



OMNES
EDUCATION
LONDON SCHOOL

PROGRAMME DESCRIPTION & MODULE HANDBOOKS

YEAR 2
INTERNATIONAL BUSINESS
LONDON FOCUS ONLINE

LONDON



Programme Description

Name of the programme: Y2 International Business – London Focus ONLINE

Key information:

Dates: 1 October to 20 December 2024 (exams included)

Duration: 11.5 weeks (no holidays)

Level: Level 5 (Undergraduate Year 2)

Total number of teaching hours: 130

Credits: 32 ECTS Credits (equivalent to 16 US Credits)

Format: ONLINE

Assessments: All assessments will take place **ONLINE**

Prerequisites: Completion of Level 4/Undergraduate Year 1 of Business studies

Examination Board Date: 28 January 2025*

Resit Exams Dates: 3 to 7 March 2025 (online)*

Resit Examination Board Date: 25 March 2025*

**The forecasted dates of the Examination Boards and the Resit Exams are indicated in your programme description, although they are subject to change based on circumstances*

Programme Lead Name: Dr Kevin Coffey

Programme Advisor Name, Title and Institution: Dr Patrice Sargenti, Director of Undergraduate Program & Operations, International University of Monaco

Aims of the Programme:

This programme focuses on developing student abilities to work and lead in multinational businesses or international start-ups within the London environment. It will provide a foundation in business and management principles from a London and UK perspective. It will also address contemporary issues related to internationalisation and globalisation. A particular focus will be on London, getting a complete overview of this capital for multiple industries, such as Finance, Entrepreneurship, and Media.

Programme Benefits:

This programme offers students:

- Enhanced employability skills - students learn about and develop a wide range of skills that employers value, such as teamwork, communication, critical reflexion, intellectual curiosity, and project management.
- Perspective and experience - students relate the learning to global developments and to both British perspectives.
- A specific focus on the London ecosystem - students virtually explore the capital city through various lenses such as its Multinational Corporations, Startup scene, including its famous innovative and financial markets.
- A focus on ethics - students consider the wider responsibilities that business has to society, in particular via the Ethics & AI module.
- A distinctive broad curriculum - students engage in experiential, experimental and collaborative learning through a variety of modules to prepare them for an organisational environment, including an intensive Accelerating Sustainability Week.
- A valuable study-abroad experience - students broaden their international knowledge by submerging themselves virtually in all aspects of a foreign ecosystem and culture, particularly through the British Media Review module.

Learning Outcomes:

Knowledge

By the end of this programme, students will have demonstrated:

1. A foundational knowledge of current theories and techniques of the major business disciplines.

Skills

By the end of this programme, students will be able to:

2. Recognise the leadership and teamwork skills required for business decision making, including the consideration of ethical and sustainability implications for businesses.
3. Demonstrate the ability to clearly communicate orally and in writing.
4. Apply critical thinking skills at a foundational level.
5. Show an understanding of global perspectives with a particular focus on the London view.

Values

By the end of this programme, students will have demonstrated a commitment to:

6. Recognising and respecting the five values of OELS.

Programme Structure:

ACADEMIC PROGRAMME <i>(subject to change)</i>	Hours	ECTS
Business & Innovation		
Management Theory & Leadership	12	2
British Media Review	12	2
Accelerating Sustainability Week	12	2
International Trade & Brexit	18	3
Ethics & AI (digital module)	18	3
International Business Practices (digital module)	18	3
Blockchain (digital module)	12	2
Finance & Entrepreneurship		
London: Multinational Corporations	18	3
London Start-up Project	18	3
Fundamentals of Finance (digital module)	30	4
Marketing & Communication		
Web Design	18	3
Keys to Success (digital module)	12	2

Approach to Learning:

Modules are taught using a variety of approaches that are tailored to the subject material and the skills being developed. Students are expected to attend all classes, workshops and activities in their schedule and to work both alone and in collaboration with other students to complete the formative and summative assessments.

Students must turn their camera on at every single session and must log in with their school account. If they fail to participate consistently, they will be marked as absent.

Students are encouraged to take every opportunity to develop their English language skills by actively participating in one-on-one and group discussions. Additionally, and of critical importance, students are expected to be responsible for driving their own learning journey, spending time in independent study and immersing themselves in each subject via articles, books, podcasts, videos and other materials.

