

Assessment Brief: Individual Coursework 2024–25

Assessment Details

Course Title:	International Business and Global Responsibility
Course Code:	LBUSI4203
Course Leader:	Priyan Khakhar
Level:	4
First, Second, or Third Sitting:	1st Sitting
Assessment Title:	Written Assignment (WA)
Assessment Number:	AE2
Assessment Type:	Written Assignment (WA)
Restrictions on Time/Length:	1500 words (+/- 10%)
Assessment Weighting:	60%
Issue Date:	11th November 2024 (28 days before deadline)
Hand-in Deadline:	9th December 2024 before 1pm (1300 hrs)
Planned Feedback Deadline:	28 calendar days after hand-in deadline or last presentation date
File Format Accepted:	PDF
Mode of Submission:	Online (Canvas)
Anonymous Submission:	YES

Assessment Task

INSTRUCTIONS TO CANDIDATES:

For this written assignment, you are presented with five (5) questions, from which you have to select **three (3)**. Take time to read the questions carefully, and internalise what has been asked. If you select less than 3 questions, or you do not tackle all aspects of each question, you will lose marks.

Assessment Brief: Individual Coursework 2024–25

All questions within carry equal marks, and you should write 500 (+/- 10%) words per question. **Please use required in-text and end-text referencing with your answers at the end of your submission document (you may exclude the word count of references from your final word count).** Please use APA referencing style; details are available on Canvas.

Please submit a PDF document, so it can be checked via Turnitin which includes **built-in AI checks**.

If you decide to answer more questions than is required, these won't carry extra marks. Only the first 3 questions attempted will be marked.

1. Explore the viewpoints of advocates and detractors of tariff and non-tariff barriers in global trade, considering their effects on overall consumer welfare. Subsequently, present arguments for and against the 'infant industry argument' as a form of protectionism expanding on the views from the Butler (2021) at Adam Smith Institute (please see link on Canvas and reference below). Cite relevant and real world examples of the use of this argument to provide a reasoned conclusion.
2. Select and contrast 2 (two) major religions of the world (by population), and how they may affect international business specifically. Do values in these religions offer market product/service expansion opportunities for international managers or pose an extra cost in terms of adaptation? Demonstrate your answer with valid contemporary examples discussed in class.
3. You are a multinational enterprise (MNE) pharmaceutical company based in the UK, specialising in cancer medication. Your company has developed a drug that cures prostate cancer in 95% of patients, based on successful human clinical trials, and has patented the formula. Recently, King Charles III and the Princess of Wales have been diagnosed with cancer, and are currently undergoing treatment. Your company is coming under increasing pressure, from both the media and the wider public and nudges from royal charities, to sell the patent for £1 and make the drug widely available for the greater good. Using ethical analysis, how would your MNE approach this situation, with respect to your corporate social responsibility (CSR) and your long-term profits ?

4. In your opinion, what specific reforms or changes do you believe are most crucial for enhancing the effectiveness and fairness of international financial institutions like the IMF and the World Bank in addressing global economic challenges? How do you think these reforms could better align the institutions' objectives with the needs and aspirations of diverse stakeholders, including emerging economies and developing countries? Use appropriate examples and sources to back up your answer.
5. Critically discuss the traditional view of culture where the 'traditional nation state equals one culture' as mentioned by Jones (2007), to a view where 'culture as an inter-woven fabric of many value systems that are constantly evolving within traditional nation states' given globalisation and resulting migration. Building on Khakhar et al. (2023) cited below, and other relevant works, what implications do points in your discussion have for cultural analysis in the international business discipline? Refer to the readings and videos available on Canvas.

References (also available on Canvas):

Butler (2021), The Adam Smith Institute. Protectionism: The Infant Industries Argument. Adam Smith Institute Blog. <https://www.adamsmith.org/blog/protectionism-the-infant-industries-argument>

Jones, M. (2007) "Hofstede – Culturally Questionable?" University of Wollongong, Faculty of Commerce Papers. <https://ro.uow.edu.au/cgi/viewcontent.cgi?article=1389&context=commpapers>

Khakhar, P., Rammal, H., and Pereira, V. (2023), "Biculturals in international business negotiations: moving away from the single culture paradigm", *Journal of Organizational Change Management*, Vol. 36 No. 1, pp. 180-194. <https://doi.org/10.1108/JOCM-04-2022-0110>.

