



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)	September 2020 starters MSc International Business Management MSc International Business Management with Internship International Business Management with Finance International Business Management with Marketing International Business Management with Project Management International Business Management with HRM
Course Code	4763 5539 4860 4862 4864 4866
Course Director	Sara Hajikazemi Sara.hajikazemi@lsbu.ac.uk
Shared Modules?	MBA_7_CCR Curiosity, Creativity and Research, MBA-7-MCG Management Consultancy in a Global Environment, MBA_7_CEI Creativity Enterprise and Innovation

Changes to the mode of delivery and course composition

Module code and name	Changes to delivery mode	Changes requires
MBA_7_CCR Curiosity, Creativity and Research	All lectures, tutorials delivered online. Contact hours (as published in Timetable) Contact hours: 20 Student-managed learning hours: 80	No changes required in delivery and contact hours.

MBA_7_CEI Creativity Enterprise and Innovation	Contact hours (as published in Timetable) Contact hours: 20 Student-managed learning hours: 80	
MBA_7_MCG Management Consultancy in a Global Environment	Contact hours (as published in Timetable) Contact hours: 20 Student-managed learning hours: 80	
MMP_7_IMK International Marketing	Contact hours (as published in Timetable) Contact hours: 40 Student-managed learning hours: 160	
MMP_7_ORG Organisational Behaviour in an International Context	Contact hours (as published in Timetable) Contact hours: 40 Student-managed learning hours: 160	

Changes to assessment strategy

Assessment of all modules is based on 100% coursework and will be submitted online.	
Module code and name	Changes to weightings of assessment
MBA_7_CEI Creativity Enterprise and Innovation	Assessments based on group work have been replaced by individual work.
MBA_7_MCG Management Consultancy in a Global Environment	
MMP_7_IMK International Marketing	
MMP_7_ORG Organisational Behaviour in an International Context	

Additional information

Any additional information
Additional extracurricular masterclasses and other sessions will be held onsite for the equivalent of 2 hours per week for this course for students who would like to come onsite for these sessions.

Original Course Specification

For reference, the following pages contain the original teaching and learning schedule of this course, prior to the changes implemented in response to Covid-19.

A. Course Information																					
Final award title(s)	1. MSc International Business Management with Finance 2. M.Sc. International Business Management with Finance (with internship)																				
Intermediate exit award title(s)	PG Cert International Business Management PG Diploma International Business Management with Finance																				
UCAS Code	<table border="1" style="width: 100%;"> <tr> <td style="width: 60%;"></td> <td style="width: 20%;">Course Code(s)</td> <td style="width: 20%;">4860 (FT) 4861 (PT)</td> </tr> <tr> <td></td> <td></td> <td>4905 (FT) (PT N/A)</td> </tr> </table>		Course Code(s)	4860 (FT) 4861 (PT)			4905 (FT) (PT N/A)														
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		4905 (FT) (PT N/A)																			
	London South Bank University																				
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input checked="" type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS																				
Division	Business and Enterprise																				
Course Director																					
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify																				
Mode(s) of delivery	<input checked="" type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify																				
Length of course/start and finish dates	<table border="1" style="width: 100%;"> <thead> <tr> <th>Mode</th> <th>Length years</th> <th>Start - month</th> <th>Finish - month</th> </tr> </thead> <tbody> <tr> <td>Full time</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Full time with placement/ sandwich year</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Part time</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Part time with Placement/ sandwich year</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Mode	Length years	Start - month	Finish - month	Full time				Full time with placement/ sandwich year				Part time				Part time with Placement/ sandwich year			
Mode	Length years	Start - month	Finish - month																		
Full time																					
Full time with placement/ sandwich year																					
Part time																					
Part time with Placement/ sandwich year																					
Is this course generally suitable for students on a Tier 4 visa?	<p>Please complete the International Office questionnaire</p> <p style="text-align: center;">Yes No</p> <p>Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.</p>																				
Approval dates:	Course(s) validated / Subject to validation	June 2016																			
	Course specification last updated and signed off	June 2016																			

