

## Course Specification

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<b>Produced By:</b>	Oliver Jones
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## Core Information

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<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	Wolverhampton Business School		
<b>Course Code(s):</b>	BU084P01UV	Full-time	12 Months
<b>Course Title:</b>	MSc International Business Management		
<b>Hierarchy of Awards:</b>	Master of Science International Business Management Postgraduate Diploma International Business Management Postgraduate Certificate International Business Management University Statement of Credit University Statement of Credit		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>			
<b>Last Review:</b>	2020/1		
<b>Course Specification valid from:</b>			
<b>Course Specification valid to:</b>	2026/7		

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## Academic Staff

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<b>Course Leader:</b>	Eun Sun Godwin
<b>Head of Department:</b>	Vikki Potts

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# Course Information

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Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

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## Entry Requirements:

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Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

[UK Quality Code for Higher Education](#)

[Qualifications and Credit Frameworks](#)

[Subject Benchmark Statements](#)

[University Policies and Regulations](#)

Equality Act (2010)

## Distinctive Features of the Course:

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The MSc International Business Management offers an exciting opportunity to develop your knowledge in an area of high growth and global demand. The MSc IBM has been developed to offer students the opportunity to engage with a number of specific subjects relevant to global, national, and local business. Students who are considering starting their own company, joining a graduate training scheme with a multinational, or developing a broader understanding of international business will not only find the course highly relevant, but equally rewarding towards developing future career prospects in established and emerging global markets.

This course also offers varying options for taking the course with either part-time or full-time options. In addition, the availability of different types of the Masters project, i.e. a research project and a professional project, enables students to choose a fine-tuned option for completing their master's study to an individual's learning style and his/her objectives for future careers.

There will also be guest speakers relevant to the course and the course team is working on collaboration opportunities with other business courses and partner institutions as well as international alumni association and industry partners.

## Educational Aims of the Course:

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This course offers an exciting opportunity to develop the students' knowledge and skills in relation to today's highly dynamic global business environment including cross-cultural management, trend of international investment and trade, global logistics and supply chain management and marketing.

The team of Professors and Senior Academics on the course provide an extensive level of expertise in their respective disciplines from research to practitioner background. This will enrich students' learning experience in a dynamic environment where they will be expected to participate at the highest level towards furnishing them with a Masters Degree for their future career. As such this programme is designed to develop the mix of skills, knowledge and understanding students need as a manager with a global mindset.

The MSc IBM has been designed to be equally applicable to those with wide ranging managerial experience or management education and those who come with limited knowledge in these areas. They will be provided

opportunities to develop diverse perspectives for a range of managerial levels, roles and responsibilities in an international setting. They will integrate and contextualise their knowledge and skills in a range of modules which have an international focus. The comprehensive study of management and the use of a range of learning strategies such as case studies, group works, visiting speakers and a wide range of other learning activities will enhance your career in business and management.

Leading businesses with a globally distributed business and workforce spanning time zones and international boundaries face a number of strategic challenges such as leading a multicultural team, cross-border management, knowledge creation and transfer, management of operational resources and international collaboration. Therefore, this course will enrich students' learning experience helping them equipped with strong international skills and expertise and providing them with a competitive advantage in global markets.

#### Intakes:

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September  
January

#### Major Source of Funding:

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Office for Students (OFS)

#### Tuition Fees:

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Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	Overseas	Full Time	£13350.00
2020/1	H	Full Time	£10650.00
2021/2	H	Full Time	£10900.00
2021/2	Overseas	Full Time	£13950.00

#### PSRB:

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None

#### Course Structure:

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### January (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

#### Year 1

Module	Title	Credits	Period	Type
7BU023	International Business Context and Finance	30	SEM2	Core
7BU027	Strategic Global Marketing	30	SEM2	Core

**Linked Option Group Rule:** Select a minimum of 60 credits and a maximum of 60 credits from the linked (\*) groups.

**\* Group 01 | Min Value: 0 | Max Value: 60**

7MG001	The Masters Research Project	60	CRYRA	
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**\* Group 02 | Min Value: 0 | Max Value: 60**

7BU021	The Masters Professional Project	60	CRYRA	
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7BU017	Global Value Chains and Project Management	30	SEM1	Core
7BU016	Multinational Enterprise Management	30	SEM1	Core

## September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 1

Module	Title	Credits	Period	Type
7BU017	Global Value Chains and Project Management	30	SEM1	Core
7BU016	Multinational Enterprise Management	30	SEM1	Core
7BU023	International Business Context and Finance	30	SEM2	Core
7BU027	Strategic Global Marketing	30	SEM2	Core

**Linked Option Group Rule:** Select a minimum of 60 credits and a maximum of 60 credits from the linked (\*) groups.

**\* Group 01 | Min Value: 0 | Max Value: 60**

7MG001	The Masters Research Project	60	CRYRA
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**\* Group 02 | Min Value: 0 | Max Value: 60**

7BU021	The Masters Professional Project	60	CRYRA
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Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

## Learning, Teaching and Assessment

### Academic Regulations Exemption:

Section 1.3.1 - This course will normally be made up of units of study called modules that consist of multiples of 30 credits. Modules are discrete units of assessed learning at a given level, with coherent learning outcomes.

