



## Course Specification

| <b>A. Course Information</b>  |   |   |                        |                       |
|---|---|---|------------------------|-----------------------|
| <b>Final award title(s)</b>   | BA (Hons) International Business Management [Top-Up]  |   |                        |                       |
| <b>Intermediate exit award title(s)</b>                                 | N/A   |   |                        |                       |
| <b>UCAS Code</b>  |   | <b>Course Code(s)</b>   | 5704 (FT)<br>5705 (PT) |                       |
|   | London South Bank University  |   |                        |                       |
| <b>School</b>   | <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   |   |                        |                       |
| <b>Division</b>   | Business & Enterprise   |   |                        |                       |
| <b>Course Director</b>  | Sumesh Dadwal   |   |                        |                       |
| <b>Delivery site(s) for course(s)</b>                                   | <input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify  |   |                        |                       |
| <b>Mode(s) of delivery</b>  | <input checked="" type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> Other please specify   |   |                        |                       |
| <b>Length of course/start and finish dates</b>                          | <b>Mode</b>   | <b>Length years</b>   | <b>Start - month</b>   | <b>Finish - month</b> |
|   | Full time   | One year  | September and January  | June and January      |
|   | Part time   | Two years   | September and January  | June and January      |
| <b>Is this course generally suitable for students on a Tier 4 visa?</b> | Please complete the International Office questionnaire<br><b>Yes No</b><br>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. |   |                        |                       |
| <b>Approval dates:</b>  | Course(s) validated / Subject to validation   |   | 2020                   |                       |
|   | Course specification last updated and signed off  |   | March 2022             |                       |
| <b>Professional, Statutory &amp; Regulatory Body accreditation</b>      | N/A   |   |                        |                       |
| <b>Reference points:</b>  | Internal  | <ul style="list-style-type: none"> <li>LSBU Corporate Strategy 2020-2025</li> <li>LSBU Academic Regulations for Taught Courses</li> <li>LSBU Academic Quality and Enhancement Manual</li> </ul>   |                        |                       |
|   | External  | <ul style="list-style-type: none"> <li>QAA Quality Code for Higher Education 2018</li> <li>Framework for Higher Education Qualifications</li> <li>QAA Business &amp; Management Benchmark Statement, 2019</li> <li>Competitions and Markets Authority</li> <li>SEEC Level Descriptors 2016</li> </ul> |                        |                       |

## B. Course Aims and Features

|                                       |   |
|---------------------------------------|---|
| <b>Distinctive features of course</b> | <ul style="list-style-type: none"> <li>❖ A wide range of optional modules to support future development and employability;</li> <li>❖ Development of student social capital via a strong network of professional bodies, industry specialist and alumni;</li> <li>❖ Opportunity for fully supported extra-curricular entrepreneurial activity;</li> <li>❖ Innovative blended learning to support student attainment;</li> <li>❖ Development of coaching skills to support personal and professional development in an international context;</li> <li>❖ Located in one of the business capitals of the world, which is vibrant, and diverse.</li> </ul>   |
| <b>Course Aims</b>                    | <p>The overarching vision of the BA (Hons) International Business Management course is a high quality academic programme that provides professional opportunities in a business context.</p> <p>This course's aim is to ensure that students, from any socio-economic background have an effective route to a career of their choice via a programme that integrates academic, professional and vocational opportunity.</p> <p>The programme provides students with a broad-based education in business with the themes of 'Enterprise', 'International Management' and 'Professional Practice' running through the core of its structure.</p> <p>The aim of the International Business Management Top Up course is to equip students for a variety of future careers, with a subject specialism in the area of International Business and Management.</p> <p>The curriculum provides a broad and integrated academic range of International Business and Management modules.</p> <p>The BA International Business Management Top Up aims to:</p> <ol style="list-style-type: none"> <li>1. Provide a holistic, supportive and nurturing learning environment that develops self-confident, independent, competent business graduates.</li> <li>2. Develop the capacity for independent thought, critical reflection, analytical and problem solving skills, entrepreneurial spirit, academic curiosity, creativity and strategic thinking in a business and international context.</li> <li>3. Facilitate a learning journey that encompasses an in-depth understanding of business management disciplines, theories and issues, and the opportunity to apply this learning in an international context in a safe environment.</li> <li>4. Embed a balance of professional and academic skills that enhance graduate employability. Providing career support, making volunteering and networking opportunities available.</li> <li>5. Provide opportunities for learners to enhance their soft skills such as leadership, teamwork and communication in order to develop reflective, self-aware business practitioners.</li> <li>6. Permit students with the equivalent of a level 5 qualification to top-up to a full degree</li> </ol> |

