

Course Addendum: Changes to 2020/21 Teaching In Response to Covid-19

Whilst we hope to deliver as much activity on-campus as possible, the government's guidance and social distancing measures will inform how much teaching we can deliver face-to-face in the 2020/21 academic year. Working to government guidelines we have adapted the delivery of our courses to a model of blending learning, which consists of a mix of online and on-campus activities. We are equipped to move between blended learning to fully online, or face-to-face, as the Covid-19 situation evolves.

The learning outcomes of your course remain the same but there are changes to its delivery, assessment and structure, as set out in the Changes section of this document. The subsequent pages of this document contain the original teaching and learning schedule of this course, for your reference.

24th July 2020

Course Details

Course Title(s)	
4694	BA (Hons) International Business Management (FT)
4696	BA (Hons) International Business Management (PT)
Modules	BBM_6_SML Strategic Management and Leadership BBS_6_MLS Managing and Leading SMEs BBS_6_ESI Entry Strategies for International Markets
Module Leaders	Chris Matthews [Entry Strategies for International Markets] Loua Khalil [Strategic Management and Leadership] Yehia Nnawar [Managing and Leading SMEs]
Shared Modules?	BBM_6_SML Strategic Management and Leadership BBS_6_MLS Managing and Leading SMEs BBS_6_ESI Entry Strategies for International Markets

Changes to the mode of delivery and course composition

Module code and name	Changes to delivery mode	Changes to contact hours		
BBM_6_SML Strategic Management and Leadership	All lectures (only) to move online. 2 hours per week online (lecture). 2 hours per week face to face (seminar). No change to the module hours: Contact hours for module: 60 Self-study hours for the module: 140 Total module hours: 200	N/A	N/A	N/A
BBS_6_MLS Managing and Leading SMEs	All lectures (only) to move online. 2 hours per week online (lecture).	N/A	N/A	N/A

	<p>2 hours per week face to face (seminar).</p> <p>No change to the module hours: Contact hours for module: 60 Self-study hours for the module: 140 Total module hours: 200</p>			
BBS_6_ESI Entry Strategies for International Markets	<p>All lectures and tutorials are now online</p> <p>2 hours per week online seminar.</p> <p>2 hours per week online lecture</p> <p>No change to the module hours: Contact hours for module: 60 Self-study hours for the module: 140 Total module hours: 200</p>	N/A	N/A	N/A

Changes to assessment strategy

Module code and name	Changes to weightings of assessment	
	Current	New
BBM_6_SML Strategic Management and Leadership	<p>CW1 – 50% 15 minute - Group Presentation 2, 000 word Individual report</p> <p>CW2 – 50% 3,000 words Case study report</p>	<p>CW1 – 50% 2,000 word Individual Report</p> <p>CW2 – 50% 3,500 word Individual Case study report</p>
BBS_6_MLS Managing and Leading SMEs	<p>CW1 – 50% 15 minute - Group Presentation 2, 000 word Individual report</p> <p>CW2 – 50% 3,000 words Case study report</p>	<p>CW1 – 50% 2,000 word Individual Report</p> <p>CW2 – 50% 3,500 word - Individual Case study report</p>

Professional, Statutory & Regulatory Body accreditation		
Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016
B. Course Aims and Features		
Distinctive features of course	<ul style="list-style-type: none"> ❖ A wide range of current and relevant core and optional modules; ❖ Offers opportunity for students to specialise in the business options with professional accreditation; ❖ Development of student social capital via a strong network of professional bodies, industry specialist and alumni; ❖ Opportunity for fully supported entrepreneurial activity; ❖ Options at level 6 leading to Professional Certification; ❖ Clear progression routes to professional qualifications or post graduate study; ❖ Located in the heart of one of the most vibrant and diverse capital cities in the world. 	
Course Aims	<p>The overarching vision of the BA (Hons) Business Management suite of courses is the creation of a high quality academic programme that provides professional opportunity in a business context, to all who can benefit.</p> <p>These courses aim to ensure that students, from any socio-economic background have an effective route to a career of their choice via a programme that integrates academic, professional and vocational opportunity.</p> <p>The programme provides students with a broadly based education in business with the themes of 'Enterprise', 'Management' and 'Professional Practice' running through the core of its structure.</p> <p>The aim of the Business Management course is to equip students for a variety of future careers. The course is designed for students with a business mind-set and has been designed to provide students with a range of skills in the areas of contemporary business and management.</p> <p>The curriculum provides a broad and integrated academic range of Business and Management module taught at level 6.</p> <p>International Business Management aims to:</p>	

