

Programme Description

STUDY ABROAD

Name of the programme: Year 2 Full Year International Business

Key information:

Dates: 6 January to 21 March 2025 (exams included)

Duration: 12 weeks (holidays: 15-23 February 2025)

Level: Level 5 (Undergraduate Year 2)

Total number of teaching hours: 174h + SHIFT(s) project: 12h digital module

ECTS: 30

Prerequisites: Completion of Level 4/Undergraduate Year 1 of Business studies

Examination Board Date: 20 May 2025*

Resit Exams Dates: 16 to 20 June 2025 (online)*

Resit Examination Board Date: 2 July 2025*

**The forecasted dates of the Examination Boards and the Resit Exams are indicated in your programme description, although they are subject to change based on circumstances*

Programme Lead Name: Zacchary Falconer-Barfield

Programme Advisor Name, Title and Institution: Elodie Anderson, Programme Director, INSEEC BBA / Isabelle Bassani Pierre, Bachelor Programme Director, ESCE / Dr Patrice Sargenti, Director of Undergraduate Program & Operations, International University of Monaco

Aims of the Programme:

Following a first semester at OMNES Education London School (OELS), this second semester focuses on developing student abilities to work and lead in multinational businesses or international start-ups. It will provide a foundation in business and management principles from a British perspective, as well as enhancing soft skills such as intercultural communication, leadership and personal development skills.

Programme Benefits:

This programme offers students:

- Enhanced employability skills - students learn about and develop a wide range of skills that employers value, such as teamwork, communication, critical and self-reflexion, intellectual curiosity and project management.
- Perspective and experience - students relate the learning to global developments and to British perspectives.
- Greater knowledge of a range of essential theories, principles and practices related to international business such as effective organisational management and leadership for decision making, key trade practices, Excel applied to finance and marketing, and financial analysis.
- A distinctive broad curriculum - students engage in experiential, experimental and collaborative learning through a variety of modules to prepare them for an organisational environment.
- A valuable study-abroad experience - students develop their autonomy by living independently in a foreign country.

Learning Outcomes:

Knowledge

By the end of this programme, students will have demonstrated:

1. A foundational knowledge of current theories and techniques of the major business disciplines.

Skills

By the end of this programme, students will be able to:

2. Evaluate and analyse the leadership and teamwork skills required for business decision making, including the consideration of ethical and sustainability implications for businesses.
3. Demonstrate the ability to clearly communicate orally and in writing and engage in critical discussions and debates
4. Apply examples of critical thinking skills.
5. Show an understanding of global perspectives and challenges with a particular focus on the British view.

Values

By the end of this programme, students will have demonstrated a commitment to:

6. Recognising and respecting the five values of OELS.

Programme Structure:

| ACADEMIC PROGRAMME <i>(subject to change)</i> | Hours | ECTS |
|--|--------------|-------------|
| Business & Innovation | | |
| Advanced Management Theory & Leadership | 18 | 3 |
| A.I. & Ethics | 18 | 3 |
| International Trade Practices | 24 | 4 |
| International Economic Environment | 12 | 2 |
| Finance & Entrepreneurship | | |
| Financial Analysis | 18 | 3 |
| Excel Applied to Finance & Marketing | 18 | 3 |
| London Start-up Project | 18 | 3 |
| Marketing & Communication | | |
| Intercultural Communication | 18 | 3 |
| Leadership & Personal Development | 12 | 2 |
| Environment & Global Challenges | 18 | 3 |
| Project | | |
| SHIFT(s) | 12 | 1 |

Approach to Learning:

Modules are taught using a variety of approaches that are tailored to the subject material and the skills being developed. Students are expected to attend all classes, workshops and activities in their schedule and to work both alone and in collaboration with other students to complete the formative and summative assessments. Students are encouraged to take every opportunity to develop their English language skills by actively participating in one-on-one and group discussions. Additionally, and of critical importance, students are expected to be responsible for driving their own learning journey, spending time in independent study and immersing themselves in each subject via articles, books, podcasts, videos and other materials.

Module Handbook

Module title: Advanced Management Theory & Leadership

Lecturer's name: Dr. Kit Barton

Email address: kbarton@omnesintervenant.com

Contact hours: 18

Assessment hours: 1.5 hours in Session 12

Independent study hours expected: 36hours

ECTS credits: 3 ECTS

Programme level: Level 5

Prerequisites: None

Aims:

This course explores the dynamic relationship between leadership and decision-making in organizational settings. It is designed for students who aspire to develop the skills required to lead teams effectively and make informed, impactful decisions. Through a combination of theoretical frameworks and practical applications, participants will gain a deep understanding of the psychological, strategic, and ethical aspects of leadership and decision-making. Key topics include decision-making processes, cognitive biases, ethical leadership, strategic thinking, team dynamics and conflict resolution. Students will engage in case studies, simulations, and real-world examples to understand the challenges leaders face and the tools they use to make sound decisions as future managers.

Learning Outcomes (LOs):

Skills: By the end of this module, students will be able to:

1. Collaborate and build in-class networks to solve complex organisational and managerial challenges in complex settings, while enhancing personal professional development
2. Critique and utilise advanced decision-making theories along with management theory and leadership studies relevant as they pertain to organisational challenges

Syllabus Content:

| Sessions | Topic/Knowledge | Skills | LOs |
|----------|-----------------|--------|-----|
|----------|-----------------|--------|-----|

| | | | |
|------------|--|---|-----|
| Session 1 | Introduction | Communication, listening skills, and reading skills | 1&2 |
| Session 2 | Behavioural Economics – Thinking Fast and Slow | Utilizing digital resources | 1 |
| Session 3 | Thinking Errors: Anchoring | Collaboration & networking skills | 1&2 |
| Session 4 | Thinking Errors: Status Quo | Collaboration & networking skills | 1&2 |
| Session 5 | Thinking Errors: Sunk Cost | Communication & listening skills | 1 |
| Session 6 | Thinking Errors: Confirmation Bias | Conceptual & critical thinking skills | 1 |
| Session 7 | Thinking Errors: Incomplete Information | Collaboration & networking skills | 1&2 |
| Session 8 | Thinking Errors: Conformity | Collaboration & networking skills | 1&2 |
| Session 9 | Thinking Errors: Illusion of Control | Conceptual & critical thinking skills | 2 |
| Session 10 | Thinking Errors: Probability & Coincidence | Utilizing digital resources | 2 |
| Session 11 | Thinking Errors: Recall & Superiority | Conceptual & critical thinking skills | 2 |
| Session 12 | Oral Exam | | 1&2 |

Teaching and Learning Strategies:

This module uses lectures, breakout rooms, guided learning, and discussion groups to generate a stimulating learning environment that encourages students to take control of their own learning, to engage with a wide range of knowledge and skills, and to work collaboratively in the virtual environment while developing self-awareness. The strategies have been carefully chosen to support students towards learning outcomes and assessments and to cater for diversity across the student body.

Teaching and Learning Strategies include:

- Role plays and simulations
- Reflective exercises
- Group work for problem-based scenarios

Formative and Summative Assessment Strategies:

Individual Presentation: Students must present an application of a thinking error to a real-world scenario. This 3-4 minute presentation will be completed in class. It will receive oral feedback from peers and the lecturer.

Oral Exam: Students must critique and synthesize theories, concepts and facts from the module to interact with case studies. This assessment will show understanding of relevant ideas from the class and their ability to collaborate with others to achieve solutions to specific ethical challenges. This will provide evidence of engagement with LO's 1 & 2, providing an application of their knowledge of relevant theories from the course, especially in the form of a critical assessment of the case and a reflection their professional development. The OELS marking criteria for presentations will be applied.

| Assessment Schedule | Name of assessment | Format of assessment | OELS Invigilation Needed? Y/N | Duration | Contribution to final grade | LOs |
|----------------------------|---------------------------|---|--------------------------------------|-----------------|--|------------|
| Session 4 -7 | Individual Presentation | 3-4 minute presentation | N | 3-4 mins | Formative Assessment | 1 & 2 |
| Session 8 | Oral Exam | 5-10 minute oral exam | N | 5-10 mins | 100% | 1 & 2 |
| Resit Information | Individual Case Study | Recorded Video (5 minutes) and Individual Written Statement | N | 5 mins | 100% (replaces the final module grade) | 1 & 2 |

Feedback Strategies:

Students will receive regular feedback in class from classroom activities, including workshops, seminars, simulations and small group discussions. This feedback will be provided by the lecturer and from fellow students.

Individual Presentation: Students will receive formative oral feedback from the lecturer and from their peers immediately after their presentation.

Oral Examination: Students will receive direct oral and feedback from the lecturer. Students may also choose to receive supplementary written version of the above feedback.

