



**De Montfort University, Faculty
of Business and Law
and
Niels Brock, Copenhagen
Business College**

**Pre-Master
Graduate Certificate in
International Business**

CURRICULUM 2018/2019

SECTION 1 – PROGRAMME INFORMATION

The full-time Pre-Master Graduate Certificate in International Business (GCIB) is an important programme within the Business School. It provides an opportunity for students to add to their knowledge and strengthen their skills in order to prepare them for study at Master's level. The Pre-Master GCIB is a graduate level 6 course in accordance with FHEQ (Framework for Higher Education Qualifications in England, Wales and Northern Ireland.)

The Pre-Master programme is particularly and exclusively designed for students who need to strengthen their business and/or language competences with a view to progression a DMU Master's degree programme offered in Copenhagen or in Leicester. It has a double mission: To function as a conversion course for students who have not previously studied business subjects and to act as a stepping stone for students who need to strengthen their academic or linguistic qualifications.

The programme is also offered at Niels Brock Business College in Copenhagen, Denmark, as a full-time, integrated course over two semesters.

SECTION 2 – AIMS AND OUTCOMES

Aims

To facilitate the development of the student's knowledge, understanding and skills to the standard required for progression to a De Montfort University Master's programme.

Outcomes

The cognitive and non-subject specific skills developed by each student should include being able to:

- Develop ability in critical thinking and creativity; managing creative processes, structured thinking, analysis, synthesis, and critical appraisal.
- Demonstrate the ability to employ skills to conduct research and to evaluate such research in a critical and analytical manner.
- Deal with complex issues in international business systematically and creatively.
- Demonstrate initiative and originality in solving problems and independent learning ability.
- Develop communication and numeric skills, and an ability to draw reasoned conclusions.
- Demonstrate an ability in the application of English Language in verbal and written form to a standard which will meet the demands of a degree programme at Master's level.
- Demonstrate an ability to apply the knowledge and transferable skills gained, in order to undertake a degree at Master's level.

The subject specific knowledge and skills should include:

- Engagement with and development of an understanding of the role of Human Resource Management within organisations.
- Appreciation of the financial concerns of a business through an understanding of the global accounting function.
- Appreciation of the role of business in society and be aware of alternative economic and social structures.
- An ability to apply the concepts involved in the study of consumers and markets.

SECTION 3 –PROGRAMME STRUCTURE AND FORMAT

Module	Module title	Component and weight	Student hand-in date	
			January Start	September Start
Semester One (60 UK / 30 ECTS)				
CORP3801	Introduction to UK Graduate Study	Individual Essay (60%)	February	November
		Group Report & reflections (40%)	March	November-December
HUMS2007	English Language Development for Postgraduate Studies. 30 UK / 15 ECTS	Essay & Individual Presentation (40%)	April-May	November-December
		Reading & Listening tests (40%)	April-May	November-December
		Module participation (20%)	April	N/A
HUMS3006	English Language Skills for Business 30 UK / 15 ECTS	Project (40%)	March	November
		Presentation (40%)	April-May	November-December
		Module participation (20%)	April	N/A
Semester Two (60 UK / 30 ECTS)				
ACFI3410	Introduction to International Accounting 15 UK / 7.5 ECTS	Group Presentation (30%)	April	November
		Group Report (70%)	April	November
CORP3800	International Business Issues 15 UK / 7.5 ECTS	Presentation (40%)	April	September-November
		Final Exam (60%)	May	November
HRMG3105	Issues in International HRM 15 UK / 7.5 ECTS	Group Essay (50%)	April	October
		MCQS (50%)	May	November
MARK3500	Fundamentals of Marketing 15 UK / 7.5 ECTS	Phase Test (50%)	March	October
		Group Report & Presentation (50%)	April	November

Credit formats

It is European Council standard to set the student workload of one academic full-time study year at 60 ECTS. It is also widely practised to deem 1 ECTS credit equivalent to 2 UK credits. However, please note that British/European authorities and Higher Education institutions are still in the process of aligning credit allocations and that variations may occur.

SECTION 4 – MODULE INFORMATION

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HUMS3006 English Language Skills for Business

Basic module information

Module Title: English Language Skills for Business

Module Code: HUMS3006 Credit Value: 30 Credit level: 0

Owning Board: Business and Law

Faculty: Business and Law

Module contact hours: 100 hours in total

Module description (including outline content)

The module develops students' confidence and ability in effectively using English language skills up to an advanced level (equivalent to IELTS 6.0), which will enable access to a variety of DMU Business and Law programmes. This module also orientates students to U.K. society and introduces a range of basic academic study skills.

