

Course Handbook

2011/2012



Bachelor (Honours) in International Business



Dear student



May I take this opportunity to say hello and welcome you to the 1-year top-up Bachelor (Honours) in International Business, delivered by the International Business Academy (IBA) in co-operation with Coventry University.

I am sure that this is an exciting time for you but perhaps for some of you there will also be some anxiety. So let me assure you that you are about to embark on a period of your life which can provide enormous fun. Advance academic studies cannot only be invigorating, but can also lead to a sense of self-identity and confidence. In addition, of course, you will make new friends and have lots of fantastic new things to do.

I can also assure you that you will find IBA a great place to spend the next year. IBA and Coventry University have high reputations for the quality of the courses.

Both IBA and Coventry University are very concerned that you are able to benefit fully from this opportunity to study. Because of this we have tried to anticipate some of the things you may need to know and have prepared this course handbook for you. Sometimes all the rules and regulations can seem confusing, so if you have any problems look in this handbook and if the information is not available you will be able to find the name of someone who will be pleased to help you.

So, it is all ahead of you. Make the most of it. Lay a good foundation for your future career and have a good time.

Yours sincerely

Niels Egelund
Rector

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Essential information for all students

Coursework & Academic Dishonesty

A COURSEWORK ASSIGNMENTS

B ACADEMIC DISHONESTY

C PLAGIARISM AND HOW TO AVOID IT: CITING SOURCES AND REFERENCING IN YOUR ACADEMIC WRITING

D FORM G1

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1. Introduction

This course handbook has been designed to give students enrolled on the 1-year programme Bachelor in International Business (Honours) detailed information about the programme and the International Business Academy.

The course handbook has been made in co-operation with Coventry University, and all rules and regulations mentioned in the handbook have been drawn up with a view to satisfying the requirements of Coventry University as well as the national British and Danish Quality Assurance Associations.

Students are advised to read the course handbook carefully since it forms the cornerstones of the programme. Students are also encouraged to ask a member of staff for clarification if some points seem difficult to understand.

Please note that Coventry University and the International Business Academy reserves the right to make alterations in this handbook and all documents included in the handbook without prior notice.

2. Programme Management and important information

2.1 Management and administration

The administration and the management of the IBA consist of the persons below. If you have any questions relating to the programme, you are welcome to contact any of them.

Rector	Niels Egelund, neg@iba.dk
IBA Dean of Studies	Jette Gøbel, jmg@iba.dk
Associate Dean, top-up BA (programme manager)	Morten Kier, mki@iba.dk
Associate Dean, IBA Worldwide Co-ordinator	Ian Charles, ian@iba.dk
Associate Dean, Degree Studies & Head of Dev.	Keld Hvam, khv@iba.dk ,
Associate Dean, MBA studies	Mikael Rasmussen, mir@iba.dk
Associate Dean, BA in Finance	Lars Bach, lbb@iba.dk
Associate Dean, German speaking countries	Hans Yskes, hay@iba.dk
Student counsellor	Niels Jørgen Madsen, njm@iba.dk
Student counsellor	Helle Meldgaard, hme@iba.dk
IBA Course Secretary, SU (education grant scheme)	Sanne Nielsen, snn@iba.dk
IBA Course Secretary	Connie Mikkelsen, csm@iba.dk

IBA Lecturers

Lars Bach, lbb@iba.dk
Bo Beck, bbe@iba.dk
Jørgen Beyer, hjb@iba.dk
Gitte Bruun, gbr@iba.dk
Albert Elam, age@iba.dk
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Peter Ikkær-Jensen, pij@iba.dk
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Ivan Hassinggaard, ivha@iba.dk
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Henrik Sønnichsen, hssso@iba.dk

SUBJECTS

Finance, Economics
Statistics
Finance
Marketing, Marketing Communications
Organisation, Finance, Business Strategy
Global Communication, Marketing Communications
Organisation, HR, Entrepreneurship
Global Communication, Marketing Communications
Marketing, International Business
Marketing, International Business
Organisation, Marketing
Marketing
Finance
Economics, Finance
Entrepreneurship, Business Strategy, Organisation
International Business, Marketing
Marketing Strategy
Business Strategy
Global Communication
Marketing Strategy
Statistics
Finance

2.2 Student Council

The Student Council for IBA students is an independent body which represents students in the governing body with management, lecturers, other employees at the school and the general public.

You can read the regulations on the Intranet.

2.3 IBA secretariat opening hours

Monday to Thursday 0800 – 1500

Friday 0800 – 1400

You can find the student counsellor's opening hours on the Intranet. The Dean of studies: ask for appointment at the secretary.

To access the school outside opening hours you must use your Student Card – which is also an entrance-card to the school (IT-room B21).

2.4 Phone and fax numbers, email address for the IBA

Main switchboard 72 24 18 00

Main fax 72 24 18 08

Email iba@iba.dk

Direct phone numbers:

Jette Gøbel, Dean of Studies: 7224 1804

Morten Kier, Associate Dean: 2528 4316

Niels-Jørgen Madsen, Student Counsellor 7224 1815

Helle Meldgaard, Student Counsellor 7224 1816

Sanne Nielsen, Course Secretary 7224 1811

Connie Mikkelsen, Course Secretary 7224 1812

The fax machine is located in the administration. See the course secretary before using it.

2.5 IBA rooms and student areas

The IBA is located both on plan C and D at Skamlingvejen 32.

A large student common room (“Down Under”) is made available for relaxation, group work and “Friday-bar” on Friday afternoons. It is located on plan B. In addition, we offer our IBA students 24-hour access to a PC-room. Students get access with their student card (= key card). The library is also open for IBA students (check opening hours on the Intranet).

2.6 Student counselling

The IBA student counselling is an offer to you.

The student counsellor can e.g. advise you on the following:

- Guidance on educational and personal problems related to the course
- Guidance for making qualified choices concerning the course and for making qualified choices concerning job and study possibilities
- Career counselling
- Guidance for students who interrupt the course (other options)
- Information about the IBA programme for new and existing students in co-operation with other counselling systems

Student counsellor is Niels-Jørgen Madsen, room D8 or Helle Meldgaard, room C8. You can arrange a meeting with them through email: njm@iba.dk / hme@iba.dk or contact them in their opening hours, please check the intranet.

2.7 E-mail

All students at the school will get their own personal email address, which lecturers and course secretariat will use for communicating with the students. Thus it is important that students check their school e-mail several times a week.

Your email address will be issued at the start of your study programme. Personal homepages on the school web-server can only be offered in connection with special projects. Contact your lecturer / supervisor.

You are not allowed to hand over your password and e-mail to others. If you do, you may be expelled from the programme. Please also observe the rules & regulations for using computers (see the Intranet).

2.8 Prints

Check the Intranet for rules about printing and prices.

2.9 The Café

The Café offers a large and varied selection of open sandwiches, hot foods, pastries and salads in a salad bar. The salad bar and hot foods are bought by weight.

When you finish eating or drinking, you are asked to take the dishes etc. to the wagons used for dirty dishes just as trash/leftovers must also be removed from the tables.

Note: food, cutlery etc. may not be taken into classrooms.

There are several vending machines located around the building, providing a selection of hot/cold drinks and confectionery.

2.10 Student ID card and IT passwords

During the first month of study you will receive a student ID card. The card has a number of functions, e.g. photocopying, access for parties etc. The card also functions as a key-card to the school and if you are here outside opening hours, you may be asked to show your ID card for identification. It also offers the opportunity to obtain student discounts in a number of shops in Kolding. Therefore you should always carry it with you.

You are not allowed to hand over your student card or let others use it. If you do so you may be expelled from the school or we may close the card so you only will have access in the opening hours.

In addition to the above-mentioned, you will also get passwords that will enable you to utilize IBA's and Coventry University's various IT resources.

2.11 Teaching materials/literature

You must pay for the textbooks used in connection with the programme, but the textbooks are included in the tuition fee. The textbooks amount to approx. DKK 4,500.

