



OMNES
EDUCATION
LONDON SCHOOL

PROGRAMME DESCRIPTION & MODULE HANDBOOKS

YEAR 2 INTERNATIONAL BUSINESS

LONDON



Programme Description

Name of the programme: Y2 International Business

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: 180

ECTS: 30

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: Christina Bartholomew

Programme Advisor Name, Title and Institution: Isabelle Pierre Bassani, Programme Director, ESCE Bachelor Paris

Aims of the Programme:

This semester, Year 2 Undergraduate students will focus on International Business, primarily on developing student abilities to work and lead in multinational businesses or international start-ups. It will provide a foundation in business and management principles from a London and UK perspective. It will also address contemporary issues concerning internationalisation and globalisation.

Programme Benefits:

This programme offers students:

1. Enhanced employability skills - students cultivate a wide range of relevant skills including teamwork, communication, critical analysis, intellectual curiosity or project management.
2. Perspective and experience - students relate the learning to global developments and to both London and UK perspectives.
3. A focus on ethics and sustainability - students consider the wider responsibilities that business has to society and the environment, particularly via the UN Sustainable Development Goals certificate.
4. A distinctive broad curriculum - students engage in experiential, experimental, and collaborative learning through a variety of modules in preparation for an organisational environment, including an intensive Challenge Week on Future Focus, and Business Innovation.
5. A valuable study-abroad experience - students develop their autonomy by living independently in a foreign country.

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 examples of critical thinking skills.
5. Show an understanding of global perspectives with a particular focus on the UK 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
International Trade & Innovation		
Management Theory & Leadership	13.5	2
Purposeful Business	13.5	2
Sales Techniques & Negotiation Skills	18	3
Challenge Week	12	2
Finance & Economics		
Management Accounting	19.5	3
Financial Markets & Crises	18	3
Marketing & Luxury		
London Luxury Experience	14	2
Marketing & Trendspotting	12	2
Event Management	12	2
Language & Communication		
Intensive English Expression	24	4
Business English & Professional Writing	18	3
Public Speaking Success	12	2
Masterclasses & Visits <i>(depending on availability)</i>		
Guest Speaker(s)	TBC	-
Optional English Support	12	0

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 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: 13,5

Assessment hours: 1.5 hours in Session 8

Independent study hours expected: 27 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):

Knowledge:

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

1. An understanding of organisational and management theory.

Skills:

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

2. Collaborate and build in-class networks to solve organisational and managerial challenges in complex settings, while enhancing personal professional development.

3. 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, workshops, 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 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
- In-class research 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 required? y/n	Duration of exam	Contribution to final grade	LOs
Session 4	Consultancy Practice Exercise	10 minute simulation	N		Formative Assessment	1 & 2
Session 8	Consultancy Simulation	15 minute simulation + individual written assignment – reflective peer assessment (in-class)	N		100% (Shared assessment 70%+Individual written assignment 30%)	1 & 2
Resit Information	Individual Reflection	Recorded Video (5 minutes) and Individual Written Statement	N		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 List:

- Carnegie, Dale. (1936) *How to Win Friends and Influence People*. London, Vermilion, 2019.
- Northouse, P.. (2019). *Leadership: Theory and practice*. 8th ed. Sage Publications.
- Samet, Elizabeth D. (2017) *Leadership : Essential Writings by Our Greatest Thinkers*. New York, W. W. Norton.
- Taylor, Frederick Winslow. (1911) *The Principles of Scientific Management*. Charleston, Sc, Createspace.

Prerequisite:

None

Module Handbook – Y2 Purposeful Business 2024

Module title: Purposeful Business – On Campus

Lecturer's name: Christina Bartholomew

Email Address: cbartholomew@omnesintervenant.com

Contact hours: 13,5

Assessment Hours: 12-minute group presentation after session 8 + 30 minute final exam to be invigilated by external invigilators

Independent study hours expected: 27 hours

ECTS credits: 2

Student level: Level 5 (Year 2)

Prerequisites: Basic understanding of business management

Aims:

Purposeful Business is a highly interactive module employing Socratic-style teaching techniques. Developed in partnership with the Executive Director of the UN Global Compact Network UK, this module will prepare students to understand how the sustainability agenda impacts business management. By applying their learnings to a real-world business case, students learn to see business through a 'purpose' lens. Those who earn a grade of 16+ are awarded a Certificate of Achievement co-badged by the UN Global Compact.

Learning outcomes:

Knowledge

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

1. an understanding of the Sustainable Development Goals and how business models and initiatives can support achievement of the Goals.

Skills

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

2. communicate a purposeful business case that draws on an analysis of the mechanisms, processes, outcomes and learnings of a business's sustainability initiative or strategy.

Values

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

3. Implementing sustainable business practices that can generate value for stakeholders.

Syllabus content:

Weeks	Topic/Knowledge	Skills/Assessments	LOs
Session 1	Introduction to the UN Sustainable Development Goals	<ul style="list-style-type: none"> • Team leadership/organization • Class discussion with teacher/student feedback (formative) • Did you know? Kahoots Quiz (formative in preparation for MCQ exam at the Module's conclusion) 	1
Session 2	The Case for Purposeful Business. Why should businesses care about Human Rights, Climate Change and Biodiversity Loss?	<ul style="list-style-type: none"> • Critical reading skills • Class discussion with teacher/student feedback (formative) 	1, 3
Session 3	Sustainability in Practice: The Circular Economy, Sustainable Fashion, Dining and Home Products	<ul style="list-style-type: none"> • Teamwork to develop presentation • Presentation skills (formative assessment) • Evaluation skills (providing feedback to others on their presentation performance) • Class discussion with informal teacher/student feedback 	2, 3
Session 4	Sustainability in Practice: Marketing a Sustainable Product	<ul style="list-style-type: none"> • In-class development of Instagram Post for sustainable product 	2, 3
Session 5	Out of School Session – Visit to Sustainability Exhibition	<ul style="list-style-type: none"> • Critical thinking • Research • Teamwork 	1
Session 6	Sustainable Finance	<ul style="list-style-type: none"> • Critical thinking • Research skills • Teamwork • Class discussion 	2
Session 7	Living Sustainably	<ul style="list-style-type: none"> • Critical thinking • Research skills • Teamwork 	1

		<ul style="list-style-type: none"> • Evaluation skills (providing feedback to others on their presentation performance) • Class discussion 	
Session 8	Renewable Energy – Country Compare	<ul style="list-style-type: none"> • Critical thinking • Research skills • Teamwork • Debate and presentation skills • Evaluation skills (providing feedback to others on their presentation performance) • Class discussion 	1
Session 9	Presentations of Purposeful Business Case Studies	<ul style="list-style-type: none"> • Critical thinking • Research • Teamwork • Slide presentation skills • Summative Assessment 	2, 3
Session 10	Presentations of Purposeful Business Case Studies	<ul style="list-style-type: none"> • Critical thinking • Research • Teamwork • Slide presentation skills • Summative Assessment 	2, 3

Teaching and Learning Strategies:

This module uses lectures, guided learning, student-led presentations, and group discussion to stimulate evaluation and analysis around the topics presented. Students work collaboratively to explore topics, share analysis and ideas and apply their knowledge by communicating findings in class discussion and presentations. Students are provided feedback to improve the effectiveness and persuasiveness of their communication. Students are also tested with formative MCQ exams throughout the Module. These strategies, along with the summative assessments, are designed to support students in their achievement of the module's learning objectives and in consideration of the cohort's cultural- and neuro-diversity.

Formative and Summative Assessment Strategies:

Formative Assessments:

Throughout the term, students will be formatively assessed and receive in-class verbal feedback on their demonstration of progress towards the module's learning objectives.

- Online, self-paced content including MCQs on principles of sustainability provides students with real-time content comprehension feedback and test-taking preparation.
- Session 3 'Sustainability in Practice' Presentations provide an occasion for formative verbal and written feedback on presentation performance, analysis, teamwork skills and content to be provided by Lecturer and fellow students.

Summative Assessments:

Students will also be summatively assessed on their demonstration of progress towards the module's learning objectives.

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation Needed	Duration of Exam	Weighting	LOs
Sessions 9 & 10	Slide presentation on Purposeful Business Case Study	Students will incorporate feedback from prior formative presentation assessments. Grade will reflect both the lecturer and teammates' assessment on a students' research and analysis as well as the verbal and visual presentation of content. While this is a team presentation, students are assessed individually.	N	4 students have 12-minutes to deliver their presentation. Each student is expected to speak for 3 minutes.	60%	1, 2, 3
After Final Session	Invigilated Final Quiz	Students will answer Multiple Choice questions on module content. The exam will take place on campus in a computer lab. There is only one answer to each questions and no negative points for wrong answers.	Y	30 minutes	40%	1, 2, 3
Resit	Slide presentation on Purposeful Business Case Study	Available for students who have attended <u>at least</u> 50% of the module sessions. This will consist of a new sustainable business case study slide and video presentation.	N	Students will need to develop a 3-5 minute presentation on their own and video record themselves delivering it. Preparation time: 4-5 hours.	100% (replaces the final module grade), Grade to be capped at 10/20	2, 3

Feedback Strategies:

Students will receive regular feedback from the lecturer and fellow classmates during classroom activities.

Students will receive real-time feedback with online, self-paced content that supports in-class learning. Interspersed in this content are MCQs (formative) that prepare students for the final summative exam.

Practice Slide Presentations: Students will receive in-class oral and written feedback from the lecturer, classmates and teammates for content and presentation-style improvement (formative).

Group Presentations: Students will receive oral and written feedback from the lecturer immediately following their slide presentation (summative).

Final Exam: Students will learn their test score upon completion of Module.