Assessment Criteria

Your answers will be assessed on the following criteria, with the rubrics provided below:

Relevance (10%): Questions are interpreted correctly; discussion is focused on topic of the questions; irrelevant content and discussion are not included.

Knowledge and understanding (30%): Literature (including course material, recommended readings, and wider readings) has been selected, interpreted, and used correctly and appropriately.

Analysis and critical thinking (30%): The integration of evidence and data is clearly discussed to address the questions, there is evidence of analysis and problem-solving skills; the approach show originality in argument or problem-solving skills; there is evidence of critical insight and reasoned questioning of assumptions; there are incidences of independent judgement.

Scholarship and style (20%): Conclusions are well justified and complex, factors reported and statements made are accurate, writing is clear and fluent; there is appropriate use of technical language for professional audience, all sources are appropriate and accurately acknowledged and formatted in a recognised style.

English proficiency (10%): Correct grammar, spelling and syntax; subject appropriate style and form; effective communication and coherent organisation of ideas; complete references

* **Note:** The use of generative AI (e.g. but not limited to ChatGPT) is not permitted.

Assessment Brief: Individual Coursework 2024–25

Rubric

<u>Criteria</u>	<u>Grade Descriptor</u>	<u>Course Descriptor</u>	<u>Outstanding</u> <u>(100/90/85/80)</u>	<u>Excellent</u> <u>(75/72)</u>	<u>Very Good</u> <u>(68/65/62)</u>	<u>Good</u> <u>(58/55/52)</u>	<u>Satisfactory</u> <u>(48/45/42)</u>	<u>Needs Improvement</u> <u>(38/35/32)</u>
Relevance 10%	Questions are interpreted correctly; discussion is focused on the topic of the questions; irrelevant content and discussion are not included.	S2a Provide solutions to business problems and challenges within a multicultural or global context.	Totally appropriate integration and relevant.	Almost wholly appropriate interpretation and relevant.	Largely appropriate interpretation and relevant.	May contain some misinterpretation and/or irrelevant material.	Limited interpretation and relevance.	Significant misinterpretation and irrelevant material.

Assessment Brief: Individual Coursework 2024–25

Knowledge and Understanding 30%	Literature (including course material, recommended readings, and wider readings) has been selected, interpreted, and used correctly and appropriately.	K1a Discuss the environment of international business and the challenges faced by businesses operating or seeking to operate internationally.	Demonstrates a thorough understanding and insightful application of course readings, lectures, and discussions throughout the analysis. Identifies connections between course material and new information, creating a rich and nuanced understanding. Very good evidence of study beyond the recommended literature and wider reading.	Demonstrates a good understanding of course material and effectively integrates it throughout the analysis. Good evidence of study beyond the recommended literature and wider reading.	Demonstrates some understanding and integration of course material, but may lack depth or exploration of more complex connections. Some evidence of wider reading.	Attempts to integrate course material but with some limitations or minor inaccuracies.	Shows limited understanding of course material and demonstrates minimal integration into the analysis.	Fails to demonstrate understanding or integrate course material into the analysis.
------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------

Assessment Brief: Individual Coursework 2024–25

Analysis and Critical Thinking 30%	The integration of evidence and data is clearly discussed to address the questions, there is evidence of analysis and problem-solving skills; the approach show originality in argument or problem solving skills; there is evidence of critical insight and reasoned questioning of assumptions; there are incidences of independent judgment.	<p>K2a Describe some basic aspects of the planning, organising, and control of international business operations.</p> <p>K3a Identify cultural sensitivities, differences and preferences in business and consumer contexts and consider the range of ethical and moral implications related to operating a business in an international setting.</p> <p>T1a Use analytical strategic decision-making, as well as written and verbal communication skills.</p>	Very well-developed analytical and problem solving skills; outstanding ability to evaluate data and evidence base, shows strong critical judgement.	Well-developed analytical and problem-solving skills; excellent evaluation of data and evidence-base' and sows critical judgement.	Good analytical and problem solving skills; good evaluation of data and evidence base; shows some critical judgement.	Sound but inconsistent analytical and problem solving skills and evaluation of data and evidence-base; may show some critical judgement.	Inconsistent and weak analytical and problem solving skills; weak evaluation of data and evidence-based ; lacks critical judgement.	Lacks analytical and problem solving skills; lacks evaluation of data and evidence-base; lacks critical judgement.
------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------