The specific aims of the module are therefore to:

- 1) consolidate and further develop oral and aural English language usage in order to encourage fluency and proficiency in the following areas:
 - pronunciation
 - everyday social English
 - listening and contributing to debate and discussion
- 2) introduce EAP skills, for example, in written language to include:
 - an introduction to reading academic texts
 - basic report, essay and summary writing
- 3) introduce the genre conventions of subject area study of Business and Law
- 4) introduce specific vocabulary building strategies and grammar within context of Business and Law
- 5) give an introduction to self-access / language laboratory strategies and CALL
- 6) raise English language ability to IELTS 6.0

Content of the module is divided as follows:

General English, Grammar and Vocabulary Development

This introduces students to the range of grammar and vocabulary underpinning language usage at this level. Students will be introduced to a variety of vocabulary development strategies and given an extensive overview of grammar usage within general and academic contexts at this level.

Business Topics

The following Business topics will be introduced and specific vocabulary practised:

1. History of Business
2. Organisation of work
3. Theories of motivation
4. Marketing
5. Products and Strategies

6. Operations
7. Managing Financial accounts
8. Funding company activities
9. External influences e.g. environment
10. Strategy and change

Learning outcomes

By the end of this module, students will learn how to:

1. listen for gist, detail and specific information
2. develop basic skills in reading for comprehension, meaning and gist
3. develop strategies for paraphrasing and summarising from academic texts
4. expand vocabulary and use vocabulary development strategies
5. communicate about subject-based issues employing the relevant linguistic registers
6. write academic texts in English in various genres.
7. develop verbal fluency by expressing thoughts and ideas surrounding Business issues.

Assessment

Type of assessment	Duration/ volume	Assessment weighting %	Final assessment Y/N	Essential component Y/N	Learning outcome(s) assessed
Research Project	2000 – 2500 words	40%	N		1,2,3,4,5,6,7
Presentation	15 min	40%	Y		1,3,4,5,7
Module participation		20 %	N		

Assessment Notes

The research project will be based upon an area of study related to the learner's anticipated Postgraduate studies. It will be accompanied by a 15-minutes presentation on the same topic. The research project and presentation is conducted individually or as pair-work.

Reassessment

See section C.5

Expected methods of delivery

This module aims to prepare students with intermediate English language skills for life and study in Britain. The Emphasis for this module is on language usage within an academic context.

Contact hours will engage a range of activities including:

- practice in reading academic texts and everyday texts from a variety of sources (text books, newspaper articles, etc.) in order to develop/improve the necessary reading skills
- writing tasks aiming to introduce the different functions of general and academic writing
- activities offering practice in listening and speaking in authentic academic contexts, in particular aiming to develop students' fluency and build confidence e.g., discussion and debate about more complex topics and presentation techniques
- linguistic work closely related to the thematic threads of the British Culture unit
- library and Internet based research activities

Module delivery variations (if applicable): N/A

Module Learning Materials

<u>Author name</u>	<u>Initial</u>	<u>Title</u>	<u>Publisher</u>
Trappe & Tullis	T & G	Intelligent Business Intermediate	Pearson
McCarter	R	Academic Writing Practice for IELTS	IntelliGene
Lynch	T	Study Speaking	CUP
Lynch	T	Study Listening	CUP

Please note that assessment information is subject to change

HUMS2007 English Language Development for Postgraduate Studies

Basic module information

Module Title: English Language Development for Postgraduate Study

Module Code: HUMS2007 Credit Value: 30 Credit level: 0

Owning Board: Business and Law

Faculty: Business and Law

Module contact hours: 100 hours

Module description (including outline content)

This module aims to develop English language skills for life and study in the U.K. up to an IELTS equivalence of 6.0. The module also aims to enhance research and academic skills necessary for post-graduate study. The specific aims of the module are therefore to:

1. consolidate and further develop English language usage in order to encourage fluency and proficiency in the four skills of reading, writing, speaking and listening up to an exit level of IELTS 6.0, TOEFL 78 or equivalent
2. provide practice in all areas of academic study-skills including key foundation skills, time management and planning, problem solving, critical thinking, research and referencing, contributing effectively in seminars and tutorials, and examination techniques.
3. provide practice in verbally presenting arguments and opinions in debates and discussion groups
4. develop students' academic presentation techniques
5. develop knowledge of British culture to underpin life and academic study in the UK
6. provide practice in basic research skills
7. develop an understanding of PG academic culture in the UK

The Module content is broken down as follows:

English for Academic Study Skills

This element develops a range of study skills required for post-graduate study at a higher education institute. It will focus on organisation skills, time management, different ways of studying, working independently, the application of critical thinking, research methodologies, preparation for presentations and exams, different modes of assessment, academic culture, plagiarism, the use of Turnitin and bad academic practice (and the differences), and developing systematic, analytical and reflective approaches to study.

Academic Writing

Students are encouraged to consider the stages of the academic writing process at PG level in order to develop self-evaluation skills, promote learner independence, speed and, more importantly, students will also be encouraged to recognise their own 'typical' errors and to develop strategies for the avoidance of those errors. The approach will incorporate both class-based teaching and an informal, 'workshop' atmosphere, in which students work in pairs and groups to evaluate and discuss their own writing and the writing of others.

Speaking and Listening- varieties of language styles

Classroom tasks in speaking and listening differ in the linguistic and strategic demands they make of learners. Listening may require students to listen for specific information and for attitude, listen with anticipation, interpretation and inference before formulating an appropriate verbal response.

Misunderstanding in classroom and seminar scenarios can lead to tensions that require flexible speaking and listening approaches and negotiation skills. This unit encompasses a range of listening activities in social and academic scenarios such as seminars, lectures and group work. Students will analyse the clarity and effectiveness with which information is communicated to them. However, they must also evaluate how well they verbally respond in a variety of academic situations.

Learning outcomes

By the end of the programme students should be able to:

1. Communicate more confidently with spoken English in a range of social and academic situations
2. Access, interpret and incorporate academic texts into academic written work
3. Appropriately apply a range of transferable research and study skills as and when required
4. Organise and structure an extended academic research project
5. Deliver a short academic presentation
6. Develop strategies for improving vocabulary and grammar
7. Utilise listening skills for lectures and seminars
8. Take part in seminars and discussions

Assessment

Type of assessment	Duration/Volume	Assessment weighting %	Final assessment Y/N	Essential component Y/N	Learning outcome(s) assessed
Essay and individual presentation	1000 – 1200 Words 10 minutes Presentation	40%	N		1,2,3,4 5,6,7,8
Module participation		20%	N		3,4,5,6
Listening and Reading tests IELTS format		40%	Y		2,7

Reassessment

See section C.5

Please note that assessment information is subject to change

Introduction

This is a 15-credit module intended to introduce students to the financial concerns of a business through an understanding of comparative accounting systems and organisations' global accounting function. Students will be expected to undertake critical appraisal of the same and draw reasoned conclusions with regard to issues such as performance evaluation and the suitability of various accounting techniques.

Learning Outcomes

At the end of this module the competent student should have the following skills:

Subject specific knowledge:

- Critique of seminal and contemporary accounting techniques
- Appreciation of historical and cultural contexts of different accounting systems
- Ability to analyse the performance of an organisation.
- Appreciation of the function of accounting within an international organisation.
- Critique the impact of the global nature of organisations on the accounting function.

Non-subject specific and cognitive skills:

- Capacity for group learning and self-managed learning
- Strong communication and oral skills through the use of presentations
- Ability to draw reasoned conclusions from critical analysis
- Numerical literacy through financial analysis and use of spreadsheets
- Information literacy through the development of search skills
- Research and writing of reports.

Indicative Syllabus

This is an indicative syllabus; the instructor reserves the right to change any component of this syllabus in order to most efficiently achieve the learning outcomes.

- Accounting in the organisation
- Organisational form and accounting
- International accounting regulations; Harmonisation
- Financial reporting – the stakeholders
- Financial reporting – the statements
- Understanding and interpreting financial statements
- Corporate Social Responsibility; "Green" Accounting
- Contingency Theory; Japanese Management Accounting
- Confidence and Assurance
- Foreign Currency Translation

The syllabus outlined above will look at each element from an introductory perspective – it is intended that students will consider the form of the organisation, how accounting fits into the same, the regulations and governance of accounting, and the products of accounting functions and how these can be interpreted.