	<ol style="list-style-type: none"> 1. Develop academically confident graduates through the provision of a supportive learning environment that nurtures understanding of Business Management disciplines, theories and issues. 2. Develop the capacity for independent thought, critical reflection, analytical and problem solving skills, entrepreneurial spirit, academic curiosity, creativity and strategic thinking in a broad business context. 3. Enhance student employability through the embedding of a cohesive blend of professional and academic skills whilst simultaneously providing explicit career support. 4. Deliver a 'future fit' curriculum that is responsive to the rapidly changing needs of the enterprise and contemporary business world. 5. Optimise articulation with professional bodies; providing pathways to, or development of, a successful career of choice within a profession or business. 6. Develop the students' logical approach to problem solving by adopting operational research tools and techniques. 7. Encourages students to enhance their softer skills of leadership, team work and communication. 8. Identify opportunities, needs and constraints for business development within organisational contexts, and apply operational research tools and techniques and business simulation software. 9. Permit students with the equivalent of a level 5 qualifications to top-up to a full degree
<p>Course Learning Outcomes</p>	<p>a) Students will have knowledge and understanding of:</p> <p>A1: Contemporary theories and methodologies concerning business and related subjects and their application to the study of international business, management and enterprise;</p> <p>A2: An appreciation of the key concepts of business and management as an aid to the process of strategy development and problem-solving in an international business context;</p> <p>A3: Organisations, the external environment in which they operate, how they are managed and the future needs of organisations, including the management of change;</p> <p>A4: The economic, social, legal, cultural and ethical impact of business and management decisions on both the organisation and its environment both nationally and internationally;</p> <p>A5: The process of internationalisation and the development of the international business.</p> <p>b) Students will develop their intellectual skills such that they are able to:</p>

	<p>B1: Select and apply theoretical knowledge to identify, formulate and solve business problems and generate recommendations;</p> <p>B2: Undertake independent research into business and management issues either individually or as part of a team for projects and presentations;</p> <p>B3: Synthesise, appraise and evaluate data/evidence to develop argument and make sound judgements in accordance with basic theories and concepts of business and management;</p> <p>B4: Question orthodox/received opinion from a position of knowledge and develop own criteria and judgement in a range of business situations.</p> <p>c) Students will acquire and develop practical skills such that they are able to:</p> <p>C1: Present information to a variety of audiences in a structured business form;</p> <p>C2: Demonstrate innovation, creativity and enterprise in the application of theory to practice within business or commercial settings;</p> <p>C3: Be effective in the use of information and communication technology (ICT) for business applications;</p> <p>d) Students will acquire and develop transferrable skills such that they are able to:</p> <p>D1: Plan, manage and evaluate the acquisition of new knowledge and skills as part of a lifelong learning strategy;</p> <p>D2: Demonstrate both employment potential and ability to manage future professional development;</p> <p>D3: Communicate clearly, fluently and effectively in a range of styles appropriate to the context;</p> <p>D4: Engage effectively in academic discussion and present arguments in a professional manner;</p> <p>D5: Be self-aware, sensitive and open to the diversity of people, cultures, business and management issues.</p>
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C. Teaching and Learning Strategy

The acquisition of knowledge and understanding will be delivered through a variety of strategies.

In-class

Lectures will deliver key topic areas across the degree. Where possible, guest speakers from business and academia will bring specialisms and real world contextualisation.

Interactive seminars and workshops will support the lectures and have a strong focus on small group activities to encourage the active participation of students throughout the academic year, developing peer learning, the sharing of knowledge and support amongst the diverse student body.

Examples of activities students will engage with during seminars are: question practice and case study analysis to reinforce and contextualise key lecture topics, debate and discussion.

An integrated formative and summative assessment and feedback process are a key component to a student's independent acquisition of knowledge and understanding.

