OMNES
EDUCATION
LONDON SCHOOL

PROGRAMME DESCRIPTION & MODULE HANDBOOKS

YEAR 3
INTERNATIONAL BUSINESS

LONDON

Programme Description

Name of the programme: Y3 International Business

Key information:

Dates: 5 September to 6 December 2024 (exams included)

Duration: 13 weeks (holidays: 26 October to 3 November 2024)

Level: Level 6 (Undergraduate Year 3)

Total number of teaching hours: 180

ECTS: 30

Prerequisites: Completion of Level 5/Undergraduate Year 2 of Business studies

Pathways: Finance / Marketing

Examination Board Date: 25 January 2025*

Resit Exams Dates: 26 February to 1 March 2025 (online)*

Resit Examination Board Date: 20 March 2025*

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

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Programme Lead Name: Zacchary Falconer-Barfield

Programme Advisor Name, Title and Institution: Elodie Anderson, Programme Director, INSEEC BBA France

Aims of the Programme:

This semester, Year 3 Undergraduate students will focus on International Business, primarily on developing the student abilities to provide in-depth work and lead with advanced tools and techniques in a multinational business or international start-up. It will provide an advanced level in business and management principles from a British and international perspective, as well as analysing and evaluating contemporary issues related to internationalisation and globalisation.

Programme Benefits:

This programme offers students:

- Employability skills - students learn about and develop a wide range of skills that employers value, such as teamwork, communication, critical and creative thinking, intellectual curiosity, and project management.

- A strong focus on management and entrepreneurship, including sustainability and soft skills - students are required to critically reflect and perform on financial diagnostics, branding, innovation, strategy, and ethics.

- An in-depth study of international relations and international media to critically apply this knowledge into a constantly changing world.

- A distinctive broad curriculum and the opportunity to choose between Finance or Marketing.

- Experiential, experimental and collaborative learning through a variety of appropriate modules.

- Students will demonstrate their analytical and implementation skills by working on a start-up project in the UK and being continually challenged by seasoned international professionals.

- 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 broad and in-depth knowledge of current theory and techniques of the major business disciplines.

Skills
By the end of this programme, students will be able to:
2. Exhibit examples of leadership and teamwork skills for business decision making, including the consideration of ethical and sustainability implications for businesses.
3. Demonstrate the ability to effectively communicate complex ideas orally and in writing by engaging in challenging discussion, debates, and presentations.
4. Apply critical thinking skills in a broad range of areas.
5. Engage with and critique different global perspectives and in particular the UK ones.

Values
By the end of this programme, students will have demonstrated a commitment to:
6. Recognising, respecting, and applying the five values of OELS.

Programme Structure:

ACADEMIC PROGRAMME *(subject to change)*	Pathways*	Hours	ECTS
Finance			
Financial Diagnostics		18	3
Introduction to International Finance*	*Finance	24	4
Marketing			
International Marketing & Brand Management		18	3
Event Management*	*Marketing	24	4
Management			
Business Ethics & Corporate Strategy		12	2
International Project Management		12	2
Business & Sustainability		12	2
Entrepreneurship & Innovation			
Tech City 4.0: VR & Immersive Technology		12	2
Future Focus & Business Innovation: Challenge Week		12	1
Advanced Excel for Business		12	2
Geopolitics			
Geopolitics & International Relations		12	2
International Media Review		12	2
Language & Communication			
Advanced Intercultural Communication		18	3
Public Speaking & Key Soft Skills		12	2
Masterclasses & Visits *(depending on availability)*			
Optional English Support		12	0
Guest Speaker(s)		TBC	-

Programme Pathways: 2 pathways:

- Finance
- Marketing

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 apply serious critical and creative thinking in order to drive their own learning journey, spending time in independent study and immersing themselves in each subject via articles, books, podcasts, videos and other materials.

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Module Handbook

Module title:	Financial Diagnostic
Lecturer's name:	Joe Ponsonby 15h + Mike Abeyta 3h
Email address:	jponsonby@omnesintervenant.com
Contact hours:	18 hours
Independent study hours expected: 36 hours	
ECTS credits:	3 ECTS
Programme level:	Level 6 = Year 3 Undergraduate
Prerequisites:	Basic knowledge of fundamentals in finance and accounting

Aims:

This module aims to equip students with key finance concepts that will help them build a solid foundation for more advanced issues during their studies. In addition, students will analyze stock-market listed companies using the fundamental accounting and financial ratios that institutional investors utilize as part of their analysis of valuation of these companies. In addition, students will be able to understand how large enterprises operate, and their connection with - and relevance to - the broader financial markets. Students will also undertake a macroeconomic analysis of major economies as relevant to the investment decision.

Learning Outcomes (LOs)

Knowledge

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

1. Interpret and analyse financial statements including consolidation rules.

Skills

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

2. Understand and utilize the basic fundamentals of finance (inflation, yield, risk / return and 'Time Value of Money') with associated calculations to measure and utilize these fundamental concepts.

3. Utilise the key accounting and financial ratios and calculate profitability as well as basic Balance Sheet ratios of the MNC. Utilise the analysis to make recommendations on the MNC's share price.

Syllabus Content:

Sessions	Topic/Knowledge	Skills	LOs
Session 1 JP	Overview of financial analysis and financial diagnosis Fundamentals of finance	Conceptual & critical thinking skills	1, 2
Session 2 JP	Leverage: economic and financial profitability Consolidation rules and analysis of group accounts	Conceptual & critical thinking skills Research and analytical skills Communication and Presentation Skills	1
Session 3, 4 MA	Case study of a company in difficulty	Conceptual & critical thinking skills.	3, 4
Sessions 5,6,7 JP	Balance Sheet ratios – perspective from the banker. Key ratios for financial analysis Introduction to business valuation including the DCF	Conceptual & critical thinking skills Research of selected country in groups and explanation of findings by the group to the class	3
Session 8 JP	MNC presentations – required analysis and ratios	Communication & presentation skills Conceptual and critical thinking skills	3
Session 9, 10 JP	MNC presentations and recommendations	Communication & presentation skills	ALL
Session 11 JP	Recommendations to investors on share price	Conceptual and critical thinking skills	4
Session 12 JP	Revision topics for final exam	Critical thinking skills	ALL

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
- In-class research activities
- Independent research activities

- Group presentations

Formative and Summative Assessment Strategies:

Formative Assessments:

Group presentations: Students will form groups of maximum 4 students. Each group will be asked to present an overview of their selected topic. This presentation will be made to the lecturer and other students with Q&A by students and by the Lecturer.

Interactive discussions in class: throughout the module the students will be providing individual feedback and feedback through collaboration on live questions asked by the lecturer to the whole class on each topic throughout the module. Part of this exercise is to enable the lecturer to assess on a dynamic basis the level of understanding across the student body and to fill in gaps of knowledge and understanding where relevant.

Summative Assessments:

Presentation: group presentations and individual recommendations.

Final Exam: Students will be required to complete a 90-minute online exam, which will be invigilated by OELS.

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation Needed? Y/N	Duration if exam	Weighting	LOs
All	Participation		N		10%	ALL
3,4	Case Study	Short Group presentation analysing a company.	N		20%	1,2
After final session	Final exam	PC Lab	Y	1.5 hours	70%	ALL
Resit information	Resit exam	Boostcamp	N	1.0 hours	100% (replaces the final module grade)	ALL

Feedback Strategies:

Students will receive regular feedback in class from classroom activities, including group discussions. This feedback will be provided by the lecturer.

Group Presentation: Students receive verbal feedback from the lecturer after their presentations.

Final Exam: In-class revision and Q&A on topics for the final exam.

Reading Lists:

Melicher R,, Norton E. (2020), *Introduction to Finance: Markets, Investments and Financial Management*. Hoboken, NJ: Wiley Publishing.

Mark Levinson (2018), *The Economist Guide To Financial Markets 7th Edition: Why they exist and how they work.*

David McWilliams Blog. https://davidmcwilliams.webflow.io/

Various blogs, You Tube and media will be suggested for revision topics.

Prerequisite:

<u>Recommended</u>

Understand the format and objective of Financial Statements (Profit & Loss; Balance Sheet).