Before the start of the study programme you will have received reading lists for 1st and 2nd semesters. The reading lists will also be available on the Intranet.

2.12 Student phone number

If you get a new phone number, please inform the Course Secretariat.

3. Library resources

3.1 IBA library & learning resources

The IBA business library has approx. 20,000 volumes. In addition to this, there is a completely free, open and very efficient national borrowing network that means in practice students and staff can order material from any library in Denmark, university or public, and receive it normally within 48 hours.

Two qualified Business Librarians are responsible for ensuring that the library resources are relevant and up-to-date. They liaise closely with the academic staff on how best to meet both their academic needs and those of their students.

The Library works closely with the IBA Course Team to ensure essential texts are available at the start of each teaching session, as well as access to electronic resources.

The IBA building is designed to enable students to work comfortably and quietly in a number of locations, whether alone or in small groups, and with full wi-fi access throughout.

3.1.1 IT Resources

PC's are available in a ratio of approximately 1:3. The building is wi-fi throughout. Students are able to use one computer room with internet and printing facilities 24/7

3.1.2 Software availability

Apart from the usual suite of office software, the IBA is provided with any specialist programmes required by the demands of the syllabus

3.2 Coventry University library & learning resources

The library has approx. 150,000 volumes, but has also made a commitment to electronic resources which means that even students abroad can benefit from them. All electronic resources (databases and electronic journals) are available through the e-Library. This enables it to provide a wide range of full text databases to support the needs of students in various subject areas.

The key business and economics databases are listed below:

- Business Source Premier
- EconLit
- Emerald
- FAME (accounts of British companies)
- GMID (Global Market Information Database)
- Key Note
- Mintel
- ScienceDirect
- Leisuretourism.com

4. Curriculum for the programme Bachelor (Honours) in International Business

This curriculum for the programme Bachelor (Honours) in International Business has been drafted in accordance with British guidelines and has been approved by Coventry University.

4.1 Name of programme and title of graduates

The name of the programme is Bachelor (Honours) in International Business. The graduates of the programme will have the right to use the title:

Bachelor (Hons) in International Business.

4.2 Educational aims of the course

The purpose of the programme is to make graduates qualified to work independently with analysis, planning and implementation of business activities in both national and international trading, production and service companies.

The educational aims of the course are:

1. To develop a range of transferable skills of value in employment and career development.
2. To equip the students with the ability to operate effectively and confidently within a business and industrial environment.
3. To reflect business thought and practice within the international context and with an emphasis, where appropriate, on the application of theory to practice.
4. To enable students to develop, or enhance, careers in the international business arena.

4.3 Intended Learning Outcomes

The sections below describe the various learning outcomes as well as the competences that the student will acquire in the programme.

4.3.1 Knowledge and Understanding

On successful completion of the course a student should be able to

- K1 Evaluate the nature of strategic decision-making in organisations including the international arena
- K2 Assess the holistic nature of a business organisation
- K3 Critically assess how an organisation interacts with its external environment
- K4 Apply relevant business concepts and theories to new contexts
- K5 Critically evaluate a given international business context
- K6 Demonstrate an in-depth analytical understanding and knowledge of business principles and practice

The principal teaching, learning and assessment methods normally used to enable outcomes to be achieved and demonstrated are identified below.

	Teaching and Learning	Assessment
K1	Lectures, seminars, problem-based learning, textbooks, module webs, journals (hardcopy and electronic)	Examinations, Individual written coursework and/or project work, time constrained tests
K2	Case studies, Problem-based learning	Case study analysis and assessment, Examinations, Individual coursework
K3	Lectures, seminars, Problem-based learning, textbooks, module webs, journals (hardcopy and electronic), problem-based learning	Examinations, Individual written coursework and/or project work, time constrained tests
K4	Lectures, seminars, case studies	Individual project work and analysis, case study assessment and application
K5	Lectures, seminars, textbooks, module webs, journals (hardcopy and electronic), case studies	Examinations, Individual coursework
K6	Lectures, seminars, problem-based learning, textbooks, module webs, journals (hardcopy and electronic)	Examinations, Individual written coursework and/or project work

4.3.2 Cognitive (Thinking) Skills

On successful completion of the course a student should be able to:

- C1 Apply appropriate business concepts, models or techniques to analyse business problems particularly within an international context
- C2 Produce appropriate written, verbal or electronic format output
- C3 Synthesise and critically evaluate different academic views on a variety of business focussed issues
- C4 Identify, analyse and critically assess problems and issues within organisations in both local and international arenas
- C5 Demonstrate the ability to communicate and conduct business in a language other than their own native language

The principal teaching, learning and assessment methods normally used to enable outcomes to be achieved and demonstrated are identified below.

	Teaching and Learning	Assessment
C1	Case studies, seminars, problem-based learning, practical exercises	Examination, time constrained tests, individual written coursework
C2	Problem-based learning, projects, workshops, electronic business resources and databases, university library, ICT packages	Written project work, presentations, poster display, seminar papers, written reports
C3	Lectures, seminars	Seminar paper and presentation
C4	Lecture, seminars	Presentations and individual written coursework
C5	Language labs, seminars and workshops	Oral and written communication

4.3.3 Practical Skills

On successful completion of the course a student should be able to:

PS1 Formulate and suggest solutions to business problems particularly within an international context

PS2 Communicate in non-verbal and verbal formats appropriate to a specific business setting

PS3 Use the standard ICT business applications packages

The principal teaching, learning and assessment methods normally used to enable outcomes to be achieved and demonstrated are identified below.

	Teaching and Learning	Assessment
PS1	Lectures, seminars, workshops	Case studies, examinations
PS2	Lectures, seminars, workshops	Presentations, written reports
PS3	Computer-based learning packages, example workshops, on-line tutorials	Exercises, coursework, presentations

4.3.4 Transferable Skills

On successful completion of the course a student should be able to:

TS1 Act as independent learners and carry this ability into their future career development

TS2 Demonstrate analytical as well as practical skills that are transferable within a business context, for example problem-solving, information presentation, evaluation and analysis, effective use of ICT for business application

TS3 Take responsibility for planning, preparing, and writing individual coursework and/or project work

The principal teaching, learning and assessment methods normally used to enable outcomes to be achieved and demonstrated are identified below.

	Teaching and Learning	Assessment
TS1	Seminars, individual surgeries, problem-based learning, electronic library, university library	Project, reflective commentary, personal development portfolios
TS2	Large group work, small group work, seminars, workshops, lectures, role play	Group assignments, presentations, practical exercises,
TS3	Lectures, Seminars	Written coursework/project work

In addition, transferable/key skills are generally incorporated within modules and related to relevant assessments as appropriate. Self-directed learning forms an element of all modules and the necessity to work within tight deadlines is an essential requirement across the curriculum. The ability to communicate orally and in writing will be developed across the range of modules.

The wide range of assessment techniques will ensure that students are given every opportunity to demonstrate their skills in these areas.

4.4 Teaching and Learning Methods

The course is enhanced by the use of realistic exercises and case studies relevant to international arenas, access to information on current and contemporary trans-national issues and the opportunity to increase linguistic proficiency pertinent to the business environment

The various teaching and learning methods indicated in the sections below will be used to ensure that the intended learning objectives and module learning outcomes are met. Specifically these are:

4.4.1 Lectures

A formal teaching and learning environment led by an academic member of staff. Material covered will be in accordance with the relevant module teaching plan. The member of staff will be encouraged to adopt the most suitable means of communication and of stimulating the students' interest.

Lectures are to enable all students get an overview of the subject and key issues involved in a topic plus demonstrate key techniques. It is important that students get to the lecture on time and that they understand the need to make a deeper study of the matters mentioned in the lecture.

4.4.2 Group work

Students are expected to undertake some of their course work in groups, which may be selected at random, by student election or by the lecturer. Such activity is frequently interdisciplinary and is intended to enable students work in teams as well as independently. In some cases, students may be given a 'group' assessment rather than an individual mark

4.4.3 Seminars

A session led by an academic member of staff where students, individually or in groups, will be engaged in discussions of the implication and application of lecture material through the use of case studies, directed reading, journal articles and presentations of their work.