Resit:

Students who fail the summative assessment will be offered a resit opportunity where they may submit a 10 minute recorded video of them completing individually a Consultancy Simulation assessment (as described above). They will accompany this with an Individual Written Statement (as described above).

Reading Lists:

- *Dobelli, R. (2014). The Art of Thinking Clearly. Harper Collins.*
- *Kahneman, D. (2011). Thinking, Fast and Slow. New York: Farrar, Straus and Giroux.*
- *Northouse, P. (2019). Leadership: Theory and practice. 8th ed. Sage Publications.*
- *Pinker, S. (2021). Rationality. Penguin UK.*
- *Samet, E.D. (2017). Leadership : essential writings by our greatest thinkers. New York: W. W. Norton.*

Prerequisite:

None



Module Handbook

Module title: AI & Ethics

Lecturer's name: Dr. Kevin Coffey

Email Address: kcoffey@omnesintervenant.com

Assessment hours: 90 minute exam

Contact hours: 18 hours

Independent study hours expected: 36 hours

ECTS credits: 3 ECTS

Programme level: Level 5 = Year 2 Undergraduate

Aims:

The course is designed for students to critically reflect on whether Artificial Intelligence systems are aligned with human values and conceptions of social good. Students will acquire an understanding of key ethical frameworks such as utilitarianism and deontology, and will then apply ethical principles such as fairness, utility and human dignity to evaluate machine learning agents. Students will be able to identify the merits and limitations of AI technologies, and propose potential solutions to issues like algorithmic bias, infringements on our data privacy and the lack of safety of AI operating in human environments. This will strengthen student employability as they will be better positioned to positively contribute in areas like corporate social responsibility and critical thinking.

Learning Outcomes (LOs):

Knowledge: By the end of this module, students will have demonstrated:

1. An understanding of fundamental concepts of ethical theory such as utility, human dignity, fairness, and virtue.
2. Knowledge of AI and its associated risks and benefits.

Skills: By the end of this module, students will be able to:

3. Perform an algorithmic audit of an AI case study based on identifying central risks and benefits of AI from an ethical perspective and capacity to propose appropriate ethical solutions.

Values: By the end of this module, students will have demonstrated a commitment to:

4. Human-aligned values, such as preservation of human dignity and welfare.

Syllabus Content:

| Sessions | Topic/Knowledge | Skills | LOs |
|-----------|---|---|-----|
| Session 1 | What is AI? And how does it compare to human intelligence? | Knowledge acquisition & Critical Thinking Skills | 2 |
| Session 2 | What is Ethics? And how does it apply to AI? What should we look for in evaluating the ethics of an AI system? | Knowledge Acquisition & Critical Thinking | 1 |
| Session 3 | <u>Ethical Theories 1:</u> Utilitarianism & Deontology <i>Is being ethical based on maximizing happiness for the majority? Or respecting individual rights and human dignity?</i> | Knowledge acquisition & Apply theories to case studies. | 1,4 |
| Session 4 | <u>Ethical Theories 2</u> Aristotle's Virtue Ethics & Egalitarianism <i>Should we structure our society on the principle of fairness? How about the cultivation of virtue?</i> | Knowledge acquisition & apply theories to case studies. | 1,4 |

| | | | |
|------------|---|--|---------|
| Session 5 | <u>Utilitarian Critique of AI</u> <i>Can AI revolutionize our world for the better?</i> <i>Is AI safe?</i> <i>Will AI lead to mass job displacement?</i> | Knowledge acquisition & Critical Thinking skills | 1,2,4 |
| Session 6 | <u>Deontological Critique of AI</u> <i>Do Tech companies building AI systems respect privacy and user autonomy?</i> | Knowledge acquisition & Critical Thinking skills | 1,2,4 |
| Session 7 | <u>Virtue Ethics Critique of AI</u> <i>Do algorithmic models deployed in social media cultivate virtue and lead to human and societal flourishing, or lead to vice-like behaviour?</i> | Knowledge acquisition & Critical Thinking Skills | 1,2,4 |
| Session 8 | <u>Egalitarian Critique of AI</u> <i>Does AI unfairly discriminate against marginalized groups? Is AI sexist? Is AI racist?</i> Exploring the impact of bias in algorithmic models. | Knowledge acquisition & Critical Thinking | 1,2,4 |
| Session 9 | <u>Exploring Solutions 1</u> Using utilitarian and deontological frameworks, we explore solutions that could better align AI systems with human values and well-being. | Knowledge acquisition, Critical Thinking, Design Thinking. | 1,2,3,4 |
| Session 10 | <u>Exploring Solutions 2</u> | Knowledge acquisition, | 1,2,3,4 |

| | | | |
|------------|--|--|---------|
| | Using virtue ethics and egalitarian frameworks, we explore solutions that could better align AI systems with human values and well-being. | Critical Thinking, Design Thinking. | |
| Session 11 | <u>Role Play Simulation</u> Students evaluate an AI system deployed in a university. Students are assigned roles to evaluate the AI system from different ethical vantage points. | Debating, Critical Thinking | 1,2,3,4 |
| Session 12 | <u>Practice performing algorithmic audit</u> Students work in groups and perform an algorithmic audit of a BioTech AI system in preparation for the exam. | Design thinking, critical thinking, Team work. | 1,2,3,4 |

Teaching and Learning Strategies:

This module uses a wide range of teaching and learning strategies to provide a stimulating learning environment that encourages students to take control of their own learning, to engage with a wide range of skills, and to work collaboratively while developing self-awareness. The strategies have been carefully chosen to support students towards learning outcomes and assessments to cater for diversity across the student body.

Teaching and Learning Strategies include:

- Classroom discussions
- Quizzes
- Role plays and simulations
- Reflective exercises
- Group work for problem based scenarios

Formative and Summative Assessment Strategies:

Formative Assessments:

The following formative assessments will be employed

- Multiple choice questions (MCQ) quizzes to be completed on Boostcamp after all sessions with the exception of session 9 and 12. (Wrong answers will be provided with feedback).
- In-class participation in discussions
- Use digital tools such as Mentimeter.com to facilitate student-teacher interactions on course content.

Summative Assessments:

| Assessment schedule | Name of assessment | Format of assessment | OELS Invigilation Needed | Duration if exam | Weighting | LOs |
|---------------------------------------|--------------------|--|--------------------------|------------------|---|---------|
| 1-12 | Participation | Students will be assessed on the quality of their participation in in-class activities (as outlined in OELS participation marking criteria). | N | | 30% | 1,2,3,4 |
| Scheduled for after the final session | Exam | On Paper (marking criteria available on Boostcamp). | Y | 90 minutes | 70% | 1,2,3,4 |
| | Resit | Exam (Online) | N | 60 minutes | 100% replaces final grade (capped at 10/20) | 1,2,3,4 |

Feedback Strategies:

Students will receive feedback in a variety of ways.

1. The MCQs will feature feedback for wrong answers.
2. In-class discussions will include consistent feedback from the teacher.
3. Concept check questions will be asked by the teacher to assess whether students comprehend the concepts introduced.
4. The group simulation enables
5. The debriefing session in the simulation facilitates the teacher to provide feedback on the students' interactions and knowledge transfer.

6. For the algorithmic audit, the teacher will devote the final session to working with students directly in preparing for the exam, and providing personalized feedback.

Reading Lists:

- Broussard, Meredith (2018) *Artificial Unintelligence: How Computers Misunderstand the World*, MIT Press.
- Crawford, Kate (2021) *Atlas of AI: Power, Politics and the Planetary Costs of AI*, Yale University Press.
- Fry, Hannah (2018) *Hello World: How to be Human in the Age of the Machine*, Transworld Digital.
- O'Neil, Cathy (2016) *Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy*, Crown.
- Sandel, Michael (2009) *Justice: What is the Right Thing to Do?*, Farrar, Straus & Giroux.

Prerequisite:

The course does not require pre-existing knowledge of ethics or artificial intelligence systems.

Preparation:

Students will not be required to read, watch or listen to materials prior to this module. Rather students will be required to consult materials once the course begins.

Module Handbook

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|--|--|
| Module title: | International Trade Practices |
| Lecturer's name: | Dr. Kevin Coffey |
| Email Address: | kcoffey@omnesintervenant.com |
| Contact hours: | 24 hours |
| Assessment Hours: | Participation, Simulation Debate, Written report and interview |
| Independent study hours expected: | 36 hours |
| ECTS credits: | 3 ECTS |
| Programme Level: | Level 5 = Year 2 Undergraduate |

Aims:

The course aims to equip students with a comprehensive understanding of international trade practices, including the theoretical foundations, frameworks, and operational practices of global trade. Additionally, the course aims to foster an appreciation of the complexities and contemporary challenges in global trade in 2024, preparing students to effectively navigate the evolving landscape of international commerce.