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Module Handbook

Module title: International Marketing & Brand Management – FINANCE
Lecturer's name: Caline Anouti
Email address: canouti@omnesintervenant.com
Contact hours: 18 hours
Assessment hours: In class test: *Monday 14th of October 2024 in class for the in-class test*
Report: Thursday 5th of December 2024
Independent study hours expected: *36 hours*
ECTS credits: *3*
Programme level: Level 6 = Final Year
Prerequisites: *N/A*

Aims:

The aim of this module is to provide a fundamental understanding of the philosophy and concepts of marketing and a recognition of the importance of marketing in business. Furthermore, the module aims to identify discuss and apply the principal concepts and techniques of marketing from an international perspective. It will also explore the theory and practice of branding in the context of contemporary lifestyle businesses and provide students with the brand management to develop and communicate new and sustainable propositions to businesses and consumers.

Learning Outcomes (LOs):

Knowledge

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

1. Demonstrate an understanding of the key concepts of the marketing mix and to critically evaluate the commercial position and strength of a proposition within international perspective.

2. Understand and apply the theories of branding to contemporary businesses.

Skills

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

3. Evaluate the role of macro and micro environmental influences and competitive forces on the international business.
4. Apply branding tools to creatively develop innovative solutions to a new brand proposition.

Values

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

5. Apply given tools/methods accurately to a well-defined problem. Begin to appreciate the complexity of the issues and apply creative solutions to the marketing problem.

Syllabus Content:

Sessions	Topic/Knowledge	Skills	LOs
Session 1	Introduction to the module What is Marketing?	Definitions and purpose The fashion consumer Marketing mix overview	*1,2*
Session 2	Marketing Environment	Macro PEST Micro internal Market competition SWOT/ Ansoff	*1-3*
Session 3	The Marketing Planning Process	Company Objectives Mission Statements Sostac	*1-2*
Session 4	Consumer Behaviour & Research	Consumer Characteristics Consumer Choice Consumer Satisfaction Pen portraits and Questionnaire Design	*1-4*
Session 5	Segmentation, Targeting and Positioning (STP)	Segment markets / consumers Targeting strategies Positioning and perceptual maps	*1-3-5*
Session 6 *14/10/24*	In-class test	In-class test	*1-5*
Guest Lecture *18/10/24*	*The latest developments in artificial intelligence and their implications for brands and marketing communications.* 1. The drivers of AI adoption in marketing	Following the lecture, students should have: Greater confidence in articulating some of the issues confronting brands in terms of ethics, creative strategy and business transformation in a world of AI.	*2-3*

	2. AI vs authenticity in the representation of brands 3. Ethical considerations in the use of AI 4. Creativity and generative AI 5. Impact on business models and employment	The ability to better assess the risks and benefits of AI adoption for brands. A vision of the way in which this new technology is likely to shape the industry and wider society.	
Session 7	Branding and Products	Products versus brands Competitive Strength of brands Product Life Cycle (PLC) Branding as a marketing tool	*2-3-5*
Session 8	What is Brand identity & image?	Brand personality Visual brand identity The role of Design	*2-3-5*
Session 9	Brand Extension	Brand concept vs design concept	
Session 10	Place and Price	Retail: Physical, online, multichannel Pricing strategies	*2-4-5*
Session 11	Promotion	Communication Theory Marketing promotion tools New media	*3-4-5*
Session 12	Tutorials	tutorials	*1-4*

Teaching and Learning Strategies:

Delivery of this module is through a series of lectures and 1-1 tutorials and seminars locating case studies and existing brand management strategies.

Formative feedback is provided throughout the module centred on the development of the skills required for the assessments. knowledge is transferred through lectures with tutorial support embedding the deep learning.

Teaching and Learning Strategies include:

- *Classroom discussions*
- *Case studies*
- *Independent research activities*

Formative and Summative Assessment Strategies:

Formative Assessments:

Student will have the opportunity to discuss their work in session 9 with the lecturer and will get verbal feedback and direction on how to take their project forward.

Summative Assessments:

Part 1: In class test (30% of the overall grade)

Part 2: Individual 1500-word report (70% of the overall grade)

International Marketing & Brand Management Project

Assignment 1: Individual: 30% of module mark

The In-Class Test will comprise a series of questions that will enable you to show what you have learned *so far* in the module. The questions will require short answers, rather than essays. The time allowed will be 50 minutes. You will hand-in your answers at that time for marking by tutors.

Assignment 2: Individual Assignment: 70% of module mark

This report will be 1500 words (10% allowance either side) and the brief is as below. This assignment will enable you to show your learning and understanding from the whole module, and your ability to apply theory to a particular scenario.

Report Assignment 2 Brief: Brand Marketing Plan

You are asked to specifically assess the viability of creating a sub-brand or brand extension. This should enhance your brand's portfolio and attract a new income stream from both existing and potential customers.

As part of your report, you are required to outline the proposed development of this sub-brand/extension to market; identifying and justifying the opportunity to exploit by applying appropriate marketing/branding models and tools.

You are asked to support the new idea by a 'Brand marketing Plan' to support your development.

You could consider the following points within your Brand Marketing Plan

- Executive Summary
- Introduction
- The current brand (Brand Overview, Personality, Identity, Image, Essence)
- Market Research (The current Market)
- Market Environment (Macro and Micro Environment)
- Rationale for sub-brand/ brand extension
- The proposed sub brand / Extension
- The Marketing Plan for the proposed extension
    - Aims,
    - objectives,
    - 4P's,
    - STP including pen portrait (current /new consumer the brand is targeting)
    - Positioning (current/ new?)
- Conclude with a SWOT on why your extension / sub-brand is viable.

You must include a bibliography in Harvard Referencing style, which clearly shows all your research sources. You must also reference these sources in the text where appropriate, again, according to Harvard style of Referencing.

Note: this brief will be explained and discussed in class in more detail during the module

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation Needed? Y/N	Duration if exam	Weighting	LOs
Session 6	*In class test*	*Individual in class test*	N	*50 min*	*30%*	1,2,5
5th of December 2024	*Individual report 1500 words*	*Individual report 1500 words*	*N*		*70%*	*3-4-5*
	Resit	*Recorded Video (individual) Presentation 15 minutes*	*N*	*15 min*	*100*	*1-2-3-4*

Feedback Strategies:

Feedback will be received in a written format for the summative assessments and verbally in class for the formative assessments.

Reading Lists:

- Brassington, F. & Petitt, S. (2006), Principles of Marketing, 4th Ed., England, Prentice Hall
- Dahlen, lange & Smith (2010) Marketing communications. John Wiley & sons.
- Easey, M. (2009), Fashion Marketing, 3rd Ed. Oxford: Wiley-Blackwell
- Jackson, T. & Shaw, D. (2009), MasteringFashion Marketing: Palgrave
- Kapferer, J-N (2008) The New Strategic Brand Management. 4th Ed. Kogan Page

- Kotler, P. & Armstrong, G. (2010), Principles of Marketing, 13th Ed. Upper Saddle River, NJ: Prentice Hall
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Prerequisite:

N/A

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Module Handbook

Module title: International Marketing & Brand Management – MARKETING
Lecturer's name: Caline Anouti
Email address: canouti@omnesintervenant.com
Contact hours: 18 hours
Assessment hours: In class test: *Monday 14ᵗʰ of October 2024 in class for the in-class test*
Report: Thursday 5ᵗʰ of December 2024
Independent study hours expected: *36 hours*
ECTS credits: *3*
Programme level: Level 6 = Final Year
Prerequisites: *N/A*

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Assignment 2: Individual Assignment: 70% of module mark

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- Kotler, P. & Armstrong, G. (2010), Principles of Marketing, 13th Ed. Upper Saddle River, NJ: Prentice Hall
- Posner, H. (2011) Marketing Fashion, Laurence King Publishing Ltd.

