

B. Course Aims and Features

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| <p>Distinctive features of course</p> | <ul style="list-style-type: none"> • Close links and opportunities via the LSBU Enterprise Centre • Input from commercial and industrial experts in the area of capstone project supervision • Peers from our partner institutions who undertake second semester study in London making it a truly 'international' experience for all students • A programme taught by experienced research informed academics • An extensive programme of guest lectures • Applied teaching and learning; • The opportunity to engage in enterprise and consultancy practice • Opportunity to carry out a project that suits the student's career needs • Multiple start dates and modes of delivery • Opportunities to network and develop connectivity with our postgraduate research and enterprise community • Personal tutoring • Work experience or placement opportunity for all • The opportunity to study an 'applied capstone project' drawing from your relevant work experience • Based in the heart of London |
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| <p>Course Aims</p> | <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, the understanding, the confidence and the 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:</p> <ul style="list-style-type: none"> • a systematic understanding of the core disciplines of international business, namely, strategic management, innovation and entrepreneurship, marketing, human resource management and finance. |
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| | <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>On successful completion of this course students will be expected to be able to:</p> <p>A. Knowledge and Understanding</p> <ol style="list-style-type: none"> 1) assess the international and intercultural aspects of the complex and dynamic business environments in which graduates will operate. 2) appraise ethics and their role in a business environment by recognising ethical situations and dilemmas, and applying ethical and local/national/international organisational values to situations and choices. <p>B. Intellectual Skills</p> <ol style="list-style-type: none"> 1) think critically and creatively: demonstrating international awareness and the capacity to manage across cultures 2) evaluate complex problems with international dimensions leading to effective decisions. <p>C. Practical Skills</p> <ol style="list-style-type: none"> 1) contribute to international business strategies that adapt effectively to international and multicultural working environments; 2) critique their own and others' intercultural management competence; 3) propose and manage a research project, including cross cultural analysis, in the field of international business management. <p>D. Transferable skills</p> <ol style="list-style-type: none"> 1) convince others through oral and written communication - using questioning and listening as well as a range of media – and hence contribute to high level management decisions through effective communications; 2) work effectively and demonstrate performance within an international and multicultural team and recognise and foster individual's contributions |
| <p>C. Teaching and Learning Strategy</p> | |

The core modules are designed to deliver the key objectives of A1 – A2 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 utilised 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 B1 – B2 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.

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.

Practical skills are brought to the programme by the learner and honed whilst studying. Learners have to manage time and course resources to support their learning on the programme. The teaching and learning strategies give the learner ample opportunity to further develop these skills. The assessment criteria require learners to demonstrate application of the practical skills C1 – C3 through individual and group assignments, examination and the capstone project process.

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.

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.

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.

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.

Transferable skills D1 – D2 are developed throughout the teaching and learning programme outlined above through a mixture of lectures, seminars and problem-based scenarios. Feedback is given on oral presentations, written coursework and group work. All students are given advice on how to locate and research material available in libraries, on the web and elsewhere and improve their personal research skills.

Other skills are developed throughout the course as a natural part of its progression.

D. Assessment

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.

All core modules are assessed entirely by coursework or by use of a practically focused, pre-seen case study. The capstone project 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 **the optional module** is again based around coursework activities to test the development of intellectual skills.

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 capstone project 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.

Transferable skills are assessed primarily by coursework, presentation, examinations, and in the capstone project 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, and some electives

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 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.

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.

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 programme applicants will be required to have the following qualifications:

a i) A bachelor's degree of at least 2.2 (honours) standard;

Or

b ii) Individuals who have accredited prior experiential learning in the field of business management will also be considered on a case-by-case basis;

b) Students will be expected to have achieved a standard of English of or equivalent to IELTS 6.5.

G. Course structure(s)

Course overview

On the full-time course, the taught elements will begin in September or January with semester 1, delivered in London. Semester 2 is delivered in London from February or September.

The capstone project stage will begin at the end of Semester 2.

* Partner institutions have September starts only and Semester 1 is delivered in the Partner Institution.

Any students on the "with internship" course who fail to secure a long internship by the date given to them by the course team will be automatically changed on to the non-internship version of the course and the International Team at LSBU will be notified of this change.