|  |  |
|--|--|
| <p><b>Course Learning Outcomes</b></p> | <p><i>Upon successful completion of this course students should be able to:</i></p> <p>LO1: Analyse and evaluate business management theories, models, frameworks, concepts, methodologies and sustainable practices, and their application to the study of business, management and enterprise at a local, national and international level.</p> <p>LO2: Synthesise, appraise, evaluate and challenge data/evidence to develop persuasive arguments, conclusions and recommendations applying sound judgements in accordance with theories and concepts of business processes and management.</p> <p>LO3: Present to audiences from a diverse range of cultures using a number of appropriate business formats and digital technologies.</p> <p>LO4: Demonstrate innovation, creativity and enterprise in the application of theory to practice within an international business setting, facilitating the application of knowledge and the development of a sustainable business plan or strategy.</p> <p>LO5: Be effective and self-aware within a team environment including leadership, teambuilding, coaching, influencing and project management skills demonstrating an openness to diversity of people and cultures and manage future professional development, lifelong learning and employability.</p> <p>LO6: Identify the opportunities created by disruptive technologies and financial risks posed to international businesses.</p> |
|--|--|

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

**Lectures, seminars and workshops:**

Lectures will deliver key topic areas across the academic levels. Guest speakers from business and academia will bring specialist knowledge into the classroom.

Interactive seminars and workshops support the lectures with a strong focus on small group activities to encourage the active participation of students, develop peer learning, and the sharing of knowledge and support amongst our diverse student body.

An integrated formative and summative assessment and feedback process is a key component to a student's independent acquisition of knowledge and understanding in every module on this course.

Seminars and workshops encourage student development in this area with the application of knowledge to business case studies and practitioner-driven live cases to develop critical evaluation of relevant information and problem-solving skills. In-class debate allows the sharing of ideas amongst peers and the evaluation of opinions within a diverse student body to enable students to develop and evaluate logical argument.

Methods are to be interactive and practical by nature, for example, group work based upon case study and in-class presentations are used across all levels. Spreadsheet, planning and problem-solving techniques are delivered in workshops and taught via application to case study problems and the synthesis of data, and emphasis is placed at all levels on the presentation and communication of data with a storyline.

Where possible teaching, learning and assessment is applied using case studies and practitioner-driven live cases to develop real life problem-solving skills, ideas and solutions.

### **Self-managed & independent learning:**

Self-managed learning activities to supplement and consolidate classroom-based activity constitutes about 70% of the study hours, and these include: reading recommended texts and relevant journal articles, 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 in the virtual learning environment (VLE).

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

The self-managed learning activities supplement in-class learning and include the reading and critique of academic journals and, especially at Level 6, their application to problem-based exercises and peer debate. Links to core journals will be available via the VLE to encourage debate and discussion of key issues. Engagement with coursework and examination preparation (optional modules only) are also key strategies to develop these skills.

### **Learning support:**

LSBU's well-stocked library provides a range of study environments for individual and group/social learning, course materials, online information resources as well as library staff who are dedicated to the School of Business 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 provided 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. Part-time students receive additional support from the library. Current students can find more information on <https://my.lsbu.ac.uk>.

### **Teaching staff:**

A variety of experienced academic staff teach on the course, some of whom have considerable industry experience which they bring to the classroom. Others are actively engaged in relevant real-world research which they use to inform their teaching. Please refer to the appendices of the Resources Document for staff CVs.

### **Virtual learning environment:**

Digital technology is used to increase academic support for students and to improve the efficiency of the teaching and assessment processes –with the eventual transformation of student learning so that the student experience becomes truly 'blended' and extends well beyond the use of the VLE as merely a document repository.