Prerequisite:

N/A

Module Handbook

Module title: Event Management
Lecturer's name: Beverley Hill
Email address: behill@omnesintervenant.com
Contact hours: 24 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: 4 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 and 2	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 Create sample models and complete tabletop exercise in groups	1
Session 3	Creation of an event company (in groups max size 4 students) and external stakeholder analysis	Explain choice of Logo, team name and concept of event, apply stakeholder analysis techniques	1 2, and 3
Session 4	Defining functional roles Internal stakeholder analysis	Using stakeholder analysis exercise create students own stakeholder internal stakeholder analysis and define roles and responsibilities.	1 and 3
Session 5	Feasibility study	Case study and application of theory to students own proposed event	1 and 2
Session 6	Impact analysis	Create an Impacts board for student's specific event and identify the responsibilities by functional area	1, 2 ,3 and 4
Session 7	The tools for event management part 1	Explain the use of event management tools and how they will be used in the student's own event	2,3
Session 8	The tools for event management part 2	Explain the use of event management tools and how they will be used in the student's own event	2,3
Session 9	Sustainability benchmarks for event management	Create a sustainability road map relevant to student's chosen event and define roles of each group member in trying to attain the goals identified	2 and 4
Session 10	Risk assessment	Observation exercise identifying risks and discussing workable solutions, create a risk analysis matrix	1,2,3 and 4

Session 11	Legislation for event management today	Case study, impacts of covid and recent legislation on the events industry Define specific legislation pertinent to students own event	2 and 4
Session 12	Licenses and permissions for events	Describe the specific licenses appropriate for the student's own event	1 and 4
Session 13	Public relations, Social, Digital Print and Broadcast Media solutions	Identify the most suitable media channels and systems of PR for student's own event. Prepare a sample press release	2 and 3
Session 14	Venue Planning, Accreditation and HR	Create a venue plan, and staffing requirements Define the choice of Accreditation system chosen for the student's event.	1,2 3, and 4
Session 15	Seminar session with groups prior to presentation	Finalize and clarify roles of group members for presentation and complete written sections of the group portfolio	1,2,3 and 4
Session 16	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

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 catagorise 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)invi

- 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:

  I) 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 to create a coherent portfolio showing all the processes and tools used.

- Individual evaluation of the student's role on the project (to be submitted one week after final presentation) Each student should be able to write about the tools and processes they had to use to be able to contribute to their group event, they should also be able to reflect on their group dynamic and what skills they gained from this process.

Assessment schedule	Name of assessment	Format of assessment	Contribution to final grade	LOs
Session 8	End of Course	Presentation of event by group of up to 4 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)	40%	1,2 and 4
Post Session 8 +1 Week	1 Week after presentation	Individual Essay up to 1,000 words, evaluation 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.	40%	1,2 and 4
Participation		Students will be assessed on their ability to contribute and collaborate within their groups and within the class throughout the course.	20%	3
Resit Information		Online questions to reflect the work covered during the course and students own experience and	100% (replaces the	1,2 and 4

		how they utilised the various tools and models. Including a "what if " exercise which will requires a solution. Maximum number of 1,000 words. Time allowed 60 Minutes	final module grade)	

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.

- Masternann. G. (2019) Strategic Sports Event Management. Routledge, Taylor and Frances Ltd UK

- Van de Wagen L and White L. (2018) Event management for tourism, cultural,business and sporting events. Cengage, Australia.

- 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.

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: Business Ethics & Corporate Strategy

Lecturer's name: Dr. Kit Barton
Email address: kbarton@omnesintervenant.com
Contact hours: 12
Assessment hours: 1.5 hours in Session 8
Independent study hours expected: 24 hours
ECTS credits: 2 ECTS
Programme level: Level 6
Prerequisites: None

Aims:

This module introduces you to the ethical issues underlying corporate strategy. The module will provide you with the critical thinking and decision-making skills that are necessary for successful business leadership and are also demanded by future employers. You will learn about key ethical frameworks for understanding current corporate strategy. You will also explore the concept of corporate social responsibility and critically evaluate the various roles that business can adopt in diverse international, globalized contexts. You will collaborate with other students to engage in organized debates that will acquaint you with multiple perspectives on key issues, such as corporate governance, employee rights, consumer protection and environmental preservation.

Learning Outcomes (LOs):

Skills

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

1. By the end of this module student will be able to: collaborate and build in-class networks to solve organisational and managerial challenges in complex settings, while enhancing personal professional development
2. By the end of this module students will be able to: critique and synthesize theories, concepts and facts from management theory and leadership studies relevant to organizational tasks and challenges

Syllabus Content:

Session 1	Introduction to ethical aspects of corporate strategy	Communication & listening skills	1&2
Session 2	Utilitarianism	Critical reading skills	1
Session 3	Rights-Based Theory	Critical reading skills	1
Session 4	Practice Class Debate	Collaboration & networking skills	1&2
Session 5	Stakeholders	Communication & listening skills	1
Session 6	Global Situation	Conceptual & critical thinking skills	1
Session 7	Review & Debate Preparation	Conceptual & critical thinking skills	1
Session 8	Oral Exam	Conceptual & critical thinking 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:

Practice Class Debate: Students will be asked to present an ethical justification for a specific corporate strategy decision. This presentation will be made to the lecturer and other students

Summative Assessment:

Oral Exam: Students must critique and synthesize theories, concepts and facts from the module to interact with case studies. This assessment will show understanding of relevant ideas from the class and their ability to collaborate with others to achieve solutions to specific ethical challenges. This will provide evidence of engagement with LO's 1 & 2, providing an application of their knowledge of relevant theories from the course, especially in the form of a critical assessment of the case and a reflection their professional development. The OELS marking criteria for presentations will be applied.

Assessment Schedule	Name of assessment	Format of assessment	Contribution to final grade	LOs
Session 4	Individual Presentation in Practice Debate	3-4 minute presentation	Formative Assessment	1 & 2
Session 8	Oral Exam	5-10 minute oral exam	100%	1 & 2
Resit Information	Individual Case Study	Recorded Video (5 minutes) and Individual Written Statement	100% (replaces the final module grade)	1 & 2

Feedback Strategies:

Feedback Strategies:

Students will receive regular feedback in class from classroom activities, including workshops, seminars, simulations and small group discussions. This feedback will be provided by the lecturer and from fellow students.

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

Oral Examination: Students will receive direct oral and feedback from the lecturer. Students may also choose to receive supplementary written version of the above feedback.

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 individual an oral argument in relation to a case study provided. They will accompany this with an Individual Written Statement (as described above.)

Reading Lists:

- Crane, A., Matten, D., Glozer, S. and Spence, L. (2019). *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization.* 5th ed. Oxford: Oxford University Press.

- Carr, Albert (1968) "Is Business Bluffing Ethical?". Harvard Business Review. 46(1): 143-146.

- Donaldson, T. (1989). *The Ethics of International Business.* Oxford University Press, USA.

Prerequisite:

None

Module Handbook

Module title: International Project Management
Lecturer's name: Aymeric Ballon
Email: aballon@omnesintervenant.com
Contact hours: 12 hours
Assessment hours: 1.5 hour for mid-term exam after session 4 to be invigilated by external invigilators +2 hour final exam during session 8
Independent study hours expected: 24 hours
ECTS credits: 2 ECTS
Program level: Level 6 = Year 3 Undergraduate
Prerequisites: Basic understanding of business management

Aims:

The aim of the International Project Management course is to equip participants with the knowledge, skills, and tools necessary to successfully plan, execute, and manage projects in a global context. This comprehensive program will provide participants with a deep understanding of project management principles, strategies, and best practices, while also emphasizing the unique challenges and opportunities that arise when dealing with international projects in collaborative environments.

The module will be divided into two separate sub-modules:

- Sub-Module A: **Project Management Fundamentals and Execution**
- Sub-Module B: **Human Behaviour and Collaboration in Project Management**

By organizing the course into two distinct sub-modules, students can develop a well-rounded understanding of both the tangible project management aspects and the vital human behavior and collaboration skills necessary for successfully navigating international projects. This approach provides a comprehensive learning experience, equipping students to excel in a global project management context and fostering effective leadership and teamwork in diverse project environments.

Learning Outcomes (LOs):

By the end of the course, students will (should) be able to:

Knowledge

LO 1: Understanding Project Management Fundamentals

Grasp the core principles of project management, including defining project scope, setting objectives, creating work breakdown structures, and developing project schedules. Learn about project management methodologies such as Agile, Waterfall, and Hybrid, and understand their applicability in

different international project contexts using appropriate project management tools and software to streamline project workflows and enhance productivity on a global scale.

LO 2: Project Execution and Risk Management

Students can monitor, assess, identify and mitigate risks in international project environments. Students should be able to develop risk management plans and navigate challenges specific to international projects.

Skills

LO 4: Develop Critical Thinking and Problem-Solving Abilities in a Cross-Cultural Context

Students should be equipped with a set of techniques to actively solve issues, prioritize and execute in an international environment.

LO 1: Understanding Project Management Fundamentals

This LO also falls under skills because students will learn how to use project management tools and software, which are practical skills.

LO 2: Project Execution and Risk Management

This LO also falls under skills because students will develop the ability to create risk management plans and handle challenges in international projects.