Assessment Brief: Individual Coursework 2024–25

Scholarship and Style 20%	Conclusions are well justified and complex, factors reported and statements made are accurate, writing is clear and fluent; there is appropriate use of technical language for professional audience, all sources are appropriate and accurately acknowledged and formatted in a recognised style.	T3a Display a developing technical proficiency in written English and an ability to communicate clearly and accurately in structured and coherent pieces of writing. K1a Discuss the environment of international business and the challenges faced by businesses operating or seeking to operate internationally	Very well justified and full conclusions; completely accurate and fluent in writing using professional language; accurate referencing.	Well justified and full conclusions, almost wholly accurate and fluent writing using professional language; accurate referencing.	Largely well justified conclusions; largely accurate and fluent writing using professional language; accurate referencing.	Sound justification for conclusions; sound level of accuracy and written fluency and use of professional language; sound use of referencing conventions.	Weak justification for conclusions; some inaccuracy; inconsistent written fluency and use of professional language; inconsistent use of referencing.	Limited or no justification for conclusions; much inaccuracy; poor written fluency and use of professional language; poor use of referencing conventions.
---------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------

Assessment Brief: Individual Coursework 2024–25

English Proficiency 10%	Correct grammar, spelling and syntax; subject appropriate style and form; effective communication and coherent organisation of ideas; complete references	T3a Display a developing technical proficiency in written English and an ability to communicate clearly and accurately in structured and coherent pieces of writing.	No errors in grammar, spelling, or syntax. Style and form are highly appropriate for the subject, enhancing content. Ideas are communicated very effectively with logical and coherent organisation. All references are complete, accurate, and correctly formatted.	Few minor errors in grammar, spelling, or syntax. Appropriate style and form that supports the content. Ideas are communicated effectively with mostly logical and coherent organisation. Most references are complete, accurate, and correctly formatted.	Some errors in grammar, spelling, or syntax, but they do not hinder overall understanding. Style and form are somewhat appropriate, partially supporting content. Ideas are somewhat clear with some logical organisation. Some references are incomplete or inaccurately formatted.	Noticeable errors in grammar, spelling, or syntax that occasionally confuse meaning. Style and form are somewhat inappropriate, partially detracting from content. Ideas are unclear, with some organisational issues. Several references are incomplete or inaccurately formatted.	Some what frequent errors in grammar, spelling, or syntax that significantly hinder understanding. Style and form are inappropriate, detracting from content. Ideas are unclear with illogical and incoherent organisation. Many references are missing or incorrectly formatted.	Extensive and frequent errors in grammar, spelling, or syntax that significantly hinder understanding. Style and form are inappropriate, detracting from content. Ideas are unclear with illogical and incoherent organisation. Many references are missing or incorrectly formatted.
-------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Submitting Assessments

You have three submission attempts, but only the last submission will be graded. If your last submission attempt is late, you will receive the late penalty even if you have a previous submission that was on time. Please make sure to avoid multiple submissions for assessments with multiple components, as only the last attempt will be graded. Upload several files in one submission attempt instead.

As this assessment requires anonymous submission, please be sure you have left your name off of your submission and out of the submission file name, **as failing to do so may result in a 0% mark on the assessment.**

Refer to the assessment details table at the top of this assignment brief for acceptable file formats.

Please ensure that you tick the agreement box at the very bottom of your Canvas submission page (scroll down if you don't see it). This will enable you to select 'Submit Assessment.' Please review the submitted file to ensure that everything is in order.

If you encounter any issues with submission, e-mail a copy of your assignment before the deadline to student.assessments@nulondon.ac.uk along with screenshots of the problem on Canvas, showing a timestamp.

To turn on notifications for submission confirmation emails in your Canvas settings: Account > Notifications > Turn on the bell for 'All submissions.' In the app this is via Settings > Email Notifications > All submissions.

Marking

The University uses two categorical marking schemes – one for undergraduate and one for postgraduate – to mark all taught programmes leading to an award of the University.

More detailed information on the categorical marking scheme and the criteria can be found in the Course Syllabus, available on the University's VLE.

Submissions will be graded/marked according to the assessment criteria and the rubric which are shared on this document.

Learning Outcomes

This assessment will enable students to demonstrate in full or in part the learning outcomes identified in the Course Descriptor.

On successful completion of this assessment, students should be able to:

Knowledge and Understanding

K1a	Discuss the environment of international business and the challenges faced by businesses operating or seeking to operate internationally
K2a	Describe some basic aspects of the planning, organising, and control of international business operations.
K3a	Identify cultural sensitivities, differences and preferences in business and consumer contexts and consider the range of ethical and moral implications related to operating a business in an international setting.