Module Handbook

Module title: Management Theory & Leadership

Lecturer's name: Dr. Kit Barton

Email address: kbarton@omnesintervenant.com

Contact hours: 12

Assessment hours: 1.5 hours in Session 8

Independent study hours expected: 24 hours

ECTS credits: 2 ECTS

Programme level: Level 5

Prerequisites: None

Aims:

What makes a leader in a managerial context and am I one? Leadership is the process of influencing other people to achieve organizational management goals. Management theory and leadership studies is the growing body of knowledge that seeks to understand how that influence operates within organisations. In this module, you will learn and critique the most current leadership models and theories, identifying the positive and negative aspects of each, and comparing them to synthesise solutions. Through case studies, we see how these leadership models function in practice, both historically and in the contemporary environment, within all types of organisations, including the business and the public sector. In addition, you will expand the scope and depth of your knowledge, by practicing your own basic personal leadership skills, determining what works best for you and what might enhance your future employability. Through challenging and complex collaborative exercises with other students, using the classroom as a laboratory to test and practice the ideas and techniques, you will develop your own awareness of your preferred leadership styles and improve your decision-making.

Learning Outcomes (LOs):

Skills: By the end of this module, students will be able to:

1. Collaborate and build in-class networks to solve organisational and managerial challenges in complex settings, while enhancing personal professional development
2. Critique and synthesize theories, concepts and facts from management theory and leadership studies relevant to organizational tasks and challenges

Syllabus Content:

Sessions	Topic/Knowledge	Skills	LOs
Session 1	Introduction to Management Theory & Traditional Leadership	Communication, listening skills, and reading skills	1&2
Session 2	Trait Theory of Leadership	Utilizing digital resources	1
Session 3	Behavioural Theory – Task Orientation	Collaboration & networking skills	1&2
Session 4	Consultancy Simulation Practice	Collaboration & networking skills	1&2
Session 5	Behavioural Theory – Social Orientation	Communication & listening skills	1
Session 6	Contingency/Situational Approach	Conceptual & critical thinking skills	1
Session 7	Sources of Power	Collaboration & networking skills	1&2
Session 8	Consultancy Simulation Assessment	Collaboration & networking skills	1&2

Teaching and Learning Strategies:

This module uses lectures, breakout rooms, guided learning, and discussion groups to generate a stimulating learning environment that encourages students to take control of their own learning, to engage with a wide range of knowledge and skills, and to work collaboratively in the virtual environment while developing self-awareness. The strategies have been carefully chosen to support students towards learning outcomes and assessments and to cater for diversity across the student body.

Teaching and Learning Strategies include:

- Breakout room collaborative activities
- Role plays and simulations
- Reflective exercises
- Group work for problem-based scenarios

Formative and Summative Assessment Strategies:

Formative Assessments:

Consultancy Practice Exercise: Students will be placed into teams and asked to critique and synthesize relevant management and leadership models from the class to assigned case studies. These teams will be required to collaborate, networking to find solutions to complex case studies and challenges set by the lecturer. The solutions will require successful synthesis of ideas and frameworks discussed in the module. Students will receive feedback from other students and from the lecturer in class.

Summative Assessments:

Consultancy Simulation Assessment: Students are required to simulate the activities of consultancy group. Placed into a team, students are required to critique and synthesize theories, concepts and facts from the module in relation to a chosen target business or company. The students will collaborate in choosing a specific business or organization as a target. Role-playing as management consultants and recognizing how consultancy relates to their future employment, they will create a PowerPoint presentation to enhance their 10 minute presentation of a leadership analysis of their chosen target. They will be evaluated on their ability to diagnosis the current leadership strategy of the target and to provide recommendations for improvement. Part of the assignment (70%) is based on the team's performance and the other part of the assignment is an individual written assignment (30%). The OELS marking criteria for Oral Presentations will be utilized for the in-class presentation and the OELS marking criteria for Presentations will be used for the individual written assignment.

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation Needed	Duration if exam	Contribution to final grade	LOs
Session 4	Consultancy Practice Exercise	10 minute simulation	No		Formative Assessment	1 & 2
Session 8	Consultancy Simulation	15 minute simulation + individual written assignment – reflective peer assessment (in-class)	No		100% (Shared assessment 70%+Individual written assignment 30%)	1 & 2
Resit Information	Individual Reflection	Recorded Video (5 minutes) and Individual Written Statement	No		100% (replaces the final module grade)	1 & 2

Feedback Strategies:

Consultancy Practice Exercise: Students will receive oral & written feedback from the lecturer and from their peers immediately after their presentation. The written feedback will be delivered through a pre-prepared 'Consultancy Exercise Feedback Sheet'

Consultancy Simulation: Students will receive oral feedback from the lecturer immediately after the consultancy simulation. Written feedback on the Individual written assignment will be provided to students directly.

Resit:

Students who fail the summative assessment will be offered a resit opportunity where they may submit a 10 minute recorded video of them completing individually a Consultancy Simulation assessment (as described above). They will accompany this with an Individual Written Statement (as described above).