MSc International Business Management with Internship (FT Sep) course structure

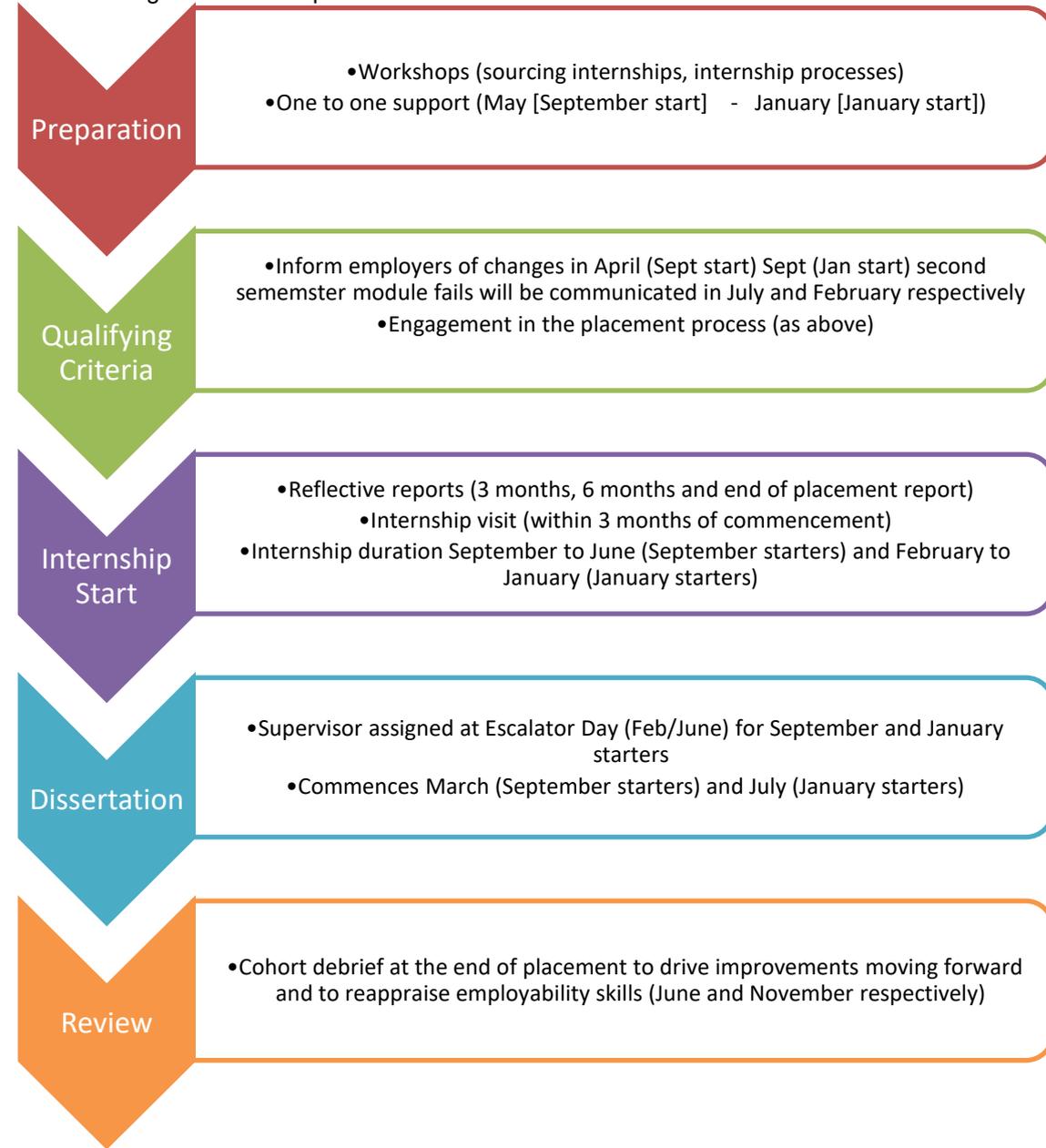
| Semester | Modules | | |
|------------------------|---|---|--|
| Year One Semester 1 | Consultancy, Enterprise and Innovation (20 credit) | International Marketing (20 credit) | Organisational Behaviour in an International Context (20 credit) |
| | Project Launch Event | | |
| Year One Semester 2 | International Strategic Management & Innovation (20 credit) | International Financial Management for Business (20 credit) | Research Methods (20 credit) |
| Year Two Semester 1 | Internship | | |

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| Year Two Semester 2 | Internship |
| | Capstone Project Escalator Event |
| | Capstone Business Project (40 credit) |

MSc International Business Management with internship (FT Jan) course structure

| Semester | Modules | | |
|--------------------------|---|---|--|
| Year One Semester 1 | Consultancy, Enterprise and Innovation (20 credit) | International Marketing (20 credit) | Organisational Behaviour in an International Context (20 credit) |
| | Project Launch Event | | |
| Year One Semester 2 | International Strategic Management & Innovation (20 credit) | International Financial Management for Business (20 credit) | Research Methods (20 credit) |
| Year Two Semester 1 | Internship | | |
| Year Two Semester 2 | Internship | | |
| Year Three Semester 1 | Project Escalator Event | | |
| | Capstone Project (40 credit) | | |

Students studying the MSc International Business Management (with internship) will undertake a 10-month internship in September (September starters) or February (January starts) and will receive support in preparation for and during their internship as shown below.



