

LEVEL 7 ASSESSMENT SPECIFICATION

Programme:	MBA- Masters of Business Administration		
Module:	International Business		
Module code:	LCMB7014	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Dr Hossein Shokri	Internal Verifier:	Dr Gladius Kulothungan
Assignment Title:	International Business	Word count (or equivalent):	5000 words
Submission deadline:	21 August 2023	Return date of provisional marks & written feedback:	20 working days after submission deadline
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

**Module Learning Outcomes
(from module syllabus)**

- ☐ critically evaluate the main features which contribute to the international business environment and its main institutions and the key decisions underpinning international organisational strategy;
- ☐ evaluate the different modes of engagement with international markets and explore the interconnectedness between these and the economic, legal, governmental, political, regulatory, cultural and other environments in which expanding companies operate;
- ☐ conduct informed research into international business issues and apply theoretical insights to the analysis of such issues in the context of a complex international business environment.

TASK DESCRIPTION

ASSESSMENT TASK DESCRIPTION - Assessment 1 (5,000 Words) - 100%

Students in this module submit one individual essay/report that carries out an analysis of an MNE's international business. This individual essay/report will constitute 100% of your overall mark (please see below the note on the individual essay requirements).

NOTE: The case study organisation provides you with a 'platform' on which to develop your knowledge. It is your responsibility to explore additional material on the case study company.

Individual Coursework

Choose one case study from the list below, and describe, discuss, and explain its internationalisation strategy using various analytical frameworks, looking at management-specific factors, industry-specific factors, and country-specific factors. With the use of examples, describe how the MNE organises its resources and capabilities in marketing, operations, HRM, etc., in an international context. Discuss the styles of entry into countries and critically analyse the selected entry mode by the MNE in the target market (host country). Try to establish broad patterns and postures, and account for these not only in terms of country/industry/market factors but also in terms of what you can interpret as the goals of the business. Finally, consider the various moves made by management to be justified in terms of country risk.

List of cases:

MNE	Home Country	Host Country	SBU
Toyota https://global.toyota/en/	Japan	China	Automobile
AstraZeneca https://www.astrazeneca.com/	UK	India	Respiratory & Immunology
DHL https://www.dhl.com/gb-en/	Germany	Canada	Shipping Service
Epson https://global.epson.com/	Japan	Italy	Office Electronics
Ted Baker https://www.tedbakerplc.com/	UK	Turkey	Apparel
Philips https://www.philips.com/global	Netherlands	UK	Personal Care
British American Tobacco https://www.bat.com/	UK	Romania	Cigarette
Harley-Davidson https://www.harley-davidson.com/	USA	Australia	Motorcycle
Samsung https://www.samsung.com/	South Korea	Brazil	Phone
Vodafone https://www.vodafone.com/	UK	Germany	Mobile Service

PRESENTING COURSEWORK FOR ASSESSMENT

Assignments must be presented in the following format:

- Assignments need a front cover page stating: Module number, Module name, Title of the assignment, Your name and student number, Submission date, Word count
- An Executive Summary is not required.
- It is mandatory that learners adhere to the specified word count given in the assignment brief within a margin of +/-10%.
- Your assignments should be written in a report/essay style with an introduction, body of the essay (broken down into sub-sections), and conclusion.
- Assignments must be word-processed in 11 font Arial and double spaced
- All pages must be numbered
- Margins must be as follows: Top: 1 inch, Bottom: 1 inch (2.5 cm), Left: 1.25 inches, Right: 1.25 inches (3.2 cm)
- The assignment word limit does not include the cover page, reference list or appendices.

- The length of an assignment is limited by a set number of words to contribute towards the development of writing skills and to ensure all work is assessed equitably. We, therefore, require you to complete your assignments within the number of words specified in the assignment brief. If you write more than required words, the extra words will not be marked to ensure equality of marking.
- Your report will be assessed based on the content within the main body of your report (within the word limit). However, you are encouraged to use appendices for the presentation of the detailed research which supports your discussion, and for the detailed analysis using course models. Please ensure, however, that your main argument and key findings are included in the body of your report.
- Please also remember that a report can be enhanced or damaged through layout, for example, placing all tables and drawings in appendices can hamper the flow of discussion. Decisions, therefore, need to be made about the most appropriate place to use tables etc. to support your case.
- Appendices themselves will not be marked. However, inappropriate use of appendices will be taken into consideration when awarding the final mark.
- Assignments not complying with this format might be returned to students unmarked.

CHEATING

All assessments are intended to determine the skills, abilities, understanding and knowledge of each of the individual students undertaking the assessment. Cheating is defined as obtaining or attempting to obtain an unfair academic advantage. Cheating or assisting someone else to cheat (including attempting to assist someone else to cheat) may be subject to disciplinary action in accordance with the University's Disciplinary Procedure. The University takes this issue very seriously and students have been expelled or had their degrees withheld for cheating in assessments. If you are having difficulty with your work it is important to seek help from your tutor rather than be tempted to use unfair means to gain marks. Do not risk losing your degree and all the work you have done.