Assessment criteria for Oral Slide Presentations is provided on Boostcamp at the start of the Module and at the time of the team assignments.

Reading List:

To help students prepare for their presentations, they are provided with bespoke topic questions and links to articles, videos and papers. Since students work on separate topics within each session, and since I provide between 1-5 links for each topic, I share roughly 60 links with the students. I'm providing a sampling below:

The Wine Society. (2024). *Organic, biodynamic or regenerative farming: what's the difference?* Available at: <https://www.thewinesociety.com/sustainability/sustainability-articles/environment/organic-biodynamic-or-regenerative-farming#:~:text=However%2C%20rather%20than%20the%20organic.of%20cover%20crops%2C%20for%20instance> [Accessed 15 March 2024].

Cambridge Institute for Sustainability Leadership. (2016). *CISL Closed Loop Case Study*. [pdf] Available at: <https://www.cisl.cam.ac.uk/resources/publication-pdfs/cisl-closed-loop-case-study-web.pdf>. [Accessed 20 June 2023].

Fashion Revolution. (2020). *The True Cost of Colour: The Impact of Textile Dyes on Water System*. Available at: <https://www.fashionrevolution.org/the-true-cost-of-colour-the-impact-of-textile-dyes-on-water-systems/#:~:text=But%20some%20are%20listed%20as,humans%20and%20pollute%20water%20systems>. [Accessed 3 January 2024].

Saha, S. (2021). Case Study: *Fashion Industry - Reducing Waste, Improving...* [Online] Available at: <https://www.linkedin.com/pulse/case-study-fashion-industry-reducing-waste-improving-sayantika-saha-dnfzc/>. [Accessed: April 19, 2024].

Certilogo-commerce. (2023) *10 digital solutions that are facilitating circular fashion*. Available at: <https://discover.certilogo.com/blogs/insights/digital-solutions-for-circular-fashion>. [Accessed 2 March 2024].

Stern School of Business, New York University (2016). *Sustainability and Innovation: NIKE* [pdf] Available at: https://www.stern.nyu.edu/sites/default/files/assets/documents/Sustainability%20and%20Innovation_NIKE.pdf [Accessed 28 June 2024].

Marks and Spencer. (2012). *Key Lessons from the Plan A Business Case*. [pdf] Available at: <https://corporate.marksandspencer.com/documents/plan-a-our-approach/key-lessons-from-the-plana-business-case-september2012.pdf> [Accessed 28 June 2024].

Edie.net. (2019). *Five Steps for Sustainability Professionals to Go from Being Good Leaders to Great Leaders*. [online] Available at: <https://www.edie.net/news/7/Five-steps-for-sustainability-professionals-to-go-from-being-good-leaders-to-great-leaders/> [Accessed 28 June 2024].

British Sugar. (2019). *Investing in Our Co-products*. [online] Available at: <https://www.britishsugar.co.uk/sustainability/case-studies/2019-10-14-investing-in-our-co-products> [Accessed 28 June 2024].

Euronews. (2018). *These fashion brands give new life to ghost fishing nets*. *Euronews Green*, [Online]. Available at: <https://www.euronews.com/green/2018/10/23/these-fashion-brands-give-new-life-to-ghost-fishing-nets>. [Accessed 10 May 2023].

Edie. (2019). *Burberry debuts closed-loop clothing made using ghost nets*. [online] Available at: <https://www.edie.net/burberry-debuts-closed-loop-clothing-made-using-ghost-nets/>. [Accessed 3 March 2024]

Fast Company. (2024). *Fishing nets are clogging the ocean. This fashion brand is making them into chic swimsuits*. [online] Available at: <https://www.fastcompany.com/91015011/fishing-nets-are-clogging-the-ocean-this-fashion-brand-is-making-them-into-chic-swimsuits>. [Accessed 18 November 2023].

Grantham Institute. (2023). *In Vino Sustineri: Why Should We Care About the Environmental Impact of Wine?* [online] Available at: <https://granthaminstitute.com/2023/02/06/in-vino-sustineri-why-should-we-care-about-the-environmental-impact-of-wine/> [Accessed: April 19, 2024].

The New York Times. (2019). *How Climate Change Is Reshaping the Wine Industry*. [online] Available at: <https://www.nytimes.com/interactive/2019/10/14/dining/drinks/climate-change-wine.html> [Accessed: April 1, 2024].

Prerequisites:

List key topics and notions students will be expected to know before starting this module:

- 1/ Mandatory – Students are expected to have a basic understanding of business management.
- 2/ Recommended – Students should be familiar with the UN Sustainable Development Goals.

Module Handbook

Module title: Sales Techniques & Negotiation Skills

Lecturer's name: Thierry Bayle

Email address: tbayle@omnesintervenant.com

Contact hours: 18 hours

Assessment hours: 2 hours for the mid-term exam after session 4 + 4 hours for the final exam after session 11.

Independent study hours expected: 36 hours

ECTS credits: 3 ECTS

Programme level: Level 5 = Year 2 Undergraduate

Prerequisites: Basic sales and negotiation understanding and skills

Aims:

The aim of this module is to provide an in-depth knowledge of sales techniques and negotiation skills with the purpose of supporting the students in better managing selling and negotiating in a wide range of situations and within an international context.

The students will evaluate the different sales distribution channels and will be provided with an appropriate process to compare the options and come up with a range of solutions and the best solutions to positively impact the results.

This module will further help students with personal growth and employability as they will practice in-depth sales and negotiation skills to be used inside and outside the context of selling a physical product or service.

Learning Outcomes (LOs):

On successful completion of this module, students will be able to show learning outcomes in 3 areas:

Knowledge

By the end of this module, students will have demonstrated

1. The knowledge of key influencing internal and external factors and approaches when successfully selling and negotiating in a global context
2. A proven process to compare, evaluate, and apply the best-selling and negotiation approach in different distribution channels

Skills

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

3. Show creative and critical selling and negotiation skills thanks to a clear process for ongoing improvement
4. Identify the skills to strengthen for future personal development

Values

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

5. Ethical selling and negotiation and will be able to recognise and respect the five values of OELS.

Syllabus Content:

Please find below the sessions' topics, skills and LOs.

Sessions	Topic/Knowledge	Skills	LOs
Session 1	Review of past knowledge and introduction to Sales Techniques and Negotiation Skills in an international context	Listening skills and critical thinking	LO1, LO3 and LO4
Session 2	Thorough process to better manage international sales projects & critical review of the old and new ways of selling	Critical, creative, and strategic thinking. Problem-solving and questioning skills	LO1, LO2, LO3 and LO5
Session 3	International Retail Sales + reflect and apply the sales project management approach to Retail	Analytical, active listening and communication, decision making, positive mindset	LO1, LO2 and LO3
Session 4	Practice of buying, selling, and negotiating live in a store	Negotiation, listening, and communication	LO3, LO4 and LO5
Session 5	International Wholesale Sales + reflect and apply the sales project management approach to Wholesale	Analytical, active listening and communication, decision making, positive mindset	LO1, LO2 and LO3
Session 6	Class debate and practice. Feedback and analysis (in writing and public speaking) following an outdoor experience	Critical and creative thinking, listening and communication, public speaking	LO3, LO4 and LO5

Session 7	International Online Sales + reflect and apply the sales project management approach to Online	Analytical, active listening and communication, decision making, positive mindset	LO1, LO2 and LO3
Session 8	Understand and critically review many other sales/ negotiation techniques and skills and apply them in an international context	Adaptability, problem-solving, value creation skill	LO1, LO3 and LO4
Session 9	Reflective thinking on one's strengths and weaknesses + Opportunities and challenges when negotiating sales at the international level	Reflective, open-minded	LO3, LO4 and LO5
Session 10	Review of Selling and Negotiation guidelines and top mistakes in an interactive session	Active listening, analysing, and critical thinking	LO1, LO2, LO3 and LO4
Session 11	Class and group practice in buying, selling, and negotiation.	Critical and creative thinking, listening, and communication	LO3, LO4 and LO5
Session 12	Team Exam	Team building and Teamwork, public speaking	LO2, LO3 and LO4

Teaching and Learning Strategies:

This Sales and Negotiation module uses a wide range of teaching and learning strategies to provide an interactive and stimulating learning environment that encourages students to listen, express themselves, take control of their own learning, engage with a wide range of knowledge and skills, and work collaboratively while developing self-awareness. The strategies have been carefully chosen to support students towards learning outcomes and assessments and to cater to constant critical thinking.

Teaching and Learning Strategies include:

- Classroom discussions and interactive sessions between students and between students and the teacher
- Reflective exercises and constantly using critical thinking
- Quizzes
- Role plays and simulations
- Group work for problem-based scenarios
- Real-life case studies

Formative and Summative Assessment Strategies:

Formative Assessments:

Each session has an interactive exchange based on a subject raised by students or the Teacher which is valuable for the learning outcomes and summative assessment. The Teacher's case studies will be internationally based and will encourage students to critically analyse the situation and provide options for progress.

Each student will write one or several sales and negotiation short posts. They will critically evaluate the situation and will share solutions for improvement.