Values

LO 3: Cultural Sensitivity, Cross-Cultural Communication, and Collaborative Spirit

Develop cultural and social intelligence by emphasizing the significance of cultural differences in international projects. Students should learn how to navigate cultural barriers, employ effective communication strategies in a multicultural environment, and build effective cross-cultural teams. Students should also understand ethical considerations in international project management.

This categorization helps to align each learning outcome with the intended educational goals of the course, ensuring a balanced focus on acquiring knowledge, developing practical skills, and cultivating important values.

Syllabus Content:

Pre-session materials will be shared before sessions 2 to 7. Each of these sessions will prioritize 50% of interactive activities, enabling students to collaborate, work on practical exercises, and present their findings to promote dynamic learning and active participation. This approach aims to enhance students' understanding of international project management principles while fostering crucial teamwork and communication skills for real-world project success.

Sessions	Topic/Knowledge	Skills/In Class Activities	LOs

	Introduction to Project Management	Understand the fundamentals of project management and its relevance in an international context.	LO 1
Module A Session 1	Overview of project management principles and processes. Importance of project planning and execution in achieving project success. Understanding project scope, objectives, and deliverables.	Identify key challenges and opportunities in managing global projects. Recognize the impact of cultural dimensions on project management. Group discussions on the challenges of managing international projects and the cultural dimensions that impact project management. Encourage students to share their insights and experiences	
Module A Session 2	**Initiating International Projects** Defining project scope and objectives for global initiatives. Conducting feasibility studies and risk assessments in an international context.	Develop a project charter for international initiatives. Address legal, regulatory, and cultural considerations during project initiation. Identify stakeholders and their roles in international projects.	LO 1 + LO 2
Module A Session 3	**Project Planning and Execution Strategies** Creating a comprehensive project plan for international initiatives. Resource allocation, procurement, and financial management in a global context. Utilizing project management software tools for efficient execution.	Mock risk assessment exercise, where students identify potential risks for an international project and propose mitigation strategies. Analysis of case study involving financial challenges in international projects, followed by group discussions on possible solutions.	LO 2 + LO 4
Module A	**Monitoring and Controlling**	Implement the project plan on a global scale.	LO 2 + LO 4

Session 4	**International Projects** Establishing performance metrics and monitoring project progress. Managing changes, scope creep, and risks during project execution. Ensuring quality and compliance with international standards.	Monitor project progress and performance metrics. Manage changes and scope creep in an international context. In-class exercises on monitoring project progress and identifying potential challenges in executing international projects.	
Module B Session 5	**Cross-Cultural Communication and Leadership** Understanding cultural dimensions and their impact on project teams. Effective communication and collaboration strategies in a multicultural environment.	Role-playing activity, where students engage in cross-cultural communication scenarios and demonstrate effective communication strategies: Clarity, conciseness, active listening.	LO 3
Module B Session 6	**Conflict Resolution and Team Dynamics** Identifying and managing conflicts arising from cultural differences. Developing conflict resolution skills for multicultural project environments. Enhancing team dynamics and fostering a positive work culture.	Students will be presented with a case study that simulates a conflict arising from cultural differences within a multicultural project team. The case study will highlight various challenges that may arise, such as miscommunication, differing work styles, and conflicting perspectives.	LO 3
Module B Session 7	**Ethics, Sustainability, and Social Responsibility**	Debates or group discussions on ethical dilemmas and sustainable practices in the	LO 3

	Considering ethical implications in cross-border project management.	context of international project management.	
	Integrating corporate social responsibility and sustainable practices in international projects.		
Module B Session 8	**Collaboration in cross cultural environment** In class assessment	6 groups of 5 students	Assessment

Teaching and Learning Strategies:

In this International Project Management course, formative assessments provide ongoing feedback to support students' learning process and prepare them for the summative assessment.

These assessments gauge understanding, identify areas for improvement, and offer guidance to enhance knowledge and skills. Examples include regular quizzes, in-class discussions, practice exercises, individual and group feedback, and reflective exercises.

Timely feedback will empower students to continuously learn and address misconceptions, fostering a deeper grasp of the course material before the final assessment.

Formative assessments play a crucial role in preparing students for success in the course.

Formative Assessments:

Already described in table above.

Summative Assessments:

Assessment schedule	Name of assessment	Description of assessment	Format of assessment	Contribution to final grade
After session 4 (end of sub-module A)	Project Management Plan (individual)	For this summative assessment, students will be required to develop a comprehensive project management plan for an international project of their choice. The project	Students will individually submit a written project management plan, detailing all the essential components	50%

		plan should include key elements such as project scope, objectives, deliverables, timeline, resource allocation, risk assessment, and communication strategies.	required to execute and manage the international project effectively.	
During session 8

(end of sub-module B) | Collaboration in cross cultural environment

(group) | In this assessment, students will participate in a cross-cultural communication exercise.

They will be given a scenario that presents a common cross-cultural communication challenge.

Students will be asked to identify the communication challenges, potential misunderstandings, and cultural factors at play.

Students will be asked how they would address the communication challenges and promote collaborative spirit in the given scenario, considering cultural differences.

Students will be asked to provide constructive feedback and additional insights on how to effectively communicate and collaborate in cross-cultural situations. | <u>Understanding of Cross-Cultural Challenges:</u> Did the students accurately identify and understand the cross-cultural communication challenges presented in the scenario?

<u>Problem-Solving Skills:</u> How well did they propose solutions to address the challenges and promote effective communication and collaboration?

<u>Engagement and Participation:</u> Were the students actively engaged in group discussions and class-wide discussions? Did they contribute valuable insights?

<u>Application of Module Concepts:</u> Did students apply concepts and principles learned in the module about cross-cultural communication and collaborative spirit? | 50% |

			Reflection: Assess their individual reflections on the key lessons learned from the activity.	
Resit	MCQ + Essay		1h	100%

By combining these two summative assessments, the course can effectively evaluate students' comprehension and application of international project management concepts. The project management plan will assess their ability to plan and strategize for global initiatives, while the cross-cultural communication exercise will gauge their interpersonal skills and cultural awareness, both essential aspects of successful international project management.

Reading Lists:

Global Project Management Handbook: Planning, Organizing, and Controlling International Projects, 2nd Edition. 2006 The McGraw-Hill Companies, Inc.

Surrounded by Idiots: The Four Types of Human Behavior (or, How to Understand Those Who Cannot Be Understood). 2019 St. Martin's Essentials

CAS Skills Guidebook. 2014 General Electric Inc (to be provided)

Prerequisite:

Basic Knowledge of Project Management: Familiarity with fundamental project management concepts, such as project life cycles, scope, and deliverables.

General Management Skills: Proficiency in general management principles, including planning, organizing, and controlling.

English Proficiency: Sufficient English language skills to comprehend course materials, participate in discussions, and complete assignments.

Basic Computer Skills: Competency in using computers and productivity software (e.g., word processing, spreadsheet applications).

Relevant Work Experience: While not mandatory, some prior experience in project management or related fields can enhance the understanding of course content.

Module Title: Business and Sustainbility

Lecturer's Name: Christina Bartholomew

Lecturer's Email: cbartholomew@omnesintervenant.com

Contact Hours: 12

Assessment Hours: 12-minute group presentation after session 6 + 30 minute final exam to be invigilated by external invigilators

Independent Study hours expected: 24

ECTS credits: 2

Student level: Level 6 (Year 3)

Prerequisites: Critical understanding of Business Management

Aims:

Sustainable 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 course explores the sustainable business, sustainable supply-chain analysis, and the challenges facing sustainable businesses. By applying their learnings to a real-world business case, students learn to see business through a sustainability lens. Those who earn a grade of 16+ are awarded a Certificate of Achievement co-badged by the UN Global Compact.

Learning outcomes:

Knowledge

1. By the end of this module, students will be able to identify the UN Sustainable Development Goals and the concepts of Business Sustainability and Shared Value and use critical judgment in analysing various mechanisms deployed by the commercial sector to support achievement of the SDGs.

Skills

2. By the end of this module, students will be able to communicate the business imperative for responsible business practice and long-term value creation and, using SWOT analysis, describe how corporations can leverage their positions to scale sustainability throughout their value chain.

Values

3. By the end of this module, students will have demonstrated an appreciation for the business imperative of sustainable strategies and how it can generate value for stakeholders.

