



	External	QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016
<b>B. Course Aims and Features</b>		
<b>Distinctive features of course</b>	<ul style="list-style-type: none"> <li>• Takes on broad recent discussions and developments in the economics profession by emphasising the interaction between international economics and strategy.</li> <li>• Focus on contemporary economic trends and the understanding of their impact on strategic analysis</li> <li>• Emphasis placed on practical lab based work with specific econometric packages.</li> <li>• Develops strategic thinking and proficiency in developing strategic directions for business and policy-makers</li> <li>• A natural progression route for students of undergraduate programmes in the area of economics, finance or business.</li> <li>• An international perspective on contemporary issues in economics.</li> <li>• Access to prestigious resources such as the Bloomberg computer suite.</li> <li>• A wide range of extracurricular activities and opportunities to attend expert symposiums and conferences, to enhance employability and awareness of contemporary issues and developments within the subject domains;</li> <li>• The opportunity to learn about consultancy practice;</li> <li>• The opportunity to carry out a capstone project suiting the student's career needs.</li> </ul>	
<b>Course Aims</b>	<p>The MSc International Economics and Strategy aims to:</p> <ol style="list-style-type: none"> <li>1. Link theory and practice in economics through relevant and applied international economics and strategy modules.</li> <li>2. Position economics education in a contemporary international context to launch students on a sustainable and attractive career development path.</li> <li>3. Develop critical, analytical problem-based learning skills and other transferable skills to prepare students for careers in industry, the professions, public service and research.</li> <li>4. Provide a broad-based education in international economics and strategy and to equip students for a variety of future careers with European and international perspectives.</li> </ol>	
<b>Course Learning Outcomes</b>	<p>At the end of studying this course students should be able to:</p> <p>L1 Apply relevant economic concepts, theories and practices in international trade, international finance, data analysis and strategic analysis.</p> <p>L2 Critically analyse complex economic issues and apply theoretical expertise to solve international economic problems in order to generate strategic responses.</p>	

L3 Apply appropriate techniques of statistics and econometrics to analyse economic data so as to understand and model underlying international economic conditions.

L4 Analyse, synthesise and present complex economic information in a way that is coherent and in accordance with accepted professional and academic practice.

### **C. Teaching and Learning Strategy**

**Lectures, seminars and workshop:** Interactive seminars and workshops support lectures and have a strong focus on small group activities to encourage active participation of students throughout the course, developing peer learning, sharing of knowledge and best practice, and support networks amongst a diverse student body.

**Case study:** Teaching, learning and assessment are very applied, with case studies and simulation being used in all modules. Where possible live case studies are brought into the classroom and external stakeholders involved in the delivery and the subsequent feedback to student generated solutions.

**Research and enterprise:** Research and entrepreneurial skills and knowledge are developed throughout the student journey. From the 'Creativity, Enterprise and Innovation', 'Curiosity, Creativity and Research' and 'Research In Action' modules through to the Capstone Business Project students have the opportunity to identify areas of interest, explore ideas in a supportive environment and develop ideas through to impactful projects and beyond. Those students wanting to develop entrepreneurial ideas can receive additional support from the LSBU Enterprise Centre.

**Relevant information technology skills:** Skills in the use of industry standard software such as STATA, Bloomberg and Excel are developed and assessed through various modules of the course.

**Self-managed learning:** Self-managed learning activities to supplement and consolidate classroom based activity constitutes about 75% of the student study hours, and these include: reading texts and relevant journals, application of knowledge to additional problem-based exercises, engaging in coursework, group discussion, review of key topics, blogs and reflective journals. Many of these activities are supported by the virtual learning environment (VLE).

**Learning support:** The University has a well-stocked library which provides a range of study environments for individual and group/social learning, course materials, online information resources –

library staff dedicated to the School of Business are also on hand to provide support for effective researching. Free computer access is available for all students across the University, and a Bloomberg lab with 12 Bloomberg terminals is available for the dedicated use of the School's students. Printing, scanning, photocopying, and wireless internet access facilities are available, along with specialist online support and training. The library provides, bookable group rooms and laptop computers for loan. Current students can find more information at <https://my.lsbu.ac.uk>.