The University defines a number of different forms of cheating, although any form of cheating is strictly forbidden not only those listed below. These are:

- ☐ **Submitting other people's work as your own** – either with or without their knowledge. This includes copying in examinations; using notes or unauthorised materials in examinations; submitting work, you have paid for as your own; impersonation – taking an assessment on behalf of or pretending to be another student, or allowing another person to take an assessment on your behalf or pretend to be you.
- ☐ **Plagiarism** – taking or using another person's thoughts, writings or inventions as your own. To avoid plagiarism you must make sure that quotations from whatever source are clearly identified and attributed at the point where they occur in the text of your work by using one of the standard conventions for referencing. The Library has a leaflet about how to reference your work correctly, and your tutor can also help you. It is not enough just to list sources in a bibliography at the end of your essay or dissertation if you do not acknowledge the actual quotations in the text. Neither is it acceptable to change some of the words or the order of sentences if, by failing to acknowledge the source properly, you give the impression that it is your own work.

- ❑ **Collusion** – except where written instructions specify that work for assessment may be produced jointly and submitted as the work of more than one student, you must not collude with others to produce a piece of work jointly, copy or share another student's work or lend your work to another student in the reasonable knowledge that some or all of it will be copied.
- ❑ **Duplication** – submitting work for assessment that is the same as, or broadly similar to, work submitted earlier for academic credit, without acknowledgement of the previous submission.
- ❑ **Falsification** – the invention of data, its alteration, its copying from any other source, or otherwise obtaining it by unfair means, or inventing quotations and/or references.
- ❑ **Custom Writing Services** – this includes the use of any service which produces custom materials for a fee or other benefit. The University may consider any request placed with any form of custom writing service to be a form of cheating, whatever use is then made of the material produced, and therefore to be an offence under the Student Conduct Regulations. This extends to include any request for any piece of work (either formative or summative assessment or work which is not linked to any form of assessment or credit-bearing element of your programme) including, but not limited to, essays and dissertations (including outlines and guides), reports, exam notes, proposals, posters, presentations, the editing or improvement of existing work, statistical services and computing services including programme and code development.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should make use of scholarly reviews and primary sources, where appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

2. Knowledge and Understanding Skills

At level 7, you should be able to demonstrate coherent and detailed knowledge and a systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. You should be aware of the uncertainty, ambiguity and limits of knowledge. Your work must demonstrate the growing extent of your knowledge and systematic understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally, each should be complete and detailed, with comprehensive coverage.

3. Cognitive and Intellectual Skills

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

4. Practical Skills

At level 6, you should be able to apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects. You will deploy accurately established techniques of analysis and enquiry relevant to the discipline, and apply them in complex and unpredictable contexts, to devise and sustain arguments and/or to solve problems. You should be able to frame appropriate questions to achieve a solution - or identify a range of solutions. You should be able to demonstrate how the subject-related concepts and ideas relate to real-world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context or circumstances to assess current situations, perhaps to formulate plans or

solutions to solve problems, or to create artefacts, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for graduate-level employment requiring the exercise of initiative and personal responsibility and decision-making in complex and unpredictable circumstances. This includes demonstrating: the learning ability for professional development to advance existing skills and acquire new competences of a professional nature that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills	20%	
Extent and evidence of research/reading engaged in by the student in respect to developing and writing the report and your use of citation and the Harvard referencing system. Your work needs to provide evidence of individual study by engaging with an appropriate range of literature, including sources retrieved independently.		
2. Knowledge and Understanding Skills	30%	
Use and application of relevant academic theory, frameworks and models in the international business context. Your work should present a detailed knowledge of the topic and address the purpose of the assignment comprehensively and imaginatively. For this assignment, you are required to apply different frameworks/theories discussed in class.		
3. Cognitive and Intellectual Skills	20%	
Analysis and evaluation of chosen businesses' international operations. You need to consistently demonstrate the application of critical analysis well integrated into the text. Using appropriate examples based on your critical evaluation of the international business environment and identifying internal and external key factors for international business operations can improve your work quality.		
4. Practical Application Skills	20%	
Discussion of how the business addresses the key and current issues in the international operating environment. You need to demonstrate originality of thought, integration of relevant theory in your written work. Your work also needs to represent your ability to devise arguments using evidence to make the most appropriate and valid judgements.		
5. Transferable Skills for Life and Professional Practice	10%	
Your written presentation including appropriate use of headings to structure the work; grammar and spelling; page numbers; use of the word count; report writing style and labelling. Your essays/reports should be carefully and logically organised. You need to make sure all references clearly, accurately and consistently presented, and your work shows flair and imagination in a range of references. It is required to use a fluent academic writing style appropriate to the topic across your essay/report.		