Syllabus content:

Weeks	Topic/Knowledge	Skills/Assessments	LOs
Session 1	**Introduction to the UN Sustainable Development Goals.**	• Critical reading skills • Team leadership/organization • Class discussion with teacher/student feedback (formative) • Did you know? Quiz – SDGs (formative)	1
Session 2	**The Case for Sustainable Business.** **Why should businesses care about Human Rights, Climate Change and Biodiversity Loss?**	• Critical reading skills • Team work 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 3	**Sustainability in Practice: The Circular Economy, Presentations of Sustainable Fashion, Dining and Home Products**	• Team work 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**	• In-class development of Instagram Post for sustainable product	2
Session 5	**Out of School Session – Sustainability Exhibition**	• Critical thinking • Research	1, 2
Session 6	**Sustainable Finance**	• Critical thinking • Research skills • Teamwork • Debate and presentation skills • Class discussion	2, 3

Session 7	**Presentations of Sustainable Business Case Study**	• Critical thinking • Research • Teamwork • Slide presentation skills • Summative Assessment	2, 3
Session 8	**Presentations of Sustainable Business Case Study**	• 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. These strategies, along with two end-of-term 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.

Module Rules:

• Students arriving more than 5-minutes late to a session, will receive an Unjustified Absence.
• Students with Unjustified Absences for more than 25% of the module will be capped at a 10/20 for their final grade.
• Students with Unjustified Absences for more than 50% of the module will be capped at a 0/20 for their final grade.
• Re-sits - In accordance with OELS policy, students who have attended more than 50% of the module sessions, may be eligible for a re-sit.

Formative and Summative Assessment Strategies:

Formative Assessments:

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

• Online quiz on the sustainable development goals provides students with real-time content comprehension feedback.
• Online, self-paced content including MCQs on principles of sustainability provides students with real-time content comprehension feedback and test-taking preparation.
• In-class feedback on presentation performance, analysis, and content to be provided by lecturer and fellow students.
• Written lecture and peer feedback on presentation performance and content.
• Formative assessments Class session devoted to slide presentation critique from lecturer and students. Feedback provided on application of SWOT

analysis, demonstration of critical judgment, presentation style, and teamwork skills.

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 Invigil-ation Needed	Duration of Exam	Weight-ing	LOs
Sessions 7 & 8	Slide presentation on Sustainable Business Case Study	Students will incorporate feedback from prior formative presentation assessment. 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 question and no negative points for wrong answers.	Y	30 minutes	40%	1, 2, 3
Resit	Slide presentation on Sustainable Business Case Study	Available for students who have attended more than 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 4-5 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 Lists:

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/ <u>Mandatory</u> – Students are expected to have a nuanced understanding of business management.

2/ <u>Recommended</u> – Students should be familiar with the UN Sustainable Development Goals.

Module Handbook

Module title: Tech City 4.0 – VR & Immersive

Lecturer's name: Michael DaCosta Babb

Email address: mdacosta@omnesintervenant.com

Contact hours: 12 hours

Assessment hours: *e.g.* 1.5-2 hours for Final Pitch depending on class size

Independent study hours expected: 24h independent work

ECTS credits: 2 ECTS

Programme level: Level 6

Prerequisites: Interest in innovation and emerging technology

Aims:

"Everything is backwards now, like out there is the real world and this is the dream." - James Cameron, Director of the 'Avatar' movie franchise.

The students work in groups to develop a Virtual Reality (VR) Bank, NGO, School, Social Media platform or Creative Industries Festival. At the end of the module, they will all make a ten-minute presentation of the user journey and marketing plan for said VR project. They will also be questioned on their final presentation by the lecturer [and a guest industry expert where available].

Preamble: The Fourth Industrial Revolution (4IR) represents the fastest growing technological change in human history. But it is also the slowest we will see in our lifetimes. In other words, the world in which we all live is changing fast Megatrends such as Blockchain, Artificial Intelligence, Robotics and Virtual Reality (VR) /Augmented Reality (AR) are transforming businesses across all industry sectors. This means how we communicate, and pitch ideas is also changing fast.

This module gives the students the skills to survive in this fast-moving environment and to be able to develop and pitch ideas. The role of marketing and pitching is crucial within these highly competitive emerging technologies. Indeed, in an increasingly congested marketplace having a strong brand is key.

The study focusses in particular on VR and Immersive technology which is booming globally due to developments in the Metaverse technological sector which according to Precedence Research will be worth almost 2000 billion dollars by 2030.

Essentially this works provides a framework for Tech entrepreneurs who want to develop a clear vision and mission about a particular concept, product or service and to be prepared for the process of finding investors, clients and partners. It eventually gives marketing and branding students market intelligence on a high growth economic sector which they may later develop dedicated services for.

This module has a practice-based workshop approach with a feel of a typical 'Tech Start Up Accelerator'. It has been specially prepared for OMNES by Michael DaCosta Babb who has worked in the Creative and Innovation industries for over 30 years.

Learning Outcomes (LOs):

By the end of the module the students will essentially possess a [VR] "Start Up Toolkit" which includes:

1. A unique VR Bank, NGO, School, Social Media or Festival concept proposition which they may choose to take to market.

2. A pitch deck template for said concept aimed at investors, partners or clients focusing on the user journey and marketing plan.

3. Knowledge of megatrends within VR and Immersive technology

4. Presentation, Sales and other soft skills related to securing investment or revenue.

Knowledge

By the end of this module, students will know:

1. Megatrends within the VR and Immersive Sector

Skills

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

2. Develop an VR concept and pitch it

Values

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

3. Making social impact through VR technology

Syllabus Content:

Sessions	Topic/Knowledge	Skills	LOs
Session 1 –	Introduction to the Fourth Industrial Revolution and associated technologies, History of VR and Immersive, Brief (VR Bank, School or Festival), Selection of Student Groups (usually 6), Book/ Research references	Critical Thinking, Teamwork, Leadership	1 & 3
Session 2 –	Case Studies and brief Project summaries by the students themselves based on Session 1	Teamwork, Critical Thinking, Presentation skills, Reading	1 & 4
Session 3 –	Group Mentoring (One to One) 6 X 15-minute sessions. Dedicated time to protect IP and give feel of a tech accelerator programme. Personalised feedback.	Communication skills, Presentation skills, Research techniques, Reading	1,3 & 4
Session 4 –	Pitch Decks, DIPADA (sales techniques), VR industry Megatrends and Resilience	Critical thinking, Teamwork, Communication skills	1, 2, 3 & 4
Session 5 –	Naming a business, Marketing and Presentation technique tips	Critical Thinking, Teamwork, Communication Skills	1, 2, 3 & 4
Session 6 –	Group Mentoring (Groups 1-3) Dedicated longer sessions of 30 minutes in preparation for the Final Pitch session. Personalised feedback by email afterwards.	Teamwork. Presentation Skills, Research techniques, Reading	1, 2, 3 & 4

Session 7 -	Group Mentoring (Groups 4-6) Dedicated longer sessions of 30 minutes in preparation for the Final Pitch session. Personalised feedback by email afterwards.	Teamwork. Presentation Skills, Research techniques, Reading	1, 2, 3 & 4
Session 8 –	Final Pitch session – 10 - 15 minutes pitching plus 5 minutes of questions with the lecturer and a guest industry expert.	Teamwork, Presentation skills, Q&A technique	1, 2, 3 & 4

Teaching and Learning Strategies:

This module uses a wide range of teaching and learning strategies to provide a stimulating learning environment that encourages students to take control of their own learning. They all:

- Engage in VR start up concept development
- Work in groups creating problem solving scenarios
- Have a dedicated, personalised mentoring sessions with the lecturer
- Develop a VR business and present it in their groups during the Final Pitch session

Formative and Summative Assessment Strategies:

Formative Assessments:

Assessment schedule	Format of assessment	Contribution to final grade	Learning Outcomes
Session 1	Students are divided into groups and start to develop their VR projects	Not applicable	1 & 4
Session 2	Students briefly present their VR Bank, School or Festival concept	Not applicable	1, 3 & 4

Session 3	One to one mentoring of the VR project groups	Not applicable	1, 2, 3 & 4
Session 4 & 5	Group work on their 'go to market' approach and their long-term strategy	Not applicable	1, 2, 3 & 4
Session 6 & 7	One to one mentoring sessions	Not applicable	1, 2, 3 & 4

Summative Assessments:

All students must complete a group project where they will develop a ten-minute presentation for a new VR School, Festival or Bank. The format is up to them. Slide show, video, web site or actual VR demo. The criteria are laid out in the brief: graphic look, enthusiasm, teamwork, timekeeping and wow factor. There are additional marks for feasibility and response to the brief. All criteria have equal weighting. The students receive a group mark out of 20. In exceptional circumstances an individual student may receive an additional mark for 'Individual Excellence'. All students must also prepare an individual biography detailing their experience and role in the project.