Learning Outcomes (LOs):

Knowledge:

By the end of this module, students will have demonstrated:

1. An in-depth understanding of global trade policies, international agreements, and regulations, and the ability to critically analyze their impact on global trade dynamics.

Skills:

By the end of this module, students will be able to:

2. Apply frameworks such as PESTEL to evaluate market conditions, strategize, and optimize decisions in international trade.
3. Manage export-import operations effectively, navigate global supply chain logistics, and understand international payments systems and trade financing.

4. Critically assess the viability of engaging in specific markets, such as China, using theoretical frameworks, operational practices, and geopolitical analyses to evaluate risks and opportunities.

Syllabus Content:

| Sessions | Topic/Knowledge | Skills | Los |
|------------|--|--|-------|
| Session 1 | International trade game | Collaboration & communication | 1 |
| Session 2 | Understanding international trade: historical origins to today. | Contextual Analysis & Critical analysis | 1 |
| Session 3 | Where are we now? Assessing the state of the global economy in 2024 | Economic Analysis & Critical analysis | 1 |
| Session 4 | Trade Policies and Regulations | Regulatory Knowledge & Critical Analysis | 1 |
| Session 5 | A Geopolitical Analysis of International Trade | Geopolitical Analysis | 1 |
| Session 6 | Case Study: China & International Trade | Country-specific analysis | 1 & 4 |
| Session 7 | Frameworks (Part 1): PESTEL | Strategic Analysis | 2 |
| Session 8 | Frameworks (Part 2): SWOT and Porter's Five Forces | Strategic Analysis | 2 |
| Session 9 | Case Study: Use frameworks for deeper inspection of risks and opportunities of engaging in trade in China. | Strategic Analysis | 2 & 4 |
| Session 10 | Customs and Trade Procedures | Trade Operations Management | 3 |
| Session 11 | Export and Import Management | Trade Operations Management | 3 |

| | | | |
|------------|---|-----------------------------|-----------|
| Session 12 | Global Supply Chain & Logistics | Trade Operations Management | 3 |
| Session 13 | Simulation Debate on International Trade | Negotiation | 1 |
| Session 14 | Ethical & Sustainable Practices | Ethical Analysis | 3 |
| Session 15 | Case Study: Using practices to evaluate engaging of entering Chinese market | Country-specific analysis | 3 & 4 |
| Session 16 | Interview on report | Critical thinking | 1,2,3 & 4 |

Teaching and Learning Strategies:

In this module, the development of critical reasoning and collaborative learning will be created by both in -class knowledge acquisition and out of class engagement and sharing of understanding and experience.

This module uses a wide range of teaching and learning strategies to provide a stimulating learning environment that encourages students to take control of their own learning, to engage with a wide range of knowledge and skills, and to work collaboratively while developing self-awareness. The strategies have been carefully chosen to support students towards learning outcomes and assessments and to cater for diversity across the student body.

Teaching and Learning Strategies include:

- Classroom discussions
- MCQs
- In-class research activities
- Case study analysis
- Group work for problem-based scenarios

Formative and Summative Assessment Strategies:

Formative Assessments:

The following formative assessments will be employed

- Multiple choice questions (MCQ) quizzes to be completed on Boostcamp after all sessions. (Wrong answers will be provided with feedback).
- In-class discussion and student participation.
- The teacher uses concept check questions to check understanding.

Summative Assessments:

Students will be evaluated on the basis of assessment criteria designed by the lecturer.

| Assessment schedule | Name of assessment | Format of assessment | OELS Invigilation Needed | Duration if exam | Weighting | LOs |
|---------------------------------------|------------------------------|--|--------------------------|------------------|---|---------|
| 1-16 | Participation | Students will be assessed on the quality of their participation in in-class activities (as outlined in OELS participation marking criteria). | N | | 30% | 1,2,3,4 |
| 13 | Simulation Debate | Students in groups prepare for negotiations on the CPTPP - a trade agreement in the Asian-Pacific. | N | | 10% | |
| Scheduled for after the final session | Written report and interview | Students complete a report expanding trade into the Chinese market, and are interviewed by the lecturer on their findings. | N | | 60% | 1,2,3,4 |
| | Resit | Exam (Online) | N | 60 minutes | 100% replaces final grade (capped at 10/20) | 1,2,3,4 |

Feedback Strategies:

Students will receive feedback in a variety of ways.

1. The MCQs will feature feedback for wrong answers.
2. In-class discussions will include consistent feedback from the teacher.
3. Concept check questions will be asked by the teacher to assess whether students comprehend the concepts introduced.

4. Students will be asked to perform actions like write an entry on Menti.com and Padlet in response to key concepts and the teacher will provide feedback on these actions.
5. Students will be provided teacher as well as peer-to-peer feedback by posting links/comments on Moodle in relation to course content.

Reading Lists:

Krueger, Ann (2020) *International Trade: What Everyone Needs to Know* Oxford University Press.

Khanna, Parag (2016) *Connectography: Mapping the Global Network Civilization*, Weidenfeld & Nicolson.

Lee, Eun Sup (2023) *A Guide to International Trading: Professional Tools and Practical Insights for Successful Operations*, Springer.

Prerequisite:

None

Preparation:

Module Handbook

Module title: International Economic Environment

Lecturer's name: Dr Anastasia Nassauer

Email address: anassauer@omnesintervenant.com

Contact hours: 12 hours

Assessment hours: N/A

Independent study hours expected: 24 hours

ECTS credits: 2 ECTS

Programme level: Level 5 = Year 2 Undergraduate

Prerequisites: Completion of Level 4/Undergraduate Year 1 of Business studies

Aims:

By focusing on identification, analysis and prediction of opportunities in the global economic environment, this course establishes analytical foundations for further study of international business, marketing, strategy and management. The course provides a broad overview of key topics of globalisation and localisation, international trade and investment, cultural and political environment, and key institutions of the economy. Detailed consideration is given to tools and frameworks involved in market research and assessment. The course develops critical skills in assessing the impact of economic environment on real-world company situations. The emphasis throughout is on understanding and business application of the fundamental issues involved.

Learning Outcomes (LOs):

Knowledge

By the end of this module, students will have demonstrated:

1. Understanding of various institutional factors within the international economic environment and their influence on businesses
2. Understanding of differences between international and domestic business environments

Skills

By the end of this module, students will be able to:

3. Assess challenges of international businesses from the perspective of multiple stakeholders
4. Apply international business concepts and theories to analyse the economic environment and real-life business contexts

Values

By the end of this module, students will have demonstrated a commitment to:

5. Appreciating and determining the ways in which values and attitudes may influence the shape of the international economic environment

Syllabus Content:

| Sessions | Topic/Knowledge | Skills | LOs |
|----------|--------------------------------------|---|-------|
| 1 | Business & International Environment | Introducing the course and discussing fundamental concepts | 1-2 |
| 2 | Globalisation and Localisation | Discussing the concepts of globalisation and localisation and their impact | 1-3,5 |
| 3 | Global Growth | Understanding theories and causes of global growth, discussing inequality | 1-5 |
| 4 | Key Institutions | Discussing the role of individuals, companies and institutions in the global market | 1-5 |
| 5 | Political Environment | Discussing the role of global politics in the international economy and business-government relations | 1-5 |
| 6 | Cultural Environment | Understanding the role of cultural theories in the international economic environment | 1-5 |
| 7 | Global Flows | Understanding the global movement of money, goods and people | 1-5 |
| 8 | Emerging Markets | Discussing regional economic differences, localisation and integration | 1-5 |

Teaching and Learning Strategies:

This module uses a wide range of teaching and learning strategies to provide a stimulating learning environment, support students towards learning outcomes and assessments and to cater for diversity and inclusion across the student body. They include:

- Classroom discussions, in-group discussions and discussions in pairs
- Case studies and reflective exercises
- In-class and independent research exercises
- Student presentations and short pitches of ideas
- Group work for problem-based scenarios

Formative and Summative Assessment Strategies:

The assessment strategy is designed to boost students' motivation and encourage them to focus on learning goals rather than performance goals. It is also focused on increasing students' employability.

Formative Assessments:

Throughout the module students will be provided with various group and individual activities to be completed in class. They will participate in in-class discussions, provide and receive peer feedback as well as verbal feedback from the lecturer.

Summative Assessment:

| Assessment schedule | Name of assessment | Format of assessment | OELS Invigilation Needed? Y/N | Duration if exam | Weighting | LOs |
|---------------------|-------------------------------|--|-------------------------------|------------------|-----------|-----|
| Final Assessment | Strategic Business Report | 1,500 words | N | N/A | 100% | 1-5 |
| Resit | Oral Presentation on MS Teams | Individual presentation of Strategic Business Report | N | 15 min | 100% | 1-5 |

Feedback Strategies:

Following an assessment, students will be given their marks and feedback in line with the assessment policy and regulations. Throughout the module students will be provided with verbal feedback on activities completed in class; verbal feedback on formative assessments; peer feedback during discussions.