Self-managed learning

Self-managed learning activities to supplement and consolidate classroom based activity include: reading texts and relevant journals, application of knowledge to additional problem based exercises, engaging in coursework, group discussion, review of key topics and examination preparation where appropriate. Many of these activities are supported by the virtual learning environment (VLE).

Throughout the suite of Business Management courses the School intends to expand its use of technology for learning and assessment at undergraduate level through the common first year initially and then through core modules across this undergraduate suite of courses. Although there is already an expectation every module will have a set of core materials available to students via the VLE, the School aims to use digital technology to increase academic support for students particularly at level 4; to improve the efficiency of our teaching and assessment processes; and eventually to transform student learning so that the student experience becomes truly 'blended' and extends well beyond the use of the VLE as merely a document repository.

The development of intellectual skills will be delivered via a structured and progressive strategy of support and delivered over the length of the programme.

In-class

Seminars and workshops encourage student development in this area with the application of knowledge to business case studies and real life problems to develop critical evaluation of relevant information, and problem solving skills. In class debate allows the sharing of ideas amongst peers and the evaluation of opinions within a diverse student body to enable students to develop and evaluate arguments.

The theories underpinning the cognitive process and elementary research techniques are delivered through lectures and supported via interactive seminars applying the theory to case study and discussion of issues arising.

As students move through the programme their ability to evaluate and synthesise information, and their problem solving skills are developed through their application to more complex case study problems through which independence of thought and practice are developed.

Research skills are predominantly developed in semester one coursework application and in class case study analysis.

Self-managed learning

Self-managed learning activities supplement in-class learning and will include the reading and critique of academic journals and their application to problem based exercises and peer debate. Links to core journals will be available via the VLE and on-line fora will be used to encourage debate and discussion of key issues.

Engagement with coursework and the examination preparation are also key strategies to develop these skills.

In-Class

Practical skills development is delivered via lectures and interactive seminars and workshops. Processes and techniques are demonstrated during lectures and are then developed and applied to questions and exercises during seminars to reinforce learning.

Self-managed learning

The school's Student Enterprise Strategy details the enterprise engagement opportunities that students will have made available to them which will help them develop and demonstrate innovation, creativity, and enterprise skills and these activities have been developed under the following headings.

1. Business Solutions Centre, a student led consultancy service for clients within the university, student run start-ups and small businesses within the local area.
2. Links with societies, in particular student membership of the Institute of Directors, work as part of the Bright Futures society, the Enterprise Society and the Student Advisory Committee.
3. Induction, the School of Business supports the Enterprise Centre in a range of activities for induction, including the fresher's fair.
4. Extra-curricular activities, the school runs a series of extra curricula activities focused around developing the entrepreneurial capability and entrepreneurial effectiveness of students.

These are specifically taught and developed through Managing and Leading SMEs module.

Additionally, transferable skills development is embedded within all other modules through an integrated teaching and learning strategy.

In class

Methods are to be interactive and practical by nature, for example, group work based upon case study and in class presentations.

Negotiating, influencing and presentation skills will also have developed across the programme.

In addition, transferable skills are developed throughout the teaching and learning seminars using small group discussions, student led presentations, exercises and case studies.

Self-managed learning

Reflective practice and work planning are all skills expected to be developed out of class hours. Additionally, engagement with formative and summative assessment, in particular the coursework element, will naturally develop these skills.

D. Assessment

Formative

Formative assessment activities provide opportunity for developmental feedback and reflective learning and are a key feature of teaching and learning strategy throughout the course, to ensure students engage in a process of continuous learning.

In-class testing with peer marking and feedback is a key formative assessment method throughout the programme; this testing will be supported by additional on line tests via the VLE which provide students with automatic feedback as to performance.

As students' progress through the course, in class debate and discussion will provide students and staff with an understanding of the knowledge gained and areas of syllabi needing further reinforcement and delivery. This will allow staff to reflect on student performance and feed-forward into future delivery.

The VLE and in-class presentations can provide formative feedback to both staff and students as to the development of key intellectual skills.

Formative assessment via in-class tests, observation, peer review and debate can inform students and staff concerning the progress that has been made in areas of skill development.

Peer and staff review on a variety of in-class activities can provide formative feedback to students on the development of their transferable skills. This will allow staff to reflect on student performance and feed forward into future delivery.