Seminars and other small group teaching provide an opportunity for students test their understanding with their fellow students and the tutor. Students will be told in advance what study and preparation they will need to do for a seminar or other small group activity. In some first year core modules the tutors will work with students on how to prepare for seminars

4.4.4 Workshops/online tutorials

A session led by an academic member of staff or teaching assistant where students, individually or in small groups, will be working through examples, many of which will be practically-oriented, to see the application of lecture material, and to extend and practise demonstrated techniques and language skills. In addition on-line business application tutorials will be available for individual students to develop/enhance their ICT skills.

4.4.5 External speakers

For certain modules outside speakers will be invited to give talks to illustrate the practical nature of the subjects studied, application of theories and provide case study material.

4.4.6 Student-centred learning

For all modules, students will be required to engage in active learning through the use of guided reading, self-directed study, practical examples, case studies, etc.

Guided study and self-directed study is the 'workhorse' of students' learning. It is here that students should really get to grips with business methods and techniques and practice the crucial skills. Your reading and understanding of materials, and practice at exercises, sometimes guided by a module or seminar tutor, will be the main factor in deciding students' academic development.

4.5 Course Structure

All students on the course <u>are required</u> to take the following 6 modules (120 CATS/60 ECTS)	
All modules are worth 20 CATS / 10 ECTS points	
353FIN	International Finance
322BSS	Entrepreneurship
325BSS	International Business
321BSS	Business Strategy
363MKT	International Marketing Strategy
366MKT	Advanced Marketing Communications

4.5.1 Curriculum Map

The following table maps the intended learning outcomes against the modules. Further information about the modules can be found in the module descriptors.

	Knowledge						Cognitive Skills					Practical Skills			Transferable Skills		
	K1	K2	K3	K4	K5	K6	C1	C2	C3	C4	C5	PS1	PS2	PS3	TS1	TS2	TS3
353FIN	✓		✓		✓	✓	✓	✓	✓	✓		✓					✓
322BSS	✓	✓		✓		✓	✓		✓			✓					✓
325BSS	✓	✓	✓	✓	✓	✓		✓		✓		✓		✓			
321BSS	✓			✓		✓	✓	✓	✓	✓		✓					✓
363MKT	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓					✓
366MKT	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓					✓

4.5.2 Capabilities (Skills) Map

The table below shows the skills that are taught, practised and assessed in the various modules of the programme.

	Learning to Learn	Working with others	Problem Solving and Innovation	Numeracy	IT and Online Learning	Communication	Career Management	Information Management	Personal Development Planning
353FIN		P	TPA	*	P	P	*	P	*
322BSS		P	TPA		P	P	*	P	*
325BSS		P	TPA	*	P	P	*	PA	*
321BSS		P	TPA	*	P	PA	*		*
363MKT		P	TPA		P	P	*	P	*
366MKT		P	TPA		P	PA	*	PA	*

Key: T=Taught, P=Practised, A=Assessed

* = can be evidenced by prior study/knowledge/experience

4.5.3 Duration in time and ECTS points of the programme

The programme is a top-up on the Market Economist Programme or equivalent programmes with a duration of one year (2 semesters).

The subjects and activities of the course have points assigned according to the European Credit Transfer System (ECTS) as well as the Credit Accumulation Transfer Scheme (CATS). The systems describe the official work performance of the student. One student full-time equivalent in the system is equivalent to 60 points and the entire course is thus equivalent to 60 ECTS / 120 CATS. All study activities are included in the calculation of points.

The ECTS and CATS systems are internationally recognized and allow students to transfer credits earned in one school to another.

4.5.4 Entry requirements

In order to be eligible to be enrolled for the Bachelor (Honours) in International Business Degree Programme, students are normally required to have achieved one of the following:

- an AP degree from the IBA in Kolding
- diplomas from other business academies in Denmark*
- a Market Economist diploma
- diplomas from other comparable courses from Danish or foreign business schools and universities*

**These students are enrolled provided they can demonstrate their aptitude, through their educational achievements and/or competence in the BA subject areas. A personal interview is necessary in such cases.*

4.5.6 Credit for Prior Learning

Accreditation for prior learning (APL) may be granted for modules at the discretion of the programme manager, providing that they are within the parameters set for the programme.

4.5.7 Student Effort

The norm is that for each single module, students are expected to study 250 hours over the academic year, thus resulting in a total student effort of 1500 hours for the whole programme. The pattern of work for the individual modules will vary over the course of the year.

4.5.8 Timetable

Timetables will be made available during Induction sessions. The timetable is also available on the designated Blackboard forum. You should seek the assistance of your course tutor if accessing Blackboard causes any problems.

4.5.9 Attendance

Attendance at all classes is crucial for your studies. If you miss a class it is up to you to make good this either by making use of the module website or from other students on the module.

In case of longer-term absence, you should contact the student counsellor or your course tutor. Annex G gives details of what to do if you are unable to meet coursework deadlines.

4.6 Module descriptors - information on the modules of the programme

4.6.1 International Finance (353FIN)

Aims and Summary

The aim of this module is to provide students with an understanding of the international dimension of finance and how this impacts upon business. By the end of this module students should appreciate the workings and operation of currency derivatives markets, the international money and capital markets and the principles of currency risk management.

The subject matter of the module includes study of currency markets, international parity conditions, international money and capital markets, the nature and importance of currency risk and strategies for managing currency risk.

Intended Module Learning Outcomes (competencies gained through the module)

The intended learning outcomes are that, on completion of this module, students should be able to:

1. Analyse how the international dimension of finance affects the environment within which business operate and how it affects the decisions of the firm.
2. Compare the financial products available on international markets
3. Appraise the applications and uses of these products and markets for business situations and decisions.

Indicative Content

- Currency Markets. Spot, forward, futures, options. Characteristics and organization of the different markets. Comparison of uses of the markets.
- Parity Conditions. Covered and uncovered interest rate parity. Rationale for these conditions. Impediments to these conditions holding. Relevance of these conditions for financial decisions / issues. Empirical evidence
- International Borrowing. Potential benefits of accessing international debt and equity markets e.g. reduced cost of capital, improved risk management etc. Dangers of issuing debt and equity on international markets.
- International Money / Capital Markets: Foreign and eurocurrency markets, the swap market. Structure and uses of the markets.
- Currency Risk: Meaning, types and importance of currency risk / exposure.
- Currency Risk Management techniques. Internal and external methods, comparison and evaluation.

Module size and credits

CATS points	20
ECTS credits	10
Total student study hours	250
Number of weeks	28
Academic year	2011

Composition of module mark (including weighting of components)

25% Coursework and 75% Exam

Pass requirements

Coursework must be at least 35% and Exam must be at least 35% and Module Mark must be at least 40%.

Teaching and Learning

Lectures will provide basic core theory and knowledge. Seminars will require students to interpret and evaluate case studies, to work through and discuss problems illustrating relevant issues. Other teaching and learning methods will be applied when relevant.

Method of Assessment

The intended learning outcomes will be assessed as follows:

Outcome 3 will be assessed by an individual coursework essay of approximately 1750 words [25%]. Any student who makes a bona fide attempt at this assignment will have the opportunity to attempt a second equivalent assignment, with the better of the two marks counting as the module coursework mark.

Outcomes 1-3 will be assessed by means of a 3-hour examination. [75%]

All learning outcomes will also be formatively assessed in the seminar programme by a series of seminar exercises, problems and case studies.

Length and month of examination

3 hours without aids (in December for January intake / in May for September intake)

Re-assessment:

Coursework component(s) and/or examination as appropriate.

Module ResourcesEssential Reading

INTERNATIONAL FINANCIAL MANAGEMENT, 3/E, INTERNATIONAL EDITION

Author(s): Cheol Eun and Bruce Resnick

Publisher: Financial Times/Prentice Hall

ISBN: 0071214569 or 9780071214568

Recommended Reading

An updated full reading list and list of other resources to support this module can be found in the Blackboard Forum available to enrolled students.

