

**MSc in International Business (full-time)**  
**For students entering in 2016/7**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Faculty:	Henley Business School at Univ of Reading
Programme length:	1 year
Date of specification:	10/Nov/2016
Programme Director:	
Programme Advisor:	
Board of Studies:	HBS Pre Exp BOS
Accreditation:	None

**Summary of programme aims**

The programme examines the strategic choices multinational firms need to make to compete in an increasingly global economy, while simultaneously paying close attention to the development and policy challenges that the actions of multinational firms create in an interdependent world, both from a developing and developed country perspective. This requires a holistic view of the international business environment, in terms of the competitive and investment milieu, which in turn is determined by the policies and regulations established by governments and supra-national institutions.

The programme introduces conceptual frameworks and practical methodologies that make sense of the interaction between firm strategies, economic and development policies and changing environments in a rapidly globalising world.

**Transferable skills**

The programme requires a substantial amount of independent reading, research and study and students are expected to take personal responsibility and show initiative in developing their knowledge and understanding of the field of study. They will also need to enhance their skills in communications (both written and oral), information handling, and analysis of context and cases in development. Students will work under pressure of time throughout the programme and will learn to set priorities and manage their time in order to meet strict deadlines. Career planning will be an integral part of the programme, both in the choice of programme and in its elective components.

**Programme content**

**Compulsory Modules**

<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Level</i>
MMM001	International Strategic Management	20	7
MMM056	Industrialization and the Multinational Enterprise	20	7
MMM057	Contemporary Issues in International Business	20	7
MMM070	Study and Research Skills: Sources, Methods, and Practice	-	7
MMM071	International Business Environment	20	7
MMM073	Theories of the Multinational Enterprise	20	7
MMM095	Multinational Enterprise Strategy and Performance	20	7
MMM121	Understanding Emerging Markets	20	7

**Optional Modules**

Students must choose TWO optional modules to the value of 40 credits. A complete list of options is available from the Programme Director, and a list of current options can be found in the relevant handbook.

**Part-time or modular arrangements**

N/A

### **Progression requirements**

Assessment of taught modules in the Summer Term. Re-assessment of failed modules in August/September. Submission of the Contemporary Issues in International Business Project (about 8,000 words, which all students must undertake) in late August or a month thereafter where there are re-sits/first sittings.

Students wishing to proceed to a higher degree by research should normally have obtained an average of at least 60% in the modules and at least 60% in the dissertation or project.

### **Summary of Teaching and Assessment**

Teaching is organised in modules. The delivery of material varies among the modules, especially in the proportion of time allocated to lectures, classes and seminars. All modules involve coursework, which takes a variety of forms reflecting the aims of the module. Final assessment of the modules usually involves a 2 hour examination and coursework. A project supervisor is appointed for each student. The University's taught postgraduate marks classification is as follows:

The University's classification scheme is:

Mark Interpretation

70 - 100% Distinction

60 - 69% Merit

50 - 59% Good standard (Pass)

Failing categories:

40 - 49% Work below threshold standard

0 - 39% Unsatisfactory Work

Additionally, Schools should use the standard paragraphs below and amend or supplement if additional requirements have been approved for the programme.

Further information on the classification conventions, including borderline criteria, are available at <http://www.reading.ac.uk/Exams/pgaward08-09.pdf>.

For Masters Degree

To qualify for Distinction, students must gain an overall average of 70 or more over 180 credits and a mark of 60 or more for the dissertation, and must not have any mark below 40.

To qualify for Merit, students must gain an overall average of 60 or more over 180 credits and a mark of 50 or more for the dissertation, and must not have any mark below 40.

To qualify for Passed, students must gain an overall average of 50 or more over 180 credits and a mark of 50 or more for the dissertation. In addition, the total credit value of all modules marked below 40 must not exceed 30 credits and of all modules marked below 50 must not exceed 55 credits.

For PG Diploma

To qualify for Distinction, students must gain an overall average of 70 or more over 120 credits and must not have any mark below 40.

To qualify for Merit, students must gain an overall average of 60 or more over 120 credits and must not have any mark below 40.