Summative

The summative coursework assignments used to assess knowledge and understanding are diverse and set within a wider business context.

Examples of the range of assessment types are business reports, academic research reports, group work and individual assignments.

Examinations are compulsory for all modules that embed professional body exemptions. They incorporate a variety of question types and assess a broad range of the syllabi content.

Intellectual skills are mainly assessed through coursework and examinations used to assess the application of knowledge to scenarios and assess their evaluation and problem solving techniques. These skills are also assessed via coursework on all core International Business Management modules.

Elementary research skills are primarily assessed via coursework. As students' progress through the course, assessment methods will reflect the expectation that students will exhibit greater autonomy in their learning, refine their intellectual skills, and approach their work in a more evaluative manner.

Summative assessment will be via closed book examination, individual and group coursework through which practical skills can be demonstrated. IT skills are necessary to produce each piece of coursework.

The summative assessment of transferable skills is delivered through a variety of methods.

Group work based on case study is used to assess team working, leadership, communication and reflective skills.

Written communication is developed through report writing of both academic and business genres.

Verbal communication skills are developed through presentations at each level.

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be

identified here.

F. Entry Requirements

In order to be considered for entry to the course(s) applicants will be required to have the following qualifications:

2018 Entry

Successful record of relevant, recent study to a level broadly equivalent to years one and two of undergraduate study including first two years of a degree or a Other recent relevant qualification that is equivalent to the first two years of a degree. Recent HND in a relevant subject. with a minimum merit profile on Level 5 modules or completed foundation degree with a minimum merit profile on Level 5 modules or:

Accreditation of Prior Learning (APL)

All awards for APL will be in line with the University's policy and current academic regulations.

Transfer credit

Transfer credit allows credit awarded by another HE Institution to contribute to the credit required for a London South Bank award. Credit may also be transferred from a previous experience of learning at LSBU.

Applicants will be considered on a case by case basis. Consideration of any request for transfer credit will only be confirmed against a transcript of credit or award certification and particular attention will be paid to grades achieved and number of attempts at the assessments.

Applicants for whom English is a foreign language should either hold a recognised qualification in English e.g. British Council IELTS (minimum 6.0) or the TOEFL equivalent.

G. Course structure(s)

Course overview

The course is structured around 120 CATS points/credit or six 20 credit modules.

The course offers one main award names: International Business Management and is offered as a one-year full time course or as a 2-year part-time mode.

Programme requirement information is provided first as a series of tables to show the structure of each semester's modules. This is followed by a module listing for each level.

Students study for 120 credits over a traditional academic year. Part-time students can study a maximum of 100 credits per year. Not all stated options are available on the part-time mode. For both full-time and part-time students, the options offered are contingent on sufficient student demand. All options may not be available in any one year and new options may be added.

The tables below show the modules offered in each semester on the full-time mode. The semester offering will vary for students on the part-time mode. Part-time students may be unable to take all the subject disciplines and should seek advice on appropriate module from the course director.

The semester of delivery of all the modules may change in the future due to timetabling and resourcing requirements.

BA (Hons) International Business Management [Top-Up]– Full time

		Semester 1		Semester 2	
Level 6	Strategic Management and Leadership (core)	20	One option from the list (as below)	20	
	Managing and Leading SMEs (core)	20	One option from the list (as below)	20	
	Entry Strategies for International Markets (core)		One option from the list (as below)	20	
Level 6 Options			Brand Management (option)	20	
			Business Risk Management (option)	20	
			Business Research Methods (option)	20	
			Direct and Digital Marketing Strategy (option)	20	
			Entrepreneurial Finance (option)	20	
			Labour and Capital in an Age of Globalisation (option)	20	
			Legal Protection of Business Creativity (option)	20	
			Management Accounting for Decision Making (option)	20	
			Mobile Applications – from Idea to Mass Adoption (option)	20	
			MSP - Managing Successful Programmes (Certification) (option)	20	
			PR Propaganda & Persuasive Communications (option)	20	
			Practical Analytics (option)	20	
			PRINCE2® Foundation – Training (Certification) (option)	20	
		Resourcing and Reward (option)	20		