Summative Assessments:

During the duration of the module, the students will be assessed as follows:

Assessment Schedule	Name of assessment	Format of assessment	OELS invigilation needed Y/N	Duration if exam	Weighting	LOs
Session 6	Outdoor experience assessment	1200-word essay on the analysis and solutions to apply during the field visit in a physical store. Research required. Individual assessment Return grades: within 3 weeks Delivery: File in Boostcamp	No	No exam	35%	1,5
Session 12	Collaborative Group work	A written assessment based on a collaborative work with a team leader. All team members to be provided by the end of session 6. Group size: 3 to 4 students maximum. An assessment of 3 sales and negotiation projects which are linked to one another – Open Questions and answers. Delivery: File in Boostcamp - Deadline before the start of session 12.	No	No exam	50%	2,3
Session 12	Collaborative and live group work in class (session 12)	Each group and each student will be assessed by the answers they will provide to the examiner. Delivery: Live Questions and Answers between the examiner and all group members in session 12. All students must be present and participating. Individual and Collective assessment (50/50) as each student must contribute. Group work: between 3 to 4 people maximum. Group members to be shared with the lecturer by session 6 and be the same team as for the above written assessment.	No	Live group exam: 8 minutes approx..	15%	4
RESIT INFORMATION	Resit	Online individual assessment Duration: 1h	No	1 hour	100%	1,2,3,4,5

		<p>Format</p> <p>Step 1: In advance of the video submission on the day of the exam, the student will prepare a written case study (similar to the one submitted in session 12)</p> <p>Step 2: Set up and uploading of a 8 to 10-minute video presentation following the written work described in step 1 above.</p> <p>The questions the video will need to answer will only be released for the exam day and start time.</p> <p>The video will need to be uploaded on Boostcamp within 1 hour of the start of the exam.</p> <p>Delivery</p> <p>Step 1: File to be uploaded on Boostcamp prior to the resit exam day and time.</p> <p>Step 2: The video will need to be uploaded on Boostcamp on the day of the resit exam and within 1 hour of the start of the exam.</p>			(It replaces the final module grade)	
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The assessment criteria will be a mix between the institutional criteria available on Boostcamp and other criteria applicable to this module and teaching approach.

Feedback Strategies:

Students will engage in classroom activities that offer practice and development opportunities that relate to the summative assessment and receive feedback at each session both individually and collectively.

Feedback will also be very much encouraged between students themselves and students will be encouraged to reflect on their learning following feedback.

Reading Lists:

Bornancin B. (2019) *Sales Secrets: The World's Top Salespeople Share Their Secrets to Success*. Brandon Bornancin

Hansen, P.H. (2006) *Sales-side Negotiation: negotiation strategies for modern-day salespeople*. Brave Publishing Inc

Hill, N. (2017) *Think and grow rich*. CreateSpace Independent Publishing Platform.

Kolb, D.M. & Porter, J. (2019) *Negotiating at work: Turn small wins into big gain*. Gildan Media.

Salacuse, J. (2013) *Negotiating life: Secrets for everyday diplomacy and deal making*. Palgrave Macmillan.

Tracy, B. (2006) *The psychology of selling: increase your sales faster and easier than you ever thought possible*. Thomas Nelson.

Voss, C. (2016) *Never split the difference: Negotiating as if your life depended on it*. Random House.

Ziglar, Z. (1982) *Secrets of closing the sale*. Revell.

Prerequisite:

There is no special prerequisite. We assume however that the students have attended the school's previous years' modules on sales and negotiation.

Preparation:

Mandatory:

No preparation is needed.

Recommended:

The student should build an inquisitive and critical-thinking mindset. The student should be curious and open new doors.

Module Handbook - Project

Module title: Challenge Week

Lecturer's name: Francois Marmion

Email address: fmarmion@omnesintervenant.com

Contact hours: 12 hours

Independent study hours expected: this is a week to build a project so the work is mostly group research and presentation preparation, approximately 24 to 30 hours

ECTS credits: 2 ECTS

Programme level: Level 5 = Year 2 Undergraduate

Place: all students following the London based programme must stay in London throughout the entire week, as their ongoing participation and engagement, including during mentoring sessions, are part of the marking criteria

Aims:

The theme of the "Challenge week" is the future of business.

The mission given to the students is to imagine the industries of the future.

In order to do so, they pick an industry from a list and will spend the week to figure out what the future looks like for this industry.

They have a wide list of industries to choose from, such as luxury, automotive, gaming, cinema, music, food, agriculture, banking, space and many others.

They will spend the week preparing a group presentation to be delivered in front of a jury of experts. That pitch will explain what the future of that industry could be.

This is also a competition, with an overall winner of the Challenge Week being the group that gets the highest average mark from the jury.

Learning Outcomes (LOs):

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

1. Brainstorm and **imagine** the future
2. Be efficient in **researching**
3. Relate to **market data** and **sources**
4. **Articulate** and summarize a vision in a structured way
5. Work efficiently in **teams**
6. Prepare and design an attractive **pitch**

7. Be impactful when delivering a **pitch** in front of a jury
8. Be quick and reactive to answer the jury's **questions**

Content:

Students will:

- Work in teams (4 to 6 students per team)
- On the future of an industry
- Imagine the future of this industry – developing in their presentation:
 - the **mega trends** affecting the industry
 - the **recent innovations** in that industry
 - the **future scenario for 2026** (short-term future)
 - and **for 2040** (long-term future)
 - they will finally come up with three **recommendations to a leader** of that industry to better grasp the future
- Pitch a jury of experts about the future of that industry
- The best pitch will win the challenge!

The work will cover the entire week, with the briefing on Monday and the final jury on Friday.

In the meantime, students will benefit from two mentoring sessions per group, during the week, to help them address the right topics, improve their research and prepare for their pitch.

In some cases, and depending on the profile of the students, they might also follow a class during the week about public speaking.

In some cases, according to the number and the location of the groups involved, there might be a semi-final on Thursday and a final on Friday.

Teaching and Learning Strategies:

Teaching and Learning Strategies include:

- Class briefing at the start of the project.
- Group research activities
- Mentoring sessions
- Final group presentation in front of a jury

Formative and Summative Assessment Strategies:

Formative Assessments:

Two mentoring sessions during the week.

Summative Assessments:

Final pitch - group presentation:

10 minutes presentation (12-15 slides) + 5 minutes Q&A

Final grades will be given by the jury members according to the following criteria:

1. Content of the **analysis** – **11 pts / 20**
 - a. Mega trends affecting the industry – 2 pts
 - b. Recap of recent innovations in the sector – 2pts
 - c. Short term vision – 2025 – 2pts
 - d. Long term evolution – 2040 scenarios – 2pts
 - e. Recommendations to the CEO – 3pts
2. Quality of **oral** speech and **answers** to jury – **4.5 pts / 20**
3. Quality of the **deck** (presentation / slides) – **2.5 pts / 20**
4. Premium for **creativity** and truly **futuristic** / in **depth** work – **2 pts / 20**

The final grade for each group will be the average of the grades given by the jury members.

Assessment schedule	Name of assessment	Format of assessment	Contribution to final grade	LOs
Continuous assessment	Continuous assessment	Individual participation and engagement throughout the week, including during the mentoring sessions	10%	1-6
Final session	Final presentations	10 minutes group presentation (see details above) + 5 minutes Q&A	90%	All
Resit Information		Online – video of students presenting a similar type of future related project	100% (replaces the final module grade)	All

Feedback Strategies:

Intermediary feedback during mentoring sessions

Final feedback after the final presentation

Reading Lists:

None.

Prerequisite:

None.

Module Handbook

Module title: Management Accounting

Lecturer's name: Dr Samuel Hinds

Email address: shinds@omnesintervenant.com

Contact hours: 19.5 hours

Assessment hours: Quiz 1h plus assignment task + Final Examination 1h after session 13

Independent study hours expected: 36 hours

ECTS credits: 3 ECTS

Programme level: Level 5 = Year 2 Undergraduate

Prerequisites: Basic understanding of Business

Aims:

Enable students to use the main concepts of management accounting to make managerial decisions of a type they would encounter in a management position in a home and international environment.

Learning Outcomes (LOs):

Knowledge

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

1. A basic understanding of the key elements of management and cost accounting information systems;
2. Explain the concepts of management accounting;
3. Describe the purpose of a standard costing system and calculate variances;

Skills

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

4. Analyse direct, variable and full costs of products, services and activities using overhead absorption rates to trace indirect costs to cost units;
5. Classify, summarize and report information for decision making, planning and control using example CVP analysis;

6. Prepare and compare budgeted with actual costs and revenues and prepare variance analysis for companies with more than one product;
7. Analyse and demonstrate how investment appraisal can be used for strategic management accounting decisions;

Values

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

8. Appreciate the importance of integrity and accountability when working as a management accountant in an organisation.

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
Session 1	Introduction of Management Accounting	Explain basic costing terms	1, 2
Session 2	Cost behaviour	analyse costing terms	4
Session 3	Cost behaviour	analyse costing terms	4
Session 4	CVP analysis	Calculate, classify and summarise	5
Session 5	Full cost of product inc OAR	analyse overhead	4
Session 6	Full cost of product inc OAR	analyse overhead	4
Session 7	Quizz		1,2, 4 & 5
Session 8	Investment Appraisal	prepare and compare	7
Session 9	Investment Appraisal	prepare and compare	7
Session 10	Standard Costing	calculate and analyse	3, 6
Session 11	Standard Costing	calculate and analyse	3, 6
Session 12	Standard Costing	calculate and analyse	3, 6
Session 13	Revision	Practice	

Teaching and Learning Strategies:

The initial focus of the module is to understand the main principles of management accounting and the definition of cost. Weekly tutorial and homework questions should build students' confidence to undertake the process of cost classification. Students will be able to appreciate how "cost" is dependent on the context of use and learn about the different types

of costs, including direct, indirect, absorption, marginal and opportunity costs among others. As the course progresses, students will also appreciate various management accounting techniques such as job costing, process costing, break-even analysis, budgeting and variance analysis that can be used and how all the individual components of cost are pulled together and analysed for decision-making in a competitive business environment. This will help students to understand the process and procedures required in making effective management decisions.