	20-17.5	**17.4-15**	**14.9-12.5**	**10-12.4**	**Grades**
Criteria					
Research	Excellent research effort Totally new research area developed	Very good effort Significant evidence of research in addition to that provided by the lecturer	Good effort Evidence of use of some research sources provided by lecturer	Below Average effort to use lecturer research sources	
Graphic Look	Excellent slides, with a video, VR demo and website	Very good slides plus use of another tool such as a video with few typos	Good set of slides using Canva or Beautiful AI with some typos	Very basic set of slides using word with typos	

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Team Work	Perfect teamwork and chemistry	Very good team work	Above average team work	Below Average team work and chemistry	
	Engage with the audience	Clear leadership and demarcation of roles	Some roles clear. Most not.		
	Excellent Q&A technique				
Rehearsed	Totally memorized presentation	Majority of presentation memorized. Some use of notes	Majority of presentation read from notes but some memorized	Reading from notes	
Time-Keeping	Perfectly on time to the second	On time to the last minute	A little below or over time allowed	Significantly below or over time allowed	
Problem Solving	Brilliant solution to problem	Very good solution	Good solution	Average solution	

Assessment schedule	Name of assessment	Format of assessment	Contribution to final grade	LOs
Session 8	Peer group appraisal	Individual Written appraisal of best projects and why	10% individual	2 & 4
Session 8	Final Pitch Session	10-minute presentation in groups. Format to be decided by students. Could be a slide show, video, infographic, website or even an actual VR demo.	90% group mark	1,2,3 & 4

Resit Information (if required)		5 minute video of VR project	100% (Replaces the final module grade)	1,2,3,4

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There is a constant feedback loop throughout the module from day 1:

In Session 1 the students already start to develop their projects after having been briefed by the lecturer in the classroom; In Session 2 the students present their initial ideas in a 5 minute oral presentation with feedback from the lecturer in the classroom; In session 3 the students get dedicated mentoring time with the lecturer in their groups to talk about their projects; In Sessions 4 and 5 the students are encouraged in the class room to think about their projects from the perspective of marketing, funding, go-to- market strategy, user experience and long term business goals; In Sessions 6 and 7 there are longer dedicated mentoring sessions with the lecturer; Then in session 8 the student make their Final Pitch presentation to the lecturer in the class room. They receive direct feedback from me after they make their pitch and must answer questions. They must also hand in an individual peer group appraisal highlighting their favourite project and why.

Reading List:

Hackl C, 2017, Marketing New Realities, USA

Lanier J, 2017, Dawn of the New Everything, Henry Holt and Co, USA

Parrish D, 2005, T Shirts and Suits, Merseyside ACME, UK

Peters T, 1999, Brand You 50, Knopf, USA

Steinberg D, 2024, Unsupervised, Leaf, USA

Websites:

Ben Lang, Road to VR LLC, 1 August 2022, https://www.roadtovr.com/

Samuel Huber, LandVault LLC, 1 August 2022, https://www.gmw3.com/

Taylor Freeman, UVR Media LLC, 1 August 2022, https://uploadvr.co

Prerequisite:

Interest in management (mandatory) innovation and emerging technology (recommended)

Module Handbook

Module title: Future Focus & Business Innovation: Challenge Week
Lecturer's name: Francois Marmion
Email address: fmarmion@omnesintervenant.com
Contact hours: 10 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: 1 ECTS
Programme level: Level 6 = Year 3 Undergraduate

Place: all students 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 to produce a consistent presentation**

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**

Syllabus 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** – **10 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 – 2pts

2. Quality of **oral** speech and capacity to elaborate relevant **answers** to the jury – **5 pts / 20**
3. Quality of the **deck** (presentation / slides) – **2.5 pts / 20**
4. Premium for **creativity**, truly **futuristic** pitch and for the quality of the research work and the supporting data – **2.5 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	OELS invigilation needed?	Duration if exam	Weighting	LOs
Continuous assessment	Continuous assessment	Individual participation and engagement throughout the week, including during the mentoring sessions	N		10%	1-6
Final session	Final presentations	10 minutes group presentation (see details above) + 5 minutes Q&A	N	15 minutes for each group but attending their class presentations	90%	All
Resit Information		Online – video of students presenting a similar type of future related project	N	5 minutes video	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: Advanced excel for Business
Lecturer's name: Bruno Papadacci
Lecturer's email address: bpapadacci@omnesintervenant.com
Contact hours: 12 hours
Assessment hours: 1 hour for final exam after session 8: to be invigilated by external invigilators
Independent study hours expected: 24h
ECTS credits: 2 ECTS
Programme level: Level 6 = Year 3 Undergraduate

Aims:

The aim of the first part of this module is to provide familiarity with the Excel software to students who usually come in with different levels of experience with it. Calcs, handling data, graphs etc..

The second part is dedicated to the use of more specific features to managers.

Learning Outcomes (LOs):

Knowledge

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

1. Familiarity with different ways of executing a task in Excel
2. Knowledge of a basic corpus of functions

Skills

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

3. Create Spreadsheets and handle data
4. Formatting and presenting data using graphs
5. Create macros to facilitate treatment of complex data
6. Become proficient at using pivot tables
7. Exposure to forecasting techniques

Values

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

Syllabus Content:

Sessions	Topic/Knowledge	Skills	LOs
1	Basics	Discovering Excel	1
2	Recall basic formula IF, SUM, $ sign etc..	Get a handle on basic formulae	1
3	Formatting and filters.	Present data in meaningful way	1,2
4	Conditional formatting	Present data in meaningful way	2
5	Graphs	Present data in meaningful way	2
6	Pivot Tables	Present data in meaningful way	4,5
7	Data Tables	Present data in meaningful way	4,5,7
8	What If Analysis: Solver	Advanced Optimization	5,6

Teaching and Learning Strategies:

Most lectures will be made up of:

- A quick refresher about the previous session
- A review of the homework given
- A ~1h expose about the session's topic
- A few in-class applications of the concepts covered

Formative and Summative Assessment Strategies:

Formative Assessments:

Students will be expected to go through exercises at home and in class in groups under the supervision of the lecturer.

Summative Assessments:

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation Needed? Y/N	Duration	Weighting	LOs
Final week	Project	5-10 min oral presentation of mini-projects. Groups of 3	N		50%	1-5

Exam Week	Final exam	1h questionnaire about sizeable raw data in an excel file	Y	1h	50%	1-5
After semester	Resit Exam	Live oral presentation/assessment on MS Teams	N	0.5h	100% (replaces the final module grade)	

Feedback Strategies:

Feedback will be given on a continuous basis based on problems solved in class as well as unformal Q&A sessions.

Reading Lists:

https://www.excel-easy.com/

Prerequisite:

N/A

Module Handbook

Module title: Geopolitics & International Relations

Lecturer's name: Dr. Kevin Coffey

Email address: kcoffey@omnesintervenant.com

Assessment Hours: 90 minutes for final assessment.

Contact hours: 12 hours

Independent study hours expected: 28 hours

ECTS credits: 2 ECTS

Programme level: Level 6 = Year 3 Undergraduate

Aims:

This course aims to provide students with a comprehensive understanding of the central contemporary trends in global politics as of 2024. By exploring key dynamics such as great power rivalry, cooperation and connectivity, and populism, students will develop knowledge of an increasingly volatile geopolitical landscape. The course will equip students with theoretical frameworks and practical analytic skills to evaluate and interpret real-life geopolitical case studies, including Russia and China. This knowledge and skill set will enhance students' employability by preparing them for careers in international companies, in which they are primed to assess global political risk, as well as transferable skills such as critical thinking.

Learning Outcomes (LOs):

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

1. Recognition of the core theories of international relations and their relevance to global cooperation and conflict.

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

2. Apply critical thinking skills to analyze how geopolitics and global interconnections among nations impact on domestic politics (i.e. populism), capacity to trade and ensure security.

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

3. Recognizing and appreciating the complexity of global politics and the ethical implications of political and economic decisions in an interdependent world.