Reading List:

Daniels, J. D., Radebaugh, L. H., & Sullivan, D. P. (2019). *International business: Environments and operations*. Pearson.

Hamilton, L., & Webster, P. (2018). *The international business environment*. Oxford University Press.

Harrison, A. (2013). *Business environment in a global context*. Oxford University Press, USA.

Hill, C. (2008). International business: Competing in the global market place. *Strategic Direction*, 24(9).

Prerequisite:

Completion of Level 4/Undergraduate Year 1 of Business studies is required.

Module Handbook

| | |
|--|--------------------------------|
| Module title: | Financial Analysis |
| Lecturer's name: | Joe Ponsonby |
| Contact hours: | 12 hours |
| Independent study hours expected: | 24 hours |
| ECTS credits: | 2 ECTS |
| Programme level: | Level 5 = Year 2 Undergraduate |

Aims:

This module aims to equip students with key finance concepts that will help them build a solid foundation for more advanced issues during their studies. In addition, students will analyze stock-market listed companies using the fundamental accounting and financial ratios that institutional investors utilize as part of their analysis of valuation of these companies. In addition, students will be able to understand how large enterprises operate, and their connection with - and relevance to - the broader financial markets. Students will also undertake a macroeconomic analysis of major economies as relevant to the investment decision.

Learning Outcomes (LOs)

On successful completion of the module, students should be able to:

1. Understand and utilize the basic fundamentals of finance (inflation, yield, risk / return and 'Time Value of Money') with associated calculations to measure and utilize these fundamental concepts. Understand asset classes and perform investor recommendations
2. Use financial financial analysis to analyse the economy and perform a forecast of the economy of the selected country.
3. Utilise the key accounting and financial ratios and calculate profitability as well as basic Balance Sheet ratios of the MNC. Utilise the analysis to make recommendations on the MNC's share price. Critique the interdependence of the MNC on the economy of the country it is headquartered in
4. Understand the foreign exchange markets and perform trend analysis on currencies

Syllabus Content:

| Sessions | Topic/Knowledge | Skills | LOs |
|---------------|--|---|------|
| Session 1 | Overview of financial analysis and the fundamentals of finance | Conceptual & critical thinking skills | 1 |
| Session 2 | Inflation, time value of money, Risk and Return profile Annual yield and capital gain | Conceptual & critical thinking skills Research and analytical skills Communication and Presentation Skills | 1, 2 |
| Sessions 3, 4 | Introduction to Asset Classes Mini presentations Intro to the macro exercise | Conceptual & critical thinking skills Research of selected country in groups and explanation of findings by the group to the class | 2, 3 |
| Session 5, 6 | Country / macro and MNC presentations – financial analysis and forecasting | Communication & presentation skills Conceptual and critical thinking skills | 4 |
| Session 7 | Introduction to Forex markets | Conceptual and critical thinking skills | 5 |
| Session 8 | Revision topics for final exam | Critical thinking skills | ALL |

Teaching and Learning Strategies:

This module uses a wide range of teaching and learning strategies to provide a stimulating learning environment that encourages students to take control of their own learning, to engage with a wide range of knowledge and skills, and to work collaboratively while developing self awareness. The strategies have been carefully chosen to support students towards learning outcomes and assessments and to cater for diversity across the student body.

Teaching and Learning Strategies include:

- Classroom discussions
- In-class research activities
- Independent research activities
- Group presentations

Formative and Summative Assessment Strategies:

Formative Assessments:

Group presentations: Students will form groups of maximum 4 students. Each group will be asked to present an overview of their selected topic. This presentation will be made to the lecturer and other students with Q&A by students and by the Lecturer.

Interactive discussions in class: throughout the module the students will be providing individual feedback and feedback through collaboration on live questions asked by the lecturer to the whole class on each topic throughout the module. Part of this exercise is to enable the lecturer to assess on a dynamic basis the level of understanding across the student body and to fill in gaps of knowledge and understanding where relevant.

Summative Assessments:

Presentations: group presentations and individual recommendations.

Final Exam: Students will be required to complete a 90-minute online exam, which will be invigilated by OELS.

| Assessment schedule | Name of assessment | Format of assessment | Contribution to final grade | LOs |
|----------------------------|---------------------------|--------------------------------------|---|------------|
| All | Participation | | 10% | |
| After Session 8 | Final Exam | 90 minutes online exam, invigilated. | 90% | ALL |
| RESIT INFORMATION | | 60 minutes online exam. | 100% (this replaces the final module grade) | ALL |

Feedback Strategies:

Students will receive regular feedback in class from classroom activities, including group discussions. This feedback will be provided by the lecturer.

Group Presentation: Students receive verbal feedback from the lecturer after their presentations.

Final Exam: In-class revision and Q&A on topics for the final exam.

Reading Lists:

Melicher R., Norton E. (2020), *Introduction to Finance: Markets, Investments and Financial Management*. Hoboken, NJ: Wiley Publishing.

Mark Levinson (2018), *The Economist Guide To Financial Markets 7th Edition: Why they exist and how they work*.

David McWilliams Blog. <https://davidmcwilliams.webflow.io/>

Various blogs, You Tube and media will be suggested for revision topics.

Prerequisite:

Understand the concept of macroeconomics, and the financial markets. Read definitions of asset classes, how banking works in the economy and the Stock Market.

Module Handbook

Module title: Excel Applied to Finance & Marketing

Lecturer's name: Maithili Paranjape

Email address: mparanjape@omnesintervenant.com

Contact hours: 18 hours

Assessment hours: 45 mins Midterm exam and Group Project (over last 5 weeks)

Independent study hours expected: 36h

ECTS credits: 3 ECTS

Programme level: Level 5 = Year 2 Undergraduate

Prerequisites: N/A

Aims:

The aim of this module is to introduce the Excel software to students, with a focus on finance and marketing job responsibilities. The first part of the module is dedicated to performing descriptive calculations, presenting the data based on analysis. The second part involves the use of more specific features for managers.

Learning outcomes:

Knowledge

On successful completion of this module, students will be able to:

1. Demonstrate fundamental knowledge of handling data in Excel
2. Apply the core knowledge of Excel formula to perform calculations.
3. Analyze the reliance and connectivity between the functions and Excel cells.

Skills

4. Evaluate the use of Excel tools to achieve efficiency
5. Organize the data to improve clarity and transferability.
6. Evaluate the available Excel tools and recommend the suitable combination of components for a given problem.

Values

7. Develop methodical approach to problem solving

Syllabus Content:

| Session | Topic/Knowledge | Skills | LOs |
|---------|---|---|-----|
| 1 | Introduction to excel | Discovering Excel | 1,2 |
| 2 | Using simple excel functions to analyze data | Fundamental knowledge of handling data in Excel | 2,3 |
| 3 | Descriptive formula | Organize the data to improve clarity and transferability. | 4,5 |
| 4 | Using descriptive functions for data analysis | Organize the data to improve clarity and transferability. | |
| 5 | Logical functions | Core knowledge of handling data in Excel | 2,3 |
| 6 | Charts and graphs | Organize the data to improve clarity and transferability. | 5 |
| 7 | Using logical functions for data analysis | Data analysis | |
| 8 | What-if analysis with VLOOKUP and Goalseek | Using excel tools for planning and setting targets | 4 |
| 9 | Pivot Tables | Evaluate the use of Excel tools to achieve efficiency | 3,4 |
| 10 | Regression analysis | Data analysis | 5,6 |
| 11 | Project presentations | Evaluate the use of Excel tools to achieve efficiency | 6,7 |
| 12 | Project presentations | Evaluate the use of Excel tools to achieve efficiency | 6,7 |

Teaching and Learning Strategies:

Most lectures will be made up of:

A quick refresher about the previous session

Discussion about the session's topic

A few in-class applications of the concepts covered

Teaching and learning strategies have been designed based on the specific requirements of this module. Each topic will be taught through lecture and lab session. PowerPoint presentations will be used to explain the theory. Excel sheets will be predominantly used to demonstrate the functions. BoostCamp is to be used as the virtual learning environment, which will provide access to lecture slides, tutorials, and homework. Students will be expected to submit the work on Boostcamp.

Following is the structural approach for the module:

Presentation: The theory of each topic will be explained and demonstrated through the PowerPoint slides. The slides will include examples elaborating on how to use each concept in the programming context.

Classroom discussions: Students will be asked several questions based on the current topic to firm up their understanding. Small tasks will also be assigned during the session.

Reflective exercises: Each weekly topic will be associated with a range of questions. During the tutorials, students are expected to write solutions for the given questions. Students will be encouraged to communicate with the lecturer and their peers to improve their understanding of the topic.