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		100%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 7

In accordance with the Framework for Higher Education Qualifications, at the end of Level 7 students should be able to 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 their academic discipline or area of professional practice; a comprehensive understanding of techniques applicable to their own research or advanced scholarship; originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline; conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. They will be able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences. They will demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level to continue to advance their knowledge and understanding, and to develop new skills to a high level. They the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility; decision-making in complex and unpredictable situations/professional environments; and the independent learning ability required for continuing professional development.

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including current research, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a very limited range of relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.
Knowledge and understanding (A systematic, conceptual understanding of knowledge, and a critical awareness of current problems and/or new insights,	Major gaps in knowledge and understanding of the subject matter is not systematic. Substantial inaccuracies. No awareness of	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant	Limited knowledge and systematic understanding of the concepts and principles within the subject area, which to some marginal extent, is	Knowledge is accurate and reasonably detailed. A systematic understanding of the field of study informed by, to	Knowledge has a well-defined focus, which is reasonably extensive, coherent and detailed, with a critical awareness	Excellent mastery of a complex and specialised area of knowledge. A systematic, excellent understanding of the concepts of the	Exceptional mastery of a complex and specialised area of knowledge. An exceptionally critical awareness of current

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much of which is at, or informed by, the forefront of the discipline; a comprehensive understanding of techniques applicable to their own research)	current problems, insights or the latest research and/or advanced scholarship within the discipline.	material. No critical awareness of current problems, insights, or latest research within the discipline.	informed by current research and scholarship. Some critical awareness of current problems and/or new insights, but often under-developed.	some extent, current research and scholarship, A critical awareness of current problems and/or new insights though this may be under-developed occasionally.	of current problems and/or new insights. Exhibits good understanding of the breadth and depth of contemporary and established views, and the work is, at least in part, well-informed by current research and scholarship.	subject informed by current research and scholarship. Highly critical awareness of current problems and/or new insights. A critical, awareness of how the boundaries of knowledge are advanced through research.	problems and/or new insights. An outstanding understanding of the concepts of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of how the boundaries of knowledge are advanced through research.
Cognitive and intellectual skills (Critical evaluation of current research and methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; make sound judgements in the absence of complete data.)	Wholly or almost wholly descriptive work. Little or no evaluation or critique or attempt at a systematic approach. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of credible evidence.	Largely descriptive work, with superficial use of critical evaluation of research and methodologies. Absent or weak development of hypotheses and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical evaluation/ critique of current research and methodologies, tending towards description. Limited attempt to propose new hypotheses. Can deal with complex issues but not systematically or creatively. Some evidence to support emerging judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Some critical evaluation/ critique of current research and methodologies, though slightly underdeveloped in places, Proposes adequate but limited new hypotheses, where relevant. Can deal with complex issues but not fully systematically or creatively. Ability to make judgements based on data (that may be incomplete) but with some tendency to assert/state	Sound critical evaluation/ critique of current research and methodologies, Proposes new hypotheses, where appropriate. Can deal with complex issues systematically and with some creativity. Ability to make sound judgements based on data (that may be incomplete)	Excellent critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Can synthesise complex issues systematically and creatively. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements.	Exceptional critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Exemplary systematic and creative synthesis of complex issues. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced,

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			May assert rather than argue a case.	opinion rather than argue on the basis of reason and evidence.			judgements. Potential for journal publication or doctoral research.
Practical skills (Originality / creativity in the application of knowledge, tools and techniques and in tackling and solving problems in complex and unpredictable professional situations; practical use of established techniques of research and enquiry to create and interpret knowledge in the discipline.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	An awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques, with occasional errors. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions without fully appreciating the complexity of unpredictable contexts.	An appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts, with elements of originality.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of originality and creativity.	An advanced application of knowledge, methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Can identify complex problems and propose excellent solutions. An excellent grasp of techniques applicable to own research or advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline.	Exceptional application skills in complex, unpredictable, contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated, original solutions. An outstanding application of techniques applicable to own research or advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline with assimilation and development of cutting edge

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							processes and techniques.
Transferable skills for life and professional practice (Exercise of self-direction, autonomy and personal responsibility; plan and implement tasks at a professional level; independent learning; use appropriate media to communicate effectively and professionally to a variety of audiences; fluency of expression; systematic approach; clarity and effectiveness in presentation and organisation.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in professional, postgraduate employment.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in professional, postgraduate employment.	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates some but not all of the basic skills required in professional, postgraduate employment, with some areas of minor weakness.	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in professional, postgraduate employment, with some areas of strength and some of minor weakness.	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with a good contribution to group activities. Demonstrates comprehensive professional, postgraduate employment skills.	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent professional, postgraduate employment skills and a strong appetite for further development.	Can communicate with an exceptionally high level of professionalism. Work is remarkably coherent, very fluent and is presented professionally. Can work outstandingly well and professionally within a team, showing advanced leadership skills. Demonstrates exemplary professional, postgraduate employment skills and a strong appetite for further development.

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