently

C6 Effective use of Communication and Information Technology (CIT).

### **10 C Teaching and Learning Strategies**

Practical skills are brought to the programme by the learner and honed whilst studying. Learners have to manage time and course resources to support their learning on the programme. The teaching and learning strategies give the learner ample opportunity to further develop these skills. The assessment criteria require learners to demonstrate application of the practical skills C1 – C6 through individual and group assignments, examination and the dissertation process.

### **10 C Assessment**

Written assignments, presentations, supported with regular feedback throughout the programme, examination. The dissertation process further builds these practical skills of interviewing, listening, transcribing, analysis and report writing that are developed and assessed through supervision.

### **10 D Transferable Skills, students are able to:**

D1 Two-way communication: listening, negotiating and persuading or influencing others; oral and written communication, using a range of media, including presentation skills and the preparation of written business reports.

D2 Demonstrate a high level of interpersonal skills through self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level.

D3 Personal effectiveness: demonstrate self-awareness and self-management; time management; sensitivity to diversity in people and different situations; the ability to continue learning. Demonstrate learning through critical reflection on practice and experience.

D4 Work effectively and demonstrate performance within a team environment and the ability to recognise and utilise individuals' contributions in group processes; team selection, delegation, development and management.

D5 Ethics and value management: recognising ethical situations, applying ethical and organisational values to situations and choices.

### **10 D Learning and Teaching Strategies**

Transferable skills D1 – D6 are developed throughout the teaching and learning programme outlined above through a mixture of lectures, seminars and problem-based scenarios. Feedback is given on oral presentations, written coursework and group work. All students are given advice on how to locate and research material available in libraries, on the web and elsewhere and improve their personal research skills.

Other skills are developed throughout the course as a natural part of its progression.

## **10 D Assessment**

Transferable skills are assessed primarily by coursework, presentation, examinations, research proposal and in the dissertation supervision process the iterative process of enquiry and self-managed learning at a high level.

### **Entry Requirements**

In order to be considered for entry to the programme applicants will be required to have the following qualifications:-

- (i) A bachelor's degree in a relevant subject of at least 2.2 standard
- (ii) A bachelor's degree in a non-relevant subject of at least 2.2 standard, plus the completion of the pre-study course.
- (iii) Other qualifications plus appropriate experience that is equivalent to a bachelors degree, plus the completion of the pre-study course
- (iv) Students will be expected to have achieved a standard of English of or equivalent to IELTSs 6.5.

### **Programme Structure**

The course has two parts:-

1. A taught part of two semesters in each semester four units are taken.
2. The Dissertation Stage, which lasts from the end of the second semester in July until December of the same year.

The detailed structure is as follows:

## **This consists of 8 compulsory core units**

### **Semester 1**

1. International Trade
2. International Strategy
3. Management in the International Firm
4. Analytical Techniques

### **Semester 2**

5. International Finance
6. International Marketing
7. European Management and business Strategy
8. Research Methods

### **Dissertation Stage**

All MSc students complete of up to 20,000 words, for the students on the general pathway this may be on any appropriate International Business topic, for students on the finance pathway this must be on an appropriate International Finance topics

### **Partner Institution:**

The IBA in Kolding Denmark owns the 15 credit version of LSBU's award of MSc International Business. The 15 credit version of this award is delivered on site at IBA in Kolding, Denmark.

### **Programme Specification Version: March 2012**

*1\_9A8D\_0809 finalised on 08/01/2010 by  
Kalpesh Khetia (1/9)*