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"> • close links and opportunities via the LSBU Centre for International Business Studies; • the opportunity to specialise and develop a critical understanding of the main theories of international banking and finance • input from commercial and industrial experts in the area of dissertation supervision; • peers from our partner institutions who undertake second semester study in London making it a truly 'international' experience for all students • work placement opportunity for all; • the opportunity to study an 'applied dissertation' drawing from your relevant work experience • residential weekend in the heart of the Surrey countryside; • located in the heart of London 	
Course Aims	<p>The aim of the course is to provide students with a systematic, comprehensive, in-depth study of the discipline of international business management and to develop the ability to critically evaluate and appraise existing theories/hypotheses/ideas about changes taking place in the world of international business. The objective is to develop more effective decision-makers, who have the knowledge and understanding, the confidence and skills to engage in independent, original thought that has relevance in both an academic environment and the workplace.</p> <p>With this overall aim in mind, the course seeks to develop the following specific objectives:</p> <ul style="list-style-type: none"> • a systematic understanding of the core disciplines of international business, namely, management, marketing, human resource management but with a clear emphasis on finance. 	

	<ul style="list-style-type: none"> • critical awareness of current trends and issues, and recognition of new insights at the forefront of the different disciplines and areas of study that are involved • a comprehensive understanding of the techniques of investigation and their application to the study of the different subject disciplines • originality in thinking about and applying the knowledge acquired from the study of the various disciplines • conceptual understanding to enable critical evaluation of current research, including the evaluation of methodologies used and to propose new hypotheses • team working skills through the techniques of group projects, case studies and other forms of collaborative work • an awareness and understanding of how different cultural attitudes and beliefs shape the international business environment in different regions of the world.
<p>Course Learning Outcomes</p>	<p>a) Students will have knowledge and understanding of:</p> <p>A1. An advanced level of academic expertise in international business management and the associated technical and personal skills to operate globally.</p> <p>A2. An awareness and appreciation of the complex, dynamic and, sometimes, hostile international business environments, in which graduates will operate.</p> <p>A3. Knowledge and understanding of relevant qualitative and quantitative techniques of information analysis and apply them in decision-making within the context of international business.</p> <p>A4. The relevant methods, skills and techniques required to undertake and complete successfully a research projects in the field of international business management.</p> <p>A5. Understand and distinguish operations in international commercial banking and in the securities market.</p> <p>b) Students will develop their intellectual skills such that they are able to:</p> <p>B1. Critical thinking and creatively: managing creative processes in self and others; organise thoughts, analyse, synthesise, and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately.</p> <p>B2. Solve problems and make effective decisions: by establishing criteria, using appropriate decision techniques including identifying, formulating and solving business problems; the ability to create, identify and evaluate options; the ability to implement and review decisions.</p> <p>B3. Manage to deal with complex issues both systematically and creatively, make sound judgements in absence of complete data, and communicate their conclusions clearly to specialists and non-specialist's audiences.</p> <p>B4. Synthesis of information: scanning and organising data, abstracting meaning from information and sharing knowledge.</p> <p>c) Students will acquire and develop practical skills such that they are able to:</p>

	<p>C1. An ability to plan strategies to adapt effectively to unusual and unexpected situation solving and decision making;</p> <p>C2. Self-critical reflecting on their own and others' practice in order to improve their own/others' actions;</p> <p>C3. Continued learning through commitment to continued improvement and change by the application of self-managed learning;</p> <p>C4. Isolate, assess and resolve problems of all degree of predictability in an autonomous manner.</p> <p>C5. An ability to engage in full professional and academic communication with others in written form, both persuasively and cogently;</p> <p>C6. Demonstrate proficiency in the use of specialist software such as NVivo and the Bloomberg</p> <p>d) Students will acquire and develop transferrable skills such that they are able to:</p> <p>D1. Two-way communication: by listening, negotiating and persuading or influencing others through oral and written communication, using a range of media, including presentation skills and the preparation of written business reports;</p> <p>D2. A high level of personal management skills through self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level;</p> <p>D3. An ability to work effectively and demonstrate performance within a team environment and the ability to recognise and utilise individuals' contributions in-group processes; team selection, delegation, development and management.</p> <p>D4. An understanding of ethics and their role in a business environment, by recognising ethical situations and dilemmas, applying ethical and organisational values to situations and choices.</p> <p>D5. Demonstrate numeracy skills through manipulation and presentation of financial and non-financial data.</p>
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C. Teaching and Learning Strategy