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
- Independent research activities
- Practice exercises on problem solving
- Group work for problem based scenarios

Formative and Summative Assessment Strategies:

Formative Assessments:

Formative feedback will be given throughout the unit in classroom activities. Following the assignment and quizzes, the tutorial sessions will also be used to provide formative feedback by working through the assignment and quizzes and answering any queries. Students will have the opportunity to ask questions. This feedback will help students prepare for the final examination. Students will also have the opportunity to attempt sample exam papers with detailed solutions provided.

Summative Assessments:

The summative assessment for this module consists of assignment and quizzes (50% of final grade) and 1h final examination (50% of final grade). Assignment, quizzes and final examination assessments are designed to test students' ability to apply basic and advanced management accounting techniques in order to make economic managerial decisions. These are the types of decisions that students will encounter in a management position in business.

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation Needed? Y/N	Duration if exam	Weighting	LOs
Continuous	Continuous	Assignment and Quizzes	N		50%	1,2,4 & 5
Exam week	Final Examination	Written paper	Y	1 hour	50%	3,6 & 7
Resit Information	Exam	Online – MCQ	N	1 hour	100% (replaces the final module grade)	All as far as possible

Feedback Strategies:

Students will receive verbal in class feedback on activities completed in class or online, formal written feedback will be given via email for any work that the students have submitted as practice.

Reading Lists:

Drury, C (2018) Management Accounting an introduction: Cengage 9th edition

Miller-Nobles, TL et al (2013) Accounting: Pearson 12th edition

Prerequisite:

Basic math skills

Module Handbook

Module title: Financial Markets & Crises

Lecturer's name: Patricia Elbaz

Email address: pelbaz@omnesintervenant.com

Contact hours: 18 hours

Independent study hours expected: 36 hours

ECTS credits: 3 ECTS

Programme level: Level 5 = Year 2 Undergraduate

Prerequisites: Daily read of International Financial News

Aims:

The purpose of the Financial Markets & Crises module is to equip students with knowledge of the key 2024/2025 financial themes and the last three major crises.

The module will explore the difference between the 2008 Financial Crisis, the outlook of markets post pandemic and the 2021 global energy crisis. The types of recoveries and winners and losers in the industry are analysed.

Students will learn the steps of evolution of money, from barter to bitcoin. The module will enrich the students' economic and financial knowledge and equip them with thinking and presentation skills valuable for careers in International Finance and Diplomacy.

Learning Outcomes (LOs):

Knowledge:

On successful completion of the module, students will have demonstrated an ability to

1. Outline the 2024/25 Key Financial Themes
2. Explain the difference and outcome of the 2008, 2019 and 2021 crises
3. Distinguish between fundamental and technical analysis with examples

Skills:

On successful completion of the module, students will be able to:

4. Critically analyse a financial article and write a report

5. Effectively research and deliver a case study in a group

Syllabus Content:

The 12 sessions will include the following in detail

Sessions	Topic/Knowledge	Skills	Los
Session 1	Key Financial Themes 2024/25 List of 5 major themes	Able to explain the key 2024/25 themes, the rise of AI, the effect of inflation in US, UK and Europe	1,4
Session 2	Financial Markets Post Crises 2008 vs the 2019 and 2021 Crises	Critical thinking and explanation of the 3 crises-causes and effect	1,2,4,5
Session 3	The Winners & Losers in the 3 Crises	Evaluation of sectors which gained and lost – with examples Presentation skills	2,5
Session 4	Fundamental Analysis - Who are the Hawks and Doves in Central Banks 2023/24	Able to identify Central Bank policy - both current and expected Critical Thinking	3,5
Session 5	Technical Analysis - Dow Theory - Trendlines - Psychological levels	Understanding of the origin of Technical analysis and the trends in Dow Theory Critical thinking, evaluation	3,5
Session 6	The 4 Types of Charts - Line Chart - Bar chart - Point & Figure - Candle Charts	Able to list the 4 types of charts and carry out analysis on each one Critical thinking, evaluation and presentation skills	3,4,5
Session 7	Applying Technical Analysis on the FX Market and Indices - Size of FX Market - Comparison with other markets	Able to understand the FX market along with the Commodities and Equity markets Critical thinking, evaluation	3,4,5
Session 8	Candlestick Charting - Doji pattern - Harami pattern - Engulfing pattern	Recognise buy and sell signals from Candle charts. Identify continuation and reversal patterns Critical thinking, evaluation	3,5

Session 9	AI in Finance Evolution of Money From Barter to Bitcoin	Able to list and explain the stages of evolution of Money. Critical thinking, evaluation	3,5
Session 10	Supercycles on Commodity Markets - The 4 main supercycles	Elaborate on the origin of supercycles and the link to commodity markets Critical thinking, evaluation	1,3,5
Session 11	Future of Cryptos Market Glitches	Able to critically analyse the many market glitches Presentation skills	3,4,5
Session 12	Summary of 12 topics and practice Multiple Choice Questions	Critical thinking and analysis of all topics covered	1,2,3

Teaching and Learning Strategies:

This module uses a wide range of teaching and learning strategies to equip the students for the next step in their professional work. The combination of written and oral work is key for self-development of the student.

On successful completion of this module, students will be expected to write a full, concise report giving their trading strategy. They will be able to devise short, medium and long-term strategies on the FX, Equity and other markets. Students are expected to know the four types of charts used in analysis and to explain Dow Theory with examples.

Over the 12 sessions of 1.5 hour per session, students will be involved in 5 teaching and learning strategies. These are independent research on set topics, analysis of Bloomberg articles with set questions, classroom discussions, multiple choice quizzes and group tasks.

Formative and Summative Assessment Strategies:

Formative Assessments:

The formative assessment over the course will be in the form of chart interpretations and article discussions and answers over the 12 sessions. There will also be a visit to a financial institution or a guest speaker, followed by discussion. At the beginning of each session students will give one piece of news from the FT News Briefing podcast and will have a summary quiz at the end of each topic to test their understanding of the topic covered.

Summative Assessments:

The summative assessment includes an analysis report & multiple-choice test and the final grade from the group presentations. The written exam lasts 1 hour, is on paper and is set after the last session with an invigilator.

The resit Exam is a Multiple Choice online paper, 25 Questions in 30 mins.

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation Needed	Duration of exam	Weighting	LOs
Session 2-12	Group Presentation	A set topic is given and specific groups present	N	15 minutes	50%	1,2,3,5
Scheduled for after the final session	Exam	On Paper Analysis report and Multiple Choice Questions on the 12 sessions	Y	60 minutes	50%	1,2,3,4
	Resit	Online on laptops Multiple Choice Questions	N	30 minutes	100% replaces final grade	1,2,3

Feedback Strategies:

Upon each presentation, students will receive feedback both from the lecturer and from their peers. After each class discussion and classwork, feedback is given on the spot in order to use it productively by the students. When presenting, feedback on research, eye contact, delivery and group work is discussed in order to enhance the work.

Reading Lists:

The three reading books recommended are:

Fabozzi, F J (2018), *The Handbook of Financial Instruments*, Hoboken New Jersey, Wiley Finance

Schwager, J (2001), *The New Market Wizards*, Hoboken New Jersey, Wiley Trading

Thornton, P (2014), *The Great Economists*, London, FT Publishing

Prerequisite:

A prerequisite for this module is that students are expected to be familiar with the Financial Times news on a daily basis. They are expected to be reading research from Banks available online.

Preparation:

Students should read the Financial Section of main papers, The Times or the FT. It is strongly recommended that students:

- Listen to the daily FT News Briefing podcast



- Subscribe to the 'Bloomberg Open' and 'Bloomberg Close' newsletter
- Subscribe to the Goldman Sachs newsletter 'Briefings from Goldman'

Module Handbook

Module title: London Luxury Experience

Lecturer's name: MICHELLE NOËL

Email address: micnoel@omnesintervenant.com

Contact hours: 12,5 hours

Assessment hours: Mid-term individual written report + end of semester group presentation.

Independent study hours expected: 25 hours

ECTS credits: 2 ETCS

Programme level: Level 5 Year 2 Undergraduate

Prerequisites: Basic understanding of the Creative Industries structure, interconnectivity and business functionality.

Aims:

The framework of the Creative Industries and London Luxury Experience course is to introduce and equip future creative entrepreneurs with interpersonal skills to navigate and understand the infrastructure and nuances of the creative industries and the London Luxury creative and diverse business landscapes & cultures.

This course will be a learning pathway, to elevate knowledge of the creative sectors from Fashion to Marketing, on commercial & sales management tools.

Research and development skills, to enable practical understanding of how creative industries engage with client demographics & end consumers.

A key learning opportunity for all students will be to build & demonstrate a portfolio of practical & industry focused skills in creative brand building, understanding client experience values, ability to present critical and creative engagement with creative concept development, presentation skills and peer to peer collaboration.

Learning Outcomes (LOs):

Knowledge

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

1. An understanding of commercial sales management, retail culture and creative brand trends.
2. A knowledge of creative business development & function

Skills

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

3. Use professional communication tools in implementing creative sales & marketing strategies.
4. Develop and present creative marketing solutions.
5. Research & construct practical analysis of consumer experiences within the creative industries.

Values

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

6. Understanding the relevance & economic impact of the creative industries.
7. Demonstrating coherent & relevant research and development skills, during in person presentations.
8. Discussing professional cultural nuances of the creative industry landscape from their experience of learning in London.