Reading Lists:

- *Carnegie, Dale. How to Win Friends and Influence People. London, Vermilion, 2019.*
- *Northouse, P. (2019). Leadership: Theory and practice. 8th ed. Sage Publications.*
- *Samet, Elizabeth D. Leadership : Essential Writings by Our Greatest Thinkers. New York, W. W. Norton, 2017.*
- *Taylor, Frederick Winslow. The Principles of Scientific Management. Charleston, Sc, Createspace, 1911.*

Prerequisite:

None

Module Handbook

Module title: British Media Review

Lecturer's name: Doctor Clement Grene

Email address: grenec@tcd.ie

Contact hours: 12 hrs

Assessment hours: 1.5 hrs for invigilated essay; 15-20 minutes for presentation

Independent study hours expected: 24 hrs

ECTS credits: 2

Programme level: Level 5

Prerequisites: Basic understanding of current events

Aims:

The goal of this module is to give students an overview of issues facing journalism in the present day, such as the technological, political, social, and economic factors leading to the rise of problems such as clickbait, fake news, mass surveillance, and conspiracy theories with a particular emphasis on British media. The course will give students greater confidence and understanding in dealing with sources of online information, giving them the capacity to spot signs of bias, sensationalism, and propaganda in an article or video clip. In doing so this will make students less vulnerable to manipulation and better informed on current events.

Learning Outcomes (LOs):

On completion of this module, students will be able to:

1. Research issues of media manipulation and censorship, with a particular emphasis on the British media landscape.
2. Research and objectively present on issues of media manipulation and censorship.
3. Identify unreliable and misleading news sources.
4. Confidently and articulately discuss and debate the issues covered by the course.

Knowledge

By the end of this module, students will have demonstrated:

1. Knowledge and understanding of the key points of the British media landscape

Skills

By the end of this module, students will be able to:

2. persuasively explain and debate issues related to the British media

Values

By the end of this module, students will have demonstrated a commitment to:

3. the value of free speech and a free press

Syllabus Content:

The course deals with topics that can be highly controversial. Articles read in class and videos viewed may touch on distressing topics such as torture, sexual violence, genocide and ethnic cleansing. They will be handled as sensitively as possible and students will be warned beforehand.

The course discusses geopolitics and world events. It will present them as even-handedly as possible but students will be encouraged to debate, argue, and disagree with one another as well as the lecturer in a professional and respectful manner.

Sessions	Topic	Skills	LOs
Session 1	Economic Models of Journalism	Thinking and reading critically	1, 2
Session 2	Fake News and Conspiracy Theories	Logical reasoning and empathy	2, 3
Session 3	Censorship	Debate and critical thinking	1, 3, 4
Session 4	Violence against the Press	Research, active listening, and public speaking	1, 2
Session 5	Propaganda	Thinking and reading critically	1, 2
Session 6	Privacy	Debate and critical thinking	1, 3, 4
Session 7	Leaks and State Security	Debate and critical thinking	1, 3, 4
Session 8	OSINT	Research, active listening, and public speaking	1, 2, 4

Teaching and Learning Strategies:

This module uses a wide range of teaching strategies to keep the information as clear, accessible, and engaging as possible. Students will work both collaboratively and individually in researching, debating, and explaining topics, using examples that are relevant and contemporary. Students will be encouraged to draw on their own personal experience in analysing and discussing these issues, taking advantage of the diverse backgrounds and nationalities within the class.

Teaching and Learning Strategies include:

- Classroom discussions
- Quizzes
- In-class research activities
- Independent research activities
- Reflective exercises
- Practice exercises for writing and research
- “Flipped” classroom techniques in which students take the lead

Formative and Summative Assessment Strategies:

Formative Assessments

In most classes, students will be given a text to read, relevant to the topic for the session, then given questions on it to answer. These questions will range from simple multiple-choice questions about the topic and thesis of the text, intended to test and reinforce basic reading comprehension skills, to more abstract and open-ended questions intended to provoke debate and critical thinking. In this way, students will both gain knowledge of the topics covered by the course, but also develop critical reading and thinking skills.

In some classes, students will be split into groups and each group will be assigned a particular topic to research and then present to the class (eg, media coverage of the Brexit campaign). The other groups will then have to answer questions on this presentation in an in-class quiz. This is intended to build both class-wide knowledge of the topic, but also to encourage students to reflect upon and practise skills in both communication and active listening.

The class will also have to respond to open-ended questions put to them by the lecturer (eg, “Why do people believe in conspiracy theories?”, “Is censorship ever justified?”); sometimes by debating among themselves in groups, sometimes individually. These questions are designed to make them think critically and logically about these topics by framing them in an unusually direct or provocative way.

Summative Assessments

Students' grades will be based on three assessments:

Session of assessment	Name of assessment	Format of assessment	OELS Invigilation Needed	Duration If exam	Weighting	LOs
Sessions 4-8	Group Presentation	In group of 4, students will present for 10-15 minutes on a topic relevant to the course, either suggested by the lecturer or else chosen with the lecturer's approval.	N		40%	2, 3
Session 8	Exam	Students will individually write an 800 word essay on a topic relevant to the course. They will be given a choice of 4-5 topics by the lecturer (eg, "What impact has Rupert Murdoch had on the world of British journalism?")	Y	90 minutes	50%	1, 3
Throughout	Participation	Students will be marked on the basis of their willingness	N		10%	4

		to pay attention and involve themselves in debate in class				
Resit Information		Students resitting the course will receive a short online quiz	N	45 minutes	100% replaces final grade but capped at 10/20	1,3

Feedback Strategies:

Students will get continuous feedback from the lecturer but also from their fellow students as they debate and discuss ideas in class. Clarity and cogency will be recognised and applauded. If their ideas are incoherent or founded on faulty logic or misinformation, that will be made clear to them – though they’ll always be encouraged to challenge the lecturer if they disagree.

One of the most valuable sources of feedback for students will be the in-class presentations. If a group’s presentation of the facts is unclear, confusing, or just not particularly engaging or energetic, that will be unambiguously reflected in the post-presentation quiz; few listeners will be able to answer even basic questions on what was said. Because this is a periodic exercise, students will have the opportunity to reflect on their own performance and what they may have done wrong, with the possibility of being able to do better next time, and the ultimate benefit of being able to put the skills they have developed to use in their real presentation.

Another source of feedback will be the questions on the assigned reading for each class. If students struggle to correctly answer even the basic MPC questions on a text, it should be clear to them that they need to develop their reading comprehension.

Reading Lists:

Suggested Bibliography

Aaronovitch, D. (2010), *Voodoo Histories: The Role of Conspiracy Theories in Modern History*, London: Vintage

Geoghegan, P. (2020), *Democracy for Sale: Dark Money and Dirty Politics*, London: Apollo

Higgins, E. (2021), *We are Bellingcat: An Intelligence Agency for the People*, London: Bloomsbury

Smith, A. and de Mesquita B.B. (2011) *The Dictator's Handbook: Why Bad Behaviour is Almost Always Good Politics*, London: PublicAffairs

Treisman, D. and Guriev, S. (2022), *Spin Dictators: The Changing Face of Tyranny in the 21st Century*, Princeton: Princeton University Press

Prerequisite:

This is an introductory module. Students are not expected to have any specialised knowledge before commencing, although an understanding of and interest in current events will be very helpful.

Module Handbook

Module title: International Trade and Brexit (ONLINE)

Lecturer's name: Dr. Kevin Coffey

Email Address: kcoffey@omnesintervenant.com

Assessment hours: 90 minute exam.

Contact hours: 18 hours

Independent study hours expected: 36 hours

ECTS credits: 3 ECTS

Programme level Level 5 = Year 2 Undergraduate

Aims:

This course aims to provide students with a comprehensive understanding of the global economy, its institutional structure, and the dynamics of global trade. Through analysis of historical trends, international institutions, and significant geopolitical events like Brexit, students will develop a robust comprehension of the forces shaping the global economy (and the rising popular sentiment against it). The course encourages critical engagement with economic scenarios, prevailing structures like the European Union, and forecasting methods by experts such as Philip Tetlock. This knowledge and skill set will enhance students' employability in careers such as international trade analysis and global risk assessment, and financial forecasting, by empowering them to critically assess and predict the trajectory of the global economy in an increasingly turbulent world.

Learning Outcomes (LOs):

Knowledge: By the end of this module, students will have demonstrated:

1. An understanding of the dynamics of international trade and the ability to analyze both historical and current global economic trends.

Skills: By the end of this module, students will be able to:

2. Critically evaluate the impacts of global connectivity on peace, stability, and political volatility, and understand the role and functioning of international trade institutions based on game theory principles.
3. Apply established forecasting methods, particularly those developed by Philip Tetlock, to predict future economic and geopolitical trends, such as changes to the European Union. .

Values: By the end of this module, students will have demonstrated a commitment to:

4. Assessing and critiquing the structure and functioning of established international political and economic structures such as the European Union, and understanding the motivations, costs, and benefits of Brexit.

Syllabus Content:

Sessions	Topic/Knowledge	Skills	Los
Session 1	Understanding the global economy: historical origins to today.	Knowledge acquisition	1
Session 2	Where are we now? Assessing the state of the global economy in 2024	Knowledge acquisition and critical thinking	1,4
Session 3	Political forecasting methodology	Critical thinking	3
Session 4	Global connectivity 1: A source of prosperity?	Critical reading Skills	2
Session 5	Global connectivity 2: A source of political volatility and weaponization?	Critical reading skills	2
Session 6	Conceptualizing the EU: What is the European Union? Exploring institutional make-up, and critical assessment.	Knowledge acquisition & critical thinking	2,4
Session 7	Brexit - Causes	Knowledge acquisition & critical thinking	2,4
Session 8	Brexit - Consequences	Knowledge acquisition and critical thinking	2,4
Session 9	Forecasting - A Mentor-led collaboration	Forecasting and collaboration	3,4
Session 10	Prep for role play simulation	Collaboration	1,2,3
Session 11	Role Play Simulation: Negotiating a trade treaty in the Asian-Pacific.	Collaboration, negotiation & critical thinking	1,2,4
Session 12	The Uncertain Future of our global economy.	Critical Discussion	1,2,3,4

Teaching and Learning Strategies:

In this module, the development of critical reasoning and collaborative learning will be created by both in-class knowledge acquisition and out of class engagement and sharing of understanding and experience.

This module uses a wide range of teaching and learning strategies to provide a stimulating learning environment that encourages students to take control of their own learning, to engage with a wide range of knowledge and skills, and to work collaboratively while developing self-awareness. The strategies have been carefully chosen to support students towards learning outcomes and assessments and to cater for diversity across the student body.

Teaching and Learning Strategies include:

- Classroom discussions
- Quizzes
- In-class research activities
- Role plays and simulations
- Group work for problem-based scenarios

Formative and Summative Assessment Strategies:

Formative Assessments:

The following formative assessments will be employed

- Multiple choice questions (MCQ) quizzes to be completed on Boostcamp after all sessions. (Wrong answers will be provided with feedback).
- In-class discussion and student participation.
- Students regularly contribute to the forum by posting and responding to links/short posts on content that is being covered in class.

Summative Assessments:

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation	Duration if exam	Weighting	LOs
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			Needed ? Y/N			
1-12	Participation	Students will be assessed on the quality of their participation in in-class activities (as outlined in OELS participation marking criteria).	N	Duration of course.	20%	All
Scheduled for after session 12.	Exam	Computer Lab (at Home School) (marking criteria available on boostcamp).	Y	90 minutes	80%	All
	Resit Exam	Online	N	60 minutes	100% replaces grade; capped at 10/20	

Feedback Strategies:

Students will receive feedback in a variety of ways.

1. The MCQs will feature feedback for wrong answers.
2. In-class discussions will include consistent feedback from the teacher.
3. Concept check questions will be asked by the teacher to assess whether students comprehend the concepts introduced.
4. Students will be asked to perform actions like writing an entry on Menti.com and Padlet in response to key concepts and the teacher will provide feedback on these actions.
5. Peer-to-peer feedback in group simulation.

Reading Lists:

Christie, E., Hare, N., Kendry, A (2016) Creating national unity over UK-EU Relations *Harvard International Review*, June

Freedman, L. (2020) Britain Adrift *Foreign Affairs* May/June pp 118-130

Inkster, N. (2018) Brexit and Security *Survival* vol.60 no.6 pp. 27-34

Jones, E. (2018) Four things we should learn from Brexit *Survival* vol.60 no.6 pp 35-44

Keegan, W. (2022) Tax cut stunts cannot cover up the disaster that is Brexit *The Guardian* 24th July

Kendry, A. (2016) NATO Defence Spending and the Warsaw Summit-Will there be a Brexit effect? *International Institute for Strategic Studies*, July

Oatley, M. (2008) International Political Economy: Interests and Institutions in the Global Economy, Pearson, 3rd Edition pp.75-115.

Romer, P (2020) The Dismal Kingdom: Do economists have too much power? *Foreign Affairs* March/April pp 150-157

Stevenson. J (2017) Does Brexit threaten peace in Northern Ireland? *Survival*, vol.59 no.3 pp 111-128

Tetlock, P. and Gardner, D. (2015). Superforecasting: The Art and Science of Prediction. New York: Random House.

Wolf, M. (2023) *A Crisis in Democratic Capitalism*. Allen Lane.

Prerequisite:

None

Preparation:

None.

Module title: AI & Ethics (online)

Lecturer's name: Dr. Kevin Coffey

Email Address: kcoffey@omnesintervenant.com

Assessment hours: 90 minute exam

Contact hours: 18 hours

Independent study hours expected: 36 hours

ECTS credits: 3 ECTS

Programme level: Level 5 = Year 2 Undergraduate

Aims:

The course is designed for students to critically reflect on whether Artificial Intelligence systems are aligned with human values and conceptions of social good. Students will acquire an understanding of key ethical frameworks such as utilitarianism and deontology, and will then apply ethical principles such as fairness, utility and human dignity to evaluate machine learning agents. Students will be able to identify the merits and limitations of AI technologies, and propose potential solutions to issues like algorithmic bias, infringements on our data privacy and the lack of safety of AI operating in human environments. This will strengthen student employability as they will be better positioned to positively contribute in areas like corporate social responsibility and critical thinking.

Learning Outcomes (LOs):

Knowledge: By the end of this module, students will have demonstrated:

1. An understanding of fundamental concepts of ethical theory such as utility, human dignity, fairness, and virtue.
2. Knowledge of AI and its associated risks and benefits.

Skills: By the end of this module, students will be able to:

3. To perform an algorithmic audit of an AI case study based on identifying central risks and benefits of AI from an ethical perspective and capacity to propose appropriate ethical solutions.

Values: By the end of this module, students will have demonstrated a commitment to:

4. Human-aligned values, such as preservation of human dignity and welfare.

Syllabus Content:

Sessions	Topic/Knowledge	Skills	LOs
Session 1	What is AI? And how does it compare to human intelligence?	Knowledge acquisition & Critical Thinking Skills	2
Session 2	What is Ethics? And how does it apply to AI? What should we look for in evaluating the ethics of an AI system?	Knowledge Acquisition & Critical Thinking	1
Session 3	<u>Ethical Theories 1:</u> Utilitarianism & Deontology <i>Is being ethical based on maximizing happiness for the majority? Or respecting individual rights and human dignity?</i>	Knowledge acquisition & Apply theories to case studies.	1,4
Session 4	<u>Ethical Theories 2</u> Aristotle's Virtue Ethics & Egalitarianism <i>Should we structure our society on the principle of fairness? How about the cultivation of virtue?</i>	Knowledge acquisition & apply theories to case studies.	1,4

Session 5	<u>Utilitarian Critique of AI</u> <i>Can AI revolutionize our world for the better? Is AI safe? Will AI lead to mass job displacement?</i>	Knowledge acquisition & Critical Thinking skills	1,2,4
Session 6	<u>Deontological Critique of AI</u> <i>Do Tech companies building AI systems respect privacy and user autonomy?</i>	Knowledge acquisition & Critical Thinking skills	1,2,4
Session 7	<u>Virtue Ethics Critique of AI</u> <i>Do algorithmic models deployed in social media cultivate virtue and lead to human and societal flourishing, or lead to vice-like behaviour?</i>	Knowledge acquisition & Critical Thinking Skills	1,2,4
Session 8	<u>Egalitarian Critique of AI</u> <i>Does AI unfairly discriminate against marginalized groups? Is AI sexist? Is AI racist?</i> Exploring the impact of bias in algorithmic models.	Knowledge acquisition & Critical Thinking	1,2,4
Session 9	<u>Exploring Solutions 1</u> Using utilitarian and deontological frameworks, we explore solutions that could better align AI systems with human values and well-being.	Knowledge acquisition, Critical Thinking, Design Thinking.	1,2,3,4
Session 10	<u>Exploring Solutions 2</u>	Knowledge acquisition,	1,2,3,4

	Using virtue ethics and egalitarian frameworks, we explore solutions that could better align AI systems with human values and well-being.	Critical Thinking, Design Thinking.	
Session 11	<u>Role Play Simulation</u> Students evaluate an AI system deployed in a university. Students are assigned roles to evaluate the AI system from different ethical vantage points.	Debating, Critical Thinking	1,2,3,4
Session 12	<u>Practice performing algorithmic audit</u> Students work in groups and perform an algorithmic audit of a BioTech AI system in preparation for the exam.	Design thinking, critical thinking, Team work.	1,2,3,4

Teaching and Learning Strategies:

This module uses a wide range of teaching and learning strategies to provide a stimulating learning environment that encourages students to take control of their own learning, to engage with a wide range of skills, and to work collaboratively while developing self-awareness. The strategies have been carefully chosen to support students towards learning outcomes and assessments to cater for diversity across the student body.

Teaching and Learning Strategies include:

- Classroom discussions
- Quizzes
- Role plays and simulations
- Reflective exercises
- Group work for problem based scenarios

Formative and Summative Assessment Strategies:

Formative Assessments:

The following formative assessments will be employed

- Multiple choice questions (MCQ) quizzes to be completed on Boostcamp after all sessions with the exception of session 9 and 12. (Wrong answers will be provided with feedback).
- In-class participation in discussions
- Use digital tools such as Mentimeter.com to facilitate student-teacher interactions on course content.

Summative Assessments:

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation Needed	Duration if exam	Weighting	LOs
1-12	Participation	Students will be assessed on the quality of their participation in in-class activities (as outlined in OELS participation marking criteria).	N		20%	1,2,3,4
Scheduled for after the final session	Exam	Online (marking criteria available on Boostcamp).	Y	90 minutes	80%	1,2,3,4
	Resit	Online	N	60 minutes	100% replaces final grade (capped at 10/20)	1,2,3,4

Feedback Strategies:

Students will receive feedback in a variety of ways.

1. The MCQs will feature feedback for wrong answers.
2. In-class discussions will include consistent feedback from the teacher.
3. Concept check questions will be asked by the teacher to assess whether students comprehend the concepts introduced.
4. The group simulation enables
5. The debriefing session in the simulation facilitates the teacher to provide feedback on the students' interactions and knowledge transfer.

6. For the algorithmic audit, the teacher will devote the final session to working with students directly in preparing for the exam, and providing personalized feedback.

Reading Lists:

- Broussard, Meredith (2018) *Artificial Unintelligence: How Computers Misunderstand the World*, MIT Press.
- Crawford, Kate (2021) *Atlas of AI: Power, Politics and the Planetary Costs of AI*, Yale University Press.
- Fry, Hannah (2018) *Hello World: How to be Human in the Age of the Machine*, Transworld Digital.
- O’Neil, Cathy (2016) *Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy*, Crown.
- Sandel, Michael (2009) *Justice: What is the Right Thing to Do?*, Farrar, Straus & Giroux.

Prerequisite:

The course does not require pre-existing knowledge of ethics or artificial intelligence systems.

Preparation:

Students will not be required to read, watch or listen to materials prior to this module. Rather students will be required to consult materials once the course begins.

Module Handbook

Module title: London Start-up Project ONLINE

Lecturer's name: Michael Abeyta

Email address: mabeyta@omnesintervenant.com

Contact hours: 18 hours

Assessment Hours: Final Team Presentation, 15 minutes plus 10 minutes defense Q&A.

Independent study hours expected: 36 hours

ECTS credits: 3 ECTS

Programme level: Level 5 = Undergraduate Year 2

Aims:

This module will introduce students to the concept of a start-up company, and many aspects related to the formation, growth, fund-raising and successful exit for founders and investors. The students will be taught this using a combination of class lecturers to introduce concepts and methods, as well as class exercises to learn about teams and team dynamics. During the semester, students will form small teams to simulate their own startup company, select an idea and develop it to the point where they will present it on the final day in the form of an investment pitch designed to raise money for their company and further develop it. Throughout the semester the lecturer will meet with each individual team to monitor progress and assist each team in the creation of a successful final presentation.

Learning Outcomes (LOs):

Knowledge: By the end of this module, students will have demonstrated:

1. Application of the concepts of start-up formation in a small group, demonstrating the selection of a viable business concept by investigating potential markets for their startup idea.

Skills: By the end of this module, students will be able to:

2. Demonstrate the ability to create a pitch presentation that describes all aspects of their startup business and develop and present the concept in such a way that attracts investment to their company.

- Exhibit the ability to work together as a team in order to successfully develop the startup idea and operate effectively when collecting information and developing the final presentation, to be demonstrated during the final class.

Syllabus Content:

In this section, outline the daily/weekly and content (knowledge and skills) that students will engage with in workshops and private reading:

Sessions	Topic/Knowledge	Skills	LOs
1	Introduction to Startup Companies. Review of London's Startup Ecosystem. Tech Hub roots in Silicon Valley (California). Class Project Description. Initial Formation of teams for class project.	Understand reasons for Silicon Valley's formation, longevity, and why new tech hubs are developing elsewhere.	1
2	Description of the Team formation process. Team dynamics. Class exercise (Belbin) to allow each student to determine their own role type, best combination of team members. Techniques & Frameworks for Opportunity Recognition.	Understanding team composition decisions, self-understanding for best results in a group project. Critical understanding of new venture typologies, techniques to find an idea, and application to determine whether a startup idea is viable.	1,3
3	Guest Lecture, online: a startup founder will present their startup, their founding story, lessons learned, challenges, risks assumed, and provide advice to potential startup founders in the class.	Exposure to real-world decision making at various stages of the entrepreneurial process.	1,2,3
4	Introduction to Business Models. Initial application of concepts to class projects.	Understanding a startup's business model, evaluating changes in business models, and how to restructure if necessary.	1
5	Online description of London's Tech Hub ("Silicon Roundabout"), focusing on key ecosystem players (e.g., accelerators, famous startups, "unicorns").	Viewing and understanding the world's 3 rd largest tech hub. Understanding of its development and dynamics leading to its foundation.	1