Capstone project Stage

All MSc students will complete a capstone of approximately 10,000 words at the end of their course

- Achieve 180 credits with a minimum 10 months' internship and student is eligible for an MSc in International Business Management (with Internship)

Research Methods: The research methods teaching underpins the capstone project work undertaken by students. The research methods teaching is incorporated across a number of core modules (in red above) and takes students through a research journey ready to complete the capstone project module. An assignment for

the pre-project module is the capstone project proposal of 2500 words that sets out the precise operational parameters of the proposed capstone project.

Independent Study: Thereafter, students will work independently, strategically supported by guidance from the Capstone project supervisor (CPS) appointed for the capstone project.

Rules for Awarding degrees:

- Achieve 60 credits and student is eligible for a PG Certificate in International Business Management
- Achieve 120 credits and student is eligible for a PG Diploma in International Business Management

H. Course Modules

Structure below based on standard full time September start:

| Module Code | Module Title | Level | Semester | Credit value | Assessment |
|-------------|---|-------|----------|--------------|------------|
| TBC | Consultancy, Enterprise and Innovation (compulsory) | 7 | 1 | 20 (10) | Coursework |
| MMP_7_IMK | International Marketing (compulsory) | 7 | 1 | 20 (10) | Coursework |
| MMP_7_ORG | Organisational Behaviour in an International Context (compulsory) | 7 | 1 | 20 (10) | Coursework |
| MMP_7_ISM | International Strategic Management and Innovation (compulsory) | 7 | 2 | 20 (10) | Coursework |
| AFE_7_IFM | International Financial Management for Business (compulsory) | 7 | 2 | 20 (10) | Coursework |
| TBC | Research Methods (compulsory) | 7 | 2 | 20 (10) | Coursework |
| MMP_7_INT | Internship (optional) | 7 | 2 | 20 (10) | Coursework |
| BAE_7_EIN | Extended Internship (Core on with internship) | 7 | 2 | 20 (10) | Coursework |
| MBA_7_CBP | Capstone Business Project (compulsory) | 7 | 3 | 40 (20) | Coursework |

J. Costs and financial support
Course related costs

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.

| Title (ALL Level 7 modules) | Code | A1 | A2 | | B1 | B2 | | C1 | C2 | C3 | | D1 | D2 |
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| Consultancy, Enterprise and Innovation (20 credits) | TBC | | | | TDA | | | D | TDA | | | TDA | D |
| Research Methods (20 credits) | TBC | | D | | TDA | | | D | | TDA | | | TDA |
| International Strategic Management & Innovation (20 credits) | MMP_7_ISM | TD | DA | | | TDA | | | D | | | TDA | |
| International Marketing (20 credits) | MMP_7_IMK | TDA | DA | | D | | | TDA | | | | TD | |
| Organisational Behaviour in an International Context (20 credits) | MMP_7_ORG | TD | TD | | D | TDA | | | D | | | | TDA |
| International Financial Management for Business (20 credits) | AFE_7_IFM | DA | TDA | | | | | | TDA | | | D | |
| Capstone Business Project (40 credits) | MBA_7_CBP | | | | D | | | | | TDA | | TDA | |
| Internship [Short] (20 credits) | MMP_7_INT | | D | | | | | | DA | | | | |
| Internship [Long] (20 credits) | BAE_7_EIN | | DA | | | | | | DA | D | | DA | |
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Appendix B: Personal Development Planning

| Approach to PDP | Level 7 |
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| 1 Supporting the development and recognition of skills through a 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/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. | 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 dissertation 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 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 placement 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. In addition, there is an option to complete an internship. |

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| <p>7 Supporting the development of skills by recognising that they can be cultivated through extra curricula activities.</p> | <p>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.</p> |
| <p>8 Supporting the development of skills and attitudes as a basis for continuing professional development.</p> | <p>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.</p> |
| <p>9 Other approaches to personal development planning.</p> | <p>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.</p> |
| <p>10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.</p> | <p>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.</p> |

Appendix C: Terminology

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| 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 |

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| 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 |

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| 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 |