Homework: Every week, few questions from the tutorial will be assigned as the homework

Formative and Summative Assessment Strategies:

Formative Assessments:

Formative assessments will primarily consist of weekly tutorials. Each topic in the syllabus is linked to a few questions based on Excel, to enhance the understanding of the topic. Students are expected to try to write Excel functions and macros to find the problem's solution. At the beginning of the tutorial, the approach to solve the problem, possible choice of tools will be discussed. Students will be expected to demonstrate every completed tutorial to the lecturer. Feedback will be provided while students are attempting to write the solution for the given problem

Summative Assessments:

Final Grade distribution

- **Midterm exam (50%)**
- **Final Project (50%)**

Midterm Exam: The midterm exam will include questions based on excel concepts discussed until week 6. Students will be given problem statements with the data and will be asked to apply Excel functions to draw conclusions and make decisions

Final Project: The final project has been designed to evaluate the student's ability to use the various Excel tools efficiently and effectively for solving the given problem. The grades will be assigned based on the accuracy of the use of the tools, choice of the tool, correctness of tools acquired. The specification of the project will be provided in week 7 and students will have approximately 5 weeks to complete the project.

Following will be the schedule of summative assessments.

| Assessment schedule | Name of assessment | Format of assessment | OELS Invigilation Needed? Y/N | Duration | Contribution to final grade | LOs |
|---------------------|---------------------------|--|-------------------------------|----------|-----------------------------|--------|
| Week 6 | Midterm Exam | Exam | N | 45 mins | 50% | 1 to 4 |
| Over last 5 weeks | Final Project | Group Project based on analysis of data using Excel tools | N | | 50% | 5 to 7 |
| Resit Exam | Presentation with project | Project based on analysis of data using Excel tools with a demonstration video | N | | 100% | 1 to 8 |

Feedback Strategies:

Following approach will be observed for providing feedback:

Verbal feedback: Verbal feedback will be provided every week during the lab sessions. As the students work on the tutorial questions, guidance is provided to resolve the errors, understand the cause of the errors, develop logic development abilities, and adapt professional practices.

Students are also encouraged to communicate with their peers during the lab session. Comparing the logical approach, identifying the common mistakes are the supporting activities achieved through communication with peers.

Written feedback: Detailed written feedback will be provided on the midterm exam answers.

Reading Lists:

McFedries, P. (2022). *Microsoft Excel Formulas and Functions*. Microsoft Press.

Winston, W. (2022). *Microsoft Excel Data Analysis and Business Modeling*. Microsoft Press.

<https://www.excel-easy.com/>

Prerequisite:N/A

Module Handbook

Module title: London Start-up Project

Lecturer's name: Michael Abeyta

Email address: mabeyta@omnesintervenant.com

Contact hours: 19 hours

Assessment Hours: Final Team Presentation, 15 minutes plus 10 minutes defense Q&A.

Independent study hours expected: 36 hours

ECTS credits: 3 ECTS

Programme level: Level 5 = Undergraduate Year 2

Aims:

This module will introduce students to the concept of a start-up company, and many aspects related to the formation, growth, fund-raising and successful exit for founders and investors. The students will be taught this using a combination of class lecturers to introduce concepts and methods, as well as class exercises to learn about teams and team dynamics. During the semester, students will form small teams to simulate their own startup company, select an idea and develop it to the point where they will present it on the final day in the form of an investment pitch designed to raise money for their company and further develop it. Throughout the semester the lecturer will meet with each individual team to monitor progress and assist each team in the creation of a successful final presentation.

Learning Outcomes (LOs):

- 1) Apply the concepts of start-up formation in a small group, demonstrating the selection of a viable business concept by investigating potential markets for their startup idea.
- 2) Demonstrate the ability to create a pitch presentation that describes all aspects of their startup business and develop and present the concept in such a way that attracts investment to their company.
- 3) Exhibit the ability to work together as a team in order to successfully develop the startup idea and operate effectively when collecting information and developing the final presentation, to be demonstrated during the final class.

Syllabus Content:

In this section, outline the daily/weekly and content (knowledge and skills) that students will engage with in workshops and private reading:

| Sessions | Topic/Knowledge | Skills | LOs |
|----------|--|--|-------|
| 1 | Introduction to Startup Companies. Review of London's Startup Ecosystem. Tech Hub roots in Silicon Valley (California). Class Project Description. Initial Formation of teams for class project. | Understand reasons for Silicon Valley's formation, longevity, and why new tech hubs are developing elsewhere. | 1 |
| 2 | Description of the Team formation process. Team dynamics. Class exercise (Belbin) to allow each student to determine their own role type, best combination of team members. Techniques & Frameworks for Opportunity Recognition. | Understanding team composition decisions, self-understanding for best results in a group project. Critical understanding of new venture typologies, techniques to find an idea, and application to determine whether a startup idea is viable. | 1,3 |
| 3 | Guest Lecture: a locally based startup founder will present their startup, their founding story, lessons learned, challenges, risks assumed, and provide advice to potential startup founders in the class. | Exposure to real-world decision making at various stages of the entrepreneurial process. | 1,2,3 |
| 4 | Introduction to Business Models. Initial application of concepts to class projects. | Understanding a startup's business model, evaluating changes in business models, and how to restructure if necessary. | 1 |
| 5 | Walking Tour of London's Tech Hub ("Silicon Roundabout"), focusing on key ecosystem players (e.g., accelerators, famous startups, "unicorns"). | Viewing and understanding the world's 3 rd largest tech hub, from the ground. | 1 |
| 6 | Introduction to Financial Projections. A simple example will be provided, and a template provided for use in the project. Breakeven analysis of a financial plan. | Evaluating financial performance of a growing company. Understanding the breakeven point. Deciding how to modify the revenue model. | 2 |
| 7 | Overview of the fundraising process for startups. Description of required elements of a startup investment pitch. Class evaluation of real-world investor pitches. | Understanding and evaluating the effectiveness of various startup investor pitches. Decision as to whether to proceed with discussions. | 1,2,3 |
| 8 | A comparison of financing examples for two small startups, similar investments, and equity | Understanding and evaluating the impact of financing decisions on | 2 |

| | | | |
|----|--|---|-------|
| | percentages. Introduction to Business Angel Networks as a source of financial assistance, growth, and advice for company founders. | ownership, decision-making power, entrepreneurial autonomy, future implications for successful exits. | |
| 9 | Investor Pitch Presentations: Team delivery of analysis to the class (from Session 7). | Decision as to whether to proceed with discussions presented, defended. Presentation skills in delivering the analysis. | 1,2,3 |
| 10 | Review of Team draft presentations, feedback sessions. | Preparation for final presentations, identification of critical missing sections, and planning for completion. | 1,2,3 |
| 11 | Introduction to Venture Capital firms as a source of financing for growing startups. Team selection of portfolio company to profile. VC Ecosystem Online Test. | Understanding the VC Ecosystem, role of the various entities. Learn about Portfolio companies, exit possibilities, IPO decisions. | 2 |
| 12 | Final Startup Pitch Presentations: Students Deliver their Summative Assessment | All skills previously highlighted. | 1,2,3 |

Teaching and Learning Strategies:

Insert a paragraph here that outlines all the different teaching and learning methods students might engage with during the module (including both in class and out of class activities) and the value this brings to their learning and experience. Keep or adapt the example below:

This module uses a wide range of teaching and learning strategies to provide a stimulating learning environment that encourages students to take control of their own learning, to engage with a wide range of knowledge and skills, and to work collaboratively while developing self awareness. The strategies have been carefully chosen to support students towards learning outcomes and assessments and to cater for diversity across the student body.

Teaching and Learning Strategies include:

- Lectures to introduce module concepts
- Classroom discussions and interactive sessions between students and lecturer
- Guided Walking Tour of London's Tech Hub ("Silicon Roundabout")
- Online Quiz
- Real-life case studies
- Guest lecture by startup founder
- Independent research activities
- Role plays and simulations
- Practice exercises for group presentations
- Group work for class project, warm-up, and final presentation

Formative and Summative Assessment Strategies:

Formative Assessments:

The students will be given opportunities to present their startup ideas in most classes. This will give teams the opportunity for individual and class feedback.

There will be also opportunity for class discussions about the essential concepts of startup creation, business models, and financial viability during classes.

Students will be requested to provide an outline of their final presentation for constructive feedback.

Summative Assessments:

The students will be expected to demonstrate achievement of their Learning Outcomes by ongoing efforts in class and by a final group presentation.

A “warm-up” team presentation will be delivered in class where each team will present its analysis of a real-world video-based investor pitch presentation.

A brief online quiz will be given to students to test the understanding and retention of the concepts taught in the module.