**Teaching staff:** A variety of experienced academic staff teach on the course, some who have considerable industry experience which they bring to the classroom, others who are actively engaged in relevant real world research which they use to inform their teaching. Please refer to Appendix D for staff CVs.

**Virtual learning environment:** Digital technology is used to increase academic support for students and improve the efficiency of the teaching and assessment processes - 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.

#### **D. Assessment**

**Formative:** Formative assessment activities provide opportunities for developmental feedback and reflective learning and are a key teaching and learning strategy throughout the course to ensure students engage in a process of continuous learning. Workshop and seminar activities and feedback is a key formative assessment method throughout the programme; supported by back up material as provided on the University's VLE.

Peer and staff review on a variety of in-class activities can provide formative feedback to students on the development of their knowledge and skills. Activities such as in-class debates and discussions can provide students and staff with an understanding of the knowledge gained and areas of syllabi needing further reinforcement and delivery. Computer lab sessions using Bloomberg and STATA allow students to develop literacy in the use of such specialist software and identify areas for future practice. These activities 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.

Application of knowledge to case study analysis and team working within workshops are all part of the formative feedback process with regards to transferable and practical skills. The capstone facilitation and work based supervisor process of support should also ensure regular touch points between the

student & academics/practitioners to enable feedback on research and practical application within the workplace.

**Summative:** Summative assessment is delivered through a variety of methods. Group work based on case study analysis 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 and persuasive advocacy skills are developed through presentations and pitching. The numeracy skills that are essential for the economics profession are developed and enhanced throughout the programme, and assessment is through practical lab sessions to solve real economic problems. Research analysis is conducted to support evidence based decisions. The use of industry standard financial analysis software such as STATA, Bloomberg and Excel is embedded throughout the subject-specific modules, developing valuable employability skills that work-ready graduates are expected to possess.

Examination is used to assess knowledge, understanding and application within a pressurised time constrained environment only when discipline norms prevail – i.e. in one core subject-specific module students have to sit a 2-hour exam with a weighting of 50%.

### **E. Academic Regulations**

The University's Academic Regulations apply for this course. There are no course specific protocols which differ from University-wide regulations.

### **F. Entry Requirements**

A bachelor degree in economics (2.2) or a related discipline such as finance or business (2.1). Students with a bachelor degree (2.1) in a less related discipline, such as for instance Engineering or Mathematics or other disciplines, can be considered by the course management team on a case-by-case basis.

English language requirements – IELTS 6.5 or above

### **G. Course structure(s)**

#### **Course overview**

##### **MSc International Economics and Strategy – Full time**

- The course is structured around 180 CATS points/credits. The course offers the award name of MSc International Economics and Strategy.
- Any optional modules offered are contingent on sufficient student demand. All electives may not be available in any one year and new electives may be added.
- The semester and order of delivery of all the modules may change in the future due to timetabling and resourcing requirements. Below we present the course structure and in section 16 a finalised table of modules on the proposed MSc International Economics and Strategy degree course.

## MSc International Economics and Strategy (FT Sep) course structure

Semester	Modules		
Semester 1	Consultancy, Enterprise and Innovation (20 credit)	International Economics & Trade (20 credit)	Financial and Applied Econometrics (20 credit)
	Project Launch Event		
Semester 2	Economics and Strategic Analysis (20 credit)	International Financial Economics (20 credit)	Research Methods (20 credit)
	Option module (20 credit)		
	Project Escalator Event		
	Capstone Project (40 credit)		

### Placements information

Students on the 'without internship' degree have the option to study for a 20 credit short Internship (as their 20 credit optional module). This module allows the student to gain valuable work experience while studying for a master's degree. Responsibility for securing the work placement lies with the student. However, the student is supported during the search process and when the student is actually working. The work placement should have some direct bearing on what the student is studying - a student studying MSc International Economics and Strategy would be expected to secure an internship with some connection – however weak – with aspects of accounting or finance within the business community. The decision on whether to undertake the 20-credit internship must be made by the student no later than the end of the Project Launch Residential.