The core modules are designed to deliver the key objectives of A1 – A5 and aim to provide a thorough grounding in the principles of international business management. These core modules provide the conceptual and analytical basis of international business management and the more specialised modules develop knowledge and understanding of this complex and dynamic global business environment. The acquisition of the knowledge and understanding required is attained through a combination of lead lectures; tutor-led seminars; problem-based learning scenarios; coursework and projects. The student is encouraged throughout the course to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.

Where appropriate, blended-learning approaches will be utilized so as to motivate the student and better convey the subject matter to hand allowing a better appreciation of the field of study also allowing quicker simulation of the subject matter.

In-class

Lectures will deliver key topic areas, and 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).

Intellectual skills are developed through the application of knowledge and understanding to case studies, live briefs and shorter problem scenarios. Analysis and problem-solving skills are developed through examples and seminar teaching and each module, whatever the format of teaching, involves discussions of key issues, practice in applying concepts both orally and in writing, analysis and interpretation of material, and relevant feedback on all course work.

In-class

Seminars and workshops encourage the development of intellectual skills with business case studies and real life problems developing 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 studies and discussion of issues arising.

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

Self-managed learning

Self-managed learning activities supplement in-class learning and will include the reading and critique of academic papers 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.

In class

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

Planning and problem solving techniques are taught via application to case study problems and the synthesis of data.

Negotiating, influencing and presentation skills will be further developed in many modules.

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

D. Assessment

Summative Assessment

In the core modules summative assessments are designed around the application of knowledge to case studies and live scenarios. Group work is seen as key component in two of the core modules as is the development of business skills. Traditional end-of-module unseen written examinations are used only in one core module where there is a professional body requirement for such a form of assessment. Otherwise core modules are assessed entirely by coursework or by use of a practically focussed, pre-seen case study. The dissertation process itself is viewed as the culmination of the programme, which integrates all the knowledge, techniques and skills, acquired in the taught modules.

The summative assessment of optional modules is again based around coursework activities to test the application of knowledge and the development of skills.

Modules that define the subject pathways (for example in Finance, Project Management or HRM) make more frequent use of traditional examinations due mainly to the accreditation requirements of professional bodies.

Formative Assessment

Each module on the course contains elements of formative assessment. 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. Formative assessment of knowledge and understanding takes place through discussion, small group work, quizzes, debates, journal reviews, case studies, presentations, residential and workshops.

For modules where there is an examination component, formative assessment will include the use of mock examinations and subsequent discussion with tutors so that students become familiar with the demands of such types of assessment. Similarly, for longer coursework essays, drafts will be reviewed by tutors as part of formative assessment and where there is a group work component to summative assessment then students will be required to work collaboratively through discussion boards so that contributions of all group members can be reviewed.

Summative Assessment

In the core modules summative assessments intellectual skills are developed primarily through student work relating to case studies and live scenarios. As before, group work is seen as a key component in two of the core modules for the development of intellectual skills as is the development of business skills. Traditional end-of-module unseen written examinations are used only in one core module where there is a professional body requirement for such a form of assessment. Otherwise core modules are assessed entirely by coursework or by use of a practically focussed, pre-seen case study. The dissertation process itself is viewed as the culmination of the programme, which integrates all the knowledge, techniques and skills, acquired in the taught modules.