			Retail Boutiques and Shopper Behaviour (option)	20
			Social Impacts of Systems in Contemporary Society (option)	20
			Individual and Organisational Learning and Development (option)	20

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BA (Hons) International Business Management - Full time (January start)

	Semester 1 (Jan – June)		Semester 2 (Sept – Jan)	
	One option from the list (as per semester two modules)	20	Strategic Management and Leadership (core)	20
	One option from the list (as below)	20	Managing and Leading SMEs (core)	20
	One option from the list (as below)	20	Entry Strategies for International Markets (core)	20
Level 6 Options	Brand Management (option)	20		
	Business Risk Management (option)	20		
	Business Research Methods (option)	20		
	Direct and Digital Marketing Strategy (option)	20		
	Entrepreneurial Finance (option)	20		
	Labour and Capital in an Age of Globalisation (option)	20		
	Legal Protection of Business Creativity (option)	20		
	Management Accounting for Decision Making (option)	20		
	Mobile Applications – from Idea to Mass Adoption (option)	20		
	MSP - Managing Successful Programmes (Certification) (option)	20		
	PR Propaganda & Persuasive Communications (option)	20		
	Practical Analytics (option)	20		
	PRINCE2® Foundation – Training (Certification) (option)	20		
	Resourcing and Reward (option)	20		
	Retail Boutiques and Shopper Behaviour (option)	20		

	Social Impacts of Systems in Contemporary Society (option)	20		
	Individual and Organisational Learning and Development (option)	20		
BA (Hons) International Business Management [Top-Up]– Part time				
	Semester 1		Semester 2	
Level 6 year 1	Strategic Management and Leadership (core)	20	One option from the list (as below)	20
	Managing and Leading SMEs (core)	20		
Level 6 year 2	Entry Strategies for International Markets (core)	20	One option from the list (as below)	20
			One option from the list (as below)	20
Level 6 options			Brand Management (option)	20
			Business Risk Management (option)	20
			Business Research Methods (option)	20
			Direct and Digital Marketing Strategy (option)	20
			Entrepreneurial Finance (option)	20
			Labour and Capital in an Age of Globalisation (option)	20
			Legal Protection of Business Creativity (option)	20
			Management Accounting for Decision Making (option)	20
			Mobile Applications – from Idea to Mass Adoption (option)	20
			MSP - Managing Successful Programmes (Certification) (option)	20

			PR Propaganda & Persuasive Communications (option)	20
			Practical Analytics (option)	20
			PRINCE2® Foundation – Training (Certification) (option)	20
			Resourcing and Reward (option)	20
			Retail Boutiques and Shopper Behaviour (option)	20
			Social Impacts of Systems in Contemporary Society (option)	20
			Individual and Organisational Learning and Development (option)	20

BA (Hons) International Business Management [Top-Up]– Part time January Start

	Semester 1		Semester 2	
Level 6 year 1	One option from the list (as below)	20	Strategic Management and Leadership (core)	20
			Managing and Leading SMEs (core)	20
Level 6 year 2	One option from the list (as below)	20	Entry Strategies for International Markets (core)	20
	One option from the list (as below)	20		
Level 6 options	Brand Management (option)	20		
	Business Risk Management (option)	20		
	Business Research Methods (option)	20		
	Direct and Digital Marketing Strategy (option)	20		
	Entrepreneurial Finance (option)	20		
	Labour and Capital in an Age of Globalisation (option)	20		

	Legal Protection of Business Creativity (option)	20		
	Management Accounting for Decision Making (option)	20		
	Mobile Applications – from Idea to Mass Adoption (option)	20		
	MSP - Managing Successful Programmes (Certification) (option)	20		
	PR Propaganda & Persuasive Communications (option)	20		
	Practical Analytics (option)	20		
	PRINCE2® Foundation – Training (Certification) (option)	20		
	Resourcing and Reward (option)	20		
	Retail Boutiques and Shopper Behaviour (option)	20		
	Social Impacts of Systems in Contemporary Society (option)	20		
	Individual and Organisational Learning and Development (option)	20		

Placements information

There is no placement on this course.

H. Course Modules

Whilst every effort will be made to make all option modules available there may be instances when for operational or academic reasons that a particular module will not run. In this case students will be counselled and an appropriate alternative agreed.