To qualify for Passed, students must gain an overall average of 50 or more over 120 credits. In addition, the total credit value of all modules marked below 40 must not exceed 30 credits and of all modules marked below 50 must not exceed 55 credits.

For PG Certificate

To qualify for a Postgraduate Certificate, students must gain an overall average of 50 or more over 60 credits. In addition, the total credit value of all modules marked below 40 must not exceed 10 credits.

### **Admission requirements**

Entrants to this programme are normally required to have obtained a first degree the equivalent of a British upper second class honours degree or equivalent in Management or a similar social science.

### **Admissions Tutor:**

### **Support for students and their learning**

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and

Experience Centre (CPEC), In-sessional English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (eg problems with module selection) and exam related queries. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see [www.reading.ac.uk/student](http://www.reading.ac.uk/student)

### **Career prospects**

The programme draws on cutting edge management and economic theory, providing the appropriate tools and methodological skills that enable graduates to succeed, whether they choose to work in international agencies like the World Bank, the UN, NGOs, major firms, or professional consultancies. The course material would also provide a very strong foundation for employment in international institutions or for a valuable role in higher education.

### **Opportunities for study abroad or for placements**

None

### **Programme Outcomes**

#### **Knowledge and Understanding**

##### **A. Knowledge and understanding of:**

1. Economic models of the multinational enterprise.
2. The managerial aspects of organising and managing MNEs as organisations and competitive entities with global perspectives.
3. The international institutional environment and how it affects the interaction between MNEs and the growth of developing and developed economies.
4. The external environment that the MNE faces, combining concepts from technology policy, economic geography and political economy.

##### **Teaching/learning methods and strategies**

Formal lectures, discussions, individual and group presentations, guided reading and guidance on key sources of reference material. Feedback and guidance are important elements complementing an emphasis on self-study.

##### *Assessment*

Unseen examinations and coursework comprising long essays, projects and tests as appropriate for the module.

#### **Skills and other attributes**

##### **B. Intellectual skills - *able to*:**

1. Structure, analyse and evaluate theoretical and policy issues and problems.
2. Think logically and analytically and to understand the difference between normative and positive statements.
3. Identify key economic relationships and to test these against the evidence.
4. Comprehend the rapidly evolving state of knowledge and institutional environment in the subject area.

##### **Teaching/learning methods and strategies**

Students are frequently challenged in all teaching situations to complete logical arguments, analyse problems and alternative policies, and justify statements. Long essays, debate and presentations provide the principal vehicles for developing intellectual skills.

##### *Assessment*

Unseen examination and coursework with 3.being assessed mostly in essays and project work.

##### **C. Practical skills - *able to*:**

1. Draw on the knowledge base in the field of study to suggest policies and strategies to achieve social and economic objectives.

##### **Teaching/learning methods and strategies**

Students are required to undertake a wide amount of reading, both of specific references and through researching their own sources of information.

2. Evaluate alternative policies.
3. Evaluate current theoretical and empirical research in the field of study.
4. Identify potential sources of information and analysis relevant to the issue and problems in the field of study.

Discussion in lectures and seminars emphasises formal economic reasoning, the use of statistical and empirical evidence and the strengths and weaknesses in alternative theories and methodologies.

#### *Assessment*

Long essays and unseen examinations are the principal methods of assessment.

#### **D. Transferable skills - *able to:***

1. Communicate orally and in writing
2. Use IT, including word processing and website searches.
3. Use library and web based resources.
4. Organise extended pieces of work from planning to completion.
5. Manage time and prioritise work to achieve goals.

#### **Teaching/learning methods and strategies**

The presentation of well-researched written work is a fundamental element of the programme and requires the application of all of the skills listed in 1-5. This is reinforced by the breadth and depth of the syllabuses for each module and the highly structured system of deadlines for assessed work, and examinations, which develop the students' skills of time management. Oral skills are developed through lecture and seminar discussions and individual and group presentations.

#### *Assessment*

Unseen examination and coursework with 2 being assessed mostly in essays and project work.

**Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.**