### **Research and enterprise:**

The school's Student Enterprise Strategy details the enterprise engagement opportunities available to all students, which will help develop and demonstrate skills in innovation, creativity, and enterprise initially in the following areas:

- *Business Solutions Centre*, a student led consultancy service for clients within the university, student run start-ups and small businesses within the local area.

- *Links with societies*, in particular student membership of the Institute of Directors and the Enterprise Society and the Student Advisory Committee.
- *Induction*, the School of Business supports the Enterprise Centre in a range of activities for induction, including the fresher's fair.
- *Extra-curricular activities*, the school runs a series of extra-curricular activities focused around developing the entrepreneurial capability and entrepreneurial effectiveness of students.

### **Reflective Work**

Reflective practice is an important component of the academic journey, enabling students to evaluate a situation, gain insight and consider multiple perspectives in order to develop and learn. Throughout their course, students will be provided with opportunities to reflect on their experience from both a personal and professional perspective. Students will be supported to make decisions and resolve uncertainty, critically review their own behaviour and contributions to group work and consider the process of their own learning. They have a variety of mechanisms to support them with this, including coaching which has been embedded within the curriculum as well as the use of reflective frameworks in assignment components to consider their learning and contribution within various modules. Students are encouraged to develop a growth mind-set to establish a foundation for life-long learning.

## **D. Assessment**

### **Formative:**

Formative assessment activities provide opportunities for developmental feedback and reflective learning and are a crucial 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.

The use of in-class testing and questioning are important formative assessment methods at lower levels of the degree. This testing is supported by additional on line tests via the VLE, which provide students with automatic feedback on performance.

As students progress through the course, in class debate, presentations on responses to case studies and discussion provides students and staff with an understanding of the knowledge gained and areas of syllabi needing further reinforcement to ensure that learning is meaningful. In addition, students will have opportunities for formative assessment and feedback to inform their work prior to submission. Advice will also be provided to students in relation to development, further areas for research and guidance on how to enhance their knowledge of business and management theories.

Feedback from the lecturer on these formative assessments will help build positive lecturer-student relationships as well foster a sense of competence. Frequent formative assessments also help to drive a sense of learning autonomy as well as being vehicles for practice that support mastery orientation. This will also allow staff to reflect on student performance and feed forward into future delivery.

### **Summative:**

The types of coursework assessments used are diverse and aim to assess student knowledge and understanding of topic areas in a wider business context.

Examples of the range of assessment types are business reports, individual and group presentations, academic research reports, group work, individual essay and practical activities. An essential part of the

assessment is to encourage both learning and the development of skills as well as preparing students for the requirements of the workplace.

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

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

- Group work based on case study is used to assess team working, leadership, communication and reflective skills.
- Written communication is developed through report writing of both academic and business genres.
- Verbal communication skills are developed through presentations at each level.
- Numeracy skills are embedded throughout all core Analytical / Business Management modules.
- IT skills are necessary to produce each piece of coursework

### **Assessment Criteria**

Having a clearly defined assessment criterion will ensure that students clearly understand what is expected of them in each assignment, on each module and at each level of the course, as well as ensuring that feedback to students is focused around this.

Within teaching teams, colleagues' feedback in drafting criteria to ensure the components that are being used to evaluate students' performance are reflected within this; and that the criteria are sufficiently robust to ensure reasonable parity between the judgements of different assessors.

To support parity in marking and feedback, teaching teams meet to mark and provide feedback for a sample of assessments prior to undertaking the marking of the submitted student work.

At level 6 students should be able to expand these skills by applying previous knowledge to the development of ideas and theories. Students should be able to demonstrate their ability to critically evaluate concepts and evidence from a range of sources and use this to exercise judgement. This might also include the requirement that students use original ideas to explain and present previously learned theories in a variety of business contexts.

## **E. Academic Regulations**

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

## F. Entry Requirements

### General

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

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

### Accreditation of Prior Learning (APL)

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

### Transfer credit

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

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

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

## G. Course structure(s)

### Course overview

The course is structured around 120 CATS points/credit or four 20 credit modules + one 40 credit Final Year Project.