Module leader

Mr. Albert Elam, age@iba.dk

4.6.2 Entrepreneurship (322BSS)

Aims and Summary

This module aims to provide students with an understanding of the theory and practice of entrepreneurship in a range of organisational contexts. It also encourages students to develop a critical appreciation of current academic debates on 'entrepreneurship' as well as research evidence on the application of this and other closely related concepts, such as 'intrapreneurship' and 'entrepreneurial'.

The module enables students to identify entrepreneurial characteristics and skills, together with how the use of these can contribute to individual and organisational success or failure. The module also develops students' research and communication skills.

Intended Module Learning Outcomes (competencies gained through the module)

The intended learning outcomes are that on completion of this module the student should be able to:

1. Discuss the characteristics of the entrepreneur and how these can contribute to individual or organisational success or failure
2. Demonstrate the ability to evaluate current research on issues relating to entrepreneurship
3. Demonstrate the ability as part of a group to present a topic relating to entrepreneurship for peer and tutor assessment
4. Synthesise and evaluate different approaches to entrepreneurship.

Indicative Content

- The individual entrepreneur
- The entrepreneurial process
- Entrepreneurial success and failure
- Entrepreneurial leadership
- Creativity and innovation
- Intrapreneurship within large organisations
- Entrepreneurship and the small business
- Researching entrepreneurship

Module size and credits

CATS points	20
ECTS credits	10
Total student study hours	250
Number of weeks	28
Academic year	2011

Composition of module mark (including weighting of components)

25% Coursework and 75% Exam

Pass requirements

Coursework must be at least 35% and Exam must be at least 35% and Module Mark must be at least 40%.

Teaching and Learning

Lectures supported by interactive seminars and workshops. Other teaching and learning methods will be applied when relevant.

Method of Assessment

The intended learning outcomes will be assessed as follows:

25%: Small group presentation and individual report (1750 words) will summatively assess learning outcomes 2, 3 and 4.

75%: A 3-hour written examination will summatively assess learning outcomes 1, 2 and 4.

Length and month of examination

3 hours without aids (in December for January intake / in May for September intake)

Re-assessment:

Coursework component(s) and/or examination as appropriate.

Module ResourcesEssential Reading

THE NEW BUSINESS ROAD TEST, 2/E

Author(s): Mullins, J.W.

Publisher: Financial Times/Prentice Hall

ISBN: 0-273-70805-8

Apart from the above-mentioned textbook, there is no one set text for this module. Students are expected to study the range of handouts, case studies and journal articles distributed on Blackboard. They are also required, in consultation with their module tutor, to study selected themes covered in the range of reading texts in the teaching plan and module resource document on Blackboard.

Module leader

Mr. Henrik Baadsgaard Jensen, hbg@iba.dk

4.6.3 International Business (325BSS)

Aims and Summary

This module defines the scope of international business and differentiates between domestic operations and business in an international context. The module will synthesise disciplines such as geography, politics, economics, law, finance and history in order to understand how they underpin the current conduct of international business.

World trade patterns and the functions of international institutions will be examined. The business strategies used by organisations to achieve their international objectives will be brought into the context of the global economic and political environment.

The financial environment of international business will be examined through different types of global investment. Influences in the international business environment will be assessed in relation to the formulation of global strategies.

Intended Module Learning Outcomes (competencies gained through the module)

The intended learning outcomes are that on completion of this module the student should be able to:

1. Evaluate the theory and structure of world trade and business. To comprehend the environmental relationships and the influence on business and trade in the context of a global economy.
2. Critically assess the social, economic, political and legal environments of international business and emphasise the differences between domestic and global operations.
3. Evaluate the financial environment and operations of international business through the functions of foreign exchange and investments.
4. Critically assess the methods and operational strategies used in international business and to be able to critically assess the importance of these in formulating global development

Indicative Content

- What is International Business
- Porter's 'Diamond' Model and subsequent amendments
- Vernon's Product Life Cycle model
- Political risk
- Stakeholder Theory and ethics
- International HRM
- Differences in international financing structures
- International ethnic businesses
- The relationship between International Business and International Relations

Module size and credits

CATS points	20
ECTS credits	10
Total student study hours	250
Number of weeks	28
Academic year	2011

Composition of module mark (including weighting of components)

25% Coursework and 75% Exam

Pass requirements

Coursework must be at least 35% and Exam must be at least 35% and Module Mark must be at least 40%.

Teaching and Learning

Lectures, seminars/group discussions/video sessions, case study analysis, experiential learning exercises, group projects and group presentations. Other teaching and learning methods will be applied when relevant.

Method of Assessment

The intended learning outcomes will be assessed as follows:

25%: 1750 word essay will summatively assess learning outcome 1.

75%: A 3-hour examination will summatively assess learning outcomes 1, 2, 3, 4

Length and month of examination

3 hours without aids (in December for January intake / in May for September intake)

Re-assessment:

Coursework component(s) and/or examination as appropriate.

Module ResourcesEssential Reading

International Business - environments and operations, 11/E, 2007

Author(s): John Daniels, Lee Radebaugh & Daniel Sullivan,

Publisher: Pearson Education

ISBN-10: 0131869426 | ISBN-13: 9780131869424

Recommended Reading

An updated full reading list and list of other resources to support this module can be found in the Blackboard Forum available to enrolled students.

Module leader

Mrs. Susanne Bilde Bruun, sbbr@iba.dk

4.6.4 Business Strategy (321BSS)

Aims and Summary

The aim of the module is to provide students with an understanding of strategic decision making. To this end, the module critically examines techniques available to companies aiming to develop sustainable competitive advantage in their industry.

Intended Module Learning Outcomes (competencies gained through the module)

The intended learning outcomes are that on completion of this module the student should be able to:

1. Critically assess techniques used for environmental and a resource-based analysis.
2. Appreciate the importance and the problems inherent in formulating and implementing strategy.
3. Be critically aware of a range of key theories and approaches associated with Business Strategy.

Indicative Content

- The nature of Strategic Management
- Environmental Analysis Techniques - SWOT, Strategic Group Analysis, STEP, 5 forms analysis
- Resource Based Analysis Techniques - Value Chain analysis, Resources and competition, creating and sustaining competitive advantage
- Strategic Choice - corporate level strategy, business level strategy, development strategy
- Alternative approaches to strategy

Module size and credits

CATS points	20
ECTS credits	10
Total student study hours	250
Number of weeks	28
Academic year	2011

Composition of module mark (including weighting of components)

25% Coursework and 75% Exam

Pass requirements

Coursework must be at least 35% and Exam must be at least 35% and Module Mark must be at least 40%.

Teaching and Learning

There will be a balance between lectures and seminars. The seminars predominantly will be used for group discussion of prepared case studies and videos. The aim is to supplement and develop ideas examined in the lectures with reference to real life case studies. Other teaching and learning methods will be applied when relevant.

Method of Assessment

The intended learning outcomes will be assessed as follows:

- Coursework: case study presentation, normally assessing outcomes 1, 2 and 3 (30%)
- Examination: one three-hour closed book examination with unseen questions, normally assessing outcomes 1, 2, and 3 (70%)

Length and month of examination

3 hours without aids (in December for January intake / in May for September intake)

Re-assessment:

Individual coursework and/or exam as appropriate.

Module Resources

Exploring Corporate Strategy: Text & Cases, 8/E, 2007

Author(s): Gerry Johnson, Kevan Scholes & Richard Whittington

Publisher: Pearson Education

ISBN13: 9781405887328 or ISBN10: 140588732X

In addition, a number of web sites will be referred to students during the course.

An updated full reading list and list of other resources to support this module can be found in the Blackboard Forum available to enrolled students.