Section 3.2.2- A part-time student can study a minimum of 30 credits and a maximum of 90 credits in any University academic year.

Section 3.4.4 - To be eligible to continue to study for an award a student must not exceed the maximum period of registration set for the appropriate interim awards unless approved Leave of Absence and/or statutory leave is taken (see 3.5). Undergraduate students achieving less than 30 credits within 12 months of commencing their studies (the minimum requirement for a University Statement of Credit) are permitted to repeat all failed modules once.

Section 4.4.2 - Provided students have passed modules worth a minimum of 90 credits at the same level, marginal failure (35-39%) will be compensated by Awards Boards as follows;

30 credits maximum permitted at L3, L4, L5 and L6

Section 4.4.4 - Where Professional, Statutory, Regulatory Bodies do not permit compensation, students will normally be permitted an additional resit attempt in assessment in modules, provided students have passed modules worth a minimum of 90 credits at the same level of study, as follows;

1. a maximum of 30 credits at level 4
2. a maximum of 30 credits at level 5
3. a maximum of 30 credits at level 6
4. Overall, a maximum of 90 credits for Bachelor's and Bachelor's Honours degrees.

An additional resit attempt will not be permitted for;

1. identified work-based or work-related modules at level 5 or 6; or
2. the Independent Study Module.

Section 4.5.1 - For undergraduate courses lasting more than one year (with the exception of Graduate Certificate and Graduate Diploma qualifications), in order to progress from one year to the next, full-time students will;

1. have passed at least 90 credits
2. be in a position to recover any failure
3. not have exceeded the maximum registration period for their award
4. have passed all modules at level 3 before commencing level 5 and have passed all modules at level 4 before commencing level 6.

Section 4.5.2 - Full-time students unable to progress to the next level may return to continue or repeat their studies at the same level on either a full-time or part-time basis. In such cases students will:

1. study a maximum of 90 credits and be registered as part-time
2. study a maximum of 30 credits from the next level of study
3. study the modules previously failed or deferred or substitutes for the failed modules
4. be in a position to recover any failure, and,
5. not have exceeded the maximum registration period for their award.

Section 4.5.3 - For undergraduate courses lasting more than one year (with the exception of Graduate Certificate, Graduate Diploma and Accelerated Single Honours Degree qualifications) in order to progress from one year to the next, part-time students will;

1. be in a position to recover any failure
2. have no more than 30 credits outstanding from modules already studied
3. be in a position to not exceed the maximum period over which an award or interim award may be studied.

Section 4.5.4 - Part-time students unable to progress to the next year of study may return to continue or repeat their studies at the same level. In such cases students will;

1. study modules previously failed or deferred or substitutes for failed modules
2. study a maximum of 30 credits from the next level of study
3. be in a position to recover any failure
4. not have exceeded the maximum registration period for their award.

Section 4.5.6 - Part-time students on Graduate Certificate and Graduate Diploma qualifications, in order to continue from one year to the next, will;

1. be in a position to recover any failure
2. have no more than 30 credits outstanding from modules already studied
3. not have exceeded the maximum registration period for their award.

Section 5.2.2 - The percentage grade average will be based on the grades from the student's best credits taken at the University of Wolverhampton on their current course as detailed in table below. Marginal fails at 35-39%, where a pass by compensation has been awarded, will be counted towards the percentage average if they fall within the best results as defined below.

Number of UofW credits taken on current course	Percentage average
240-360	180 level 5 and level 6 credits; at least 90 credits must be at level 6
160-220	150 level 5 and level 6 credits; at least 90 credits must be at level 6
Fewer than 160	90 level 6 credits

Section 5.2.3 - Students undertaking a Bachelor's Degree (Bracketed - Specialist) with Honours must have passed at least 90 credits at level 6 in the specialist subject.

Section 5.3.1 - The percentage grade average will be based on the grades from the student's best credits taken at the University of Wolverhampton on their current course as detailed in table below.

Number of UofW credits taken on current course	Percentage average
280-400	210 level 5 and 6 credits; at least 90 credits must be at level 6 and include a level 5 placement module.
180-260	150 level 5 and 6 credits; at least 90 credits must be at level 6 and include a level 5 placement module.