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

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

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

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

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

**BA (Hons) International Business Management (Top-Up)–Full time - September Start**

|                | <b>September - January</b>                |    | <b>January - June</b>                       |    |
|----------------|---|----|---|----|
|                | <b>Semester 1</b>                         |    | <b>Semester 2</b>                           |    |
| <b>Level 6</b> | Leadership, Strategy and Change(core)     | 20 | Succeeding in International Business (core) | 20 |
|                | Small Business Management (core)          | 20 | Option Module *                             | 20 |
|                | International Business Management Project |    |   | 40 |

Optional Modules\*

1. Global Finance and Technology
2. Contemporary Issues in HRM
3. Strategic Market Channels
4. PRINCE2 - Methodologies for Project Management
5. Retail Boutiques and Shopper Behaviour
6. Business Intelligence
7. New Technology Innovations
8. Volunteering

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

|                | <b>January – June</b>                       |    | <b>September - January</b>            |    |
|----------------|---|----|---------------------------------------|----|
|                | <b>Semester 1</b>                           |    | <b>Semester 2</b>                     |    |
| <b>Level 6</b> |   |    | Leadership, Strategy and Change(core) | 20 |
|                | Succeeding in International Business (core) | 20 |                                       |    |
|                | Option Module *                             | 20 | Small Business Management (core)      | 20 |
|                | International Business Management Project   |    |                                       | 40 |

Optional Modules\*

1. Global Finance and Technology
2. Contemporary Issues in HRM
3. Strategic Market Channels
4. PRINCE2 - Methodologies for Project Management
5. Retail Boutiques and Shopper Behaviour
6. Business Intelligence
7. New Technology Innovations
8. Volunteering



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

|               | Sept to Jan                               |    | Jan to June                                 |    |
|---------------|---|----|---|----|
|               | Semester 1                                |    | Semester 2                                  |    |
| <b>Year 1</b> | Leadership, Strategy and Change(core)     | 20 | Succeeding in International Business (core) | 20 |
|               | Small Business Management (core)          | 20 |   |    |
| <b>Year 2</b> |   |    | Option Module *                             | 20 |
|               | International Business Management Project |    |   | 40 |

Optional Modules\*

1. Global Finance and Technology
2. Contemporary Issues in HRM
3. Strategic Market Channels
4. PRINCE2 - Methodologies for Project Management
5. Retail Boutiques and Shopper Behaviour
6. Business Intelligence
7. New Technology Innovations
8. Volunteering

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

|               | Jan to Jun                                  |    | Sept to Jan                           |    |
|---------------|---|----|---------------------------------------|----|
|               | Semester 1                                  |    | Semester 2                            |    |
| <b>Year 1</b> | Succeeding in International Business (core) | 20 | Leadership, Strategy and Change(core) | 20 |
|               |   |    | Small Business Management (core)      | 20 |
| <b>Year 2</b> | Option Module *                             | 20 |                                       |    |
|               | International Business Management Project   |    |                                       | 40 |

Optional Modules\*

1. Global Finance and Technology
2. Contemporary Issues in HRM
3. Strategic Market Channels
4. PRINCE2 - Methodologies for Project Management
5. Retail Boutiques and Shopper Behaviour
6. Business Intelligence
7. New Technology Innovations
8. Volunteering

### Placements information

There is no placement on this course.