Module leader

Mr. Stefan Eberle, steb@iba.dk

4.6.5 International Marketing Strategy (363MKT)

Aims and Summary

This module aims to deliver and develop a wide-ranging and contemporary perspective of the international marketplace and the strategic issues involved in international marketing. While the major focus of the module is deliberately global, some coverage of European and other regional trade blocs will be afforded through case study sessions and assignment work.

Intended Module Learning Outcomes (competencies gained through the module)

The intended learning outcomes are that on completion of this module the student should be able to:

1. Discuss and synthesise the dynamics and key aspects of the international business environment;
2. Critically analyse and utilise information on market structure and segmentation, competitor positioning and buyer behaviour within specific international market scenarios.
3. Examine and critically discuss internationalisation issues within key areas of the marketing function, e.g. sales, customer service, online marketing.
4. Propose and justify integrated marketing activities and strategies workable within specified international market settings.

Indicative Content

- The international market environment. Economic and political influences, social/ cultural, technological and other environmental factors.
- Information and analysis research for international marketing.
- Method of market entry for large and small companies
- Product management and branding issues in international marketing.
- Standardisation v customisation in international markets.
- International marketing communications. Promotion and sales organisation, service and relationship management..
- International pricing analysis, strategy and administration..
- Online marketing in international markets, strategic, operational and management issues.

Module size and credits

CATS points	20
ECTS credits	10
Total student study hours	250
Number of weeks	28
Academic year	2011

Composition of module mark (including weighting of components)

25% Coursework and 75% Exam

Pass requirements

Coursework must be at least 35% and Exam must be at least 35% and Module Mark must be at least 40%.

Teaching and Learning

Lectures will be used to deliver key material and seminars will be used to afford opportunities for students to explore and discuss key issues, and to further their understanding of how theoretical frameworks and models relate to practice. Other teaching and learning methods will be applied when relevant.

Method of Assessment

The intended learning outcomes will be assessed as follows:

Coursework 1: Individual Case (25%) will summatively assess intended learning outcomes 1 and 2. Students who make a bona fide attempt at the compulsory first assignment may attempt a second optional equivalent assignment, with the best mark counting. However, students are advised that they should only attempt the second assignment if they think they can significantly improve their mark.

Exam: 3 hours (75%) will summatively assess intended learning outcomes 3 & 4

Within the operation of the module, formative assessment will be effected through case study exercises and tutor feedback.

Length and month of examination

3 hours without aids (in December for January intake / in May for September intake)

Re-assessment:

Coursework component(s) and/or examination as appropriate.

Module Resources

Essential Reading

International Marketing Strategy, Analysis, Development and Implementation, 5/E, 2008

Author(s): Isobel Doole & Robin Lowe

Publisher.: Thompson Learning.

ISBN: 13: 9781844807635 or 1844807630

Recommended Reading

An updated full reading list and list of other resources to support this module can be found in the Blackboard Forum available to enrolled students.

Module leader

Mrs. Maja Brinck, mabr@iba.dk

4.6.6 Advanced Marketing Communications (366MKT)

Aims and Summary

This module is intended for students who wish to understand the role of all aspects of Marketing Communications in marketing and business. The focus is on integrated marketing communications on a national, international and global scale. It also focuses on the current and emerging issues in marketing communications.

Intended Module Learning Outcomes (competencies gained through the module)

The intended learning outcomes are that on completion of this module the student should be able to:

1. Develop an integrated marketing communications plan and understand the relationship between the latter and a marketing plan.
2. Analyse & evaluate the factors that affect the national and global marketing communications environment.
3. Understand and critically evaluate the role of marketing communications in building brands.
4. Examine & critically evaluate current issues & future developments in marketing communications.

Indicative Content

- Strategic importance of integrated marketing communications planning
- Understanding of theories of communications.
- The marketing communications environment at local and international level.
- In-depth understanding of buyer behaviour
- Marketing communications' role in building national and global brands.
- Understand the relevance of all the marketing communications tools (advertising, PR, sales promotion, direct marketing, sponsorship, personal selling) in achieving marketing communications objectives.
- Examine current and latest developments across all media, including E-communications and the Internet.
- Corporate Social Responsibility and consideration of ethics relevant to market communications.

Module size and credits

CATS points	20
ECTS credits	10
Total student study hours	250
Number of weeks	28
Academic year	2011

Composition of module mark (including weighting of components)

25% Coursework and 75% Exam

Pass requirements

Coursework must be at least 35% and Exam must be at least 35% and Module Mark must be at least 40%.

Teaching and Learning

Weekly lectures and guided study will be used to establish the key concepts. Seminars will incorporate group discussions, case studies and videos to demonstrate the application of marketing communications in commercial settings. Other teaching and learning methods will be applied when relevant.

Method of Assessment

The intended learning outcomes will be assessed as follows:

Coursework Individual report (25%) will summatively assess intended learning outcomes 1 & 2.

Exam: 3 hours (75%) will summatively assess intended learning outcomes 2, 3 and 4.

Length and month of examination

3 hours without aids (in December for January intake / in May for September intake)

Re-assessment:

Individual coursework and/or exam as appropriate.

Module ResourcesEssential Reading

Integrated Marketing Communications, 2/E, 2005

Author(s): David Pickton and Amanda Broderick

Publisher: Financial Times/ Prentice Hall

ISBN: 0-273-67645-8

Recommended Reading

Smith, P. R. & Taylor, J. (2004), Marketing Communications, an Integrated Approach, 4th Ed, Kogan Page

Blythe, J. (2006), Essentials of Marketing Communications, 3rd Ed, F.T./Prentice Hall.

An updated full reading list and list of other resources to support this module can be found in the Blackboard Forum available to enrolled students.

Module leader

Mr. Morten Kier, mki@iba.dk

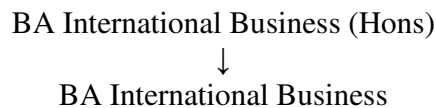
5. Awards and marking

5.1 Awards Requirements

Requirements for the awarding of degrees are as specified in Coventry University Regulations:

- (a) For an Honours degree in International Business a student must have passed **all 6** modules of the course in the first attempt
- (b) For an Unclassified degree in International Business a student must have passed 5 modules

The above-mentioned gives the following cascade of awards.



All examinations take place at the IBA in Kolding, Denmark. Students can only retake an examination once. Retaking examinations does not involve extra expenses for the student.

5.2 Regulation of Assessment

Coventry University policy requires the internal moderation of all assessments.

External Examiners are appointed for all named University awards. The role of the External Examiner at module level is to ensure that academic standards are in line with national norms for the subject. External Examiners undertake the moderation of examination papers and assessment tasks, and view representative samples of work for the modules for which they have responsibility. At programme level, External Examiners help to ensure fairness in the consideration of student progression and awards. They have the right to comment on all aspects of the assessment system and participate as full members of the assessment boards.

The Pass mark for all modules is 40%. This overall module mark may comprise more than one component (e.g. coursework and exam). The individual module descriptors give the precise pass criteria and the weighting of the component marks that contribute to the overall module mark.

On Undergraduate programmes, the Honours classification boundaries for First Class, Upper Second Class, Lower Second Class and Third Class are 70%, 60%, 50% and 40% respectively.

The table below gives more information about the criteria for giving the various marks.

Mark Range	Criteria
90-100%	Indicates that no fault can be found with the work other than very minor errors, for example typographical, or perhaps failure to satisfy the most challenging and exacting demands of the assessment.
80-89%	Indicates a very high level of understanding evidenced by an ability to engage critically and analytically with source material. Likely to exhibit independent lines of argument. Only minor errors or omissions.
70-79%	Judged to be very good, yet not outstanding. May contain minor errors or omissions. A well developed response showing clear knowledge and the ability to interpret and/or apply that knowledge.
60-69%	Indicates a sound understanding of basic points and principles but with some failure to express or to apply them properly. Hence the answer is essentially correct, has some errors or omissions, and is not seriously flawed.
50-59%	Indicates a more limited understanding of basic points and principles, with significant errors and omissions. These errors and omissions, however, do not cast doubt on the basic level of understanding.
40-49%	Indicates questionable understanding of basic points and principles yet sufficient to show that learning outcomes have been achieved at a rudimentary level.
30-39%	Indicates an answer that shows only weakly developed elements of understanding. The learning outcomes have been insufficiently realised.
20-29%	Very little knowledge has been demonstrated and the presentation shows little coherence of material or argument.
0-19%	Only isolated or no knowledge displayed.