Syllabus Content:

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

	Topic/Knowledge	Skills	LOs
Session 1	Module Introduction + outline of core creative industries and London Luxury Retail cultures.	Awareness of the creative sectors & developmental business practices.	1,2
Session 2	Commercial Sales Structures & Client Demographics	Understanding brand sales mechanisms and customer requirements	1,2
Session 2*	Consumer engagement. B2B and D2C analysis and KPI and metric measures.	Evaluate Diversity and Inclusivity between brand and consumer.	2,3,4
Session 3	In-depth introduction to a range of UK Creative Industries and how they have evolved and interconnect. Case Study: MATCHES Fashion.	Learning specialisms within the UK & London creative sectors	1,2,3,4,6
Session 4	Off Campus – London Luxury Retail Visit (Mayfair) or organise a guest c-suite Creative Industry speaker for	Practical observation skills to understand the nuances of retail industry and/or learning practical	5,6,7,8

	both on campus + online students.	professional creative entrepreneurial skills	
Session 5	Design Innovation: new and sustainable materials and product development in the B2B & D2C marketplaces and retail adaptations	Understanding product and commercial sales evolutions and trend research and analysis in contemporary retail	1,2,4,6
Session 6	Sustainability and marketing values around sustainable practices within the creative sectors.	Commercial & Emotional value sustainable creative production, manufacturing processes.	2,3,5,6,7
Session 7	Brand Data Research. Evaluating data resources through digital & print media and visual communication.	Knowledge to access data in digital and print media format. How to utilize & apply data to support critical thinking and discussion	5,6,7,8
Session 8	Group Project Presentations	Concept & Strategy preparations, collaborative planning and marketing communication and pitching skills.	1,2,3,5,6

Teaching and Learning Strategies:

This module is designed to provide robust knowledge of the business and cultural aspects the UK & International creative industries and immerse the students in London & leaning online into the richness of Creative Industry & creative entrepreneurship.

The framework is to give students the opportunity to acquire knowledge of creative businesses and its functionality and be able to apply these skills for future entrepreneurship or employability.

Teaching and Learning Strategies include:

- Classroom discussions
- Case studies
- In-class research activities
- Independent research activities
- Role plays and simulations
- Reflective exercises
- Practice exercises for writing and research
- Group work for problem-based scenarios

Formative and Summative Assessment Strategies:

Formative Assessments:

All students will need to demonstrate a comprehension of creative entrepreneurial functionality, retail inspiration & development and marketing relevance & structure within creative businesses.

This course structure will also provide students with practical guidance to think expressively & evaluate their learning outcomes from their experience of UK & International retail culture and how this skill can be applied to future careers.

Summative Assessments:

Focusing on the student's comprehension of the commercial frameworks of the creative industries, brands commodities, marketing value and expanding brand commercial growth in the UK/London & International consumer market.

This will include an individual written retail report.

Summative Assessments:

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation Needed	Duration if exam	Weighting	LOs
Session 4-5	Individual written Retail Report	<p>Write a 1500-word report on a London Luxury Retailer, for all on campus students. This report must also include a minimum of 5 original images from your retail visit, as supporting evidence of an in-person visit. The criteria are to highlight areas of commercial successes & weakness in consumer engagement & experience. Each student will be given a selection to choose from: Harrods, Selfridges, Liberty, Dover Street Market, & Royal Exchange.</p> <p>The report must demonstrate their observations & analysis of:</p> <ul style="list-style-type: none"> • Retail infrastructure (interior creative direction) · • Creative brand selections · What are the client demographics? · • Marketing materials (sales materials & tools, 	N		80%	1,2,4,5,6

		immersive marketing, etc.) Format: Word doc or PDF document to be submitted via Boostcamp. Please denote all use of AI and Chat GBT in the construct of written document submissions.				
1-8		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
	Re sit	Video Presentation & pdf document submission via Boostcamp. Criteria: Present a new sales & marketing strategy for an existing London luxury retail company. Demonstrate evidence of consumer demographic research and marketing analysis. Please also submit your presentation as a pdf document for assessment.	N	6 minute video presentation	100% replaces final grade	1,2,3,4, 6

Feedback Strategies:

Each student will receive written feedback on their individual written reports via Boostcamp, plus in-class feedback on their group project personations, per group.

Reading Lists:

List key topics and notions students will be expected to know before starting this module:

1/ Mandatory

1. Barton, G. (2016) 'Don't Get a Job ...Make a Job: How to make it as a Creative Graduate. Laurence King Publishing.

2. Brule,T /Tuck,A /Pickard,J. (2021) 'The Monocle Book of Entrepreneurs' . Die Gestalten.
4. [Courier Magazine](https://www.couriermedia.com/) - <https://www.couriermedia.com/>
5. Dezeen - <https://www.dezeen.com/>
6. Highsnobiety - <https://www.highsnobiety.com/>
7. Monocle - <https://monocle.com/magazine/>
7. Rawthorne, A. (2018) 'Design As An Attitude'. JRP Ringier.
8. ShowStudio - <https://www.showstudio.com/news>
9. Vogue Business - <https://www.voguebusiness.com/>

2/ Recommended

1. Bonney, G. (2016) 'In the Company of Women – Inspiration + Advice from over 100 Makers, Artists and Entrepreneurs'. Artisan Books
2. Business of Fashion <https://www.businessoffashion.com/>
3. Financial Times - <https://www.ft.com/?edition=uk>
4. Gavin,F.(2022) 'Rough Version' At Last Books.
3. Leach, A. (2021) 'The World is on fire, but we are still buying shoes'. Alec Leach & Casimir Books.

Y2 Trendspotting & Marketing Module Handbook

Module title: Trendspotting & Marketing (On campus groups)

Lecturer's name: Nana Ocran

Email address: nocran@omnesintervenant.com

Contact hours: 12,5 hours

Assessment hours: 1.5 hours for final exam during session 8.

Independent study hours expected: 25 hours

ECTS credits: 12h face-to-face teaching = 2 ECTS

Programme level: Level 5 = Year 2 Undergraduate

Prerequisites: Basic understanding of trends

Aims:

This module is underpinned by creative, contemporary research relating to real world context and insights into global behavioral trends. Each session involves the use of 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 broad range of knowledge and skills, and to work professionally and collaboratively while developing self-awareness. The strategies have been chosen to support students towards their learning outcomes and assessments and to cater for diversity and inclusion across the student body. The module should have an impact on each student's time in London and should enable them to think nationally and globally, in line with a range of evolving commercial and cultural sectors.

Learning Outcomes (LOs):

Knowledge

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

1. An ability to produce verbal and/or written research-based evidence that reflects independent study relating to local, national or international trends.

Skills

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

2. Work individually as well as part of a team.
3. Use storytelling as a creative marketing strategy.

Values

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

4. Democratic learning based on class participation and engagement, respect for the learning environment, peer feedback and knowledge share.

Syllabus Content:

Sessions	Topic/Knowledge	Skills	LOs
Session 1	Social trends, brainstorming and definitions	Critical thinking	4
Session 2	Themed research and challenges	Creative research skills	1, 2
Session 3	Considering behavioral trends	Research and reflection	1, 4
Session 4	Practical writing exercises (storytelling methods)	Public presentation of creative ideas	3
Session 5	Creating innovative trends	Creative research skills, presentation	1, 2, 4
Session 6	Trend quotes and data	Creative research exercises	1, 4
Session 7	Open research and study session for final exam preparation and tutor advice/mentorship.	Writing, editing, desk research, group and individual discussion.	2, 4
Session 8	Final essay for assessment/grading	Writing, online research, editing.	1, 2, 3

Teaching and Learning Strategies:

Students will take part in practical and verbal class activities and discussions based on popular and social trends as well as in-class research, group fieldwork, independent research activities, group work, writing exercises, self-editing and reflective discussions for session feedback and questions. These activities will enable students to take a comprehensive approach to the module so that they are regularly supported as they work towards achieving their learning goals.

- Reflective individual writing.
- Oral and written brainstorming.
- Class discussions.
- Informal group work.
- Online research.
- Group presentations of ideas.

Formative and Summative Assessment Strategies:

Formative Assessments:

Through a range of specific subject lectures, related homework and subsequent written or verbal tutor feedback, students will be able to increase the knowledge and skills needed to complete final summative assessments. Each module will bear a relationship to elements of the final exam requirements, with students given the opportunity to work through and complete individual as well as group tasks throughout the course so that they can explore the varied components of the course content in diverse ways. Desk research, class discussions, mind maps and reading materials will be used to provide useful knowledge, experience, practice and preparation.

Summative Assessments:

Students will be assessed in two ways. They will each complete a final essay with a specific question related to a trend that they will have discussed during the course. There will be allowances made for online research during the assessment. **(80% of final grade – marked out of 16 points).**

Overall participation will also form part of the assessment criteria with students graded for verbal engagement and attendance throughout the course. **(20 per cent of final grade – marked out of 4 points).**

Grades and written feedback will be given **within three weeks** of assessment submission.

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation Needed? Y/N	Duration if exam	Weighting	LOs
<i>Throughout the course</i>	<i>Participation</i>	<i>Students need to demonstrate engagement and participation throughout the course, and to attend each module regularly unless there are proven extenuating circumstances.</i>	N	N/A	20%	<i>All as far as possible</i>
<i>Session 8</i>	<i>Final exam</i>	<i>Essay question (individual work) to be uploaded to Boostcamp 800-1,000 words (plus images)</i>	N	<i>1.5 hours</i>	80%	1,2,3
Resit Information		<i>Recorded video presentation (maximum 6 minutes) to be uploaded to Boostcamp.</i>	N	<i>Students can prepare a week in advance</i>	<i>100% (replaces the final module grade)</i>	<i>All as far as possible</i>

Feedback Strategies:

- Verbal feedback on activities within the classroom
- Formal written feedback on formative submissions (specifically homework)
- Peer feedback through groupwork
- One-to-one tutor feedback when time allows.

Reading Lists:

- Mason, H., (2015), *Trend Driven Innovation*, USA: Wiley.
- Raymond, M., (2013), *The Trend Forecaster's Handbook*, UK: Laurence King Publishing
- Canvas8 – Global insights website – www.canvas8.com

Prerequisite:

List key topics and notions students will be expected to know before starting this module:

Mandatory

- A general knowledge or interest in global popular culture.
- Social trends (local, national, global).

Recommended

- Mainstream national and international press including The Guardian, FT, Monocle Magazine, NY Times, CNN, YouTube.

Module Handbook

Module title: Event Management

Lecturer's name: Beverley Hill

Email address: behill@omnesintervenant.com

Contact hours: 12 Hours

Assessment hours: 15 Minutes final presentation

1.5 for essay and learning evaluation at end of course.

Independent study hours expected: 24 Hours preparation and private study and reading

ECTS credits: 2 ECTS

Programme level: Level 6 = Year 3 Undergraduate

Prerequisites: Basic understanding of business management and command of English terminology.

Aims:

This course aims to enable students to understand the fundamental mechanisms of event management. Students should be able to apply the knowledge gained on this course to create a simple local level one-day event (in theory) and present this event concept and methods and models used in the form of a presentation of no longer than 20 Minutes (subject to number of students in a group, maximum number 4 students per group)

Each member of the group will assume responsibility for a functional area of the overall event team and be able to deliver a 5-minute presentation of their contribution to the overall event as well as write a detailed written report of their own individual contribution.

Combining both theory and practical application the course will draw heavily from practicing event and venue management theory, to enable coverage of multiple aspects, such as project design, operations, impacts, stakeholder management, sustainability best practice, public relations and media analytics. Where appropriate the course will consider the importance of recent legislation and sustainability goals from national and international guidelines.

On completion of the course students should have the ability to organize a small scale event with confidence, and be able to evaluate their work using tools they have acquired.

Learning Outcomes (LOs):

Knowledge

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

1. An understanding of the concepts of event management defined in each lecture and be able to relate the different elements to the creation of their own theoretical event.

Skills

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

2. Use the models and skills they have acquired to be able to create a small scale one day event
3. To be able to share and collaborate with group and class. (participation)

Values

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

4. To sustainability and legislation as well as the importance of impacts analysis when preparing events.

Syllabus Content:

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

Sessions	Topic/Knowledge	Skills	Learning Outcomes
Session 1	Introduction to event management: markets Careers and event typologies	Identify events by categories, size and duration and be able to create a classification model with examples	1

Session 2	Creation of an event company (in groups max size 4 students) and stakeholder analysis	Explain choice of Logo, team name and concept of event, apply stakeholder analysis techniques	1 2, and 3
Session 3	Feasibility study and impact analysis	Apply a feasibility study to their own event and create an impacts board	1, 2 ,3 and 4
Session 4	The tools for event management	Explain the use of event management tools and how they will be used in the student's own event	2,3
Session 5	Sustainability and Risk assessment	Create a sustainability road map and risk assessment matrix relevant to the students own event	4
Session 6	Legislation and Licenses for events	Describe the specific licenses and legislation that are appropriate for the student's own event	2 and 4
Session 7	Public relations, media management, accreditation and HR	Identify the most suitable media channels and systems of PR Define the choice of Accreditation system chosen for the student's event.	1,2 3, and 4
Session 8	Presentation of student's own event followed by Q and A from Adjudicator	Each student will present an element of their event and submit a written description of the work they have carried out (portfolio), Each student should be able to answer questions about their section of the event in terms of the learning outcomes, and issues they have dealt with upon completion of the project. The group are asked to reflect upon their group learning experience at the end of their presentation	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 knowledge and skills and to work collaboratively while developing self-awareness.

The strategies have been chosen to allow the student to develop their own ideas based on the principles of event management and to work collaboratively with other students in a group in preparation for working in a real event environment with an understanding of the various roles of the business. This enables the students to receive the best support towards the learning outcomes and assessment and the encompass the diversity of the student groups. As the students create their own events for presentation, they can share their interests and expertise with other groups in the same class.

Teaching and Learning Strategies include:

- Classroom discussion. Typology of events and their own experiences
- In class research activities. Case study feasibility and apply to their own event
- Independent research activities. Type, design, and marketing of their own event using a benchmark exercise from the event business
- Tabletop exercises to develop Risk assessment matrix
- Case study, stakeholder analysis Use the exercise to create their own stakeholder analysis
- Group presentation, whilst presenting their event as a group of up to 4 students each student must take on the responsibility for their section of the event and co-ordinate with the other members of the group to realise a coherent presentation both verbally and as a portfolio.
- All students should be able to answer questions after their presentation about the processes and learning outcomes from their presentation and evaluate their own event.

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Formative and Summative Assessment Strategies:

Formative: (coursework)

- Create a spider diagram for the typology of events (to enable the students to define their own group event and categorise their stakeholders and demographic targets)
- Using video examples class activity to identify risk situations and explain cause, effect, and solution (students will create a risk analysis matrix for their own event)

- Submit an outline plan of the individual student's area of the group event and what their contribution will entail. (students will decide within the group, which role they will take responsibility for and begin to create their own evaluation criteria for their final essay.)
- Case study exercise to be submitted in lecture to be discussed and (to be used to enable students create their own stakeholder analysis.
- Tabletop exercise (individual). Each student will be given scenarios minimum 2 to assess and apply theory gained in lectures to reflect on how to manage situations at an event.
- Contribution to class discussions throughout the course.

Summative: (Final Assessment at the end of the course)

- Group Presentation of event with individual elements presented by each member of the group (This assessment will be in the form of a presentation, with each student presenting their own role in organisation of event. Assessment will be based on the following criteria:
1) Content, 2) presentation skills 3) relevance to actual event
- Group Portfolio of event with individual elements submitted by each member of the group (to be submitted one week after session 8) A checklist will be provided for each student relevant to their role, the group should be able to put their work together identifying each individual's contribution to create a coherent portfolio showing all the processes and tools used.

Assessment Schedule	Name of Assessment	Format of Assessment	OELS Invigilation Y/N	Duration of Exam	Weighting	LO's
Session 1. Formative	Typology Spider diagram	e.g. 4-5 questions with sub sections. Questions will be based on the syllabus covered until session 5. Students will be expected to write the programs on paper for the given problem.	N			1
Session 3 Formative	Midterm	Group Discussions, each student will define their own role and define their contribution to the overall event. Feasibility and Impact	N			3

		analysis 250 words by each individual, submission by week 4				
Session 5 Formative	Risk Assessment	Using the template presented each student will create a risk assessment matrix which will be discussed in their own groups				
Session 8 Summative	End of course	Presentation of event by group of up to 4 (Each student must present their own section) students maximum 6 slides, (if PPT) time limit 20 minutes. Format Video, Music, PPT, or Prizzi each group can choose their own format. Group Portfolio should be a file style presentation including all the criteria given (Checklist for event portfolio posted on boostcamp)	N	20 Mins per group	40%	1,2,3 &4
Post Session 8+1 Week Summative	1 week after presentation	Individual Essay up to 1,000 words, description of individual role in group tools and methods used, and personal reflection on what was learnt from course. Submitted on boostcamp according to deadline posted. Students will be assessed on their ability to contribute and collaborate within their groups and within the class	N		40%	1,2,3 & 4

		throughout the course.				
Duration of sessions	Participation in lectures and contribution to discussions listening to each other's ideas.	Students will be invited to give suggestions and solutions from case studies presented to them in lectures	N		20%	3

Assessment Schedule	Name of Assessment	Format of Assessment	OELS Invigilation Y/N	Duration of Exam	Weighting	LO's
Resit Information		Examination requiring students to answer questions relating to their specific event and how they utilised various event management tools and models to create their own section of the group event. There will also be a "what if" exercise which require their own solution. Maximum words (+ or- 5%) 1000		90 Mins	100% (replacing final module grade)	1,2 & 4

Feedback Strategies:

- Initial class discussion will enable students to discuss their ideas and understanding of the events management industry and challenges faced today
- The formative exercises in session 1,3,4, and 6 will enable students to clarify and question the concepts they are given in lectures and apply them to their final assessment (summative). Deadlines will be set for submission of formative exercises (1 week after relevant lecture).

- Seminar sessions will be incorporated into the lecture time to enable students to discuss their progress on their own element of the group event and receive peer feedback.

Reading Lists:

- Resources for the course will be supplied by the lecturer to ensure that up-to-date and relevant examples are used to enable students to compare and synthesise examples and be able to apply them to their own work.
- Bladen C, Kennell J. Abson, E. Wilde N. (2017) Routledge . *Events Management An Introduction*
- Pielichaty H. Els G. Reed I Mawer V (2016) Routledge *Events Project Management*
- Shone A. (2018) Colchester Institute *Successful Event Management: A Practical Handbook*
- All reading and research material will be sent to the students one week before each lecture, and they must read and prepare any relevant questions for the lecture.

- Bladen C, Kennell J. Abson, E. Wilde N. (2017) Routledge . *Events Management An Introduction*
- Pielichaty H. Els G. Reed I Mawer V (2016) Routledge *Events Project Management*
- Shone A. (2018) Colchester Institute *Successful Event Management: A Practical Handbook*

Prerequisite:

List key topics and notions students will be expected to know before starting this module:

1/ Mandatory.

Basic knowledge of simple business tools and practices, SWOT, Gantt, Scheduling tools and assessment tools. Good understanding of English both written and oral.

2/ Recommended

Knowledge of: Excel/numbers, word/Pages, PowerPoint/keynote

Module Handbook

Module title: Intensive English Expression

Lecturers' name: Colin Mitchell

Email address: cmitchell@omnesintervenant.com

Contact hours: 24 hours

Assessment hours: 1.5 hours for group presentations in sessions 15 or 16, maximum 1 hour for co-created assessment

Independent study hours expected: 48 hours

ECTS credits: 4 ECTS

Programme level: Level 5 = Year 2 Undergraduate

Prerequisites: B1 level of English

Aims:

This module will develop students' communicative competence in English, in a broad range of personal and professional contexts, with a focus on functional language. It will also equip students with language and study skills to facilitate their language learning in the future, developing increased confidence in all forms of communication.

Learning Outcomes (LOs):

Knowledge

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

1. An expansive lexical repertoire, with a nuanced understanding of meaning, usage and pronunciation
2. A deep understanding of grammatical structures and syntax and their application in both spoken and written communication

Skills

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

3. Understand and respond to spoken English in diverse contexts of a standard or familiar variety, and follow the essentials of academic and professional lectures and presentations that are conceptually or linguistically complex
4. Demonstrate competent spoken English through clear articulation and pronunciation of complex information with emphasis on specific points and supporting details
5. Understand complex written texts from familiar fields, extracting information, ideas and opinions, and understand complex texts from unfamiliar fields with dictionary assistance
6. Produce clear, cohesive written texts, with detailed descriptions and systematically developed arguments, in genre appropriate styles and structures

Values

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

7. Working collaboratively and professionally in teams and participating effectively

Syllabus Content:

Sessions	Topic/Knowledge	Skills	LOs
1	Introduction to the Module, Handbook, Assessments and Marking Criteria	Setting norms & expectations, developing self-study skills, self-reflection	4,7
2	Community Lexis: personal and interpersonal life Grammar: tenses for habits and routines, stative and dynamic verbs	Effective reading strategies Negotiating meaning and checking understanding	1,2,4,5,7
3	Health Lexis: wellbeing and healthcare Grammar: parts of speech	Structuring sentences effectively Second language listening strategies	1,2,3,6,7
4	Entertainment Lexis: leisure activities and social life Grammar: affixation and word building	Inferring meaning in texts and dictionary skills Describing experiences	1,2,4,5,7
5	Places Lexis: urban life Grammar: passive voice	Adapting written style Identifying functions and language of lectures and presentations	1,2,3,6,7
6	The Economy Lexis: the financial world and its trends	Predicting content from text structure Presenting information to an audience	1,2,4,5,7
7	Brands Lexis: consumerism and marketing	Structuring paragraphs and texts Identifying key ideas and their signposts in lectures and presentations	1,2,3,6,7

8	Formative Assessments: Informal quiz Informal presentations Co-created assessment finalisation		1,2,3,4,5,6,7
9	Careers Lexis: vocational and professional life	Identifying cohesive devices in texts Participating in meetings	1,2,4,5,7
10	Ideas Lexis: research, development, design and technology Grammar: articles and plurality	Comparing conventions of different genres of academic and professional writing Listening and note-taking strategies	1,2,3,6,7
11	The Past: Lexis: lessons from history Grammar: narrative tenses	Identifying grammatical and lexical referencing in texts Presenting opinions and constructing an argument	1,2,4,5,7
12	The Climate Lexis: a planet in crisis Grammar: agreement	Structuring titles and bullet- point text in a poster Solving issues in understanding spoken English	1,2,3,6,7
13	Cultures: Lexis: celebrating diversity	Identifying arguments and critically analysing them Communicating appropriately in complex interactions	1,2,4,5,7
14	The Future: Lexis: humanity's next chapter Grammar: future forms and modality Presentation tutorials	Expressing caution, speculation, and uncertainty in writing Listening actively and interactively	1,2,3,6,7
15	Presentation Assessments	Summative assessment	1,2,3,4,5,6,7
16	Presentation Assessments	Summative assessment	1,2,3,4,5,6,7

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 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 and debates
- Quizzes

- In-class research activities
- Role plays and simulations
- Reflective exercises
- Practice exercises for writing, lexis and grammar

Formative and Summative Assessment Strategies:

Formative Assessments:

Each session, students will produce language and receive formative feedback from the lecturer and their peers. Student lead plenary sessions will conclude each session. Students will then use this to reflect upon their strengths and areas for improvement in preparation for their summative presentations.

There will be an informal quiz held mid-semester to help prepare students for the type of knowledge and skills that will be required for the final exam, not invigilated.

Finally, presentation tutorials will be held the session before summative assessments for further support.

Formative assessments are used as practice and are useful experience as preparation for summative assessments. They do not contribute towards the final grade.

Summative Assessments:

Assessment 1: Participation (20%)

Students will be assessed on their participation during the module. This is linked to not only their oral contributions and answers to questions and participation in class plenaries and debates, but also their organization, attitude, interaction and teamwork, and OELS values as per the marking criteria available.

Participation marking criteria are available.

Assessment 2: Oral Presentation (50%)

Students will deliver a presentation in groups of two to four people. The presentation will be related to themes from the module, chosen by the students, but approved by the lecturer.

Slides must be sent to the lecturer the day before the presentation by 5pm.

Presenting groups will be allocated to either session 15 or session 16.

Duration: Approximately 3 minutes per student i.e. a presentation for a group of three will last for approx. 9 minutes (+/- 2 mins).

Presentation marking criteria are available.

Assessment 3: Co-Created Assessment (20%)

Students will devise an assessment with guidance from the lecturer. Teamwork devised suggestions will be discussed and an assessment brief finalised democratically in session 8 with a view to scheduling the assessment itself within the time-frame of the module.

Duration: Maximum 60 minutes.

Resit: Individual Recorded Presentation (100%)

Recorded individual presentation. Resit students will submit a recorded individual presentation either reusing the topic of the group presentation or a new topic approved by the lecturer.

Duration: Approximately 3 minutes.

Presentation marking criteria are available.

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation Needed? Y/N	Duration if exam	Weighting	LOs
Ongoing: Sessions 1-14	Participation	Participation throughout the course	N	n/a	20%	7
Sessions 15 and 16	Oral Presentation	Group presentation, approximately 3 minutes per student	N	n/a	60%	1,2,3,4,7
TBC	Co-Created Assessment	TBC	N	TBC	20%	1,2,3,4,6
TBA	Resit	Individual recorded presentation, approximately 3 minutes	N	n/a	100%	1,2,3,4,7

Feedback Strategies:

Students will receive formative feedback regularly via brief student lead plenaries delivered every session.

Students will receive further formative feedback through the mid-semester informal quiz and presentation.

Students will also have group presentation tutorials, where they will receive feedback on their preparation and support with questions for the summative assessment.

Finally, students will receive informal feedback when they ask questions during class.

Reading List:

Cottrell, S. (2022) *The Study Skills Handbook*. London: Bloomsbury Academic.

Espinosa, T., McNair, A. and Walsh, C. (2012) *Language for study: Level 2*. Cambridge: Cambridge University Press.

Fletcher, C. (2012) *Skills for study: Level 2*. Cambridge: Cambridge University Press.

Hird, J. et al. (2015) *Oxford EAP: A course in English for academic purposes*. United Kingdom: Oxford University Press.

Oxford University Press (2023) *Oxford Learner's dictionaries | find definitions, translations, and ...* Available at: <https://www.oxfordlearnersdictionaries.com/> (Accessed: 11 December 2023).

Prerequisite:

1. B1 (CEFR) level of English

Module Handbook

Module title: Business English and Professional Writing

Lecturer's name: Ms Valentina Vlasova

Email address: vlasova@omnesintervenant.com

Contact hours: 18 hours

Assessment hours: Formative Assessment: JD, CV and Cover letter submissions in Session 4 and formative quiz in session 8

Summative assessments: in-class participation (on-going), summative quiz (25 min) and a business report (1100 words)

Independent study hours expected: 36 hours

ECTS credits: 3 ECTS

Programme level: Level 5 = Year 2 Undergraduate

Prerequisites: CEFR B1, pre-intermediate level of English

Aims:

This module will develop students' communicative competence in Business English and Professional Writing, across a range of professional contexts, with a focus on functional language. It will equip students with the language knowledge, language skills, and confidence they need to succeed in their future careers and let them practice main writing skills needed in the workplace.

Learning Outcomes (LOs):

Knowledge

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

1. An extended repertoire of vocabulary language structures for Business English with a nuanced understanding of meaning and usage.

Skills

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

2. Understand complex written texts from familiar fields, extracting information, ideas and opinions, and understand complex texts from unfamiliar fields with dictionary assistance;
3. Produce clear, cohesive written texts in appropriate style and with detailed descriptions of visual data;

4. Write professional business emails and reports;
5. Understand tone and use diplomacy in writing.

Values

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

6. Upholding academic integrity and OELS values.

Syllabus Content:

Sessions	Topic/Knowledge	Skills	LOs
<i>Session 1</i>	Introduction to the Module, Handbook, Assessments and Marking Criteria, getting to know each other ice-breakers; small talk practice, saying the right thing	-Introducing yourself in a professional manner -Making small talk	1, 6
<i>Session 2</i>	Applying for an Internship	-Building vocabulary skills with extended practice on lexis that can be used in internship advertisements, CVs and cover letters -Practising listening skills through a listening exercise -Practicing speaking and discussion skills based on ideas from a text -Discussing CV requirements	1, 6
<i>Session 3</i>	CV Writing	-Discussing effective ways of drafting a CV -Improving vocabulary through exercises and practice -Drafting CVs for an internship	1, 2, 4, 6
<i>Session 4</i>	Cover Letter Writing (Formative Assessment)	-Discussing the structure of a cover letter -Writing cover letters to match the CV and a chosen job description	1, 2, 4, 6
<i>Session 5</i>	Professional email writing	-Structure of an email -Main types of emails	1, 2, 4, 6
<i>Session 6</i>	Maintaining a diplomatic tone in writing	-Style and tone in professional writing -Dealing with angry emails and delivering bad news	1, 2, 4, 5, 6
<i>Session 7</i>	Dealing with disagreements and drafting diplomatic responses	-Responding to emails -Email etiquette	1, 2, 4, 5, 6

<i>Session 8</i>	Writing Reports Formative Quiz	-Key features of a business report -Vocabulary practice -Formative quiz	1, 2, 3, 4, 6
<i>Session 9</i>	Selecting a business topic/case study for report writing	-Working with a case study -Selecting reading for a business topic	1, 2, 4
<i>Session 10</i>	Understanding bar and pie charts	-Practice listening skills through listening to a lecture and completing vocabulary and comprehension exercises -Understanding charts and describing visual data - Group work	1, 2, 3, 4, 6
<i>Session 11</i>	Preparing and reading for a report Drafting and editing a report	-Active reading strategies -Drafting, editing and proofreading	1-4, 6
<i>Session 12</i>	Preparing for summative submissions Peer review and feedback	-Peer review and feedback	1-6

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 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*
- *Case Studies*
- *In-class research activities*
- *Independent research activities*
- *Role plays and simulations*
- *Reflective exercises*
- *Practice exercises for professional writing*
- *Group work and pair work*

Formative and Summative Assessment Strategies:

Formative Assessments:

The following formative assessments will be used on the course:

Session 4 – JD, CV and cover letter submission

Session 8 – Formative quiz

Students will also receive formative feedback on their report drafts as needed.

Summative Assessments:

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation Needed? Y/N	Duration if exam	Weighting	LOs
<i>Session 1-12</i>	<i>In-class participation</i>	<p>Students will be assessed on their participation during the module. This is linked to not only their oral contributions and answers to questions and participation in class discussions, but also their organisation, completing homework assignments, attitude, interaction and teamwork, and OELS values as per the marking criteria available.</p> <p>Participation marking criteria will be used: organization, attitude, interaction and teamwork and OELS values.</p>	N	<i>N/A</i>	<i>20%</i>	1-6
<i>TBC (week of Session 12)</i>	<i>Quiz</i>	<p>Students will take an online BoostCamp quiz on the language skills, lexis, grammar, syntax, tone and style covered during the course. It will contain multiple choice, and short answer questions.</p> <p>Duration: 20 minutes.</p>	N	<i>N/A</i>	<i>30%</i>	1-6
<i>TBC (week of Session 12)</i>	<i>Business Report</i>	<p>Students will need to conduct reading to draft a business report based on one of chosen problem-based scenarios/case-studies.</p>	N	<i>N/A</i>	<i>50%</i>	1-6

		The word count for the report is 1100 words excluding references. Marking criteria is available and includes the following criteria: language, coherence and cohesion, knowledge and analysis and research and referencing.				
Resit Information	<i>Boostcamp quiz</i>	Students will take an online BoostCamp quiz on the language skills, lexis, grammar, syntax, tone and style covered during the course. It will contain multiple choice, short answer questions and paragraph writing.	N	60 mins	100% (replaces the final module grade)	All as far as possible

Feedback Strategies:

Students will receive formative feedback regularly via brief student-led plenaries delivered every session.

Students will receive further formative feedback through the practice quiz formative CV and cover letter submissions on their writing skills.

Finally, students will receive informal feedback when they ask questions during class.

Reading Lists:

Mackey, D. and McGraw-Hill Higher Education (2007). *Send Me A Message Student*. McGrawHill.

Mascull, B. (2018) *Business vocabulary in use*. Intermediate. Cambridge: Cambridge University Press.

Oxford University Press (2023) Oxford Learner's Dictionaries. Available at: <https://www.oxfordlearnersdictionaries.com/> (Accessed: 11 December 2023).

Whitmell, C. (2014) *Business Writing Essentials*.

Recommended Reading - Professional Journals and Magazines

- British Council - Business Magazine <https://learnenglish.britishcouncil.org/business-english/business-magazine>
- Financial Times <https://www.ft.com/>
- Forbes <https://www.forbes.com/>
- Harvard Business Review <https://hbr.org/magazine>
- Entrepreneur <https://www.entrepreneur.com/>

- Wired <https://www.wired.com/>

Prerequisite:

B1 CEFR level of English

Module Handbook

Module title: Public Speaking Success

Lecturer's name: Zacchary Falconer-Barfield

Email Address: zfalconer-barfield@omnesintervenant.com

Contact hours: 12 hours

Assessment Hours: 1.5 hours in the final class.

Independent study hours expected: 24 hours

ECTS credits: 2 ECTS

Programme level: Level 5 = Year 2 Undergraduate

Prerequisites: None

Aims:

This module aims to introduce basic concepts of public speaking and presentations and equip the students with the appropriate skills to make effective speeches and presentations. The students will learn to overcome their apprehensions towards speaking in public, especially using English as a mode of oral communication, and therefore become more confident and effective public speakers and presenters. This will contribute to their future employability and how they engage with various business communities, increasing their abilities as a global citizen in an ethical manner.

Learning Outcomes (LOs):

Upon successful completion of this module the students will be able to –

Knowledge

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

1. Express a variety of delivery skills such as vocal performance and body language to engage the audience and enhance the presentation

Skills

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

2. Exhibit control of anxiety and speak confidently in front of an audience
3. Deliver an appropriate and prepared speech

Values

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

4. Recognising the importance of Communication in their future Career.

Syllabus Content:

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

Sessions	Topic/Knowledge	Skills	LOs
1	Introduction to Public Speaking: Goals & Benefits of Public Speaking; Explain the context of speech and how it can create change	Identifying the core principles of Public Speaking	1,3
2	Combating Anxiety & Building Confidence: Introducing Techniques and Mental frameworks to deal with Anxiety & Confidence	Increasing Confidence Dealing with Anxiety	1
3	1 st Pillar: The Body: Understanding Non-Verbal Communication & Using it in Speeches	Understanding & using Body Lang & Impact on Communication	2
4	2 nd Pillar: Voice & Emotion: Understanding the Human Voice and Emotions – Using them in Speeches	Understanding & using our Voice and Emotions and their impact on Communication	2
5	Working on Camera – Developing the speaking skills on Camera & practicing speaking.	Understanding & using the benefits of practice and the developing the skills from lesson 3 & 4	2,3
6	Organising & Structure: Understanding the basics of how to organize and structure your speech/presentation	Developing the skills of structuring and organising presentations & speeches	1
7	Problem Solving - Understanding & preparation for problems that may occur. Word & Speech Games	Identifying and dealing with problems. And practicing the skills by doing word & Speech games.	1,2
8	Final Presentations: Students Deliver their Summative Assessment	All the Skills previously highlighted coming together	1,2,3

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 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
- Role plays and simulations
- Practice exercises for speaking & presentations
- Interactive Exercises
- Games that highlight learning outcomes

Formative and Summative Assessment Strategies:

Formative Assessments:

The students will be given opportunities mostly as individuals but occasionally in groups to speak, present and perform exercises in almost every class. This will give the opportunity for individual and group feedback.

There will be also opportunity for class discussions about the essential elements during the classes

Students will also be encouraged to submit an outline of their final presentation for some constructive feedback.

Summative Assessments:

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

Participation and Engagement: The Students will be assessed on their ability to contribute and perform the in-class exercises. As there will be several role-plays and active speech-based exercises to aid in their development. Each exercise will be noted & graded and an average score given at the end. Participation will be assessed by the OELS criteria.

Final Presentation: A 3 minute in-person speech **without visual aides**. It will be delivered in front of the class. It will demonstrate the student's ability to develop and appropriate prepared speech and confidently use their voice and body to engage with an audience. This will be assessed by my criteria, which is listed on BoostCamp for the course.

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilator Needed Y/N	Duration if Exam	Weighting	LOs

Ongoing after session 1	Participation & Engagement	Students will be assessed on their ability to contribute and perform their exercises.	N	Ongoing	40%	1,2
8	Final Presentation	3 min In Person Speech without visual aides	N	3 min per student	60%	1,2,3
Resit	Resit	3 min Video Presentation dealing with one aspect of what you have been taught during the semester	N	3-4min video	100% Replacing final	1,2,3

Feedback Strategies:

The students will be given verbal feedback as individuals, in groups and as a class depending on the task and situation involved. The Final Assessment the student will be given individual verbal feedback on their presentation if they wish it and a written assessment will be given within 3 weeks of the end of the course.

Reading Lists:

Recommended Reading –

Anderson, C. (2018). *TED talks : the official TED guide to public speaking*. London Nicholas Brealey Publishing.

Berne, E. (2001). *What do you say after you say hello? : the psychology of human destiny*. London: Corgi Books.

Carnegie, D. (2017). *How to develop self-confidence & influence people by public speaking*. New York: Gallery Books, An Imprint Of Simon & Schuster, Inc.

Carnegie, D. (2018). *How To Win Friends And Influence People*. Toronto: Harpercollins Canada.

Ekman, P. (2004). *Emotions revealed : understanding faces and feelings*. London: Weidenfeld & Nicolson, An Imprint Of Orion Books.

Gleitman, H., Fridlund, A.J. and Reisberg, D. (2000). *Basic psychology*. New York W.W. Norton.

Lopata, A. and Roper, P. (2011). -- *And Death Came Third! : The Definitive Guide To Networking And Speaking In Public*. St Albans: Ecademy.

Nihill, D. (2016). *Do You Talk Funny?*. Benbella Books, Inc.

Sharp, D. (1987). *Personality types : Jung's model of typology*. Toronto, Canada: Inner City Books.

Ted.com. (2019). *TED: Ideas worth spreading*. [online] Available at: <http://TED.com>.

Students will be expected to have watched the top 3 TED.com speeches

Prerequisite:

The students have no prerequisites for this module.