Syllabus Content:

Sessions	Topic/Knowledge	Skills	LOs
Session 1	What is geopolitics? *Learning through analyzing maps.*	Knowledge acquisition & Critical Thinking Skills	2,3
Session 2	Geopolitical case study: China	Knowledge Acquisition & Critical Thinking Skills.	2,3
Session 3	Neorealism: Understanding power in international relations	Knowledge acquisition & critical thinking skills	1
Session 4	Neoliberal Institutionalism: Why do states cooperate?	Knowledge acquisition & critical thinking	1.
Session 5	Connectivity: Does globalization contribute to global stability and prosperity, or increased disorder?	Knowledge acquisition & Critical Thinking skills	1,2,3
Session 6	Case Study: The Geopolitics of the Middle East	Knowledge Acquisition & Critical Thinking Skills	1,2,3
Session 7	Simulation	Critical Thinking skills, negotiation,	1,2,3

	Students adopt country roles in a simulation based on geopolitics in the Asian-Pacific, and negotiate with one another to achieve negotiated settlements on trade and security.	communication and teamwork.	
Session 8	Populism: How global connectivity can impact on domestic politics	Knowledge acquisition & Critical Thinking Skills	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 skills, and to work collaboratively while developing self-awareness. The strategies have been carefully chosen to support students towards learning outcomes and assessments to cater for diversity across the student body. In particular, the course will strongly be oriented towards Laurillard's conversational model in which students generate actions related to a concept (e.g. operationalizing the concept of power), and then are provided feedback on that action. These actions refine their understanding of the concept.

Teaching and Learning Strategies include:

- Flipped classroom model: students generate discussion questions.
- Quizzes
- In-class research activities
- Simulations

Formative and Summative Assessment Strategies:

Formative Assessments:

The following formative assessments will be employed

- Multiple choice questions (MCQ) quizzes to be completed on Boostcamp after all sessions. (Wrong answers will be provided with feedback).
- In-class discussion and student participation.
- The teacher uses concept check questions to check understanding. .
- Creating an infographic detailing the geopolitics of a selected case study in session 1.

Summative Assessments:

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation Needed	Duration if exam	Weighting	LOs
Sessions 1,2,3,4,5,6,7,8	Participation	Students will be assessed on the quality of their participation in in-class activities (as outlined in OELS participation marking criteria).	N		30%	1,2,3
Scheduled for after the final session	Exam	On Paper (marking criteria available on Boostcamp).	Y	90 minutes	70%	1,2,3.
	Resit	Online (Boostcamp quiz)	N	60 minutes	100% replaces final grade (capped at 10/20)	1,2,3

Feedback Strategies:

Students will receive feedback in a variety of ways.

1. The MCQs will feature feedback for wrong answers.
2. In-class discussions will include consistent feedback from the teacher.
3. Concept check questions will be asked by the teacher to assess whether students comprehend the concepts introduced.
4. The role play simulation will facilitate peer-to-peer feedback.

Reading Lists:

- Baylis, J. & Smith, S. (2013) *Globalization and World Politics: An Introduction to International Relations*. 3rd ed. Palgrave Foundation.
- Khanna, P. (2016) *Connectography: Mapping the Future of Global Civilization*. Random House.
- Leonard, M. (2021) *Age of Unpeace: How Connectivity Causes Conflict*. Penguin Books. Orion Publishing.
- Rachman, G. (2022) *The Age of the Strongman*. Penguin Press.
- Wolf, M. (2023) *A Crisis in Democratic Capitalism*. Allen Lane.

Prerequisite:

There are no prerequisites for this module.

Preparation:

Students will not be required to do any pre-module preparation.

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Module Handbook

Module title: International Media Review
Lecturer's name: Doctor Clement Grene
Email: cgrene@omnesintervenant.com
Contact hours: 12
Assessment hours: 1.5 hrs for invigilated essay; 15-20 minutes for presentation
Independent study hours expected: 24
ECTS credits: 2
Programme level: Level 6
Prerequisites: Basic understanding of current events, strong proficiency in English

Aims:

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

Learning Outcomes (LOs):

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

1. Research and critically assess issues of media manipulation and censorship

2. Research and objectively present on issues of media manipulation and censorship

3. Identify unreliable and misleading news sources and critique the risks and impact of such sources.

4. Confidently and articulately discuss and debate the issues covered by the course.

Knowledge

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

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

Skills

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

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

Values

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

3. the value of free speech and a free press

Syllabus Content:

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

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

Sessions	Topic	Skills	LOs
Session 1	Economic Models of Journalism	Thinking and reading critically	1, 2
Session 2	Conspiracy Theories	Logical reasoning and empathy	2, 3
Session 3	Fake News and Sensationalism	Thinking and reading critically	1, 2
Session 4	Censorship	Debate and critical thinking	1, 3, 4
Session 5	Populism and Violence against the Press	Research, active listening, and public speaking	1, 2
Session 6	Propaganda	Thinking and reading critically	1, 2
Session 7	Information Warfare	Debate and logical reasoning	2, 3
Session 8	Bias and Corporate Ownership of the Media	Debate and public speaking	1,3,4
Session 9	Privacy and Surveillance	Debate and critical thinking	1, 3, 4
Session 10	Leaks and Transparency	Debate and critical thinking	1, 3, 4
Session 11	OSINT	Thinking and reading critically	1, 2
Session 12	Technology and the Future of the Media	Research and public speaking	1, 2, 4

Teaching and Learning Strategies:

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

Teaching and Learning Strategies include:

•   Classroom discussions

•   Quizzes

•   In-class research activities

•   Independent research activities

•   Reflective exercises

•   Practice exercises for writing and research

•   "Flipped" classroom techniques in which students take the lead

Formative and Summative Assessment Strategies:

Formative Assessments

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

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

The class will also have to respond to open-ended questions put to them by the lecturer (eg, "Why do people believe in conspiracy theories?", "Is censorship ever justified?"); sometimes

by debating among themselves in groups, sometimes individually. These questions are designed to make them think critically and logically about these topics by framing them in an unusually direct or provocative way.

Summative Assessments

Students' grades will be based on three assessments:

Session of assessment	Name of assessment	Format of assessment	Contribution to final grade	LOs
Session 4-12	Presentation	In group of 4, students will present for 10-15 minutes on a topic relevant to the course, either suggested by the lecturer or else chosen with the lecturer's approval.	40%	2, 3
Session 12	Exam	Students will individually write a 1,000 word essay on a topic relevant to the course. They will be given a choice of 4-5 topics by the lecturer (eg, "Stewart Brand said that "Information wants to be free". What did he mean by this, what was the context, and do you agree?").	50%	1, 3
Throughout	Participation	Students will be marked on their willingness to pay attention and involve themselves in debate in class	10%	4

Final Exam

Invigilated?	Yes
Duration	1 ½ hrs
PC Lab or paper?	PC

Resits

Students who fail the course (but have attended at least half the course's classes) will have the chance to resit it at a later date by completing a quiz on Boostcamp.

Feedback Strategies:

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

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

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

Reading Lists:

Suggested Bibliography

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

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

Harding, L. (2020), *Shadow State: Murder, Mayhem, and Russia's Remaking of the West* London: Faber & Faber

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

Kynge, J. (2009), *China Shakes the World: The Rise of a Hungry Nation* London: W&N

Pomerantsev, P. (2019), *This is Not Propaganda: Adventures in the War Against Reality* London: Faber & Faber

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

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

Prerequisite:

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

Module Handbook

Module title: Advanced Intercultural Communication
Lecturer's name: Colin Mitchell
Email: cmitchell@omnesintervenant.com
Contact hours: face-to-face teaching: 18 hours
Assessment hours: 1.5 hours for group presentations in session 12, 0.5 hour for final exam after session 12
Independent study hours expected: Approximately 36 hours
ECTS credits: 3 ECTS
Programme level: Level 6 (Undergraduate Year 3 level)
Prerequisites: English language at B1 CEFR

Aims:

This module will provide postgraduate students with increased cultural awareness, intelligence, and sensitivity, facilitating competent communication across linguistic and cultural borders. It will also equip students with strategies to adapt their communication in diverse settings, and acquire skills that foster professional and personal development.

Learning Outcomes (LOs):

Knowledge

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

1. A critical understanding of theories related to intercultural communication
2. A critical understanding of intercultural communication skills and strategies

Skills

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

3. Apply theories related to intercultural communication to diverse cultural contexts
4. Communicate competently on a global level
5. Critically reflect on their learning through various forms of feedback and apply changes successfully to create improved iterations
6. Demonstrate team-building, leadership and conflict resolution skills in international business settings

Values

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

7. Working collaboratively and professionally in teams and participating effectively
8. Exploring cultural equality and diversity with curiosity and sensitivity

Syllabus Content:

This section outlines the topics and skills that students will be engaging in throughout the module. It also shows how the syllabus relates to the learning outcomes and summative assessment.