In this table you can compare the marks of the UK, Danish and ECTS grading scales.

UK grading scale	90-100	80-89	70-79	60-69	50-59	45-49	40-44	30-39	20-29	0-19
DK 7-point grading scale	12	12	10	7	7	4	02	00	00	-3
ECTS grading scale	A	A	B	C	C	D	E	Fx	Fx	F

6. Course Management and Student Support

6.1 IBA Degree Programmes Department

The course is the responsibility of the Degree Programmes department of the IBA. Through its Board of Study, the department assures the quality of the business modules on the course, and determines your progression and final award.

6.2 Support for Students and their Learning

Students will be supported by the following mechanisms:

- An induction programme for all new students at the start of their studies. This will normally give an introduction to the following:
 - The International Business Academy (IBA)
 - Coventry University and the Faculty of Business, Environment & Society
 - Their programme of study and timetable
 - The library
 - Blackboard (the IBA e-learning platform)
 - Key staff
- The allocation of a course tutor who may be consulted on academic matters, and who will advise and manage each student's programme of study.
- A course handbook giving students detailed information about the programme
- A course web on Blackboard, which will provide opportunities for discussions amongst student groups and with course tutors, and enable the posting of relevant support material or links to supporting websites (e.g. relating to personal development and careers, or study skills)
- The IBA Student Support Centre (the IBA careers advisors)

All support mechanisms are consistent with University policies on Equal Opportunities (including that on students with disabilities). Reasonable adjustments can be made to the teaching, learning, assessment and support of the course to maximise accessibility to students with disabilities. This will be done on an individual basis in consultation with the University Disabilities Unit.

6.3 Student Support Centre

This is your first port-of-call for any queries you have about your course. The Student Support Centre (SSC) is located in C1 in the IBA secretariat and is open 08.00-16.00 Monday-Friday. The staff in there will be able to deal with the vast majority of your enquiries, and if they can't, will know who to contact. Depending on the enquiry, your course tutor and/or programme manager may become involved. The following types of enquiry are dealt with by the SSC (note – this list is not exhaustive):

- Illness
- Coursework extension requests
- Course transfers
- Signing module choice forms
- Module changes (module change form available here)
- Results and progression
- Deferrals
- Withdrawals
- Personal problems

The student counsellor is also available through the SSC, and you will be able to make appointment or drop-in as necessary.

6.4 Module Queries

If you have a query about any module, you need to contact the module leader (or seminar leader). The best time is obviously in class, but if you wish to communicate with them outside class, the best way is to e-mail them to make an appointment, or contact them via e-mail or the discussion forum on the relevant Blackboard forum.

6.5 Communication from Course Tutors

Your course tutors will need to communicate with you from time to time to tell you about events, meetings, pass on information, etc. The discussion forum on your Blackboard forum is the main way this communication will occur. Please look at the home page and discussion forum on the Blackboard forum on a regular basis.

6.6 Personal Problems affecting your Course

If you are experiencing personal problems which are adversely affecting your studies, you should go to the SSC or see your course tutor. You may be referred to a professional counsellor.

For further details about advice on counselling, medical matters, disabilities, finance and accommodation you should contact the student counsellor.

6.7 Disability Discrimination Act

If you have a disability or medical condition and need an adjustment to allow you to fully participate in this course (e.g. different format of literature, clear communication for lip reading, breaks for medication etc.) please tell your course tutor so that arrangements can be made.

6.8 Expressing Your Views and Feedback

6.8.1 Expressing your Views about the Course

An important part of course management is the feedback the course team receives from you and therefore it is important for you to take an interest and become involved. Course tutors are happy to receive any (sensible) feedback and comments about the course. Please post these on the course discussion forum, and other students can contribute to the discussion.

In each semester there will also be questionnaire surveys on individual modules and on the course as a whole. The course link tutor initiates these surveys in May and November.

6.8.2 Representation within the Board of Study

Students can become representative on the Board of Study, which deals with the operation of the courses as a whole and changes to their structure

Elections for course student representatives will be held during Induction week.

7. Instructions for written examinations

Apart from these rules about examinations you must also read the rules on examinations posted on the Intranet. All examinations take place at the IBA in Kolding, Denmark.

7.1 Meeting time

You must take your place in the examination room **not later than 15 minutes** before the examination begins. However, you are not allowed to enter the examination room before the invigilator gives permission. You may be asked to show your student ID card before you enter the examination room.

7.2 If you are late

If you arrive late, you must go first to the IBA secretariat. Permission to sit the exam can only be allowed by the Dean or a senior member of staff and you will not be given extra time.

In special cases you can apply for a longer examination time. You must apply not later than 14 days before the examination in question. If you want longer examination time for other exams, you must apply again. Use form G1 (see p. 51).

7.3 Absence from examination without prior agreement

You must inform the secretariat not later than two days before the examination if you do not wish to attend the examination. If you fail to appear without giving notice in advance, it will count as one submission/attempt.

7.4 Illness

Must be notified at once – and not later than the morning of the examination. In order to avoid the missed/aborted exam being counted as an attempt, you must hand in a medical certificate to request a special exam not later than three days after the examination. Use form G1 (see p. 51). The student pays for the medical certificate.

If you want to leave the examination room due to illness or other reasons, the secretariat gives the permission to leave.

7.5 Examination start

A written examination starts when the exam papers are handed out. At the examination start you must check that the assignment has the number of papers stated on the assignment. The invigilator will go through the general instructions before the examination starts.

7.6 Interruptions

Once the examination has started, there must be silence in the examination room. Breaking this rule may result in disqualification from the examination.

Any contact with the invigilator must be by show of hand.

7.7 Toilet

If you need to go to the toilet, the invigilator will follow you out. Only one student at the time may leave the examination room temporarily. You are not allowed to talk when you are outside the examination room temporarily.

7.8 Smoking

Smoking is strictly forbidden in the examination room as well as in the toilet area.

7.9 Aids

No aids are allowed for the written exams.

You are not allowed to bring music or a mobile phone in the examination room.

It is your own responsibility to bring approved aids, such as pen/pencil or calculator.

You cannot borrow aids from the school and once the examination has started you cannot borrow from other students.

7.10 Cheating

The invigilator is obliged to contact the office immediately if you are caught in the act of obtaining help from, or offering help to, another student. The consequence is disqualification from the examination. For examinations without aids you are not allowed to try access the internet/email during exam - if you do so you will be disqualified from the exam (please see sections B and C on pp. 49-50).

7.11 Student identification on paper

You must always bring your student ID card and you may be asked to show it for identification. You must write your cpr.nr on ALL PAPER in a header – and NOT your name.

7.12 Leaving the examination

You are not allowed to leave the room before the invigilator gives permission to do so.

When the invigilator informs you that the examination is over - at the end of the examination, you must remain in your seat until the invigilator has collected your paper, after which you must leave the examination room immediately. Talking is not permitted until you are outside the examination room.

If you leave the examination room without permission from the invigilator, you may be disqualified from the examination.

Please note: You are not allowed to leave the examination room during the last 30 minutes of the examination.

7.13 Complaints

Complaints are addressed to the Dean of Studies. The study counsellor gives advice about procedure and rules. Use form G1 (see p. 51)

7.14 General Rules

Smoking is strictly prohibited throughout the school.

Mobile phones must be switched off during lessons.

If you use a lap top in during classes, you are not allowed to use for things that are not relevant to the lessons (surfing the Internet, games, e-mail etc.) and thus distract other students. You must switch off the sound of the lap top if you use it during classes.

The note on the door in your classroom specifies what to do in case of fire – the most important thing is for you to leave the building immediately without using the lifts.