Teaching and Learning Strategy

The teaching and learning philosophy for this module is one of mutual commitment from both faculty and students. Teaching will be delivered via class workshop sessions, in which it is expected

that students will play a substantial role. This may take the form of, for example, presentations, leading discussions, debate or critical appraisal of financial statements, short in-class quizzes, individual and joint spreadsheet exercises, and similar activities. Students will be expected to be proactive in reading and preparing for the sessions.

Assessment

The assessment will consist of two elements:

1. Group Presentation (15 minutes)
2. Group Report (3,000 words)

All students must demonstrate competence in the subject matter and have an ability to communicate the same in both oral and written form.

Reassessment

See section C.5

Assessment Brief

To be handed out in class. Date to be announced.

Please note that assessment information is subject to change

Introduction

The module aims to provide students with a deep appreciation of a broad range of issues that are currently faced by international business.

In particular, it will address the role of business in society and alternative models of and approaches to economic and social structures.

Specifically, it is intended to challenge *implicit* assumptions and accepted norms.

The analysis employs a model in which business is just one component of a system in which government, society and business continuously influence and interact.

Aims

- a) To consider the social, ethical and environmental implications of a global market system by critical examination of major issues:
- b) Globalisation
- c) Corporate Social Responsibility (CSR)
- d) Sustainable development
- e) To assess the alternative methods of *Corporate Governance* that may be applied by *shareholders, government and stakeholders* in wider society to attempt to influence, guide and control the actions of business
- f) To examine the impact of new technology on business, in particular the effect of the internet and the emergence of International Finance and a so-called New Economic Model.
- g) To develop insight into the contrasting types of market economy by comparison of the macroeconomic systems of Western Europe, China, India and other world economies.

Learning Outcomes

On successful completion of the module, students should have developed:

- Critical evaluation of differing perspectives on current business issues to inform *balanced and informed* opinions.
- Appraisal skills to evaluation the merits and degree of possible bias of a range data and research material.
- Effective team working and participation skills.
- Skills of an independent learner to conduct primary and secondary research.
- Presentation and logically developed argument to produce a time constrained essay or report

Teaching and Learning Strategy

A 2½ hour weekly seminar is designed to help students to develop an understanding of the issues and academic approach to this module.

Seminars will introduce information and insight to enable students to questions conventional assumptions and broaden their view of international business. Students are expected to engage fully in discussions, presentations, case studies and group tasks.

This will be supplemented with appropriate additional readings. Students will be working individually and within a team.

To successfully complete the module students will need to:

- Attend and participate in all seminars
- Carry out additional reading and research
- Maintain an awareness of current business issues in the quality press and academic journals
- Be able to work individually and in a team
- Submit assignments on time

Assessment

The assessment will consist of two elements:

- Group presentation and debate 40%
- Exam 60%

Reassessment

See section C.5

Please note that assessment information is subject to change

Handbook Descriptor

This module helps participants to gain the confidence and achieve the skills, which are necessary for study at graduate level in a Danish campus of a UK university. The module provides opportunities to explore the meaning of learning in a university context. Students are enabled to learn and practise basic study skills such as brain-storming, listening, note-taking, reflecting and responding. Participants are able to learn about and practice the skills required for essay and report writing.

Assessment Component

Essay 1 – Individual essay

Weighting 60%.

Other coursework 1 – Group written report and reflections

Weighting 40%

Assessment Rationale

Three assignments ensure the student is assessed on team and individual work, individual work being assessed early to allow feedback. Students will be assessed on both verbal, and written communication skills, and also self-learning in preparation for further graduate study.

Reassessment

See section C.5

Learning Outcomes

1. Subject Specific knowledge & skills
2. Understand own learning progress and use reflective skills to critically analyse own learning needs and requirements
3. Understand and apply basic team working skills
4. Gain information from a variety of sources

Please note that assessment information is subject to change

Description

The module has been structured to provide with an essential understanding of the issues of Human Resource Management for those students who have no or little knowledge about the field.

Aim

The objective of the module is to familiarize students with core theoretical and multifaceted issues and practices of human resources management, which will lead to them to understand more complicated and complex issues at the upper academic levels. The students will learn as to how organizations can achieve competitive advantages by appropriately managing issues related to people.