Sessions	Topic/Knowledge	Skills	LOs
1	Introduction to the Module, Handbook, Assessments and Marking Criteria	Setting norms & expectations, developing self-study skills, self-reflection	5,7
2	Introduction to Intercultural Communication	Analysing and applying theories Critical reading and thinking	1,3,7,8
3	Cultural Awareness and Sensitivity	Analysing and applying theories Critical reading and thinking	1,3,7,8
4	The Language and Culture Interface	Analysing and applying theories Critical reading and thinking	1,3,7,8
5	Module Review 1 Presenting to International Audiences	Responding to and providing feedback Listening skills Presenting skills Presence & influence	1,3,4,5,7,8
6	Intercultural Communicative Competence	Listening skills Communication skills and strategies	2,4,7,8
7	Non-verbal Communication, Media, and Technology	Listening skills Communication skills and strategies Critical reading and thinking	2,4,7,8
8	Pragmatics	Analysing and applying theories Critical reading and thinking	1,2,4,7,8
9	Applying Intercultural Communicative Competence	Team building and leadership skills Conflict resolution Critical reading and thinking	1,2,3,4,6,7,8
10	Intercultural Case Studies and Roleplays	Team building and leadership skills Conflict Resolution Debating skills	1,2,3,4,6,7,8
11	Module Review 2	Responding to and providing feedback	1,3,5,7,8

	Presentation tutorials		
12	Presentation Assessments	Summative assessment	1,2,3,4,5,6,7,8

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
- In-class research activities
- Independent research activities
- Reflective exercises
- Group work
- Various debates

Formative and Summative Assessment Strategies:

Formative Assessments:

Each session, students will present and receive formative feedback from the lecturer and their peers. 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 at two points to help prepare students for the type of knowledge and skills that will be required for the final exam.

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.

Presentations will take place in session 12.

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: Final Exam - Written (30%)

Students will take a final paper-based, invigilated exam based on the language skills, lexis, grammar and syntax covered. It will contain multiple choice and short answer questions.

Duration: 30 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 1-10	Participation	Participation throughout the course	N	n/a	20%	7,8
Session 12	Oral Presentation	Group presentation, approximately 3 minutes per student	N	n/a	50%	1,2, 3,4, 5,6, 7,8
TBA	Final Exam	Written: paper based	Y	30 mins	30%	1,2, 3,5,
TBA	Resit	Individual recorded presentation, approximately 3 minutes	N	n/a	100%	1,2, 3,4, 5,6, 7,8

Feedback Strategies:

Students will receive formative feedback on presentations regularly with a student presentation delivered every session.

Students will receive further formative feedback through the mid-semester quizzes.

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.

Resources:

Anderson, C. (2018) *TED Talks: The Official TED Guide to Public Speaking*. London, Nicholas Brealey Publishing.

Bailey, S. and Black, O. (2005). The Mind Gym. New York: HarperOne.

Bennett, M. J. (1986) A developmental approach to training for intercultural sensitivity. *International Journal of Intercultural Relations,* 10, pp. 179–196.

Crystal, D. (2001). Language and the Internet. Cambridge University Press.

Cuddy, A., (2012). Your Body Language May Shape Who You Are. [online] TED. Available at: https://www.ted.com/talks/amy_cuddy_your_body_language_may_shape_who_you_are [Accessed 2 Dec. 2020].

Duarte, A., (2012). The Secret Structure of Great Talks. [online] TED. Available at: https://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks [Accessed 2 Dec. 2020].

Gallo, C. (2014). Talk Like Ted. London, Macmillan.

Goleman, D. (1995) Emotional Intelligence: Why it can matter more than IQ. London, Bloomsbury Publishing.

Hall, E. T. (1976) Beyond culture. 1st edn. Garden City, NY: Anchor Press.

Hofstede, G. (2001). Culture's consequences: Comparing values, behaviours, institutions, and organizations across nations. London: Sage Publications.

Lewis, R. (2018) When Cultures Collide. London, Nicolas Brealey Publishing.

Martin, J. N., & Nakayama, T. K. (2010). Experiencing Intercultural Communication: An Introduction. McGraw-Hill.

Meyer, E. (2016) The Culture Map: Decoding how people think, lead, and get things done across cultures. New York, Public Affairs.

Pruitt, D. G., & Carnevale, P. J. (1993). Negotiation in Social Conflict. Open University Press.

Ting-Toomey, S., & Oetzel, J. G. (2001). Managing Intercultural Conflict Effectively. Sage Publications.

Tomalin, B. and Nicks, M. (2014) World Business Cultures: A Handbook. London, Thorogood Publishing.

Prerequisite:

English language at B1 CEFR

Module Handbook

Module title: Public Speaking & Key Soft Skills
Lecturer's name: Zacchary Falconer-Barfield
Email Address: zfalconer-barfield@omnesintervenant.com
Contact hours: 12 hours
Assessment Hours: 1.5 hours – Individual Presentations
Independent study hours expected: 24 hours
ECTS credits: 2 ECTS
Programme level: Level 6 = Year 3 Undergraduate
Prerequisites: Basic Understanding of Presentations

Aims:

This module aims to develop key concepts & essential skills of public speaking and presentations and embolden the students with the skills to design and produce advanced speeches and presentations. The students will learn to formulate their abilities to speaking in public, especially using English as a mode of oral communication, and therefore be able to become critically effective public speakers and presenters. This will enable them to deploy these abilities to advance their future employability and how they engage with various business stakeholders and the wider audiences, validating 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. Critically evaluate their soft skills & synthesizing the advanced knowledge & skills

Skills

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

2. Critically apply a wide range of delivery skills such as vocal performance; body language; storytelling and visual aides to impact the audience and deeply enhance the presentation

Values

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

3. Perform an advanced prepared speech, that shows depth & breadth of skills & Knowledge

Syllabus Content:

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

Sessions	Topic/Knowledge	Skills	LOs
1	Introduction to Essential Soft Skills: Goals & Benefits of Public Speaking & the core 5 Soft Skills; Evaluate the power of Communication and how in delivers impact.	Developing the essential principles of the 5 Core Soft Skills	1,3
2	Communication - 1st Pillar - The Body: Developing Non-Verbal Communication, how our mind processes it & Using it in Speeches	Developing & Demonstrate Body Lang & it's increased Impact on Communication	2
3	Communication – 2nd & 3rd Pillar: Voice & Words Developing the use of words and critically evaluate a speech	Developing & demonstrating the power of voice and emotion and the power of words and critically evaluating a speech	2
4	Creativity – Developing the idea of creativity & storytelling & how to develop it as a soft skill.	Develop & demonstrate the understanding of creativity as a commercial and presentation context	1.2
5	Embracing the Camera – Working in developing Skills for the Modern video world	Develop & create their ability to work with cameras for presentations	1,3
6	Relationships & Leadership – Developing the understanding or how relationships work and how to become an effect leader.	Develop & demonstrate the understanding of relationship building and leadership in an interpersonal context	1,2

7	Planning/Organisation – How to develop planning & organizational skills –	Develop and demonstrate the understanding of how to organize	1.2.3
8	Teamwork, Creativity & Leadership: The Lego Game and Evaluation	Developing and critically evaluating how to work in a team & apply leadership skills.	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
- In-class research activities
- 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 their will be several role-plays and active speech-based exercises to aide in their development. Each exercise will be graded and an average score given at the end. Assessment criteria is based in the OELS critieria found on Boostcamp.

Final Presentation: A 4 minute speech **without visual aides.** It will be delivered in front of the class. It will demonstrate the student's ability to develop an advanced prepared speech and synthesize their wide range of skills to engage with an audience. This will be assessed by the lecturer's criteria which can be found under the course on Boostcamp.

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilator Needed Y/N	Duration	Weighting	LOs
Ongoing after session 1	Participation & Engagement	Students will be assessed on their ability to contribute and perform their exercises.	N	N/A	40%	1,2
Exam Class	Final Presentation	4 min In Person Speech without visual aides	N	4 min per student	60%	2,3
Resit	Resit	5min Video Presentation about on of the Key Soft Skills discussed in the Course	N	5 min per student	100% - replacing existing grade	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. There will be opportunity for peer feedback as well.

The Final Assessment the student will be given individual verbal feedback on their presentation, and written feedback within 3 weeks if they request it.

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 destinyn*. 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:

Some basic understanding of Public Speaking