You are not allowed to consume food in classrooms.

8. Access codes

8.1 IBA students' guide for using access cards

IBA students can use their access cards to access room B21 and "Downunder"

IT rooms are locked at 4 pm. every day (Fridays at 3 pm). If you need to use an IT room after that time, B21 is at your disposal. When the school is open due to evening classes, the PCs in the hallway (plan D) may also be used after 4 pm.

When you have been given your access card, you must activate the card/make a pin-code!

Go to the access card reader outside room B21 and swipe the card. You will now see the following text on the display:

"Indtast ny pinkode".

You now key in a 4-digit pin-code, and immediately afterwards you are asked to repeat it.

8.2 How to use access cards

Please note that the access card is for individual use – not for more people at a time. Consequently, if a group of four students wants access, only one student can swipe his card at a time. The others must wait for the door to close and then swipe their cards – one at a time. You must also note that students are not allowed to bring friends to the rooms mentioned. Failure to observe this rule can lead to expulsion.

To gain access to room B21 or Downunder, the access card must be swiped and the pin-code keyed in. The door will then unlock for a few seconds and the room's alarm system will be switched off.

When you want to leave room B21 or Downunder, you only need to swipe your access card (without pin-code). The door will again be unlocked for a few seconds, and you must leave the room and make sure that the door is properly closed. The room's alarm system is automatically switched on again, and you are no longer registered as being present in the room.

The access card system is reset at 3 pm on weekdays. This means that all users registered as being present before 3 pm will not be registered as being present after 3 pm.

If you want to stay in the room, you must swipe the card again (after 3.05 pm but before 3.30 pm). Please note that the procedure must be performed from outside the room. Please also note that the time in force is the time on the display of the card reader.

There is no reason to panic if you are the last person to leave B21/Downunder and your card seems not to work. First you try it several times - if it still does not work, you open the doors by breaking the glass of the green emergency exit sign ("nødudgang" in Danish). In B21 you will find the emergency exits next to the hallway (where the toilets are) and next to the ordinary exit. In Downunder you can use the emergency handle on the door (remember to close the door properly when you leave the room).

8.3 What to do if the alarm goes off

If the alarm goes off while you are in B21 or in Downunder you must call this number (caretaker):

Alarm – call: 7224 1980

Please note that if you have caused an alarm because you have not observed the rules, the IBA reserves the right to claim compensation for costs incurred because of a false alarm.

9. Housing and recreational activities in Kolding

9.1 Overview of the housing situation in Kolding

If you are seeking accommodation in Kolding, please contact the following address:

Kolding UngdomsboligAnvisning KUA
Ålegården 2
6000 Kolding

Phone: +45 7550 1500
Fax: +45 7553 0227
E-mail: Teknisk@koldingkom.dk

9.2 Overview of recreational activities in Kolding

If you are looking for an overview of the different facilities such as sports, social activities or municipality addresses in Kolding, please look at www.kolding.dk.

10. International Business College

10.1 General information

Over the past 100 years, Kolding Business School developed from a school with 18 students attending evening classes to an educational institution with day and evening classes for about 6000 students. In 2002, Kolding Business School merged with Fredericia-Middelfart Business School and got a new name: IBC (International Business College) and in 2004 IBC merged with Aabenraa Business School – and IBC is now a school with 3,400 full time students.

The Business Academy was founded here in 1982. In 1991 and 1992 the programme was expanded to include English and German placements, respectively..

The IBA is affiliated with Syddansk Erhvervsakademi (Southern Denmark's Business Academy) (www.sde.dk).

At the same time, the Higher Education Department of Kolding Business School was named the International Business Academy (IBA) so as to signal the focus on current and future degree-level study courses. In 1992, this comprised the International Business (with English, German and Danish lines) and Market Economist programmes.

In the summer of 2000, the Market Economist Programme replaced the three programmes: Market Economist, International Business and Design Manager.

Currently, there are approximately 350 students on IBA programmes, covering AP degree programmes as well as BA, MSc and MBA programmes. Students come from Denmark and abroad and they form the basis for an interesting, attractive and international study environment.

10.2 Mission and rules

What do we offer you and your fellow students?

- a firm theoretical foundation within a number of areas
- a unique combination of theoretical study with practical experience
- the opportunity for you to develop into a professional, competent, enthusiastic and internationally oriented individual.
- a study environment which has a truly international outlook

In co-operation with IBA students, staff, course managers and advisers from around the world, we have a quality-assurance process designed to maintain and improve standards in the various components of our programme delivery including: Teaching, projects, facilities and resources. In our view, high quality education:

- *is at the highest possible professional level in relation to the latest research findings and the demands by the business world for employees with the knowledge, skills and personal qualities which IBA students can achieve*
- *is delivered to the most stringent educational and professional standards*
- *enables an interaction between theoretical study and practical experience*
- *takes off from an international perspective - through foreign research, experiences and materials from the global market place*
- *strengthens innovative thinking*

In order to achieve these aims, the IBA demands from its staff and students:

- *engagement and responsibility*
- *willingness to adapt*
- *flexibility*
- *desire for challenge and personal development*
- *ability to empathise*
- *commitment to communication and dialogue*

11. Coventry University

Coventry University (CU) is an evolving and innovative university with a growing reputation for excellence in education. The university has approx. 24,000 students in total.

Independent surveys show that Coventry University provides a caring and supportive environment, enriched by a unique blend of academic expertise and practical experience.

Coventry University's aim is to keep on improving. For that reason, the university is investing heavily in developing state-of-the-art facilities with £160m earmarked for improvements over the next ten years.

By seeking to enhance the strong vocational emphasis of the courses and bolstering the links with the very best industry organisations, the university is firmly focussed on preparing students for successful futures.

The Faculty of Business Environment and Society, which offers the Bachelor programme in International Business (Honours), aims to provide a dynamic, innovative and enterprising educational experience for all CU students. It has modern and well-equipped teaching facilities and promotes the use of up-to-date technology to enhance the learning experience.

With excellent links to major national and international organisations and close partnerships with universities around the world, the Faculty has an international orientation with students and staff from many countries.

The Faculty stresses the importance of preparing students for employment. Consequently emphasising the development of skills, competencies and understanding necessary to contribute in the rapidly changing work environment.

For more information, please visit <http://www.coventry.ac.uk/university/Pages/TheUniversity.aspx>

ANNEXES

Essential information for all students

All of Coventry University's undergraduate degrees are designed within a common modular framework and are governed by the same Academic Regulations. There are also General Regulations that cover general procedures and codes of conduct and issues such as health and safety. Since the top-up Bachelor in International Business offered by the IBA is a Coventry University degree, Coventry University's rules apply.

The Academic and General Regulations are available for consultation on the University's web site (<http://www.corporate.coventry.ac.uk>) through Schools & Departments > Academic Registry > Academic/General Regulations. Full texts are also available for consultation in your Faculty/School, the Library, the Registry, and the Quality Enhancement Unit.

Coursework & Academic Dishonesty

The notes below outline some of the main features and provide guidance on the areas listed below.

- A Coursework assignments
- B Academic Dishonesty
- C Plagiarism and how to avoid it: Citing sources and referencing in your academic writing

You will be supplied with a student handbook/programme specification and module guides relevant to your programme of studies (either paper-based or electronic) which contain important information on the structure and specific requirements of your course and modules. You must read these documents: familiarise yourself with the information, and refer to it throughout your studies, especially when sitting exams and preparing coursework assignments. Failure to consult this information will not constitute an acceptable defence in the case of your failure to comply with the requirements.

In signing your enrolment form, you accept and agree to abide by the regulations, codes of conduct and other provisions, and accept your responsibilities as a student.

By enrolling, you also accept liability to pay fees at the appropriate level and by the due date. All official e-correspondence from the IBA will be sent to your IBA mail account. Please make sure that you check your inbox on a regular basis.

If you just stop attending a module and do not withdraw officially, the module will show as a 'fail' on your results and will appear on your final transcript.