Module Code	Module Title	Level	Semester	Credit value	Assessment
BBM_6_SML	Strategic Management and Leadership (core)	6	1	20	Coursework
BBM_6_MLS	Managing and Leading SMEs (core)	6	1	20	Coursework
BBS_6_ESI	Entry Strategies for International Markets (core)	6	1	20	Coursework

BBM_6_BMG	Brand Management (option)	6	2	20	Coursework
BBS_6_BRM	Business Risk Management (option)	6	2	20	Coursework
BBS_6_REM	Business Research Methods (option)	6	2	20	Coursework
BBM_6_DDM	Direct and Digital Marketing Strategy (option)	6	2	20	Coursework
BAF_6_EFI	Entrepreneurial Finance (option)	6	2	20	Coursework
BBS_6_LCA	Labour and Capital in an Age of Globalisation (option)	6	2	20	Coursework Exam
BBS_6_LPB	Legal Protection of Business Creativity (option)	6	2	20	Coursework
BAF_6_MAD	Management Accounting for Decision Making (option)	6	2	20	Coursework
BBS_6_MAP	Mobile Applications – from Idea to Mass Adoption (option)	6	2	20	Coursework
BBS_6_MSP	MSP - Managing Successful Programmes (Certification) (option)	6	2	20	Coursework Exam
BBM_6_PRP	PR Propaganda & Persuasive Communications (option)	6	2	20	Coursework
BBS_6_PRA	Practical Analytics (option)	6	2	20	Coursework
BBS_6_PRI	PRINCE2® Foundation – Training (Certification) (option) (core Saturday)	6	2	20	Coursework Exam
BBM_6_RER	Resourcing and Reward (option) (core Saturday)	6	2	20	Coursework Exam
BBS_6_RBS	Retail Boutiques and Shopper	6	2	20	Coursework

	Behaviour (option)				
BBS_6_RMG	Risk and its Management in Global Markets	6	2	20	Coursework Exam
BBS_6_SIC	Social Impacts of Systems in Contemporary Society (option)	6	2	20	Coursework
BBM_6_IOL	Individual and Organisational Learning and Development (option)	6	2	20	Coursework

I. Timetable information

The Full Time course is delivered over three days per week but this may be subject to change if change is needed to enhance your experience.

The Part Time course is delivered during the day alongside the full time, if you need to study two modules in the semester you will attend two days. If you need to study three modules in the semester you may be in three days.

Outside of the standard delivery you are expected to engage in extra curricular activity, work placements and private study.

You can expect to receive a confirmed timetable during Welcome Week and you will be kept informed of any changes.

J. Costs and financial support

Course related costs

All of your course notes and learning materials are provided to you via our VLE, however you will be expected to purchase the core texts for each module and to supply your own stationery.

The university does have IT resources in the library (PCs & laptops) which you can use, however it would be beneficial to you if you had your own lap top device which you can use both in the classroom and for private study.

If you spend time away from the University on a placement or an internship then the cost of travel and suitable business attire is not included within your fee.

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

List of Appendices

Appendix A: Curriculum Map

Appendix B: Educational Framework (undergraduate courses)

Appendix C: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Core Modules	Course Learning Outcomes																
	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4	D5
Strategic Management & Leadership	DA	TDA	TDA		D	TDA	TDA	TDA	TDA	DA	D	DA	DA	DA	DA		
Managing and Leading SMEs	DA	TDA	TDA	TDA	D	TDA	TDA	TDA	TDA	DA	TDA	DA	DA	DA		TDA	TDA
Entry Strategies for International Markets	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	DA	D	DA	DA	DA	DA	DA	DA

Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the

highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment for learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	<p><u>Outcomes focus and professional/employer links</u> All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.</p>	<p>We teach using an applied character based education model, developing the whole student via the practical application of knowledge and skills to live scenarios wherever possible</p> <p>To support this aim we work as one networked community with our stakeholders to provide opportunity to students through guest lectures, employer panels and live case studies, this thread runs throughout the course and throughout each module.</p>
Embedded learning development	<p><u>Support for transition and academic preparedness</u> At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.</p>	<p>All modules make cross reference to each other and reinforce learning and development throughout the students' journey.</p>
High impact pedagogies	<p><u>Group-based learning experiences</u> The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to professionalism and inclusivity. At</p>	<p>All Courses and each level has at least one element of group coursework.</p>