Final Presentation: A 15-minute investor pitch presentation will be delivered on the final day of the course. The presentation will demonstrate the student’s ability to prepare a team presentation drawing from all the concepts of the course, structured and presented in such a way as to convince potential investors to adopt the vision of the team’s startup concept and commercial viability. Each team member will receive the same team score, and adjustments may be made for outstanding (or sub-par) performers.

| Assessment schedule | Name of assessment | Format of assessment | OELS Invigilation Needed | Duration if exam | Weighting | LOs |
|---------------------|--------------------|----------------------|--------------------------|------------------|-----------|-----|
| | | | | | | |

| | | | | | | |
|------------|-------------------------|--|---|------------|---|-------|
| 1-12 | Participation | Students will be assessed on the quality of their participation in course activities (completion of MCQs, participation in discussions). | N | | 15% | 1,2,3 |
| 9 | Investor Pitch Analysis | 10-minute team presentation delivered in class | N | | 15% | 1,2,3 |
| Session 12 | Final Team Presentation | 15-minute team presentation, followed by up to 10 minutes of questions and answers. | N | | 70% | 1,2,3 |
| | Resit | Recorded video presenting their team's final presentation, along with a PDF or Powerpoint file containing the presentation slides. | N | 15 minutes | 100% replaces final grade (capped at 10/20) | 1,2,3 |

Resit time period will be June 2025.

Feedback Strategies:

The students will be given verbal feedback as individuals, in groups and as a class during lectures and class discussions. This feedback will be provided by the lecturer and from fellow students.

Team Presentations: Students will receive oral feedback from the lecturer after their final presentations, should they request it, and from the lecturer and other jury participants during the Question-and-Answer sessions.

Online Quiz/Examination: Feedback will be provided on the online test script (Moodle) in an automated manner.

Reading Lists:

David Cohen, Brad Feld, et al. *Do More Faster: TechStars Lessons to Accelerate Your Startup* 2019

Eric Ries. *The Lean Startup: How Constant Innovation Creates Radically Successful Businesses* 2011

Online Documentary Film: Something Ventured <https://is.gd/gYZOpW>

Prerequisite:

None

Preparation:

None

Module Handbook

Module title: Intercultural Communication

Lecturer's name: Colin Mitchell

Email: cmitchell@omnesintervenant.com

Contact hours: face-to-face teaching: 18 hours

Assessment hours: 1.5 hours for group presentations in sessions 10-12, 1 hour for plenary quizzes in sessions 2-4 and 6-8

Independent study hours expected: Approximately 36 hours

ECTS credits: 3 ECTS

Programme level: Level 5 = Year 2 Undergraduate

Prerequisites: Basic understanding of International Business, English language at B1 CEFR

Aims:

This module will provide undergraduate students with increased cultural awareness, intelligence, and sensitivity, facilitating competent communication across linguistic and cultural borders. It will also equip students with strategies to adapt their communication in diverse settings, and foster team building, leadership and conflict resolution skills for international business.

Learning Outcomes (LOs):

Knowledge

By the end of this module, students will have demonstrated:

1. A critical understanding of theories related to intercultural communication
2. A critical understanding of intercultural communication skills and strategies

Skills

By the end of this module, students will be able to:

3. Apply theories related to intercultural communication to diverse cultural contexts
4. Communicate competently on a global level
5. Critically reflect on their learning through various forms of feedback and apply changes successfully to create improved iterations
6. Demonstrate team building, leadership and conflict resolution skills in international business settings

Values

By the end of this module, students will have demonstrated a commitment to:

7. Working collaboratively and professionally in teams and participating effectively
8. Exploring cultural equality and diversity with curiosity and sensitivity

Syllabus Content:

This section outlines the topics and skills that students will be engaging in throughout the module. It also shows how the syllabus relates to the learning outcomes and summative assessment.

| Sessions | Topic/Knowledge | Skills | LOs |
|----------|---|---|-----------------|
| 1 | Introduction to the Module, Handbook, Assessments and Marking Criteria | Setting norms & expectations, developing self-study skills, self-reflection | 5,7 |
| 2 | Introduction to Intercultural Communication | Analysing and applying theories Critical reading and thinking | 1,3,7,8 |
| 3 | Cultural Awareness and Sensitivity | Analysing and applying theories Critical reading and thinking | 1,3,7,8 |
| 4 | The Language and Culture Interface | Analysing and applying theories Critical reading and thinking | 1,3,7,8 |
| 5 | Module Review 1 Presenting to International Audiences | Responding to and providing feedback Listening skills Presenting skills Presence & influence | 1,3,4,5,7,8 |
| 6 | Intercultural Communicative Competence | Listening skills Communication skills and strategies | 2,4,7,8 |
| 7 | Non-verbal Communication, Media, and Technology | Listening skills Communication skills and strategies Critical reading and thinking | 2,4,7,8 |
| 8 | Pragmatics | Analysing and applying theories Critical reading and thinking | 1,2,4,7,8 |
| 9 | Applying Intercultural Communicative Competence Presentation Tutorials | Team building and leadership skills Conflict resolution Critical reading and thinking | 1,2,3,4,6,7,8 |
| 10 | Presentation Assessments | Summative assessment | 1,2,3,4,5,6,7,8 |
| 11 | Presentation Assessments | Summative assessment | 1,2,3,4,5,6,7,8 |
| 12 | Presentation Assessments | Summative assessment | 1,2,3,4,5,6,7,8 |

Teaching and Learning Strategies:

This module uses a wide range of teaching and learning strategies to provide a stimulating learning environment that encourages students to take control of their own learning, to engage with a wide range of knowledge and skills, and to work collaboratively while developing self-awareness. The strategies have been carefully chosen to support students towards learning outcomes and assessments and to cater for diversity across the student body.

Teaching and Learning Strategies include:

- Classroom discussions
- Quizzes
- In-class research activities
- Independent research activities
- Reflective exercises
- Group work
- Various debates
- Tutorials for formative feedback

Formative and Summative Assessment Strategies:

Formative Assessments:

Each session, students will produce language and receive formative feedback from the lecturer and their peers. Each input session (2-4, 6-8) will conclude with a summative plenary quiz, giving students opportunities for peer and teacher feedback, as well as assessing their own understanding and progress. Students will then use this information to reflect upon their strengths and areas for improvement in preparation for their summative presentations.

Finally, presentation tutorials will be held the session before summative assessments for further support.

Formative assessments are used as practice and are useful experience as preparation for summative assessments. They do not contribute towards the final grade.

Summative Assessments:

| Assessment schedule | Name of assessment | Format of assessment | OELS Invigilation Needed? Y/N | Duration if timed assessment | Contribution to final grade | LOs |
|-----------------------|--------------------|---|-------------------------------|------------------------------|-----------------------------|-----|
| Ongoing: Sessions 1-9 | Participation | Students will be assessed on their participation during the module. This is linked to not only their oral contributions and | N | N/A | 20% | 7,8 |

| | | | | | | |
|----------------------------------|------------------------|---|---|---|-----|-------------------------|
| | | <p>answers to questions and participation in class debates, but also their organization, attitude, interaction and teamwork, and OELS values as per the marking criteria available.</p> <p>Participation marking criteria are available.</p> | | | | |
| Ongoing: Sessions 2-4, 6-8 | Plenary Quizzes | Students will be assessed on their understanding of each session's content with a short quiz of ten multiple choice questions. | N | 10 minutes per quiz | 20% | 1,2 |
| Sessions 10,11 and 12 | Group presentations | <p>Students will deliver a presentation in groups of two to four people. The presentation will be related to themes from the module, chosen by the students, but approved by the lecturer.</p> <p>Slides must be uploaded to BoostCamp the day before the presentation by 5pm.</p> <p>Presenting groups will be allocated to either session 10, 11 or 12.</p> | N | Duration: approximately 3 minutes per student i.e. a presentation for a group of three will last for approx. 9 minutes (+/- 3 mins). | 60% | 1,2,3 ,4,5, 6,7,8 |

| | | | | | | |
|-----|-------|---|---|--|--|-----------------|
| | | Presentation marking criteria are available. | | | | |
| TBA | Resit | Live oral presentation / assessment on MS Teams. Group or individual based on resit data. | N | Approximately 3 minutes per student i.e. a presentation for a group of three will last for approx. 9 minutes (+/- 3 mins). | 100% (replaces the final module grade) | 1,2,3,4,5,6,7,8 |

Feedback Strategies:

Students will receive formative feedback on presentations regularly with a student presentation delivered every session.

Students will receive further formative feedback through the mid-semester quizzes.

Students will also have group presentation tutorials, where they will receive feedback on their preparation and support with questions for the summative assessment.

Finally, students will receive informal feedback when they ask questions during class.

Resources:

Anderson, C. (2018) *TED Talks: The Official TED Guide to Public Speaking*. London, Nicholas Brealey Publishing.