Subject-Specific Skills

S2a	Provide solutions to business problems and challenges within a multicultural or global context
-----	------------------------------------------------------------------------------------------------

Transferable Skills

T1a	Use analytical strategic decision-making, as well as written and verbal communication skills.
T3a	Display a developing technical proficiency in written English and an ability to communicate clearly and accurately in structured and coherent pieces of writing.

Accessing Feedback

Students can expect to receive feedback on all summative coursework within 28 calendar days of the submission deadline or, if applicable, the last oral assessment date, whichever later. The 28 calendar day deadline does not apply to work

submitted late. Feedback can be accessed through the assessment link on the Canvas course page.

Late Submissions

Please ensure that you submit your assignment well before the deadline to avoid any late penalties, as a submission made exactly on the deadline will be considered late. Please keep in mind that there may be differences between your computer's clock and the server time, which can cause discrepancies, and that Canvas may take some time to process your submission.

Your Canvas submission portal displays two due dates: one is the deadline for your assignment, and the second is the latest possible date by which your assignment can be submitted late. Please make sure you submit by the assessment deadline in order to avoid late penalties.

If assessments are submitted late without approved Extenuating Circumstances, there are penalties:

- For assessment elements submitted up to one day late, any passing mark will receive 10 marks deducted or a threshold pass (40% for undergraduate students, 50% for postgraduate students), whichever is higher. Any mark below 40% for undergraduate students and below 50% for postgraduate students will stand.
- Students who do not submit their assessment within one day of the deadline, and have no approved Extenuating Circumstances, are deemed not to have submitted and to have failed that assessment element. The mark recorded will be 0%.
- For assessment subelements, late submission will result in non-submission penalties deducted according to the marking criteria above.

For further information, please refer to [AQF7 Part C in the Academic Handbook](#).

Extenuating Circumstances

The University's Extenuating Circumstances (ECs) procedure is in place if there are genuine circumstances that may prevent a student from submitting an assessment. If the EC application is successful, there will be no academic penalty for missing the published submission deadline.

Students are normally expected to apply for ECs in advance of the assessment deadline. Students may apply for consideration of ECs retrospectively if they can provide evidence that they could not have done so in advance of the deadline. All applications for ECs must be supported by independent evidence.

Students are reminded that the ECs procedure covers only short-term issues (within 21 days leading to the submission deadline) and that if they experience longer-term

matters that impact on learning then they must contact [Student Support and Development](#) for advice.

Under the Extenuating Circumstances Policy, students may defer an assessed element on only one occasion and may request an extension on a maximum of two occasions.

For further information, please refer to the [Extenuating Circumstances Policy](#) in the Academic Handbook.

Academic Misconduct

Any submission must be a student's own work and, where facts or ideas have been used from other sources, these sources must be appropriately referenced. The University reserves the right to hold a viva if there are concerns about the authenticity of a student's or learner's work. The Academic Misconduct Policy includes the definitions of all practices that will be deemed to constitute academic misconduct. This includes the use of artificial intelligence (AI) where not expressly permitted within the assessment brief, or in a manner other than specified. Students should check this policy before submitting their work. Students suspected of committing Academic Misconduct will face action under the Policy. Where students are found to have committed an offence they will be subject to sanction, which may include failing an assessment, failing a course or being dismissed from the University depending upon the severity of the offence committed. For further information, please refer to the [Academic Misconduct Policy](#) in the Academic Handbook.

Version History

Title: Assessment Brief Template					
Approved by: The Quality Team					
Version number	Date approved	Date published	Owner	Location	Proposed next review date
4.0	March 2023	March 2023	Registrar	VLE/ Faculty Resources Page	March 2024
3.0	August 2022	August 2022	Registrar	VLE, Faculty Resources Page	July 2023
2.3	December 2021	December 2021	Registrar	VLE	August 2022
2.2	August 2021	August 2021	Registrar	VLE	August 2022
2.1	September 2020	September 2020	Registrar	VLE	August 2021
2.0	September 2020	September 2020	Registrar	VLE	August 2021
1.0	August 2019	August 2019	Registrar	VLE	August 2020
Referenced documents	AQF7 Academic Regulations for Taught Awards; Extenuating Circumstances Policy; Academic Misconduct Policy; Course Syllabus				
External Reference Point(s)	UK Quality Code Theme: Assessment				