### H. Course Modules

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

| Module Code | Module Title  | Level | Semester | Credit value | Assessment                 |
|-------------|---|-------|----------|--------------|----------------------------|
| BAE_6_LSC   | Leadership, Strategy and Change(core)                   | 6     | 1        | 20           | 100% Coursework            |
| BAE_6_SBM   | Small Business Management (core)                        | 6     | 1, 2     | 20           | 100% Coursework            |
| BAE_6_SIB   | Succeeding in International Business (core)             | 6     | 1        | 20           | 100% Coursework            |
| BAE_6_BIN   | Business Intelligence (Option)                          | 6     | 1, 2     | 20           | 100% Coursework            |
| BAE_6_NTI   | New Technology Innovations (Option)                     | 6     | 1, 2     | 20           | 100% Coursework            |
| AFE_6_GFT   | Global Finance and Technology (Option)                  | 6     | 1, 2     | 20           | 100% Coursework            |
| MMP_6_CIH   | Contemporary Issues HRM (Option)                        | 6     | 1, 2     | 20           | 100% Coursework            |
| MMP_6_SMC   | Strategic Market Channels (Option)                      | 6     | 1, 2     | 20           | 100% Coursework            |
| BAE_6_PR1   | PRINCE2 - Methodologies for Project Management (Option) | 6     | 1, 2     | 20           | 50% Coursework<br>50% Exam |
| BAE_6_RBS   | Retail Boutiques and Shopper Behaviour (Option)         | 6     | 1, 2     | 20           | 100% Coursework            |
| BAE_6_VOL   | Volunteering  | 6     | 1, 2     | 20           | 100% Coursework            |
| BAE_6_IPR   | International Business Management Project               | 6     | 1, 2     | 40           | 100% Coursework            |

### I. Timetable information

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

The Part Time course is usually delivered during the day alongside the full time, if a student needs to study two modules in the semester they may need to attend two days. If they need to study three modules in the semester they may need to attend for a period of three days.

Outside of the standard delivery students are expected to engage in extra-curricular activity, and private study.

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

## **J. Costs and financial support**

### **Course related costs**

All of the course notes and learning materials are provided to students via the LSBUVLE; however students are expected to purchase the core texts for each module and to supply their own stationery.

The university does have IT resources in the library (PCs & laptops) for student use; however it would be beneficial for a student to have their own laptop device for use both in the classroom and for private study.

### **Tuition fees/financial support/accommodation and living costs**

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

### **List of Appendices**

Appendix A: Curriculum Map

Appendix B: Educational Framework (undergraduate courses)

Appendix C: UN Sustainability Goals

Appendix D: Terminology

Appendix E: Assessment Mapping

## 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.

|  | Course Learning Outcomes |     |     |     |     |     |
|--|--------------------------|-----|-----|-----|-----|-----|
|  | L1                       | L2  | L3  | L4  | L5  | L6  |
| <b>Core Modules</b>                            |                          |     |     |     |     |     |
| Leadership, Strategy & Change                  | TDA                      | TDA | TDA | TD  | TDA |     |
| Small Business Management                      | TDA                      | TDA | TDA |     |     |     |
| Succeeding in International Business           | TDA                      | TDA | TDA | TDA | TDA | TD  |
| <b>Option Modules</b>                          |                          |     |     |     |     |     |
| Business Intelligence                          | TDA                      | TDA |     |     |     | TD  |
| New Technology Innovations                     |                          | TDA | TDA |     | TDA | TDA |
| Global Finance and Technology                  |                          | TDA |     |     | TDA | TDA |
| Contemporary Issue in HRM                      | TDA                      |     |     | TDA |     |     |
| Strategic Market Channels                      | TDA                      | TDA | TD  |     |     |     |
| PRINCE2 – Methodologies for Project Management | TDA                      |     | TD  | TDA | TDA |     |
| Retail Boutiques and Shopper Behaviour         | TDA                      | TDA | TD  | TD  |     |     |
| International Business Management Project      | TDA                      | TDA | TDA |     | TDA | TDA |

## Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

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

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

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

The dimensions of the Educational Framework for curriculum design are:

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

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

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

| <b>Dimensions of the Educational Framework</b>   | <b>Minimum expectations and rationale</b>  | <b>How this is achieved in the course</b>  |
|--|--|--|
| Curricula informed by employer and industry need | <p><u>Outcomes focus and professional/employer links</u><br/>           All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&amp;A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models.</p> | <p>We teach using an applied character based education model, developing the whole student via the practical application of knowledge and skills to live scenarios wherever possible.</p> <p>To support this aim we work as one networked community with our stakeholders to provide opportunity to students through guest lectures, employer panels and live case studies, this thread runs throughout the course and throughout each module.</p> |
| Embedded learning development                    | <p><u>Support for transition and academic preparedness</u><br/>           Where possible, learning development will be integrated into content modules rather than as standalone modules.</p>  | <p>All modules make cross reference to each other and reinforce learning and development.</p>  |
| High impact pedagogies                           | <p><u>Group-based learning experiences</u><br/>           The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to <b>professionalism</b> and <b>inclusivity</b>. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.</p>                                | <p>All modules provide students with the opportunity in which to work in teams with peers.</p> <p>The module <b>Succeeding in International Business</b> is assessed by group work.</p>  |
| Inclusive teaching, learning and assessment      | <p><u>Accessible materials, resources and activities</u><br/>           All course materials and resources, including course guides, PowerPoint presentations, handouts should be provided in an accessible format. For example, font type and size, layout</p>  | <p>All course materials and resources, including course guides, PowerPoint presentations and handouts are provided in an accessible format.</p>  |