	<p>least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.</p>	
Inclusive teaching, learning and assessment	<p><u>Accessible materials, resources and activities</u> All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.</p>	<p>All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle are provided in an accessible format.</p>
Assessment for learning	<p><u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to excellence.</p>	<p>All modules have formative assessment and feedback throughout delivery. Often feedback is face to face in class feedback from tutors and peers.</p> <p>Students always have the opportunity to use the feedback to feed forward into the final summative assessment.</p>
High impact pedagogies	<p><u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate</p>	<p>Research enquiry is embedded in the teaching and assessment across the programme. Moreover, learning and application of research methods begins right from the start of the course and continues throughout. The aim is to enable students to see the linkage between theories and methods and their practical</p>

	<p>dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage creativity and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.</p>	<p>application within a real world context. Examples of this can be seen in the integrated case study assessment across the level 6 Strategic Management and Leadership and Managing and Leading SME modules.</p>
<p>Curricula informed by employer and industry need / Assessment for learning</p>	<p><u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including excellence, professionalism, integrity and creativity. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.</p>	<p>Focus on real life case studies and development of the employability skills expected in a work-ready graduate are integral to the course . Alongside the teaching programme we will run a series of HEAR badged extracurricular activities focusing on enhancement of student employability, designed in partnership with employers, professional bodies, our LSBU careers department and LSBU societies and the Enterprise Centre.</p>
<p>Inclusive teaching, learning and assessment</p>	<p><u>Course content and teaching methods acknowledge the diversity of the student cohort</u> An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to inclusivity enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.</p>	<p>All of our modules are delivered with a commitment to the inclusive curriculum.</p> <p>All case studies, images and resources are drawn upon to reflect the diversity of our cohort.</p>

<p>Curricula informed by employer and industry need</p>	<p><u>Work-based learning</u> Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, professionalism and integrity. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.</p>	<p>We deliver Applied Character Based education whereby student work on case study, live briefs from employers, they can go on placements, internships and work on simulations (eg. SimVenture).</p>
<p>Embedded learning development</p>	<p><u>Writing in the disciplines: Alternative formats</u> The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.</p>	<p>Writing in the discipline is embedded throughout the programme and builds.</p> <p>Students develop their understanding of Business report writing, Client briefs, presenting information in number and cart format and Business communications more generally.</p> <p>Many of the modules are assessed via Presentation and pitching which are essential skills for the business professional.</p>
<p>High impact pedagogies</p>	<p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u></p>	<p>Students have the opportunity to work in our Business Solutions Center, an externally facing consultancy working on</p>

	<p>Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including inclusivity, communication and networking.</p>	<p>cross disciplinary projects with live customer briefs.</p> <p>All students have the opportunity to work in the curricular on live briefs supplied by employers.</p>
<p>Assessment for learning</p>	<p><u>Variation of assessment</u> An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.</p>	<p>Modules are assessed using a wide variety of methodologies, these include:</p> <ul style="list-style-type: none"> Group work Individual work Presentations Pecha Kucha Essay Report Reflection Spreadsheet Diaries Pitching Posters Examination Test <p>Most course works are built around case study and alternate assessments are made available where necessary.</p> <p>A mix of assessments are used at each level and on each programme and are appropriate to each discipline. Some are guided by professional body requirements.</p>
<p>Curricula informed by employer and industry need</p>	<p><u>Career management skills</u> Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries</p>	<p>We run a series of extra curricular events and workshops to support and run our annual employability day which all students can engage</p>

	<p>or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of excellence and professionalism.</p>	<p>in, culminating in an alumni networking session.</p> <p>At level 6 we have a Leadership club to support self selecting students to network at a higher level and to provide further 'leadership' development and we develop their ability to narrate their own journey.</p> <p>We are to pilot an alumni mentoring programme in 18/19.</p>
<p>Curricula informed by employer and industry need / Assessment for learning / High impact pedagogies</p>	<p><u>Capstone project/dissertation</u></p> <p>The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including professionalism, integrity and creativity.</p>	

Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
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bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social learning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions