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Summative Assessment

Practical skills are assessed through all modules via a wide variety of assessments including case study reports, coursework essays and presentations. The emphasis that the course has on practice makes it important that students reflect on their own work and continue to develop as independent, critical learners and are able to communicate their ideas effectively. The dissertation plays an important role in the assessment of practical skills as it allows students to demonstrate the practical skills of research and also of self-organisation, time management and the ability to work effectively under pressure.

Formative Assessment

Each module on the course contains elements of formative assessment. 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. Through formative assessment students will be exposed to case-based problems of varying complexity and will be expected to reflect on their own performance as well as comment on the performance of colleagues and receive feedback from tutors.

Summative Assessment

Transferable skills are assessed primarily by coursework, presentation, examinations, and in the dissertation supervision process. In addition to this:

- Group work based on case study is used to assess team working, leadership, communication and reflective skills.
- Written communication is developed through report writing.
- Verbal communication skills are developed through presentations in many modules.
- Numeracy skills are embedded throughout for example in the core Corporate Financial Management module.

Formative Assessment

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.

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:

In order to be considered for entry to the programme applicants will be required to have the following qualifications: -

- i) A bachelor's degree in a relevant subject of at least 2.2 (honours) standard;
- ii) A bachelor's degree in a non-relevant subject of at least 2.2 (honours) standard, plus relevant business experience;
- iii) Individuals who have accredited prior experiential learning in the field of business management will also be considered on a case-by-case basis.
- iv) Students will be expected to have achieved a standard of English of or equivalent to IELTS 6.5.

In relation to point ii) above, relevant business experience is defined as a period of work sufficient to enable reflection on the experience of work and to identify the learning that comes from working. More specifically, the potential student should have been in employment for at least one year, working either for a business or be able to demonstrate self-employment for a year. Under this section, preference will be given to individuals who can demonstrate that they took part in the running of a business however small or indirectly. This could be working in an HR department; a customer facing role in dealing with customer complaints; working on an assembly line and being responsible for a certain section of the line; doing monthly accounts and reporting the monthly updated figures to a line manager and so on. The key issue is of having been in the world of work and so experienced how a business operates from any level of the business.

International qualifications: For potential students with overseas qualifications, a useful guide as to what would be acceptable (acceptable in the sense of points i) and ii) above can be found at <https://www.gov.uk/government/publications/overseas-degree-equivalency-table-and-methodology>. LSBU, however, reserves the right not to accept non-U.K. educational qualifications.

G. Course structure(s)

Course overview

On the full-time course, the taught elements will begin in September with semester 1, delivered in London and the various partner institutions that collaborate with London South Bank University. Semester 2 is delivered in London from February until July (except in the case of the International Business Academy in Denmark which delivers the programme in a distance learning and face-to-face mode in both semesters). This is followed by the dissertation stage from July until December. The part-time course will run at half the speed, with students choosing either one or two modules in first and second semester, completing 3 modules per academic year.

MSc International Business Management with Finance– **Full time**

Semester 1

Semester 2

Level 7	International Marketing [CORE]	20	Strategic International Human Resource Management [CORE]	20
	International Management [CORE]	20	International Banking [CORE]	20
	Corporate Financial Management [CORE]	20	Institutional Fund Management [CORE]	20

- **Achieve 60 credits and student is eligible for a PG Cert in International Business Management**
- **Achieve 120 credits and student is eligible for a PG Diploma in International Business Management with Finance**

Semester 3: Dissertation Stage

All M.Sc. students not on an internship will complete a thesis of approximately 16,000 words. (Those on an internship have a target of 10,000 words.) For the students on the M.Sc. International Business Management with Finance degree this may be on any appropriate international business management topic connected with finance.

- Achieve 180 credits and student is eligible for an M.Sc. in International Business Management

All M.Sc. students taking the internship route will complete the Internship module first before proceeding to the Applied Dissertation module.