Section 5.5.1 - In addition to meeting the credit requirements for the qualification, a Foundation Degree may be awarded with Merit or Distinction as follows;

Qualification	Pass with Merit criteria	Pass with Distinction criteria
Foundation Degree	At least 90 credits at grade 60% or above at level 5.	At least 90 credits at 70% or above at level 5.

Section 5.6.1 - In addition to meeting the credit requirements for the qualification, a Master's Degree may be awarded with Merit or Distinction as follows;

Number of UofW credits taken on current course	Pass with Merit criteria	Pass with Distinction criteria
180	At least 120 credits at 60% or above, including research project/dissertation.	At least 120 credits at 70% or above, including research project/dissertation.
120-150	At least 90 credits at 60% or above, including research project/dissertation.	At least 90 credits at 70% or above, including research project/dissertation.
90-120	At least 60 credits at 60% or above, including research project/dissertation.	At least 60 credits at 70% or above, including research project/dissertation.

Section 5.7.1 - In addition to meeting the credit requirements for the qualification, an HNC or HND may be awarded with Merit or Distinction as follows;

Qualification	Pass with Merit criteria	Pass with Distinction criteria
HNC	At least 90 credits at grade 60% or above at level 4.	At least 90 credits at 70% or above at level 4.
HND	At least 90 credits at 60% or above at level 5.	At least 90 credits at 70% or above at level 5.

Effective Date: September 2021

APPROVED by Academic Board 17th March 2021 and AFRSC on 22nd April 2021.

## Reference Points:

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## Learning Outcomes:

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### PGCert Course Learning Outcome 1 (PGCCL01)

Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: 1. to evaluate critically current research and advanced scholarship in the discipline. 2. to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

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### PGCert Course Learning Outcome 2 (PGCCL02)

Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.

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### PGCert Course Learning Outcome 3 (PGCCL03)

Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

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### PGDip Course Learning Outcome 1 (PGDCL01)

Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: 1. to evaluate critically current research and advanced scholarship in the discipline 2. to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

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### PGDip Course Learning Outcome 2 (PGDCL02)

Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.

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### PGDip Course Learning Outcome 3 (PGDCL03)

Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.

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### PGDip Course Learning Outcome 4 (PGDCL04)

Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.



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#### Masters Course Learning Outcome 1 (MACLO1)

Critically analyse the trend and dynamics of the international business environment and its inter-relationship with organisations

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#### Masters Course Learning Outcome 2 (MACLO2)

Critically evaluate contemporary issues in managing business activities across borders.

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#### Masters Course Learning Outcome 3 (MACLO3)

Critically evaluate impact of different cultures on international business.

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#### Masters Course Learning Outcome 4 (MACLO4)

Critically assess implication of global integration of businesses.

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#### Masters Course Learning Outcome 5 (MACLO5)

Develop skills of independent learning, synthesising relevant critical thinking through academic research completing an independent research project/dissertation at Masters level.

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#### Masters Course Learning Outcome 6 (MACLO6)

Develop and apply transferable skills to a career in international business management such as managing projects, cross-cultural communication, working in teams, analysis of complex information and problem solving based on business models and theories

#### Overview of Assessment:

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Module	Title	Course Learning Outcomes
7BU016	Multinational Enterprise Management	MACLO1, MACLO2, MACLO3, MACLO6, PGCCLO1, PGCCLO2, PGCCLO3, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4
7BU017	Global Value Chains and Project Management	MACLO2, MACLO4, MACLO6, PGCCLO1, PGCCLO2, PGCCLO3, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4
7BU021	The Masters Professional Project	MACLO5, MACLO6
7BU023	International Business Context and Finance	MACLO1, MACLO4, MACLO6, PGCCLO1, PGCCLO2, PGCCLO3, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4
7BU027	Strategic Global Marketing	MACLO3, MACLO6, PGCCLO1, PGCCLO2, PGCCLO3, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4
7MG001	The Masters Research Project	MACLO5, MACLO6

#### Teaching, Learning and Assessment:

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##### Teaching, Learning & Assessment

This is a blended learning course with supportive and structured learning activities on Canvas supported by weekly in-class activities.

The online materials and face-to-face components of the module are integrated into a complimentary learning experience, which is both engaging and relevant, and resources are also accessible online. You are provided with a road map for studying each module in the form of a Homepage on Canvas. Each Canvas Homepage sets

expectations and includes an orientation to help you understand how to successfully navigate the different online components of the module and prepare for the face-to-face meetings.