6	Introduction to Financial Projections. A simple example will be provided, and a template provided for use in the project. Breakeven analysis of a financial plan.	Evaluating financial performance of a growing company. Understanding the breakeven point. Deciding how to modify the revenue model.	2
7	Overview of the fundraising process for startups. Description of required elements of a startup investment pitch. Class evaluation of real-world investor pitches.	Understanding and evaluating the effectiveness of various startup investor pitches. Decision as to whether to proceed with discussions.	1,2,3
8	A comparison of financing examples for two small startups, similar investments, and equity percentages. Introduction to Business Angel Networks as a source of financial assistance, growth, and advice for company founders.	Understanding and evaluating the impact of financing decisions on ownership, decision-making power, entrepreneurial autonomy, future implications for successful exits.	2
9	Investor Pitch Presentations: Team delivery of analysis to the class (from Session 7).	Decision as to whether to proceed with discussions presented, defended. Presentation skills in delivering the analysis.	1,2,3
10	Review of Team draft presentations, feedback sessions.	Preparation for final presentations, identification of critical missing sections, and planning for completion.	1,2,3
11	Introduction to Venture Capital firms as a source of financing for growing startups. Team selection of portfolio company to profile. VC Ecosystem Online Test.	Understanding the VC Ecosystem, role of the various entities. Learn about Portfolio companies, exit possibilities, IPO decisions.	2
12	Final Startup Pitch Presentations: Students Deliver their Summative Assessment	All skills previously highlighted.	1,2,3

Teaching and Learning Strategies:

Insert a paragraph here that outlines all the different teaching and learning methods students might engage with during the module (including both in class and out of class activities) and the value this brings to their learning and experience. Keep or adapt the example below:

This module uses a wide range of teaching and learning strategies to provide a stimulating learning environment that encourages students to take control of their own learning, to engage with a wide range of knowledge and skills, and to work collaboratively while developing self awareness. The strategies have been carefully chosen to support students towards learning outcomes and assessments and to cater for diversity across the student body.

Teaching and Learning Strategies include:

- Lectures to introduce module concepts
- Classroom discussions and interactive sessions between students and lecturer
- Guided Walking Tour of London's Tech Hub ("Silicon Roundabout")
- Online Quiz
- Real-life case studies
- Guest lecture by startup founder
- Independent research activities
- Role plays and simulations
- Practice exercises for group presentations
- Group work for class project, warm-up, and final presentation

Formative and Summative Assessment Strategies:

Formative Assessments:

The students will be given opportunities to present their startup ideas in most classes. This will give teams the opportunity for individual and class feedback.

There will be also opportunity for class discussions about the essential concepts of startup creation, business models, and financial viability during classes.

Students will be requested to provide an outline of their final presentation for constructive feedback.

Summative Assessments:

The students will be expected to demonstrate achievement of their Learning Outcomes by ongoing efforts in class and by a final group presentation.

A "warm-up" team presentation will be delivered in class where each team will present its analysis of a real-world video-based investor pitch presentation.

A brief online quiz will be given to students to test the understanding and retention of the concepts taught in the module.

Final Presentation: A 15-minute investor pitch presentation will be delivered on the final day of the course. The presentation will demonstrate the student's ability to prepare a team presentation drawing from all the concepts of the course, structured and presented in such a way as to convince potential investors to adopt the vision of the team's startup concept and commercial viability. Each team member will receive the same team score, and adjustments may be made for outstanding (or sub-par) performers.

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation Needed	Duration if exam	Weighting	LOs
1-12	Participation	Students will be assessed on the quality of their participation in course activities (completion of MCQs, participation in discussions).	N		15%	1,2,3
9	Investor Pitch Analysis	10-minute team presentation delivered in class	N	10 minutes	15%	1,2,3
Session 12	Final Team Presentation	15-minute team presentation, followed by up to 10 minutes of questions and answers.	N	25 minutes	70%	1,2,3

	Resit	Video presenting their team's final presentation, along with a PDF or Powerpoint file containing the presentation slides.	N	15 minutes	100% replaces final grade (capped at 10/20)	1,2,3
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Resit time period will be 3 to 7 March 2025.

Feedback Strategies:

The students will be given verbal feedback as individuals, in groups and as a class during lectures and class discussions. This feedback will be provided by the lecturer and from fellow students.

Team Presentations: Students will receive oral feedback from the lecturer after their final presentations, should they request it, and from the lecturer and other jury participants during the Question-and-Answer sessions.

Online Quiz/Examination: Feedback will be provided on the online test script (Moodle) in an automated manner.

Reading Lists:

David Cohen, Brad Feld, et al. *Do More Faster: TechStars Lessons to Accelerate Your Startup* 2019

Eric Ries. *The Lean Startup: How Constant Innovation Creates Radically Successful Businesses* 2011

Online Documentary Film: Something Ventured <https://is.gd/gYZOpW>



Prerequisite:

None

Preparation:

None