If you decide to withdraw from the whole course, you should discuss this with your Course Tutor or Programme Manager. Please note that there is no refund on the tuition fee for semesters that have started.

A COURSEWORK ASSIGNMENTS

Most courses at the University require you to produce coursework that will be assessed. You will be given a schedule of what you will have to do at the beginning of each module, together with guidance on what is expected of you. There are standard procedures for enforcing any word limit set, handing in your work, applying for an extension to the deadline and penalising work handed in late without authorisation.

Your tutor will advise you whether any word limit is a guideline, or whether your ability to write within the word limit is actually part of the assessment of the piece of work concerned. If the limit set is a maximum, or a minimum, then a penalty of 10% of the mark for that piece of work will be applied to those pieces of work that exceed, or are below, the requirement by 10% or more. Your tutor will advise you of the hand-in procedures and the date by which you are to submit your completed work. You should ensure that you manage your time to meet this deadline.

You must normally complete and attach a cover sheet (available from the administrative office responsible for the module) for each piece of coursework that you hand in. If you are a full-time student it is essential that you only hand your work in at the specified time and place, as individual tutors are normally unable to accept completed coursework direct from you. Part-time students may have different arrangements for handing in coursework; your module tutor will advise you of the details.

Should unforeseen circumstances arise, before the due date of the work, then you may apply for an extension to the deadline of normally up to three calendar weeks.

You should note that extensions can only be given for genuine “force majeure” and medical reasons, not for bad planning of your time. Please note that theft or loss of coursework, or failure to keep a back-up file are not valid reasons.

You must use the ‘request for extension to coursework deadline form’ available from the administrative office responsible for the module. This form must be accompanied by original, supporting, documentary evidence in all cases (photocopies are not acceptable). This evidence should take the form of a doctor’s note or some other documentation (e.g. counsellor’s report).

The completed documentation should be handed to your Course Tutor **before** the due date of submission of your assignment. Your request will be considered and if it is accepted you will be given a new date by which you must complete and hand-in your work.

It is not possible to apply for a second extension for the same piece of work.

If you submit work after the published deadline, and have not formally requested and been granted an extension, the following marking penalties will be applied:

- Work submitted up to 1 week (5 working days) after the due date for submission will lose 10% of the mark (after internal moderation).
- Work submitted after this, but up to 2 weeks (10 working days) late will lose a further 10% of the mark (i.e. 20% overall).
- Work tendered for submission more than 2 weeks (10 working days) after the due date will not be accepted and an absence will be recorded for the assessment concerned. This will count as a failed attempt and may result in you failing the module overall.

The term week should be taken to mean 5 working days i.e. Monday to Friday excluding days of official University closure (e.g. public holidays).

Marked work will be returned to you with feedback indicating the strengths and weaknesses of that assignment. The marking of all assessed coursework tasks is subject to internal moderation. Some written assignments, projects, dissertations etc. are double-marked as a matter of course. For other assessments, only a sample of work across a range of marks will be subject to the internal moderation process. There may be written comments on some of your assessed work which indicates that it has been included in the moderated sample.

B ACADEMIC DISHONESTY

Academic dishonesty covers any attempt by a student to gain unfair advantage (e.g. extra marks) for her/himself, or for another student, by unauthorised means. Examples of such dishonesty include collusion falsification, deceit, plagiarism and cheating in examinations.

Collusion includes the conscious collaboration, without official approval, between two or more students, or between a student(s) and another person, in the preparation and production of work which is then submitted as individual work. In cases where one (or more) student has copied from another, both (all) students involved may be penalised. The boundary between legitimate co-operation and unacceptable collusion varies according to the type of work involved. Staff setting the assessment exercise will issue clear guidance on how much co-operation is acceptable.

Falsification includes the presentation of fictitious or deliberately distorted data in, for example, laboratory work, surveys or projects. This also includes citing references that do not exist.

Deceit includes misrepresentation or non-disclosure of relevant information, including the failure to disclose any cases of work being submitted for assessment which has been or will be used for other academic purposes.

Plagiarism is the act of using other people's words, images etc. as if they were your own. In order to make clear to readers the distinction between your words, images etc. and the work of others, it is essential that you reference your work accurately, (**see section E below**), thereby avoiding a charge of plagiarism. It is always obvious when a student has copied words from a text without referencing, as there is a change of writing style each time. If you do not reference your work correctly, it will come across as if you had 'stolen' words or ideas from other sources.

Cheating is defined as any attempt to gain an unfair advantage in an assessment (including examinations), or assisting another student to do so. It includes: taking unauthorised materials into examinations, copying from other candidates, collusion, impersonation, plagiarism, and unauthorised access to unseen examination papers. In the event of an allegation of cheating you are advised to contact the Student Union Advice Centre immediately after the incident.

It is in the best interests of all students for the University to maintain the good reputation of its awards. Your co-operation is expected in actively protecting the integrity of the assessment process. It is the duty of all students to observe high personal standards of academic honesty in their studies and to report any instances of malpractice of which they become aware.

The minimum penalty for a proven case of academic dishonesty is usually a mark of zero in that module, with the maximum being exclusion from the University.

C PLAGIARISM AND HOW TO AVOID IT: CITING SOURCES AND REFERENCING IN YOUR ACADEMIC WRITING

Gathering information from a variety of sources forms an essential part of most academic writing, and it is important how you reference this material. All writers borrow material from other sources at some time, including ideas, information, images, charts, graphs, and statistics. Whenever you use information from other sources, you must **reference** the source.

You must reference every piece of information that you borrow from another source because it is the **intellectual property** of the individuals or groups of people who have produced it. All statements, opinions, conclusions, images, etc. which you have taken from someone else's work (books, journals, lectures, videos, TV programmes, newspapers, internet pages, etc.) should be acknowledged, whether the work is mentioned, described, reproduced, summarised, paraphrased or directly quoted by you.

Why reference?

- ✓ **Good referencing** makes your writing scholarly and authoritative. It demonstrates that you have researched your topic well, and shows your ability to adhere to academic standards.
- ✓ **Good referencing** displays intellectual honesty because the reader can see which elements of the writing are original, and which are borrowed. Clear references also help a marker to credit originality in your work.
- ✓ **Good referencing** allows your readers to locate and consult the sources you have used—and allows you to easily go back to consult sources you have used in previous papers you have written.
- **Poor referencing** means that your writing is not founded upon clear evidence, so it is hard to persuade your reader of your arguments. Also be aware that the quality of your references is taken into account when assignments are marked.
- **Poor referencing** can give an impression of intellectual dishonesty because it is unclear which information has been borrowed from another source. In the worst case this is plagiarism (**see section D above**), which means presenting someone else's work as your own. Plagiarism can be accidental or intentional. You will be penalised for plagiarism of either sort at Coventry University.

The **Harvard Style** is Coventry University's recommended format for documenting the sources you use in your academic writing. Some tutors and subject groups may require you to use an alternative referencing style. If you are unsure, ask your module tutor. It is **your responsibility** to find out whether your tutor requires you to use a different referencing style.

**The International Business Academy
1-year top-up Bachelor programme (honours) International Business**

FORM G1

Student name:		Class:
Regarding: (please tick relevant box)	<input type="checkbox"/> later hand-in date for coursework assignment on the grounds of extenuating circumstances <input type="checkbox"/> later hand-in date for coursework assignment on the grounds of illness (medical certificate must be provided) <input type="checkbox"/> resit of exam or coursework <input type="checkbox"/> resit of exam on the grounds of illness (medical certificate must be provided) <input type="checkbox"/> complaint <input type="checkbox"/> other	Brief explanation:
Please tick the relevant box:	<input type="checkbox"/> I would welcome the opportunity to elaborate on the reasons for my request at a meeting with the IBA course link tutor and a student counsellor <input type="checkbox"/> I do not wish to elaborate on the reasons for my request at a meeting with the IBA course link tutor and a student counsellor	
The form has been received by the IBA course link tutor (seal/signature/date): <hr/>		Student's signature & date: <hr/>