The structure of each Canvas topic follows a standard Business School layout to ensure consistency and familiarity for students and to help you navigate the different modules you will be studying. The Canvas Pages are used to present learning inputs and related activities with a narrative flow; content is structured into bite-sized inputs and activities of no more than 10-15 minutes, inclusive of any Panopto recorded slides. Each module Canvas page features a balance between interactive activities and short lecture inputs.

Regular opportunities are built in for formative feedback in-class and online. For summative assessments on modules with more than one tutor a marking rubric is used to ensure consistency and you will receive summative feedback via Canvas within four working weeks of submission. Your feedback may be written, oral or audio-visual in nature.

Blended learning lends itself to enquiry-based learning – this puts less emphasis on the lecture method of teaching and more on empowering you to solve problems, evaluate situations, research topics or apply principles, which is more appropriate to business education. Face-to-face sessions are delivered in workshop mode with a set of task-based activities, which draw on the online content, and enable you to practically and critically explore the topic individually and in small groups.

Opportunities are built in for you to collaborate in peer-to-peer learning activities. This could include things such as small groups using a flipped learning approach, small group case study analysis, student-led assessment unpacking, group discussions, student-led seminars and problem-based learning.

The workshop and activity-based approach to learning enables multiple opportunities for formative feedback and self-diagnosis and testing to be built into the core content for each module, and there will be regular opportunities for you to engage in small group and one-to-one tutorials.

#### Inclusivity

The modules are developed with Universal Design in mind, and to meet all accessibility standards. For instance, downloadable transcripts will be provided for all the videos – these may be created by Panopto and then edited into a useable text or may be scripted by the author in advance of the recording. We will also ensure that there are adequate descriptions provided all of graphs, charts, images etc used in PowerPoint slides included in the transcripts. There will also be alternative text for all graphics used in page, and we will ensure that all documents, PDFs etc are formatted to best be used by screen readers.

Case studies, examples and resources are drawn from a wide range of business cultures and contexts representing our diverse and international community.

#### Assessment Methods:

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At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)  
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)  
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

#### Student Support:

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General University support:

[The University Library](#) is the key source of academic information for students. The Library provides physical library resources (books, journal, DVDs etc.) and offers a range of study areas to allow you to study in the environment that suits you best: Social areas, quiet and silent areas. The Library also provides access to wide range of online information sources, including eBooks, e-Journals and subject databases.

The Library also provides students with academic skills support via the [Skills for Learning programme](#). While on campus you can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. You can also access a range of online skills material at: [www.wlv.ac.uk/lib/skills](http://www.wlv.ac.uk/lib/skills)

The [University Student Support website](#) offers advice on a variety of matters (careers, counselling, student union advice, etc.) Students can also access these services by booking appointment with the SU, careers, counselling services, etc.

### Course Specific Support

A personal tutor is allocated to you and they will maintain regular communication (virtual and/or face-to-face) with you to support you as you progress. Should you encounter any difficulties, follow-up meetings are arranged to ensure that you make satisfactory progress or are not at risk of withdrawal. Personal tutors can assist you in your personal and academic development, planning and progression, as well as offering you advice and guidance to help you liaise with other staff and support facilities in your school and the University, including study skills support.

The course leader will monitor the academic and experiential quality of the course through Award Boards, focus groups and other channels. The course leader also supports and directs you proactively on the course, both collectively and individually, and responds to enquiries with regard to your academic programme of study.

The Faculty Enabling Tutor liaises with Student Support and Wellbeing (SSW) regarding provision for specific disabled students & disseminates information from Student Support and Wellbeing on the needs of specific disabled students. The Faculty Enabling Tutors also monitor requests for, and provision of, specific examination and assessment arrangements, publicise 'surgery' arrangements and make available time to meet with individual disabled students to enable them to discuss their own school-specific disability issues where necessary. The tutor takes a pro-active role in monitoring the welfare and academic progress of disabled students within the school.

### Employability in the Curriculum:

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Enterprise and employability are at the heart of this programme. You will engage in problem-based learning, applying business concepts to a wide range of diverse work environments. Case studies drawn from a diverse and international range of businesses will aid understanding of the business context.

Critical business skills are embedded in the programme from the beginning and you will engage in a number of activities aimed at developing the personal and professional skills required in modern organisations. The course culminates in a Professional Project in which you will bring together all the skills you have acquired throughout your studies. This will not only enable you to consolidate your employability skills, but also to demonstrate them to potential employers.

Successful completion of the MSc IBM provides a much sought-after academic qualification which will enhance career prospects in a number of international managerial roles across a wide range of business sectors.

The modules available from these courses will enable students to be equipped with a range of skills from cognitive and intellectual ones to personal and interpersonal ones which are key to a successful manager in business and management in general and in international business management in particular.