Learning outcomes

After successfully completing the module, a student will be able to

- L1. Understand and identify core theories and concept in regards to managing employees in organizations.
- L2. Understand the key issues that people and organizations face in order to fulfill the psychological contract.
- L3. Understand application of the learned concepts and theories.
- L4. Understand HR practices and their effects for people and organizations.
- L5. Differentiate between HRM as a function and HRM as an organizational philosophy to manage people.

Proposed topics of the Module

1. Introduction to Human Resource Management
2. Human Resource Planning, Recruitment and Selection
3. Training and Development
4. Performance Appraisal
5. Rewards Management
6. International Human Resource Management
7. Employees Motivation and stress
8. Employee-Management Relations
9. Work Environment
10. Issues of Equal Employment and Affirmative Action

Assessment

1. 2500-3000 words. Essay style Group assignment (topic selected by the students from the HRM themes) (50%)
2. Exam: 1 hour MCQs (50%)

Aggregate pass mark 40%.

Reassessment

See section C.5

Aims

- To provide an introduction to basic principles of marketing through the consideration of concepts, theories and models.
- Demonstrate how concepts, theories and models can be applied to fulfil marketing objectives.

Learning Outcomes

On successful completion of the module, students should:

- Be able to apply marketing theories and models to analyse and evaluate a business situation
- Understand the key marketing theories, concepts and models.
- understand the process of marketing decision-making
- understand the processes of primary and secondary research

Teaching and Learning Strategy

A combination of formal lectures, workshops and tutorials are designed to help students to develop the best understanding about this module. Students are expected to engage fully in discussions, presentations, case studies and group tasks.

This will be supplemented with appropriate additional readings. Students will be working individually and within a team.

To successfully complete the module students will need to:

- Attend and participate in all lectures, workshops and tutorials
- Carry out additional reading
- Gain an adequate understanding of important models
- Be able to work individually and in a team
- Submit assignments on time

Module Assessment

- Assessment 1 – Individual Phase Test 50%
- Assessment 2 – Combined group report and presentation 50%
 - Part 1 – Group report
 - Part 2 -- Group presentation

Assessment 1 – Individual Phase Test

A multiple choice test will run under controlled conditions. You will have 40 minutes to complete this test. This test can only be taken in your scheduled lecture. Therefore, attendance is compulsory to avoid receiving a zero mark.

Bring pencils and erasers.

Assessment 2 – Group Report and Presentation

Brief:

*As a group, propose a company or a product of your choice, using the 4p marketing mix to **produce a group***

report on the analysis of the chosen company or product's existing marketing strategy. The selection of company or product must be confirmed with your tutor.

You are also required to **deliver a 2 minutes group presentation** based on your report findings.

Marks allocation:

- 50% - group report
- 50% - group presentation

Format: 2,000 – 2,500 words in length.

Reassessment

See section C.5

Please note that assessment information is subject to change

Additional English Language Support – Semester 2

All students on the Graduate Certificate in International Business, whether entering the programme in September/October, or in January/February, will be entitled to a maximum of 2 hours additional English Language support a week in Term 2. Classes will be scheduled at various times in the day and early evening.

For students enrolling in September/October these sessions are **compulsory**.

What is English Language Learning Support?

English Language Learning support focuses on English for Academic Purposes and is largely study skills based. Where possible, English language learning support will be specific to your International Business certificate. Grammar and the use of English are included in these sessions in order to further develop the academic writing skills you acquired during your ELPP programme and, in particular, your skills in subject specific text organisation. The sessions are taught in a friendly classroom environment with a 'workshop' atmosphere that will include pair work and group work. You will be given academic texts from a variety of sources (textbooks, journals, articles, etc.) and be asked to complete a variety of exercises based on these academic texts.

The main aims of your English Language Learning Support are to:

1. Further consolidate and develop English language usage and Academic English skills in order to encourage fluency and proficiency across the four skill areas of reading, writing, speaking and listening.
2. Further develop subject specific EAP skills, for example, specialist vocabularies and styles appropriate to your course of study.
3. Develop your awareness of the genre conventions of your subject.
4. Introduce the requirements of post-graduate degree study within, what may well be for you, a new and different academic culture.
5. Consolidate existing study skills.
6. Examine the nature, scope and structure of extended written texts, for example the development of a thesis and dissertation.

Please note that assessment information is subject to change