|  |  |  |
|--|--|--|
|  | and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.   | All teaching and learning are supported by the use of the School's VLE Moodle.   |
| Assessment for learning  | <u>Assessment and feedback to support attainment, progression and retention</u><br>Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. Assessment and feedback communicates high expectations and develops a commitment to <b>excellence</b> .   | All modules have formative assessment and feedback throughout delivery. Often feedback is face to face in class feedback from tutors and peers.<br><br>Students always have the opportunity to use the feedback to feed forward into the final summative assessment.   |
| High impact pedagogies   | <u>Research and enquiry experiences</u><br>Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study.<br>Research opportunities should build student autonomy and are likely to encourage <b>creativity</b> and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered. | Research enquiry is embedded in the teaching and assessment across the programme. The aim is to enable students to see the linkage between theories and methods and their practical application within a real world context.   |
| Curricula informed by employer and industry need / Assessment for learning | <u>Authentic learning and assessment tasks</u><br>Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline.   | Focus on real life case studies and development of the employability skills expected in a work-ready graduate are integral to the course.<br><br>Alongside the teaching programme we will run a series of HEAR badged extracurricular activities focusing on enhancement of student employability, designed in partnership with employers, professional bodies, our LSBU |

|  |   |  |
|--|---|--|
|  | Engagement with live briefs creates the opportunity for the development of student outcomes including <b>excellence, professionalism, integrity</b> and <b>creativity</b> . A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.   | careers department and LSBU societies and the Enterprise Centre.   |
| Inclusive teaching, learning and assessment      | <u>Course content and teaching methods acknowledge the diversity of the student cohort</u><br>An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting the diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to <b>inclusivity</b> enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.                | All of our modules are delivered with a commitment to the inclusive curriculum.<br><br>All case studies, images and resources are drawn upon to reflect the diversity of our cohort. |
| Curricula informed by employer and industry need | <u>Work-based learning</u><br>Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, <b>professionalism</b> and <b>integrity</b> .<br>Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course.<br>Work-based learning can be linked to assessment if appropriate. | We deliver an applied practically based curriculum whereby student may work on case study, live briefs from employers and work on simulations.                                       |
| Embedded learning development                    | <u>Writing in the disciplines: Alternative formats</u><br>The development of student awareness, understanding and   | The development of effective written business communication is embedded throughout the programme.  |



|                         |   |   |
|-------------------------|---|---|
|                         | <p>mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. Writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.</p> | <p>Students develop their understanding of business communications including formal business report writing, client briefs and proposals.</p> <p>Modules are assessed through students applying a number of essential business communication skills and methodologies e.g. presentations.</p> |
| High impact pedagogies  | <p><u>Multi-disciplinary, interdisciplinary or inter-professional group-based learning experiences</u></p> <p>Students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries, reflecting inter-professional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including <b>inclusivity</b>, communication and networking.</p>   | <p>Students have the opportunity to work in our Business Solutions Centre, an externally facing consultancy working on cross disciplinary projects with live customer briefs.</p> <p>All students have the opportunity to work in the curricular on live briefs supplied by employers.</p>    |
| Assessment for learning | <p><u>Variation of assessment</u></p> <p>An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification an advantage or</p>   | <p>Modules are assessed using a wide variety of methodologies, these include:</p> <p>Group work<br/>Individual work<br/>Presentations<br/>Essay<br/>Report</p>  |