- Achieve 180 credits and student is eligible for an M.Sc. in International Business Management (with Internship)

Research Methods: The research methods teaching underpins the dissertation work undertaken by students. The research methods teaching is incorporated into the dissertation module (both the 40 and 60 credit variety, and indeed students taking either dissertation module will sit in the same classes). An assignment for both dissertation modules is the dissertation proposal of 4,000 words (3,000 for those students who will be doing the Applied Dissertation module) that sets out the precise operational parameters of the proposed dissertation. Students attend for five days of intense teaching prior to attending the Residential.

The taught component in these five days will consist of the following topics:

- The nature & dimensions of research
- The key tools of research
- The research process and formulating a research problem
- Critical analysis of academic literature
- Writing a literature review
- Research philosophies
- Qualitative & quantitative research methods
- Research strategies
- Statistical analysis of research results

- Writing a research proposal
- Writing & presenting a dissertation

These topics will be covered in-depth in the morning with corresponding seminars. In the afternoon, the student is expected to explore data sources, relevant literature and the like to finesse his or her research proposal. The first draft of the proposal is then presented at the Residential which is held immediately after these five days. The student will receive immediate feedback and subsequent one-to-one discussions with the appropriate member of staff. A pass in the proposal is required before students can proceed to the writing up of the actual Dissertation or Applied Dissertation.

Over the course of semester 1 and semester 2 students will be prepared for their research proposal through a series of extracurricular classes such that the student will be 'primed' to think about the appropriate topic he or she would like to pursue for the written part of the dissertation. Such extracurricular classes will also include training in specific software useful for the research and writing up stage:

Practical Software Training:

- SPSS & Stata (introductory to intermediate)
- Nvivo (introductory to intermediate)
- Word and Excel (Inserting a table of contents, figures, tables; use of Equation Editor; and Pivot Tables)

Students doing a dissertation that involved 'number crunching' would focus on training in SPSS and/or Stata. Those students pursuing a more qualitative approach to their dissertation would focus their training on Nvivo. It is worth emphasising that software training is not for its own sake but must be of practical value in assisting the student in carrying out their dissertation. For example, how to analyse survey data, how to analyse count data, how to make attractive graphs using questionnaire data etc.

The Residential Weekend School: This will provide an opportunity for both student and supervisor to discuss areas of the proposed research. The first draft of the research proposal will already have been submitted at the end of the five-day period of teaching on research methodology. However, the student will make a formal presentation to both staff and students at the Residential. On the basis of constructive feedback, the student will then redraft the necessary parts of the proposal in the five days immediately after the Residential. As such, the object of this intensive weekend is to focus the mind of the student on how best a) the proposal can be improved, and b) how to best implement the proposal. As well as student presentations, guest speakers will highlight their experiences of conducting primary research. It is expected that there will also be at least one session for those students taking the internship on how to better integrate the internship and the applied dissertation module.

Independent Study: Thereafter, students will work independently, strategically supported by guidance from the Dissertation Facilitator (DF) appointed for the dissertation.

Placements information

Note that assessment weighting for each module can be found in the Rationale document.

Module Code	Module Title	Level	Semester	Credit value	Assessment
BBM_7_IMA	International Management	7		20 (10)	
BBM_7_IMK	International Marketing	7		20 (10)	
BAF_7_CFD	Corporate Financial Management	7		20 (10)	
BBM_7_SIH	Strategic International Human Resource Management	7		20 (10)	
BAF_7_BAN	International Banking	7		20 (10)	
BAF_7_IFU	Institutional Fund Management	7		20 (10)	
	Dissertation	7		60 (30)	
	Internship	7		20 (10)	

I. Timetable information

[indicate:

Provide as much information as possible,

- when students can expect to receive a confirmed timetable for study commitments; and
- if there is a teaching-free afternoon set aside for e.g. sporting/cultural activities.
- Don't specify a day(s) when teaching will take place if it may be changed.
- Prospective students should be kept informed of any changes.]