### H. Course Modules

Optional modules run on the basis that approximately 40-50% of the cohort select the option.

Module Code	Module Title	Level	Semester	Credit value	Assessment
AFE_7_IET	International Economics and Trade	7	1	20	50% Individual coursework: assessment of an existing trade theory and application to a real world case 50% unseen exam
TBC	Consultancy, Enterprise and Innovation (compulsory)	7	1	20 (10)	Coursework
AFE_7_FAE	Financial and Applied Econometrics	7	1	20	100% Coursework: Individual report using data analysis (50%) + Individual timed in-class assessment using Stata (50%)
AFE_7_ESA	Economics and Strategic Analysis	7	2	20	100% Coursework: Business or public

					policy case study analysis and group presentation (50%) + Individual report about the case study (50%)
TBC	Research Methods (compulsory)	7	2	20 (10)	Coursework
AFE_7_IFE	International Financial Economics	7	2	20	100% Coursework: Group presentation on a solution to a real problem in international finance (50%) + Individual report about the same problem (50%)
AFE_7_BDA	Big Data Analytics (optional)	7	2	20 (10)	Coursework
MBA_7_GOL	Global Operations and Logistics (optional)	7	2	20 (10)	Coursework
MBA_7_GOL	Governance and Leadership (optional)	7	2	20 (10)	Coursework
AFE_7_ORC	Organisational Risk Management and Internal Controls (optional)	7	2	20 (10)	Coursework
MBA_7_ESB	Everyday Sustainability for Business (optional)	7	2	20 (10)	Coursework
MMP_7_BMA	Brand Management (optional)	7	2	20 (10)	Coursework
MBA_7_MVW	Managing Virtual Work (optional)	7	2	20 (10)	Coursework
TBC	Managing Project Value and Change by Prince 2	7	2	20 (10)	Coursework
TBC	Social Media Marketing and Digital PR	7	2	20(10)	Coursework
MMP_7_INT	Internship (optional)	7	2	20 (10)	Coursework
MBA_7_CBP	Capstone Business Project	7		40	100% Individual Coursework: 10,000-word capstone project.

### I. Timetable information

This course is likely to be delivered over three days per week but this may be subject to change if change is needed to enhance student experience.

Outside of the standard delivery students are expected to engage in extracurricular activity and private study.

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

### J. Costs and financial support

#### Course related costs

- There are no other course related costs other than the school fees.

### **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: Personal Development Planning(postgraduate 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.

Modules			Course outcomes			
Level	Title	Code	L1	L2	L3	L4
7	International Economics and Trade	AFE_7_IET	TDA	TDA		TDA
7	Consultancy, Enterprise and Innovation (20 credits)	TBC	TDA	TDA		
7	Research Methods (20 credits)	TBC	TDA	TDA		
7	Financial and Applied Econometrics	AFE_7_FAE	TDA		TDA	TDA
7	Economics and Strategic Analysis	AFE_7_ESA	TDA	TDA		TDA
7	International Financial Economics	AFE_7_IFE	TDA		TDA	TDA
7	Behavioural Finance	AFE_7_BHF	TDA			TDA
7	Big Data Analytics	AFE_7_BDA			TDA	TDA
7	Contemporary Economic Issues	AFE_7_CEC	TDA	TDA		TDA
7	Bloomberg for Business Professionals	AFE_7_BBP			TDA	TDA
7	Digital & Social Media Marketing	MMP_7_DSM		TDA		TDA
7	Effective Business Negotiation	MMP_7_EBN	TDA	TDA		
7	Everyday Sustainability for Business	MMP_7_ESB	TDA	TDA		
7	Governance & Leadership	AFE_7_GOL				TDA
7	Global Operations & Logistics	MBA_7_GOL	TDA	TDA		
7	Managing Virtual Work	MMP_7_MVW				TDA
7	Marketing Science	MMP_7_MAS		TDA		TDA
7	Brand Management	MMP_7_BMA	TDA			
7	Organisational Risk Management & Internal Controls	AFE_7_ORC				TDA
7	Short Internship		TDA	TDA	TDA	TDA
7	Capstone Business Project	MBA_7_CBP	TDA	TDA	TDA	TDA