|   |   |  |
|---|---|--|
|   | <p>disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.</p>  | <p>Reflection<br/>Video</p> <p>Most course works are built around case study and alternate assessments are made available where necessary.</p> <p>A mix of assessments are used throughout the course.</p>   |
| <p>Curricula informed by employer and industry need</p> | <p><u>Career management skills</u><br/>Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of <b>excellence</b> and <b>professionalism</b>.</p> | <p>We run a series of extra-curricular events and workshops to support and run our annual employability day which all students can engage in, culminating in an alumni networking session.</p> <p>We have a Leadership club to support self-selecting students to network at a higher level and to provide further 'leadership' development and we develop their ability to narrate their own journey.</p> |

## Appendix C: Terminology

|                                 |   |
|---------------------------------|---|
| <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 terms)  |
| <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  |

## Appendix D – UN Sustainability Goals

| <u>Un Sustainability Goals</u> | <u>Modules</u>  |
|--------------------------------|---|
| 13. Climate Action             | <b>Level 6:</b><br><br><b>Leadership, Strategy &amp; Change:</b><br><br><i>Ethics, corporate social responsibility; <u>sustainability</u> and risk management</i> |

## Appendix E: Assessment Mapping

| Module                                    | Group / Individual | Report | In class test | Group Activity | Exam | Project | Presentatio<br>n | Reflection | Case Study | Portfolio | Learning & Development | Essay | Business Cane | Idea Generation | Business Plan | Strategic Review | Business Model Canvas | Learning & Development | IT Skills Assessment |
|---|--------------------|--------|---------------|----------------|------|---------|------------------|------------|------------|-----------|------------------------|-------|---------------|-----------------|---------------|------------------|-----------------------|------------------------|----------------------|
| Leadership, Strategy & Change             | I                  |        |               |                |      |         |                  |            |            |           |                        |       |               |                 |               | X                |                       |                        |                      |
| Succeeding in International Business      | I                  |        |               |                |      |         |                  |            |            |           |                        |       |               |                 |               |                  |                       |                        |                      |
| Small Business Management                 | I                  | X      |               |                |      |         |                  |            |            |           |                        |       |               |                 |               |                  | X                     |                        |                      |
| International Business Management Project | I                  |        |               |                |      | X       |                  |            |            |           |                        |       |               |                 |               |                  |                       |                        |                      |

## Level 6 Options

| Module   | Group / Individual | Report | In class test | Group Activity | Exam | Project | Presentation | Reflection | Case Study | Portfolio | Learning & Development | Essay | Poster | Idea Generation | Group model | Strategic Review | Business Model | Learning & Development | IT Skills Assessment |
|--|--------------------|--------|---------------|----------------|------|---------|--------------|------------|------------|-----------|------------------------|-------|--------|-----------------|-------------|------------------|----------------|------------------------|----------------------|
| Business Intelligence                          | I                  | x      | x             |                |      |         |              |            |            |           |                        |       |        |                 |             |                  |                |                        |                      |
| New Technology Innovation                      | G / I              | x      |               |                |      |         | x            |            |            |           |                        |       |        |                 |             |                  |                |                        |                      |
| Global Finance and Technology                  | G / I              | x      |               |                |      |         | x            |            |            |           |                        |       |        |                 |             |                  |                |                        |                      |
| Contemporary Issues in HRM                     | I                  | x      |               |                |      |         |              |            |            |           |                        |       |        |                 |             |                  |                |                        |                      |
| Strategic Market Channels                      | G / I              |        |               |                |      |         | x            |            | x          |           |                        |       |        |                 |             |                  |                |                        |                      |
| PRINCE2 - Methodologies for Project Management | I                  | x      |               |                | x    |         |              |            |            |           |                        |       |        |                 |             |                  |                |                        |                      |
| Retail Boutiques and Shopper Behaviour         | I                  | x      |               |                |      |         |              |            |            |           |                        |       |        | x               |             |                  |                |                        |                      |
| Volunteering                                   | I                  |        |               |                |      |         |              | x          |            |           |                        |       |        |                 |             |                  |                |                        |                      |
|  |                    |        |               |                |      |         |              |            |            |           |                        |       |        |                 |             |                  |                |                        |                      |