J. Costs and financial support

Course related costs

- provide information about other course-related costs (explain what is and what is not included in the tuition fees, e.g. such additional expenses as cost of books or other learning materials, specialist equipment, uniforms, clothing required for work placements, field trips, bench 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				Programme Outcomes																						
Level	Title	Code	Credit	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5		
YEAR 1, SEMESTER 1 – M.Sc. International Business Management with Finance & M.Sc. International Business Management with Finance (with Internship)																										
7	International Marketing	BBM_7_IMG	20	T D A	T D A	T D A			T D A	T D A	T D A	T D A					T D A								T D A	
7	International Management	BBS_7_IMA	20	T D A	T D A	T D A			T D A	T D A	T D A	T D A			T D A											
7	Corporate Financial Management	BAF_7_CFM	20	T D A	T D A	T D A		D	T D A	T D A	T D A	T D A		T D A			T D A								T D A	
YEAR 1, SEMESTER 2 – M.Sc. International Business Management with Finance & M.Sc. International Business Management with Finance (with Internship)																										
7	Strategic International Human	BBM_7_SIH	20		T D		T D		T D	T D	T D	T D	T D			T D	T D			T D	T D	T D	T D	T D		

Modules				Programme Outcomes																					
Level	Title	Code	Credit	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	
	Resource Management			A	A	A	A		A	A	A	A	A		A	A	A	A	A	A	A				
7	International Fund Management	BAF_7_IFU	20	T	T	T		T	T	T	T	T		T			T		T	T				T	
				D	D	D	D	D	D	D	D	D	D	D	D	D		D	D	D	D	D	D	D	D
				A	A	A		A	A	A	A		A	A	A		A	A		A	A	A	A	A	
7	International Banking	BAF_7_BAN	20	T	T	T		T	T	T	T	T					T		T					T	
				D	D	D	D	D	D	D	D	D	D	D	D	D		D	D	D	D	D	D	D	D
				A	A	A		A	A	A	A		A	A	A		A	A	A	A	A	A	A	A	
YEAR 1, END OF SEMESTER 2																									
7	Dissertation	New code	60			T	T		T	T	T			T				T		T		T			
				D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
				A	A	A	A	A	A	A	A	A	A	A	A	A	A	A			A				
7	Internship	New code	40		D			D		D	D		D	D			D		D	D	D	D	D		
				A	A			A		A	A		A	A			A		A	A	A	A	A		
YEAR 2, END OF SEMESTER 1																									
7	Applied Dissertation	New code	20			T	T		T	T	T	T			T				T		T		T		
				D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	

Modules				Programme Outcomes																				
Level	Title	Code	Credit	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5
				A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A			A		

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 (Masters)
1. Supporting the development and recognition of skills through the personal tutor system.	Provided by Course Director (CD) and course team tutors – regular meetings with students and open office hours for un-presented needs of support, with direction to appropriate support services where needed.
2. Supporting the development and recognition of skills in academic modules.	PDP integrated in dissertation module, with skill building, also through Blended 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; units are evaluated on an annual basis to keep up with industry linked development. The support and skills are drawn upon to support assignment as included in section 4.3.1.
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.
5. Supporting the development and recognition of career management skills.	Developed throughout the dissertation module, through blended learning, meetings and contacts, opportunities to access advisory services, and incorporating self-assessment as part of PDP.
6. Supporting the development and recognition of career management skills through work placements or work experience.	The course supports the expectations of industry for the development of international business executives, and develops techniques for enhancing a PDP through 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 extra curricula activities.	The course adopts various extracurricular activities, from visiting speakers with its direct link with the Centre for International Business and vast alumni. The residential trip further develops interdependence for recognizing group skills and team building as does the varying assessment that take an extracurricular approach with research, discussion, debate, CV building, conference interaction and decision-making skills.
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 cases 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.
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. Weekly diary writing allows a self-reflective approach not just reliant on feedback from the course team. 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]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
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, assignments
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
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 'programme' with reference 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