Bailey, S. and Black, O. (2005). *The Mind Gym*. New York: HarperOne.

Bennett, M. J. (1986) A developmental approach to training for intercultural sensitivity. *International Journal of Intercultural Relations*, 10, pp. 179–196.

Crystal, D. (2001). *Language and the Internet*. Cambridge University Press.

Cuddy, A., (2012). Your Body Language May Shape Who You Are. [online] TED. Available at: https://www.ted.com/talks/amy_cuddy_your_body_language_may_shape_who_you_are [Accessed 2 Dec. 2020].

Duarte, A., (2012). The Secret Structure of Great Talks. [online] TED. Available at: https://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks [Accessed 2 Dec. 2020].

Gallo, C. (2014). Talk Like Ted. London, Macmillan.

Goleman, D. (1995) Emotional Intelligence: Why it can matter more than IQ. London, Bloomsbury Publishing.

Hall, E. T. (1976) Beyond culture. 1st edn. Garden City, NY: Anchor Press.

Hofstede, G. (2001). Culture's consequences: Comparing values, behaviours, institutions, and organizations across nations. London: Sage Publications.

Lewis, R. (2018) When Cultures Collide. London, Nicolas Brealey Publishing.

Martin, J. N., & Nakayama, T. K. (2010). Experiencing Intercultural Communication: An Introduction. McGraw-Hill.

Meyer, E. (2016) The Culture Map: Decoding how people think, lead, and get things done across cultures. New York, Public Affairs.

Pruitt, D. G., & Carnevale, P. J. (1993). Negotiation in Social Conflict. Open University Press.

Ting-Toomey, S., & Oetzel, J. G. (2001). Managing Intercultural Conflict Effectively. Sage Publications.

Tomalin, B. and Nicks, M. (2014) World Business Cultures: A Handbook. London, Thorogood Publishing.

Prerequisites:

1. Basic understanding of International Business
2. English language at B1 CEFR

Module Handbook

Module title: Leadership & Personal Development

Lecturer's name: Zacchary Falconer-Barfield

Email Address: zfalconer-barfield@omnesintervenant.com

Contact hours: 12

Assessment hours: Coursework – Ongoing during course time 1.5 hours – 3 hours in time

Independent study hours expected: 24

ECTS credits: 2 ECTS

Programme level: Level 5 = Year 2 Undergraduate

Prerequisites: None

Aims:

This module aims to equip students with the essential Leadership skills, both personal and commercial skills, along with a wide range of frameworks and knowledge to guide and help them in their personal development. The knowledge and skills that are learnt will enable the student to critically, apply, evaluate and reflect in their commercial and personal lives. These skills, knowledge, and self-analysis in this module will further develop their future employability, career progression and self-growth, along with how they engage with various business communities, increasing their abilities as a global citizen in an ethical manner.

Learning Outcomes (LOs):

Upon successful completion of this module the students will be able to –

Knowledge

1. Identify & learn strategies for improving your personal effectiveness
2. Utilize approaches and frameworks for personal and professional development

Skills

3. Design and produce a plan demonstrating how to apply the knowledge gained moving forward.

Values

4. Develop a sense of self, personal motivation, leadership style and values.

Syllabus Content:

In this section, outline the daily/weekly and content (knowledge and skills) that students will engage with in workshops and private reading:

| Sessions | Topic/Knowledge | Skills | LOs |
|----------|---|--|-------|
| 1 | Introduction to Leadership & Personal Development – The First Steps to self-mastery & leadership. | Understanding the key concepts for the course & identifying the key strategies | 1 |
| 2 | Motivation, Values & Self-Awareness & Failure | Evaluation of One's Motivations/Values & synthesize the frameworks | 1,2,3 |
| 3 | Understanding why people behave the way they do – fundamentals of Neuroscience & Psychology 1 | Understanding of behaviour and interactions | 1.2.4 |
| 4 | Understanding why people behave the way they do – fundamentals of Neuroscience & Psychology 2 | Understanding of behaviour and interactions | 1,2 4 |
| 5 | Understanding why people behave the way they do – fundamentals of Neuroscience & Psychology 3 | Understanding of behaviour and interactions | 1,2,3 |
| 6 | What makes a Great Leader? | Evaluating a series of Great Leaders & assessing their competencies and failings | 1,2,3 |
| 7 | Vision, Mission, Goals & Planning | Evaluating skills & frameworks then Composing and designing Plans, Goals, etc | 1,2,4 |
| 8 | Relationships, Empathy, Understanding & Resilience. | Evaluation of how to create, nurture, and develop relationships, empathy and understanding | 1,2,3 |

Teaching and Learning Strategies:

This module uses a wide range of teaching and learning strategies to provide a stimulating learning environment that encourages students to take control of their own learning, to engage with a wide range of knowledge and skills, and to work collaboratively while developing self-awareness. The strategies have been carefully chosen to support students towards learning outcomes and assessments and to cater for diversity across the student body.

Teaching and Learning Strategies include:

- Classroom discussions
- In-class research activities
- Independent research activities
- Role plays and simulations
- Practice exercises for speaking & presentations
- Interactive Exercises
- Games that highlight learning outcomes

Formative and Summative Assessment Strategies:

Formative Assessments:

The students will be given opportunities mostly as individuals or in groups to speak, present and perform exercises in almost every class. This will give the opportunity for individual and group feedback.

There will be also opportunity for class discussions about the essential elements during the classes

Students will also be encouraged to submit an outline of their final presentation for some constructive feedback.

Summative Assessments:

The students will be expected to demonstrate achievement of their Learning Outcomes by ongoing efforts in class and by a summatively assessed final coursework. All Assessments are as individuals.

Participation and Engagement: The Students will be assessed on their ability to contribute and perform the in-class exercises. As there will be several role-plays, psychometric tests to complete and group/team exercises to aid in their development. This will be assessed on the OELS criteria.

Final Coursework: A Personal Development Plan about who they wish to become and the skills, knowledge and strategies they need to develop it along with a personal adapted S.W.O.T analysis of themselves.

The length depends on the format – 5-10 min video, 2,000-word piece or 10 PowerPoint Slides – or a combination of those.

| Session of assessment | Name of assessment | Format of assessment | OELS Invigilator Needed Y/N | Duration | Weighting | LOs |
|-----------------------|----------------------------|--|-----------------------------|----------|-----------|-------|
| Ongoing | Participation & Engagement | Students will be assessed on their ability to contribute and perform | N | N/A | 50% | 1,2,3 |

| | | | | | | |
|-----------------------|---------------------------|--|---|-----|--|---------|
| | | their exercises. | | | | |
| The Week of Session 8 | Personal Development Plan | A portfolio project – which can take various forms | N | N/A | 50% | 1,2,3,4 |
| Resit Information | Resit | 5-10 min recorded Video Presentation – Highlighting their Personal Development Journey & their career development programme for the future | N | N/A | 100% (replaces the final module grade except when lower than the original grade) | 1,2,3,4 |

Feedback Strategies:

The students will be given oral feedback as individuals, in groups and as a class depending on the task and situation involved.

The Final Assessment the student will be given individual written feedback on their portfolio, within 3 weeks from the deadline of the delivery of the assessment.

Reading Lists:

Bibliography & Recommended Reading –

Allen, D. (2015). *Getting things done : the art of stress-free productivity*. London: Piatkus Books.

Assagioli, R. (2010). *The act of will*. New York: Association For The Advancement Of Psychosynthesis.

Aurelius, M. (2020). *Meditations*. S.L.: Collectors Library.

Bandler, R. and Grinder, J. (1988). *Reframing neuro-linguistic programming and the transformation of meaning*. Moab, Utah Real People Pr.

Bavister, S. and Vickers, A. (2004). *Nlp*. London: Teach Yourself.

Branden, N. (2001). *The psychology of self-esteem : a revolutionary approach to self-understanding that launched a new era in modern psychology*. [online] San Francisco: Jossey-Bass. Available at: <http://www.wiley.com/WileyCDA/WileyTitle/productCd-0787945269.html>.

Carnegie, D. (2018). *How To Win Friends And Influence People*. Toronto: Harpercollins Canada.

Covey, S.R. (2013). *The 7 habits of highly effective people : powerful lessons in personal change*. New York: Simon & Schuster.

Dias, D. (2018). *The ten types of human : a new understanding of who we are and who we can be*. London: Windmill Books.

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Prerequisite:

The students have no prerequisites for this module

Preparation:

Students will be expected to have an open mind

Module Handbook

Module title: Environmental and Global Challenges (Climate Change)

Lecturer's name: Beverley Hill

Contact hours: 18 hours

Independent study hours expected: 24 hours

ECTS credits: 3 ECTS

Programme level: Level 5 = Year 2 Undergraduate

Aims:

The aim of this course is to enable students to understand the fundamental causes of climate change and the impacts on the environment today. Students should be able to apply the knowledge gained to create a presentation (accompanied by a written document) and video (length 2 minutes) on a specific area of concern within the topic of Biodiversity. Students should be able to present the concept and methods used in the form of a storyboard. (Students will be able to work in groups of two.)

Each group member will assume responsibility for a specific area of the presentation and produce their own written report.

Combining both theory and practical application, the course will draw on the most current evidence and historical precedence to formulate a critical analysis of climate change today, using research and investigation to be able to debate and discuss current topics in the field.

Learning Outcomes (LOs):

On successful completion of the course students will:

1. be able to identify, explain and classify the main causes of climate change and their impacts on the environment and critically analyse the environmental impacts of climate change (with reference to United Nations working parties)
2. be able to explain the physical basis of the natural greenhouse effect.
3. discuss the difficulties involved in the detection of any unusual global warming 'signal' above the 'background noise' of natural variability in the Earth's climate and of attributing (in whole or in part) any such signal to human activity
4. articulate and analyse the current issues in the field of climate change referring to legislation and political environmental actions.

Syllabus Content:

| Sessions | Topic/Knowledge | Skills | LOs |
|-----------|---|--|---------------|
| Session 1 | Introduction Climate change and what are the key definitions Earthshot Prize | Identify main causes of climate change and the nomenclature of IEA's and MEA's Write a report about the earth shot prize, 2024. Video shown in class. | 1 and 3 |
| Session 2 | What does COP mean? | COP 29 Azerbaijan | 1, 3 and 4 |
| | | The future of COP | |
| Session 3 | Climate change the evidence | Collect current examples to be able to explain theory and causes of climate change. | 1, 2, 3 and 4 |
| Session 4 | Biodiversity of the environment | Prepare a storyboard for a presentation to investigate the causes of a specific area biodiversity. | 1 2, and 3 |
| Session 5 | Ozone CFC's and the Montreal Protocol | Critically evaluate the impact of the Montreal protocol on today's Climate actions (discussion) | 1,2 and 3 |
| Session 6 | Hazardous Waste, Basel, Stockholm, and Rotterdam conventions. | Articulate about the diverse types of hazardous waste and source examples of environmental pollution from recent documentation | 1 and 3 |
| Session 7 | NGO's and the role of EU on climate change | Investigate the role of the EU on climate change and write an article on the impact of NGO's in influencing EU policy | 3 and 4 |

| | | | |
|------------|---|---|-------------|
| Session 8 | Presentation on chosen NGO relating to Climate change | Students will be put into groups, up to 4 students in a group. Create a poster and present to the class a summary of their chosen NGO and the NGO role in combating climate change. | 2 and 3 |
| Session 9 | Seas and Rivers Impact of climate change | Find examples of the impacts of climate change on a specific global region and the actions that are being taken to mitigate outcomes. | 1 and 3 |
| Session 10 | Forests and drylands Impact of climate change | Find examples of the impacts of climate change on a specific global region and the actions that are being taken to mitigate outcomes. | 1 and 3 |
| Session 11 | Plants and animals Impact of Climate change | Find examples of the impacts of climate change on a specific global region and the actions that are being taken to mitigate outcomes. | 1 and 3 |
| Session 12 | Climate change the Politics and review of the course. | Identify the impacts of climate change today, and what can your generation do to mitigate the impacts in the future? Discussion and review. | 1,2,3 and 4 |

Teaching and Learning Strategies:

This module uses a wide range of teaching and learning strategies to provide a stimulating learning environment that encourages students to take control of their own learning, to engage with a wide range of knowledge and skills and to work collaboratively while developing self-awareness.

Strategies have been chosen to allow the student to develop their own ideas based on the principles of climate change and the impacts upon the environment. The students can work collaboratively with other students in a group in preparation for working in a real event environment with an understanding of the various roles of research and presentation. This enables the students to receive the best support

towards the learning outcomes and assessment and incorporate the diversity of the student groups. As the students are creating their own work for presentation, they will be able to share their own interests and sometimes expertise with other groups within the same class.

Teaching and Learning Strategies include:

- Classroom discussion. Ideas on climate change and their own experiences
- In class research activities. NGO and EU actions
- Case study and analysis. Use the exercise to create research and outcome of hazardous waste documentation in the media

| Assessment schedule | Name of assessment | Format of assessment | OEL S Invigilation needed Y/N | Duration of assessment | Contribution to final grade | LOs |
|-------------------------|--|---|--|------------------------|-----------------------------|----------------|
| Session 1. Formative | Climate change the main causes | 4-5 questions with sub sections. Questions will be based on the syllabus covered until session 5. Students will be expected to write the programs on paper for the given problem. | N | 30 Minutes | 0% | 1 and 2 |
| Session 4 Formative | Identification and analysis of dangers to biodiversity | Create notes for discussion, preparation for the individual written report on Biodiversity and impact on the environment | N | 15 Minutes | 0% | 1, 2 and 3 |
| Session 6 Formative | Hazardous Waste case study | Case study and class discussion followed up | N | 90 Minutes | 0% | 1, and 3 |
| Session 8 Summative | Presentation on Chosen NGO | Groups of 4 | N | 10 Minutes | 20% | 1 and 3 |
| Session 12 Summative | Discussion and written review | Students will show their own interpretation of what climate change means and the impacts on our global lives today | N | 90 Minutes | 30% | 1,2 , 3, and 4 |

| | | | | | | |
|---|---|--|---|------------------|------|-----------------------------------|
| | | | | | | |
| Post Session 12 (1 WK after course concludes) Summative | Individual essay | The written report should reinforce the students own explanations of Climate change and should be backed up with evidence they have collated. Maximum 1,000 words | N | 1 week to submit | 30% | 1,2 , 3, and 4 1,2,3 and 4 |
| Duration of sessions | Participation in lectures and contribution to discussions | Students should be able to use the lectures to enable them to questions clarify and understand all the material they are presented with. as well as share ideas with fellow students | N | | 20% | 1,2 , 3 and 4 |
| Resit Information | | Online exam students will be presented with 4 scenarios reflecting the areas of Environmental and Climate change issues covered in the course, and answer the Questions relating to the scenarios. Maximum 500 words per question. | N | 90 Minutes | 100% | |

- Group presentation, Session 8 Group presentation on chosen NGO
- All students should be able to answer questions after their presentation about the processes and learning outcomes from their presentation and evaluate their own contribution as well as offer feedback on course content.
- Review of media commentaries on climate in preparation for lecture 12

Formative and Summative Assessment Strategies:

Formative Assessments:

Coursework:

- Using video examples class activity identify and evaluate the dangers to biodiversity and identify the various continental differences (class discussion)
- Submit a Poster and presentation of a chosen NGO and their impacts on climate change.
- Case study hazardous waste exercise to be submitted for assessment (250 words)

Summative Assessments:

Final Assessment:

- Group (maximum 4 students) Presentation Impacts of Climate change
- Individual written report on Biodiversity and impact on the environment maximum 1,000 words.

Through discussion and debate students will have the opportunity to show their understanding of the issues of climate change today whilst using historic examples to evidence their thinking.

Feedback Strategies:

- Initial class discussion will enable students to discuss their ideas and understanding of climate change and environmental impacts
- The formative exercises in sessions 1,4, and 6 will enable students to clarify and question the concepts they are given in lectures and apply them to their final assessment (summative). Deadlines will be set for submission of formative exercises (1 week after relevant lecture).
- Seminar sessions will be incorporated into the lecture time to enable students to discuss their progress on their own element of the group event and receive peer feedback.

Resit Information:

Online questions set to reflect the work covered during the course and students own experience and how they utilised the various tools and models.

Maximum number of 1,000 words. Excess of 10% allowed i.e. 100 words no lower limit. Time allowed 90 Minutes

Learning outcomes to be assessed: 1,2, 3 and 4

Reading Lists:

- Resources for the course will be supplied by the lecturer to ensure that current and relevant examples are used to enable students to compare and synthesise examples and be able to apply them to their own work.
- www.bbc.co.uk Climate change
- Nelson P. 2021 Planning Green Future.org Bristol 2021 *Planning For A Better, Greener, Future.*
- World Commission on Environment and Development. 1987 Oxford University Press *Our Common Future, The Brundtland Report Brundtland Commission*
- Rivett-Carnac T, Figueres C. 2021 Bonnier Books Ltd *The Future We Choose*
- All reading and research material will be sent to the students one week before each lecture and students are required to read and prepare any relevant questions for the lecture.

Prerequisite:



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- Students will be expected to have a proficient level of written and spoken English and have some knowledge of current affairs particularly in relation to climate change issues.

Preparation:

- Basic knowledge of what constitutes Climate change and the impacts today (a weekly article will be sent to the students during the course for them to read and comment on at the beginning of each lecture)