## Appendix B: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7
1. Supporting the development and recognition of skills through the personal tutor system.	Provided by Personal Tutor, Course Director (CD) and course team tutors – regular meetings with students to offer support and signpost appropriate support services where needed.
2. Supporting the development and recognition of skills in academic modules.	PDP integrated into core modules, as well as front-loaded careers support during induction; skill building central to all modules and also supported through learning and support.
3. Supporting the development and recognition of skills through purpose designed modules/units.	PDP is on-going in the international business arena to keep up with the change business environment; modules are evaluated on an annual basis to keep up with industry linked development. The embedded careers and employability support is designed flexibly to support the curriculum, incl. tailored input into core modules to tie in with module topics and activities.
4. Supporting the development and recognition of skills through research projects and dissertations work.	Reflective summaries will enhance self-assessment as part of PDP in skills building for undertaking research dissertations at Masters level. Reflection and action planning embedded into the dissertation module.
5. Supporting the development and recognition of career management skills.	Careers support programme consisting of in-curriculum input, supported by a wide range of extra-curricular activities.
6. Supporting the development and recognition of career management skills through work placements or work experience.	The course supports demonstrating an awareness of international business skills through theory and practice as real-life case studies are developed to mimic work environments, particularly for students undertaking an internship.
7. Supporting the development of skills by recognizing that they can be developed through extracurricular activities.	The course adopts various extracurricular activities, incl. visiting speakers, workshops and events. The project weekend further develops interdependence for recognizing group skills and team building. There will also be an opportunity to receive life coaching.
8. Supporting the development of the skills and attitudes as a basis for continuing professional development.	From the start of the course, students are encouraged to see skills and attitudes as both an investment in learning and an investment in their own career progression. In most access students will already have the constructive mind-set from which to build positive attitudes.
9. Other approaches to personal development planning.	Cross-institutional links exist with programme partners and also provides additional impetus for personal development learning and understanding of external environments for further personal development.

	Throughout their degree, students will be equipped with skills and tools to aid lifelong personal and career development and planning.
10. The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	The use of prior submissions to Turnitin before formal submissions provides writing style feedback. In-curriculum career development lectures encourage students to complete a range of self-reflection and action planning exercises. The compilation of reflective learning and direct formal feedback work hand-in-hand to further students' PDP.

### 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]

<b>awarding body</b>	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
<b>bursary</b>	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
<b>collaborative provision</b>	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
<b>Compulsory module</b>	a module that students are required to take
<b>Contact hours</b>	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
<b>coursework</b>	student work that contributes towards the final result but is not assessed by written examination
<b>current students</b>	students enrolled on a course who have not yet completed their studies or been awarded their qualification
<b>Delivery organisation</b>	an organisation that delivers learning opportunities on behalf of a degree-awarding body

<b>distance-learning course</b>	a course of study that does not involve face-to-face contact between students and tutors
<b>extracurricular</b>	activities undertaken by students outside their studies
<b>Feedback (on assessment)</b>	advice to students following their completion of a piece of assessed or examined work
<b>formative assessment</b>	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

<b>Higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	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
<b>Intensity of study</b>	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
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>Learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>Modular course</b>	a course delivered using modules
<b>module</b>	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
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>Navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>Performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>Professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>Regulated course</b>	a course that is regulated by a regulatory body
<b>Regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into
<b>seminar</b>	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
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	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)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	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
<b>workload</b>	see 'total study time'
<b>written examination</b>	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