OMNES EDUCATION

LONDON SCHOOL

Programme Description

STUDY ABROAD

Name of the programme: Postgraduate International Business Innovation

> **Key information:**
>
> Dates: 7 January to 4 April 2025 (exams included)
>
> Duration: 13 weeks (holidays: 15-23 February 2025)
>
> Level: Level 7 (Postgraduate)
>
> Total number of teaching hours: 180
>
> ECTS: 30
>
> Prerequisites: Completion of Level 6/Undergraduate Year 3 of Business Studies
>
> Pathways: Finance / Marketing
>
> Examination Board Date: 20 May 2025*
>
> Resit Exams Dates: 16 to 20 June 2025 (online)* (apart for ESCE students, they will take place in their home school in France at a later date)
>
> Resit Examination Board Date: 3 July 2025* (apart for ESCE students, it will take place in their home school in France at a later date)
>
> *The forecasted dates of the Examination Boards and the Resit Exams are indicated in your programme description, although they are subject to change based on circumstances*

Programme Lead Name: Valentina Vlasova

Programme Advisor Name, Title and Institution: Mary de Gendre, Programme Director, ESCE Paris / Monica Benzi, Deputy Director, INSEEC Grande Ecole France

Aims of the Programme:

This semester of International Business Innovation focuses on developing student abilities to work and lead in multinational businesses or international start-ups. It will provide a comprehensive conceptual understanding of the principles and action steps of effective management in business and society with a British perspective, as well as addressing contemporary issues related to **technology, internationalisation and social enterprises.**

Programme Benefits:

This programme offers students:

- Enhanced employability skills - students learn about and develop a wide range of skills that employers value, such as **leadership, motivation, strategy,** teamwork, communication skills, critical reflexion, intellectual curiosity and project management.

- Perspective and experience - students relate their learning to **global megatrends** from both London and UK perspectives, such as Digital Transformation, and Coding.

- A focus on **ethics, morals and sustainability** - students are challenged to consider the wider responsibilities that business has to society and the environment, in particular via the UN Sustainable Development Goals **index and B Corps** certification.

- A distinctive, broad curriculum - students engage in experiential, experimental and collaborative learning through a variety of modules to prepare them for an organisational environment, including **the development of a start-up project**.

- A valuable study-abroad experience - students develop their autonomy by living independently in a foreign country and **submerging themselves in all aspects of the local ecosystem and culture.**

- Unique access to **industry experts across diverse sectors.**

- The opportunity to choose between 2 pathways**: Finance** and **Marketing**.**

Learning Outcomes:

Knowledge
By the end of this programme, students will have demonstrated:
1. A broad and in-depth knowledge and understanding of current theory, techniques and key concepts underpinning innovation and the issues associated with developing and sustaining creative strategies within organisations.

Skills
By the end of this programme, students will be able to:
2. Critically reflect on leadership and teamwork skills for business decision making, including the consideration of ethical and sustainability implications for businesses.
3. Demonstrate an understanding of the technics to communicate complex ideas orally and in writing by engaging in challenging discussion, debates, and presentations.
4. Apply critical evaluation and synthesis in a broad range of areas, both global and British.

Values
By the end of this programme, students will have demonstrated a commitment to:
5. Deeply engaging with the five values of OELS in line with the expectations of Postgraduate study.

Programme Structure:

ACADEMIC PROGRAMME (subject to change)	Pathways**	Hours	ECTS
Innovation Management			
Ethics of A.I. & Big Data		12	2
A.I. & Smart Cities		18	3
International Experience Management		12	2
Innovation & Digital Transformation		18	3
Entrepreneurship			
Startups Pitch 4.0		24	4
Advanced Excel & Data Analytics		18	3
Language & Communication			
Advanced English in Business		18	3
Mastering Public Speaking		12	2
Intercultural Management		18	3
Finance**			
Financial Markets: Theories & History	*Finance*	12	2
Corporate Finance & Trading Floor	*Finance*	18	3
Marketing**			
Fashion & Luxury Marketing in the UK	*Marketing*	12	2
Event Management Analysis	*Marketing*	18	3

**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 be responsible for driving their own learning journey, spending time in independent study and immersing themselves in each subject via articles, books, podcasts, videos and other materials. Lastly, students will be encouraged to attend relevant seminars, conferences and events.

Module Handbook

Module title: The Ethics of Big Data & AI

Lecturer's name: Dr. Kevin Coffey

Email address: kcoffey@omnesintervenant.com

Assessment hours: 2-hour Exam

Contact hours: 12 hours

Independent study hours expected: 32 hours

ECTS credits: 2 ECTS

Programme level: Level 7 = Master International Business Innovation

Prerequisites: Basic understanding of Artificial Intelligence

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Aims:

This course aims to equip students with the ability to critically interrogate Artificial Intelligence (AI) systems from an ethical perspective, identifying potential blind spots and limitations in their design and deployment. Students will develop a nuanced understanding of the advantages of AI, including its capacity for pattern recognition in big data, which can uncover hidden scientific discoveries and drive advances in fields like medical care.

At the same time, the course addresses the risks posed by AI, such as algorithmic bias, infringements on data privacy, and the potential misalignment of AI objectives with human values. Through engagement with ethical frameworks such as utilitarianism, deontology, virtue ethics, and egalitarianism, students will analyse the moral implications of AI technologies. The course emphasises practical measures to mitigate risks, including algorithmic auditing and responsible data governance, while exploring how AI can be ethically deployed to promote societal good and reduce inequalities.

Learning Outcomes (LOs):

On completion of this module, students will be able to

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

1. An advanced understanding of ethical theories such as utilitarianism and deontology, and their application in evaluating the morality of how technology companies use big data and AI systems.
2. Familiarity and recognition of how machine learning algorithms work, and how data is collected, harvested and deployed.

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

3. Critically perform an ethical audit of an AI system, identifying strengths, limitations, and risks, while proposing solutions to address ethical challenges and align systems with human values.

Syllabus Content:

Sessions	Topic/Knowledge	Skills	LOs
Session 1	What is AI? And how does it compare to human intelligence?	Knowledge acquisition & Critical Thinking Skills	2
Session 2	An introduction to ethics: Utilitarianism & Effective Altruism	Knowledge Acquisition & Critical Thinking	1
Session 3	An introduction to ethics: Deontology & Egalitarianism	Knowledge acquisition & Apply theories to case studies.	1
Session 4	Does AI maximize utility? Case Study: AlphaFold & Autonomous Cars.	Knowledge acquisition & apply theories to case studies.	1,2,3
Session 5	Does AI pose an existential risk? Evaluating AI Doomers perspective.	Knowledge acquisition & Critical Thinking skills	1,2,3
Session 6	Does AI violate privacy rights? Exploring data ethics & GDPR legislation.	Knowledge acquisition & Critical Thinking skills	1,2,3
Session 7	Does AI promote fairness? Identifying sources of algorithmic bias and measures to mitigate them.	Knowledge acquisition & Critical Thinking Skills	1,2,3
Session 8	AI simulation debate	Negotiation, simulation, teamwork & reflection	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.

Teaching and Learning Strategies include:

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

Formative and Summative Assessment Strategies:

Formative Assessments:

The following formative assessments will be employed:

- Multiple choice questions (MCQ) quizzes to be completed on Moodle after all sessions with the exception of session 9 and 12. (Wrong answers will be provided with feedback).
- In-class discussion
- The teacher uses concept check questions to check understanding.
- Use digital tools such as Mentimeter.com to facilitate student-teacher interactions on course content.
- Use Padlet for collaborative teamwork.
- Debriefing at the end of simulation in session 9.
- Debriefing of core ideas at the end of session 12.

Summative Assessments:

Students will be evaluated on the basis of assessment criteria designed by the lecturer.

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation Needed	Duration if exam	Weighting	LOs
1-8	Participation	Students will be assessed on the quality of their participation in in-class activities (as outlined in OELS	N	N/A	30%	1,2,3,4

		participation marking criteria).				
Scheduled for after the final session	Exam	On Paper	Y	120 minutes	70%	1,2,3,4
	Resit	Boostcamp Exam (Online)	N	60 minutes	100% replaces final grade (capped at 10/20)	1,2,3,4

Feedback Strategies:

Students will receive feedback in a variety of ways.

1. The MCQs will feature feedback for wrong answers.
2. In-class discussions will include consistent feedback from the teacher.
3. Concept check questions will be asked by the teacher to assess whether students comprehend the concepts introduced.
4. The group simulation and reflective blog post enables peer-to-peer feedback.
5. The debriefing session in the simulation facilitates the teacher to provide feedback on the students' interactions and knowledge transfer.
6. For the algorithmic audit, the teacher will devote the final session to working with students directly on their project, and providing personalized feedback.

Reading Lists:

Bhaskar, M. & Suleyman, M., 2023. The Coming Wave. London: Penguin Random House.

Broussard, M., 2019. Artificial Unintelligence: How Computers Misunderstand the World. MIT University Press. Chapter 8: "This Car Won't Drive Itself."

Christian, B., 2020. The Alignment Problem: Machine Learning and Human Values. New York: W.W. Norton & Company.

Crawford, K., 2022. Atlas of AI. Yale University Press. Chapters 3–5.

Eubanks, V., 2021. The Equality Machine: Harnessing AI for a Just Society. Cambridge: Harvard University Press.

O'Neil, C., 2016. Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy. Penguin Books. Chapter 5: "Justice in the Age of Big Data."

Sandel, M., 2009. Justice: What Is the Right Thing to Do?. Farrar, Giroux, and Straus.

Prerequisite:

Basic understanding of Artificial Intelligence

Preparation:

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

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PModule Handbook

Module title: AI & Smart Cities

Lecturer's name: Dr John Balasuriya

Email address: lbalasuriya@omnesintervenant.com

Contact hours: 18 hours

Assessment hours: One project presentation and one startup pitch, both conducted during lectures. The schedule of assessments can be found in the syllabus content section of this document. Duration of presentations will depend on student numbers.

Independent study hours expected: 36 hours

ECTS credits: 3 ECTS

Programme level: Level 7 = Postgraduate

Prerequisites: No prior knowledge needed

Aims:

In this module we introduce Artificial Intelligence and discuss how Artificial Intelligence can transform Smart Cities. As part of the module, students will conduct a project related to Artificial Intelligence and Smart Cities, as well as incubate a startup related to Artificial Intelligence.

We are in a very special time in human history with the advent of Artificial Intelligence (AI). Many think this is humanity's most important moment ever. Just about everything is going to change in the next 5-10 years as the cost of intelligence drops. This is not some distant sci-fi future but just the next few years! It is vital that everyone understands the impact AI will have on our lives, work and cities.

In this module we will help you understand and appreciate what is AI, discuss different fields of AI and help you spot opportunities to apply AI to problems in your own organisation or startup.

Learning outcomes:

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

Knowledge

1. Understand how Artificial Intelligence can transform Smart Cities
2. Investigate how Artificial Intelligence can solve a real-world business problem

Skills

3. Oral Communication: Deliver a presentation and pitch, discuss and defend ideas in class
4. Research Skills: Locate, analyse, and synthesise information from various sources related to Artificial Intelligence, Smart Cities and startups
5. Entrepreneurial and Innovation Skills: Develop creative and viable business ideas, identify market needs and potential opportunities.

Values

6. Appreciate the enormous impact of Artificial Intelligence on the future of humanity

Syllabus Content:

Sessions	Area	Topic/Knowledge	LOs
Session 1	Introduction to AI	Introduction and AI & Smart Cities project discussion	1, 3, 4, 6
Session 2	Introduction to AI	AI Incubator project discussion	2, 3, 4, 5, 6
Session 3	Introduction to AI	AI and the Future of Humanity	3, 6
Session 4	Introduction to AI	What is AI?	3, 6
Session 5	Introduction to AI	AI Philosophy	
Session 6	AI & Smart Cities	AI & Smart Cities project discussion	1, 3, 4, 6
Session 7	AI & Smart Cities	Project presentations	1, 3, 4, 6
Session 8	AI & Smart Cities	Project presentations	1, 3, 4, 6
Session 9	AI Incubator	AI Incubator discussion	2, 3, 4, 5, 6
Session 10	AI Incubator	AI Incubator discussion	2, 3, 4, 5, 6
Session 11	AI Incubator	AI Incubator Pitches	2, 3, 4, 5, 6
Session 12	AI Incubator	AI Incubator Pitches	2, 3, 4, 5, 6

Module lecture slides can be found on BoostCamp.

Teaching and Learning Strategies:

Our purpose is to introduce core concepts related to AI and examine how these will transform smart cities in the future. We also want to foster an entrepreneurial streak in students by incubating AI startups during the module.

In these lectures we will prioritise interactive lectures to introduce key concepts and theories, incorporating multimedia presentations, live demonstrations, case studies and student presentations to bring real-world insights into the classroom. Case study analysis will be used to encourage critical thinking and predictions for the future by examining real-world AI implementations in smart cities around the world.

Project-based learning will immerse students in the process of developing an AI startup, requiring teams to conceptualise AI solutions, create business plans, and present their ideas in a mock pitch event.

The following structural pedagogical approach taken for teaching Artificial Intelligence concepts in this module:

- Lectures: AI theory, Smart Cities case studies and AI startup pitfalls explained in lecture slides.
- Research: Students will conduct research on their chosen area of AI & Smart Cities, presenting their results during lectures.
- Role-Playing: Students will create and incubate an AI startup during the module, a process which culminates in a pitch for investment.

Formative and Summative Assessment Strategies:

Formative Assessments:

Formative assessments consist of CCQs (Concept Checking Questions) and ICQs (Instruction Checking Questions) during lectures.

Summative Assessments:

This module has two summative assessments which test our Learning Outcomes.

(1) **AI & Smart Cities project presentation**: A group presentation on a chosen area related to AI & Smart Cities. This activity involves students collaborating in groups to research and present on a specific area of AI applications in smart cities. Student group sizes will be determined once final student numbers are known. The presentation requires students to articulate the problem their chosen application addresses, explain how AI provides a solution, and analyse potential challenges and impacts. Through this task, students develop teamwork, research, and public speaking skills while gaining a deeper understanding of AI's transformative role in urban environments.

(2) **AI Incubator pitch**: A short pitch, role-playing a startup founder. Students will present their startup idea, highlighting the problem it addresses, the unique AI-driven solution, the target market, and the potential impact. This activity develops skills in communication, persuasion, and strategic thinking, providing a realistic experience of entrepreneurial pitching while encouraging creativity and confidence. This is an individual project.

Marking Scheme:

Marks are provided to the students out of 20, complying with the French grading system used at their home schools.

GRADE	KNOWLEDGE & ANALYSIS	ORGANISATION & STRUCTURE	LANGUAGE	DELIVERY	VISUAL AIDS
16+	Exceptional understanding of the relevant material and issues and goes well beyond the core material. Outstanding range, quality, and use of sources. Insightful comments are present and critical analysis of concepts is present throughout. Original thought is substantially demonstrated.	Exceptionally well-structured (clear sections) and signposted with smooth transitions between presenters. Time is perfectly managed, and evidence of teamwork is clear.	Exceptional use of spoken language. Language is precise, elegant and natural. Level of academic/professional language would not look out of place at a workplace conference. Any inaccuracies are extremely rare and occur only as slips rather than errors. Pronunciation is effortless to understand.	Exceptional use of speed, volume & fluency. Body language is engaging with excellent eye contact throughout. Notes used appropriately or not needed at all, audience interaction is positive, and questions anticipated & answered appropriately. Authoritative and professional delivery with chunking, pausing and rhetorical devices used naturally throughout. Professional.	Exceptionally designed, consistent throughout, and proofread for language issues with no errors appearing. References provided accurately on final slide. Creative flourishes may be present where relevant. Excellent use of animations & relevant professional features. Would not look out of place at a workplace conference.
14-15.9	Excellent understanding of the relevant material. Excellent use of appropriate sources with strong critical analysis integrated. Significant level of originality is present.	Very clear overall structure and well-signposted. Most transitions work well with good teamwork, and timing is appropriate.	Sound use of spoken language. Uses a wide range of simple and complex language with control, flexibility and sophistication. Very academic and professional throughout. Errors are very rare. Pronunciation is very clear.	Loud & fluent throughout. Eye contact is well-maintained. Interaction and questions are handled very well. Convincing delivery with thought given to pausing and rhetorical devices.	Very well-designed, consistent slides with almost no errors. References provided with only very minor issues. Smooth feel overall.
12-13.9	General knowledge of core ideas demonstrated with some critical analysis, but parts remain descriptive. Good use of sources but mainly from the reading list and module material and/or superficially used. Some originality is present.	Structure is clear. Transitions are demonstrated, teamwork is suitable, and timing meets the requirements.	Satisfactory use of spoken language. Uses a range of simple and complex language usually with control and flexibility. Very good use of academic and/or professional language in places. Occasional errors may be present but do not usually impede communication. Pronunciation issues are very rare.	Generally fluent with only minor hesitations. Eye contact is adequate. Reasonable audience interaction and answers to questions show thought to style and/or knowledge. Good delivery.	Effective slides overall with only some errors, including with the reference list.
10-11.9	Some knowledge of the core ideas demonstrated but relevance to the question could be more focused. Descriptive work with only very limited analysis. Very limited originality.	Basic structure and signposting apparent. May occasionally be hard to follow. Evidence of practice is limited but timing is adequate even if very marginally over/under.	Mixed use of spoken language. Some range of complex language with variable degrees of control. Some academic and/or professional language is present. Errors may sometimes impede communication. Pronunciation issues feature sporadically.	Surface level communication with the audience. Laptops/mobile phones used to read notes. Hesitations are noticeable and eye contact is mixed. Tone may be flat. Audience interaction is very rudimentary. Questions are treated as an afterthought rather than planned for. Mixed delivery.	Basic and at times inconsistent slides. Multiple errors with reference list.
0-9.9	No/limited knowledge demonstrated. Lacks focus, with no analysis. No originality. Does not meet learning outcomes.	Lacks cohesion throughout. Very hard to follow. Timing is significantly too short or is significantly incomplete when maximum time limit is reached. Not suitable at this level.	Very poor use of spoken language. Mainly simple language or informal. Is not academic and/or professional. Errors are very noticeable and sometimes impede communication. Pronunciation issues feature very regularly. Does not meet learning outcomes.	Poor communication with the audience, including items such as reading notes throughout, particularly from mobile phones/laptops, and poor timing. Difficult to understand/follow. Robotic tone with direct unconsidered answers. Does not meet requirements.	Inappropriate in all areas with scant attention paid to any details. No reference list. Does not meet requirements.

List of summative assessments.

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation Needed? Y/N	Duration if timed assessment	Weighting	LOs
7 and 8	AI & Smart Cities project	~10 minute presentation related to Smart Cities (Group Project).	N	*n/a*	50%	1, 3, 4, 6
11 and 12	AI Incubator Pitch	~5 minute pitch of a new AI Startup Idea (Individual)	N	*n/a*	50%	2, 3, 4, 5, 6
Resit		Continue development of AI Startup Pitch. (~10 minute, Individual)	N	*n/a*	100%	2, 3, 4, 5, 6

Students who fail the summative assessments are offered a resit the opportunity where they continue to develop their AI startup.

Reading List:

Tegmark, M. (2017) *Life 3.0: Being Human in the Age of Artificial Intelligence*

Barrat, J. (2023) *Our Final Invention: Artificial Intelligence and the End of the Human Era*

Bostrom, N. (2014) *Superintelligence: Paths, Dangers, Strategies*

Russell, S. (2019) *Human Compatible: Artificial Intelligence and the Problem of Control*

Russell, S. J. & Norvig, P. (2020) *Artificial Intelligence: A Modern Approach.* New Jersey: Prentice Hall

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Module Handbook

Module title: Experience Management   (in-person)

Lecturer's name: Alexis Grabar

Email address: agrabar@omnesintervenant.com

Contact hours: 12 hours

Assessment hours: Presentation during sessions 7/8, marked by Alexis Grabar, no need for external invigilators

+1hour for written final exam after session 8: with external invigilators

Independent study hours expected: 24h

ECTS credits: 2 ECTS

Programme level: Level 7 = Postgraduate

Prerequisites: Basic understanding of business management including Marketing, Strategy and Finance.

Aims:

Understand Experience Management (XM), with a deep dive in Customer Experience (CX), Employee Experience (EX), User Experience (UX) and Brand Experience (BX), using a company as a hands-on case study and methodologies of Design Thinking.

Learning Outcomes (LOs):

Knowledge

1. Demonstrate advanced understanding of the customer experience journey by defining its core components, distinguishing it from other customer-related concepts, and explaining its significance in diverse industries (e.g., FMCG, automotive, travel).

2. Critically evaluate the stages of a customer experience journey, analyzing their roles (e.g., awareness, consideration, purchase, resolve, renew) and the factors that enhance customer satisfaction, conversion rates, and basket value.

3. Identify and assess performance indicators (KPIs) for each stage of the customer experience journey, understanding their role in measuring outcomes such as traffic improvement, online purchase rates, and customer loyalty.

4. Synthesize case studies of brands that have successfully implemented or upgraded customer experience strategies, linking these examples to improved customer satisfaction and financial outcomes.

Skills

5. Design and define a comprehensive customer experience journey, incorporating the identification of critical phases and associated needs (e.g., decision-making in the purchase phase).

6. Apply advanced analytical skills to identify pain points and gaps within a customer experience journey, proposing solutions to improve specific stages.

7. Develop and recommend metrics and KPIs for measuring the impact of customer experience strategies, aligned with organizational goals and customer outcomes.

8. Critically appraise real-world applications of customer experience improvements through group discussions, comparative analysis, and evaluation of best practices across industries.

Values

9. Appreciate the strategic importance of customer-centric approaches in driving satisfaction, loyalty, and business success across diverse sectors.

10. Advocate for ethical and inclusive customer experiences, ensuring accessibility and fairness in all journey stages.

11. Embrace innovation and continuous improvement in creating value for customers and businesses through optimized customer journeys.

12. Commit to reflective practice, leveraging case studies and data-driven insights to enhance professional expertise in customer experience management.

Syllabus Content:

Class	Topic/Knowledge	Skills	LOs
Day 1	Introduction Experience Management. Qualtrics, Medalia, McorpCX	Research skills	1
Day 2	Customer Experience	Analysis skills, research, working in teams	2-4

Day 3	Employee Experience	Analysis skills, research, working in teams	2-4
Day 4	User Experience	Analysis skills, research, working in teams	2-4
Day 5	Brand Experience	Analysis skills, research, working in teams	5-8
Day 6	Experience Management	Analysis skills, research, working in teams	5-8
Day 7	Demo Day Part 1	Presentation skills, public speaking	9-12
Day 8	Demo Day Part 2	Presentation skills, public speaking	9-12

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
- Case studies
- Agile Management
- In-class research activities
- Independent research activities
- Hands on product management
- Group work for case study and final demo day presentation

Formative and Summative Assessment Strategies:

Formative Assessments:

Class discussion and preparation to Demo Day

Summative Assessments:

Final Demo Day presentation in groups a chosen company from an Experience Management perspective during the 7th and 8th class of this module.

Final written exam with 10 MCQ-format questions worth 1 point each, 5 open ended questions worth 1 point each, and a small case study worth 5 points; for a final grade out of 20.

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation Needed? Y/N	Duration of exam	Weighting	LOs
Session 7 and 8	Demo Day	10-15 minutes presentation showing the journeys of an existing company/ how to improve them/ with which tools/ what are the business impact and ROI of such a program.	N	*10-15 minutes per group*	*45%*	*1-12*
After session 8	Written Exam	Final written exam with 10 MCQ-format questions worth 1 point each, 5 open ended questions worth 1 point each, a small Case Study worth 5 points; for a final grade out of 20.	Y	*1 hour*	*45%*	*1-4, 6, 7, 12*
Sessions 1-8	Participation		*N*		*10%*	
RESIT		Boostcamp Quiz	*N*	*1 hour*	*100%*	*All*

Feedback Strategies:

Frequent verbal feedback on activities completed in class or online, written feedback on Demo Day presentation.

Reading Lists:

Chabry, L., Gillet-Goinard, F. and Jourdan, R. (2017) *The toolbox of CX*. 2nd edn. Dunod.

Faugère, M. and Ramanantsoa, B. (2010) *Service management and change management: The SNCF case study*. Vuibert.

Goodman, J.A. (2014) *Customer experience 3.0*.

Harvard Business Review (2017) 'Anchoring CX in the social experience'. *Harvard Business Review*, January.

Meyronin, B. and Ditandy, C. (2015) *From management to service marketing: Develop your company's CX*. 3rd edn. Dunod.

Pennington, A. (2015) *The customer experience book*.

Pine, J. (1999) *The experience economy*.

Qualtrics (n.d.) *XM Institute library*. Available at: https://www.qualtrics.com/xm-institute [Accessed 9 January 2025].

Solis, B. (2015) *X: The experience when business meets design*.

Prerequisite:

1/ <u>Mandatory</u>

Basic understanding of business management including Marketing, Strategy and Finance

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Course Handbook

Module Title: Innovation and Digital Transformation

Lecturer's Name: Dr. Sime Serge

Contact: ssime@omnesintervenant.com

Contact Hours: 18 hours

Teaching Format: Face-to-Face

Independent Study Hours Expected: 24-hour independent work.

ECTS Credits: 3 ECTS

Programme Level: Level 7 = Master

Prerequisites: Basic understanding of innovation management

Aims:

Innovation and digital transformation are at the heart of how organisations manage change, which is central to their growth, survival, and success. Managing change is a highly complex process; however, with specific sets of knowledge, tools, and practices, organisations can successfully manage and implement change.

Drawing on insights from leading innovators, such as Mastercard, Tesla, Apple, Google, Samsung, Southwest Airlines, Lego, Uber, Alibaba, Didi, Mastercard, Neeuro, Lufthansa, Dollar Shave., etc, this course aims to provide a comprehensive understanding of the concepts, challenges, and opportunities associated with innovation and digital transformation in today's business landscape. It will cover various aspects, including the impact of emerging technologies, organisational implications, and strategies for successful implementation.

By the end of the module, students should be able to understand managerial strategies that organisations use to digitalise and effectively manage the different types of innovation.

Learning Outcomes (LOs):

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

Knowledge

1. Develop an understanding of innovation and digital transformation as a significant source of change and its organisational and institutional determinants.
2. Articulate the challenges and opportunities associated with digital transformation.

3. Evaluate how organisations effectively manage the innovation and digital transformation processes and illustrate how this contributes to their performance.

Skills

1. Evaluate the different models and strategies that organisations use to create and capture value from innovation.
2. Develop their presentation and employability skills.

Value

1. Adaptability: Flexibility in thinking and the willingness to embrace new ideas, tools, and processes, allowing individuals and organizations to thrive in dynamic environments.
2. Creative Problem-Solving: Fosters a mindset geared toward experimentation and thinking outside the box, encouraging the exploration of diverse perspectives and approaches to address issues effectively.
3. Collaboration and Networking: Building relationships, sharing knowledge, and leveraging diverse skill sets to drive successful innovation initiatives.

Syllabus Content:

The module will comprise 12 sessions x 1.5 hours each.

Sessions	Topic/Knowledge	Useful Reading(s)/Work(s)	Learning Outcome
Session 1	Innovation – What it is and why does it matter?	1. Ahlstrom, D. 2010. Innovation and growth: How business contributes to society. The Academy of Management Perspectives, 24(3), pp.11-24. 2. Chapter 1 - Tidd, J. and Bessant, J. 2018. Managing innovation: Integrating technological, market and organizational change. Willey: UK. 3. Rosenbusch, N., Brinckmann, J. and Bausch, A., 2011. Is innovation always beneficial? A meta-analysis of the relationship between innovation and performance in SMEs. Journal of Business Venturing, 26(4), pp.441-457 4. Kenneth B. Kahn, 2018. Understanding innovation. Business Horizons, 3, 453-460.	K/E LO 01 LO 02 LO 03 I/P LO 01 LO 02
Session 2	Digital Transformation	1. Burton-Jones, A., Akhlaghpour, S., Ayre, S., Barde, P., Staib, A., & Sullivan, C. (2020). Changing the conversation on evaluating digital transformation in healthcare: Insights from an institutional analysis. Information and Organization, 30(1), 10025. 2. Economist. (2017). The world's most valuable resource is no longer oil but data.	K/E LO 02 LO 03 I/P LO 01

		https://www.economist.com/leaders/2017/05/06/the-worlds-most-valuable-resource-is-no-longer-oil-but-data 3. Hagberg, J., Sundstrom, M., & Egels-Zandén, N. (2016). The digitalization of retailing: An exploratory framework. International Journal of Retail & Distribution Management, 44(7), 694–712. 4. Westerman, G., Calméjane, C., Bonnet, D., Ferraris, P., & McAfee, (2011). Digital transformation: A roadmap for billion-dollar organizations (pp. 1–68). MIT Sloan Management, MIT Center for Digital Business, and Capgemini Consulting. 5. Economist. (2017). The world's most valuable resource is no longer oil but data. https://www.economist.com/leaders/2017/05/06/the-worlds-most-valuable-resource-is-no-longer-oil-but-data	
Session 3	Developing an Innovation Strategy	1. Chapter 4 - Tidd, J. and Bessant, J. 2018. Managing innovation: Integrating technological, market and organizational change. Willey: UK. 2. Christensen, C. & Raynor, M. 2003. The Innovator's Solution: Creating and sustaining successful growth, Harvard Business School Press, Boston, MA. Copies available in DMU Library: Link 3. Teece, D and Pisano, G. 1994. The dynamic capabilities of firms: An introduction. Industrial and Corporate Change, 3, pp. 537-556. 4. Wang, C. and Ahmed, P. 2007. Dynamic capabilities: A review and research agenda Dynamic capabilities: International Journal of Management Reviews, 9 (1) pp. 31–51.	K/E LO 01 LO 02 LO 03 I/P LO 01
Session 4	1. Tesla Case Study 2. Apple Inc Case Study	1. Data analysis 2. Group Case presentation 3. Group work	K/E LO 01 LO 02 LO 03 I/P LO 01 LO 02
Session 5	Product, Service, and Process Innovation.	1. Chapter 10 - Tidd, J. and Bessant, J (2018). Managing innovation: Integrating technological, market and organizational change. Willey: UK 2. Garcia, R. and Calantone, R., 2002. A critical look at technological innovation typology and innovativeness terminology: a literature review.	

		Journal of Product Innovation Management. 19(2), pp.110-132. 3. Hervas-Oliver, J.L., Sempere-Ripoll, F. and Boronat-Moll, C., 2014. Process innovation strategy in SMEs, organizational innovation and performance: a misleading debate? Small Business Economics, 43(4), pp.873-886. 4. Nijssen, E. J, Hillebrand, B. Vermeulen, P. A., and Kemp, R. G. (2006). Exploring product and service innovation similarities and differences. International Journal of Research in Marketing, 23(3), 241-251.	
Session 6	External Sources of Innovation & Open Innovation.	1. Nieto, M.J. and Santamaría, L., 2007. The importance of diverse collaborative networks for the novelty of product innovation. Technovation, 27(6-7), pp.367-377. 2. Un, C.A. and Asakawa, K., 2015. Types of R&D collaborations and process innovation: The benefit of collaborating upstream in the knowledge chain. Journal of Product Innovation Management, 32(1), pp.138-153. 3. Chesbrough, H.W., 2003. Open innovation: The new imperative for creating and profiting from technology. Harvard Business Press. 4. Dahlander, L. and Gann, D.M., 2010. How open is innovation? Research Policy, 39(6), pp.699-70.	K/E LO 02 LO 03 I/P LO 01
Session 7	1. Mastercard Case Study 2. Neeuro - Revolutionising Digital Therapeutic Through Open Innovation Case Study	1. Data analysis 2. Group Case presentation 3. Group work 4. Assessment	K/E LO 01 LO 02 LO 03 I/P LO 01 LO 02
Session 8	Platforms, Ecosystems and Networks	1. Gawer, A. 2014. Bridging Differing Perspectives on Technological Platforms- Toward an Integrative Framework. Research Policy 43(7)- 1239–1249 2. Williamson, P. J., & De Meyer, A. 2012. Ecosystem advantage: How to successfully harness the power of partners. California Management Review, 55(1), 24–46. 3. Phelps, C., Heidl, R., and Wadhwa, A. 2012. Knowledge, networks, and knowledge networks: A	K/E LO 02 LO 03 I/P LO 01

		review and research agenda. Journal of Management, 38, 1115-1166. 4. Alaimo, C., Kallinikos, J & Valderrama, E.,2020. Platforms as service ecosystems: lessons from social media. Journal Information Technology, 35, 25-48.	
Session 9	Disruptive Innovation	1. https://automationswitch.com/understanding-disruptive-technology/ 2. Clayton Christensen Lecture at Oxford University on Disruptive Innovation, 2015 - Youtube. 3. Christensen et al. (2015) – What is Disruptive Innovation. Harvard Business Review (further reading). 4. Markides, C., 2006. Disruptive innovation: In need of better theory. Journal of product innovation management, 23(1), pp.19-25.	K/E LO 02 LO 03 I/P LO 01
Session 10	1. Lufthansa Case Study 2. Dollar Shave Club: Disrupting the Shaving Industry	1. Data analysis 2. Group Case presentation 3. Group work	K/E LO 01 LO 02 LO 03 I/P LO 01
Session 11	Exponential technologies and their management - AI, IoT, Blockchain, Cryptocurrency and Digital Technology	1. Haefner, N., Wincent, J.,Parida, V. & Gassmann,O.,2021. Artificial intelligence and innovation management: a review, framework, and research agenda. Technological Forecasting Social Change, 162, 120392. 2. Iansiti, M & Lakhani, K. (2020). Competing in the age of AI. Harvard Business Review, 98, 3-9. 3. Sestino, A., Prete, M.I., Piper, L. & Guido, G., 2020. Internet of Things and Big Data as enablers for business digitalization strategies. Technovation, 98,102173. 4. Gregory, R. W., Henfridsson, O., Kaganer, E., & Kyriakou, H. 2020. The role of artificial intelligence and data network effects in creating user value. Academy of Management Review, 45(3), 534-551.	K/E LO 02 LO 03 I/P LO 01
Session 12	Assessment Consultation		

Teaching and Learning Strategies:

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

Teaching and Learning Strategies include:

- Classroom discussions
- Quizzes
- Designed problem-solving challenges
- In-class research activities
- Reflective exercises
- Practice exercises for writing and research
- Group work for problem-based scenarios.

Formative and Summative Assessment Strategies:

Formative Assessments:

Students will need to complete in-class group work and presentation, as well as engage in class discussions to receive feedback from the course tutor on developing skills and knowledge bases required for digitisation and managing innovation.

Summative Assessments:

Students will be assessed using the **two core approaches**. The details of the summative assessments are covered in the tables below.

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation Needed? Y/N	Duration (if exam)	Weighting	LOs
Sessions 4, 7 and 10	Case and group presentation	Answer to a set of questions based on case studies and Presentations	N	10 min presentation	30%	1-3
04/04/25	Report	The assessment	N	750 words	70%	1-3

		requires students to produce a report on the innovation strategies of the chosen company.				
16 to 20 June 2025 (online)* (apart for ESCE students, they will take place in their home school in France at a later date)	RESIT	An online presentation on the Innocent case study	N	750	100%	All as possible

Assessment 1 Breakdown - Case and group presentation

Assessment schedule	Name of assessment	Format of assessment	Contribution to final grade	LOs
Session 4	Group Case Study Analysis Presentation	Answer the set question based on the Tesla and Apple case study in a group presentation	10%	1
session 7	Group Case Study Analysis Presentation	Answer the set question based on the MasterCard and Neeuro case study in a group presentation	10%	1 & 3
Session 10	Group Case Study Analysis Presentation	Answer the set question based on the Lufthansa and Dollar Shave Club case study in a group presentation	10%	1, 2 & 3

ASSESSMENT 2: REPORT

Outline for the Task

For this assignment, students are required to analyse a company of their choice and the sector in which it operates. They need to answer the following questions: Over the past decade, how

has the selected company incorporated digitalisation? How did its competitors respond to the digitalisation process? What impact did digitalisation have on the company's performance?

RESIT

Re-assessment will be based on your results for the presentation and report. If students fail the presentation, they will be required to do an online presentation on the Innocent case study.

On the other hand, if they fail the report, they will need to resubmit a new report on the innovation strategy of IBM by responding to the following questions. In the last 10 years, how has IBM incorporated digitalisation? How did its competitors respond to the digitalisation process? What impact did digitalisation have on IBM's performance?

Feedback Strategies:

Students will receive frequent verbal feedback on activities completed in class and formal written feedback on their group presentation, and there will be opportunities for gaining feedback from peers.

Reading Lists:

Core book:

1. Tidd, J. and Bessant, J (2018). Managing innovation: Integrating technological, market and organizational change. Willey: UK
2. Trott, P. (2005), Innovation Management and New Product Development, 3rd ed., Prentice-Hall, Harlow.
3. See the individual section for more sources.

Prerequisite:

1. Mandatory: Basic understanding of innovation management
2. Recommended: Basic understanding of digital transformation.

Module Handbook

Module title: Startups Pitch 4.0 IN PERSON

Lecturer's name: Michael DaCosta Babb (MDB)/ Mike Abeyta (MA)

Email address: mdacosta@omnesintervenant.com

Contact hours: *24 hours*

Assessment hours: *N/A*

Independent study hours expected: 48 hours

ECTS credits: *= 4 ECTS*

Programme level: *Level 7 = Postgraduate*

Prerequisites: *N/A*

"The challenges of the 21st century are immense… We need to deal with climate change, environmental degradation, global inequality and extreme poverty, global, national and individual security…"

-Remember we have the Technology

-We have the Resources

...The challenge of the 21st Century is that we must learn to think and act as a global species… We must build new political and economic systems so that we can look after

-all individuals

our global species

-our planet

-that we rely on for everything"

Extract from 'How to Save Our Planet' – Professor Mark Maslin

Aims:

The students will work in groups to develop a new company, product or service which can help to 'Save our Planet'. At the end of the module, they will all make a twelve-minute presentation of their Startups 4.0 Pitch project.

Preamble: We are living through complicated times globally. As defined by Professor Klaus Schwab at the World Economic Forum, The Fourth Industrial Revolution (4IR), that we are all living through, 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, Quantum computing, Robotics, Internet of Things and Virtual Reality are transforming the economy across all industry sectors. But how does that help humanity?

We also know the importance of Agenda 2030 and the United Nation's Sustainable Development Goals. 'NetZero' today, like 'Sustainability' and 'Corporate Social Responsibility' in the past, has become a 'battle cry' for policy makers all over the world. And the 'battlefield' is steeped in diversity, social impact and geopolitics. All of the above means, how we communicate and pitch business ideas is also changing fast. We have to engender strong entrepreneurial skills in the next generation of Startup founders in these 4IR times and inspire them to be resilient enough to navigate the stormy waters of the investment ecosystem in order to get their ideas funded and brought to fruition.

This module gives the students the skills to develop a strong business concept, which has social impact, in order to be able to successfully pitch their business to ministers, corporate partners and investors. The role of marketing and pitching is crucial within these highly competitive 4IR times. It is possible to secure funding simply using a deck. But it has to be an outstanding deck!! That is the vision of this module. Making outstanding business presentations for future Startup 4.0 founders.

The study focusses in particular on world changing ideas which can 'Save our Planet'. This empowers students and gives a positive spin to the academic context in which we are working. Ordinarily, these are the ideal conditions for knowledge transfer and exchange to occur between academia and society.

Essentially, this module provides a framework for Startup 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 strategic partners. It is hoped that this module may eventually act as a springboard into the real Startup ecosystem for the students.

They will be mentored along the entire process from concept to final pitch. An industry expert may be present on the jury.

This module has a practice-based workshop approach with a feel of a typical 'StartUp Accelerator'. It has been specially prepared for OMNES by Mike Abeyta and Michael DaCosta Babb who have both worked globally extensively within the Startup investment ecosystem.

Learning Outcomes (LOs):

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

1. A unique concept proposition which the students may choose to take to market.

2. A multi-use pitch deck template aimed at investors, strategic partners or government.

3. Knowledge of megatrends within the social impact and technology marketplaces.

4. Presentation skills related to securing investment, partnerships or revenue.

Syllabus Content:

Sessions	Topic/Knowledge	Skills	LOs
Session 1 –	Introduction to the Saving the Planet theme by MDB Introduction to the Investor ecosystem MA Briefing by MA and MDB	Critical Thinking, Teamwork, Leadership	1 & 3
Session 2 –	Student initial ideas to cohort based on Session 1 – Feedback from MDB and MA	Teamwork, Critical Thinking, Presentation skills, Reading	1 & 4
Session 3	Dedicated Timed Mentoring sessions with lecturers	Teamwork, Critical Thinking, Presentation skills, Reading	1,3 & 4
Session 4 –	Megatrends and Case Studies (MDB)	Communication skills, Presentation skills, Research techniques, Reading	1, 2, 3 & 4
Session 5 –	Marketing to the Ecosystem and DIPADA (MDB)	Critical thinking, Teamwork, Communication skills	1, 2, 3 & 4
Session 6 –	Namestorming and Inspiration (MDB)	Critical Thinking, Teamwork, Communication Skills	1,3
Session 7 –	Team building (MA)	Understanding team composition decisions, self-	1, 2, 3 & 4

		understanding for best results in a group project.	
Session 8 -	Pitch Deck examples (MDB)	Critical Thinking, Teamwork, Communication Skills	1, 2, 3
Session 9 –	Business models (MA)	Understanding a startup's business model,	1, 2, 3 & 4
Session 10	Presentation Tips and Skills Audit (MDB)	Teamwork, Presentation skills, Q&A technique, team building, motivation, leadership	1, 2, 3
Session 11	Financial projections (MA)	Evaluating financial performance	1, 2, 3
Session 12	Fundraising (MA)	Effectiveness of various startup investor pitches.	1, 2, 3
Session 13	Case studies (MA)	Financing decisions	1, 2, 3 & 4
Session 14	Dedicated Timed Mentoring in groups (MA and MDB)	Teamwork, Presentation skills, Q&A technique, teambuilding, motivation, leadership	1, 2, 3 & 4
Session 15	Final Pitch Session! (MA and MDB and possible guest industry experts)	Teamwork, Presentation skills, Q&A technique, team building, motivation, leadership	1,2,3 & 4

Teaching and Learning Strategies:

This module uses a wide range of teaching and learning strategies to provide a stimulating learning environment that encourages students to take control of their own learning, to engage with a wide range of knowledge and skills, and to work collaboratively while developing self-

awareness. The strategies have been carefully chosen to support students towards learning outcomes and assessments and to cater for diversity across the student body.

Teaching and Learning Strategies include:

- Lectures to introduce module concepts and brief students
- Classroom discussions and interactive sessions between students and lecturer
- Online Quiz
- Real-life case studies
- Skills audits
- Independent research activities
- Role plays and simulations
- Practice exercises for group presentations
- Group work for class project, one-to-one mentoring, warm-up, and final presentation

It is hoped that the students will be motivated to launch businesses and may ask for additional support from the lecturers.

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 briefed to develop their projects	Not applicable	1 & 4
Session 2	Students briefly present their concepts	Not applicable	1, 3 & 4
Session 3	Mentoring	Not applicable	1, 2, 3 & 4
Session 4 & 5	Group work on various aspects of developing a concept including naming and marketing	Not applicable	1, 2, 3 & 4
Session 6	Financial management Template provided for use in the project.	Not applicable	1, 2, 3 & 4
Session 7	Examples of Pitch Deck best practice	Not applicable	1, 2, 3, & 4
Session 8	Initial application of business modelling	Not applicable	1, 2, 3 & 4

| Session 9 | Final presentation guidance & skills audit | Not applicable | 1, 2, 3 & 4 |
| Session 10-12 | Deep dive into financials & quiz | Not applicable | 1,2,3, 4 |

Summative Assessments:

There is a mid-module formal assessment, in the form of both a quiz and skills audit, which each represents 5% of the final mark. Overall attitude during the semester especially the mentoring sessions represents 10% of the final mark.

Finally, all students must complete their group project where they will develop a twelve-minute presentation for their business which will 'Save our Planet'. This represents 80% of the student's final grade. The format of responding to the brief is up to the students. As a bare minimum a Slide show or power point is expected. However, the students may have the flexibility to make a teaser video, web site or actual product demo if sufficiently motivated. The criteria are laid out in the brief. Ordinarily said criteria include: graphic look, enthusiasm, teamwork, time-keeping and wow factor. There are additional marks for feasibility and accuracy of response to the brief. All of the afore-mentioned criteria have equal weighting for the project which carries 80% of the overall mark. The students receive an overall group mark out of 20. In exceptional circumstances an individual student may receive an additional mark for 'Excellence'.

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation Needed? Y/N	Contribution to final grade	LOs	Duration
Session 9	Startup Skills audit	Individual	N	5%	1, 2, 3 & 4	N/A
Session 10	Startup Learnings	Quiz	N	5%	1, 2, 3 & 4	N/A
Sessions 3&14	Mentoring / Journey	Group work	N	10%	1, 2, 3 & 4	15-20 mins approx. per grou
Session 15	Final Pitch	Group presentations	N	80%	1,2, 3 & 4	10-15 mins approx. per grou
Resit	Recorded Video	Five-minute video individually describing the student's project focusing on how it	N	100%	1,2,3,4	5 mins

		works, how it will get customers and how it will 'Save the Planet'.				

Feedback Strategies:

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

In Sessions 1, 2 & 3 the students already start to develop their projects after having been briefed by the lecturer in the classroom; The students receive constant feedback over the course of the module in all aspects of launching a Startup business. In session 13 the students get dedicated mentoring time with the lecturer in their groups to talk about their projects and prepare their final pitches; In the final Session the students make their Final Pitch presentation to the lecturer (and where possible) an expert in the classroom. The students receive direct feedback from the lecturers after they make their pitch and must answer questions. Some of them may ask for additional information and support as they take their product or service to market.

Marking Criteria:

	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 average 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	

Team Work	Perfect teamwork and chemistry Engage with the audience Excellent Q&A technique	Very good team work Clear leadership and demarcation of roles	Above average team work Some roles clear. Most not.	Below Average team work and chemistry	
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	
Enthusiasm	Perfect attendance and engagement outside of formal classes	Near perfect attendance as group	Average attendance as a group	Below average attendance as a group	
Feasibility	Excellent concept ready to go to market	Excellent concept	Good concept	Average concept	
Brief Response	Perfect response and challenged the brief	Good response to brief	Above average response to brief	Below average response to the brief	
Financial management	Excellent business plan ready to show an investor	Good business plan foundations	Average business plan	Below average business plan	
Extra content					

	Did a video, website and made an mvp	Did a video and website	Did a website or video	Just did slides	

Reading Lists:

Cohen D. (2019) *Do More Faster*. Wiley. USA.

Maslin M. (2021) *How to Save Our Planet*. Penguin, UK.

Parrish D. (2005) *T Shirts and Suits*. Merseyside ACME, UK.

Peters T. (1999) *Brand You 50*. Knopf, USA.

Ries E. (2011) *The Lean Startup*. Currency, USA.

Prerequisite:

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

1/ None

2/ Entrepreneurship

OMNES
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LONDON SCHOOL

Module Handbook

Module title: Advanced English in Business

Lecturer's name: Ms Valentina Vlasova

Email address: vvlasova@omnesintervenant.com

Contact hours: 18 teaching hours

Assessment hours: Formative assessment includes a Group Presentation in Session 6 (formative mid-module assessment) and ongoing assessment and feedback during sessions.

Summative assessment comprises a Group Presentation in Session 11/12 and Summative Quizzes (3 quizzes 10-15 min in Sessions 4, 6 and 9).

Independent study hours expected: 36 independent study hours

ECTS credits: 3 ECTS

Programme level: Level 7

Prerequisites: B2 English proficiency level

Aims:

The main aim of the **Advanced English in Business** module is to develop students' speaking and writing skills around a range of business topics, helping them to communicate more effectively in their working lives. The target language in each session has been carefully selected to ensure that students will be equipped with genuinely useful, transferable language skills that they can take out of the classroom and use immediately in the workplace and real-life situations.

The main emphasis of the module is on students' speaking and using the target language in meaningful and authentic ways; it is expected that a large proportion of the session time will be spent on activating students' interest and encouraging them to talk about current and relevant business topics such as innovation, digital transformation, leadership and corporate social responsibility.

The syllabus is communication-driven with the topics for each session have been chosen because of their relevance to modern business and the world of work. Each session will use a combination of group activities, debates, role plays, language skills activities and games, and group discussions to explore different business topics. Students will be expected to spend time between sessions to work independently on the materials and readings provided. This will allow them to process the information they have learned and apply it to their own assignments, helping them prepare for summative assessments. Throughout the module, students will be asked to critically evaluate their own work and reflect on it. The module seeks to reinforce some of the key communication skills that students will require in their future international careers.

Learning Outcomes (LOs):

Knowledge

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

1. Make effective use of advanced business-related vocabulary and lexical and grammatical features in writing and speaking activities authentic to 'real-life' situations;
2. Argue a point in a debate clearly and cohesively justifying claims.

Skills

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

3. Design, develop and deliver group presentations selecting appropriate content and focusing on effective delivery;
4. Critically evaluate and reflect on their work, be able to identify strengths and weaknesses and set points for improvement;
5. Demonstrate originality and teamwork in tackling and solving problem-based tasks;
6. Develop critical awareness of current issues and/or insights in the business field.

Values

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

7. Effectively use advanced English skills to navigate the UK and international business environment with respect for cultural diversity and global community.

Syllabus Content:

Sessions	Topic/Knowledge	Skills	LOs
Session 1	Introduction to the module outcomes, scheme of work and assessments Cross-cultural experiences	-Introducing yourself in a business context -Describing cross-cultural experiences	1,7
Session 2	Business Communication (Email writing)	-Understanding the basics of professional email writing -Practising accuracy, diplomacy and tone in email writing -Using GenAI to enhance writing skills	1,4,5
Session 3	Employability in the modern world	-Discussing transferable employability skills -Writing an email cover letter -Preparing for a job interview	1,4,5
Session 4	Job Interview Practice	-Discussing the format of a job interview	1,4,5,6

		-Practicing answering questions in a job interview -Discussing behavior-based interview questions -Practicing STAR technique	
Session 5	Progress and Innovation	- Discussing innovation - Developing brainstorming, group discussion and problem-solving skills -Argumentative writing principles	1,5,6
Session 6	Progress and Innovation (**formative assessment**, group presentation)	-Developing a group presentation on an innovation	1,3,4
Session 7	AI and Future technology	-Debating a topic on both sides	2,6
Session 8	Leadership styles	-Discuss types of leadership -Reflective practice	1,4
Session 9	Teambuilding	-Discussing the psychology of management and teambuilding -Practicing selecting and building a team	1,4,5
Session 10	Crisis Management Skills	-Discussing the techniques of crisis communication -Practicing the skills involved in crisis communication	1,4,5
Session 11	**Summative Assessment** – Group presentation – Innovative solutions	-Honing presentation skills -Developing problem solving skills -Discussing innovation	1-7
Session 12	**Summative Assessment** – Group presentation – Innovative solutions	-Reflect on the presentations -Review of the module	1-7

Teaching and Learning Strategies:

This module uses a wide range of teaching and learning approaches and strategies to provide a stimulating learning environment that encourages students to take control of their own learning, to engage with a wide range of activities to build on their knowledge and skills, and to work collaboratively while developing self-awareness, teamworking and linguistic abilities.

The strategies have been carefully chosen to support students towards learning outcomes and assessments and to cater for diversity across the student body.

Teaching and Learning Strategies include:

- Classroom discussions
- Role plays and simulations
- Game-based activities
- Reflective exercises
- Practice exercises for reading and writing
- Group work and pair work for problem-based scenarios
- Peer collaboration and review

Formative and Summative Assessment Strategies

Formative Assessments:

Two formal formative assessments on the module will be comprised of:

Week 6 – Group Presentation

And ongoing assessment of students' work and participation.

Formative assessments do not count towards students' final grades but provide a feed-forward to improve the summative submissions.

Summative Assessments:

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation Needed	Duration if exam	Weighting	LOs
Sessions 1-12	In-Class Participation	This includes handing in homework on time, participating in class activities, taking notes and doing exercises as requested.	N	N/A	20%	1-7
Sessions 11, 12	Group Presentation	Groupwork – in groups of 3 or 4 students are expected to	N	10-15 min	50%	1, 3-7

		design and deliver a 10 to 15 min presentation offering an innovative solution to a problem-based task scenario. Assessment criteria will reward knowledge and analysis, organisation and structure, language, delivery and visual aids. All group members must be responsible for a part of the presentation and participate equally. Presentation in the .ppt, .pptx or .pdf format to be submitted via Boostcamp.				
Sessions 4, 6 and 9	Summative Quizzes	3 summative quizzes 10-15 min long with a range of questions: MCQ, short answer, matching etc. based on the	N	10-15 min each	30%	1-7

		content and skills covered during taught sessions.				
Resit Information	Recorded video presentation	A 15-20 min presentation on a given topic presenting a cohesive argument with analysis and reflection.	N	15-20 min	100% (replaces the final module grade)	All as far as possible

Feedback Strategies:

As feedback is an ongoing and continuous process, in Advanced English in Business students will receive oral and written feedback on their participation in class and individual work every session through direct feedback, guided marking, peer feedback, reflective discussions, self-evaluation and exit tickets.

Reading Lists:

Core textbook and materials

Baade, K., Holloway, C., Hughes, J., Scrivener, J., and Turner, R. (2018) Business Result Advanced Student's Book, 2nd edition, Oxford University Press

Essential reading

- Mascull, B. (2011) Business Vocabulary in Use Advanced. 2nd edition, Cambridge University Press
- Mitchell, B. & Gamlem, C. (2017) The Conflict Resolution Phrase Book: 2,000+ Phrases For Any HR Professional, Manager, Business Owner, or Anyone Who Has to Deal with Difficult Workplace Situations. Career Press.

Recommended Reading - Professional Journals and Magazines

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

Prerequisite:

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

1/ <u>Mandatory</u>

- Low B2 level of English
- Basic academic reading skills
- Effective use of referencing
- Comprehensive understanding of English tenses
- Core business vocabulary on an intermediate level

2/ <u>Recommended</u>

- Intermediate and upper-intermediate vocabulary skills
- Good grasp of technology and current business topics

OMNES
E D U C A T I O N
LONDON SCHOOL

Module Handbook

Module title: Advanced Excel & Data Analytics

Lecturer's name: Maithili Paranjape

Email address: mparanjape@omnesintervenant.com

Contact hours: 18 hours

Assessment hours: 45 mins Midterm exam and Group Project (over last 5 weeks)

Independent study hours expected: 36 hours

ECTS credits: 3 ECTS

Programme level: Level 7

Prerequisites: N/A

Aims:

The aim of this module is to provide advanced data analysis skills using the Excel software. The module focuses on data analysis techniques and Excel tools which are essential for data modelling and business decision making. The first part of the module is dedicated to performing descriptive calculations, presenting the data based on analysis. The second part involves the use of more specific features for managers.

Learning Outcomes (LOs):

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

Knowledge
1. Demonstrate fundamental knowledge of handling data in Excel.
2. Apply the core knowledge of Excel formula to perform calculations.
3. Analyse the reliance and connectivity between the functions and Excel cells.
4. Critically evaluate various methods of analysing data.

Skills
5. Evaluate the use of Excel tools to achieve efficiency.
6. Organise the data to improve clarity and transferability.
7. Critically evaluate the available Excel tools and recommend the suitable combination of components for a given problem.

Values
8. Develop methodical approach to problem solving.

Syllabus Content:

Week	Topic/Knowledge	Skills	LOs
1	Using simple excel functions to analyze data	Discovering Excel	1,2
2	Descriptive statistics, Charts and graphs	Fundamental knowledge of handling data in Excel	1,2
3	Using descriptive functions for data analysis	Reliance and connectivity between excel functions	3,4
4	Logical functions along with the nested components	Reliance and connectivity between excel functions	3,4
5	Using logical functions for data analysis	Core knowledge of handling data in Excel	3,4,8
6	What-if analysis with VLOOKUP and Goalseek	Organize the data to improve clarity and transferability.	3,4
7	Pivot Tables	Using excel tools for planning and setting targets	4
8	Complex Pivot tables	Evaluate the use of Excel tools to achieve efficiency	5,6
9	Using Pivot tables for decision making	Evaluate the use of Excel tools to achieve efficiency	5,6,8
10	Regression analysis	Data analysis	6,7
11	Project presentations		All
12	Project presentations		All

Teaching and Learning Strategies:

Most lectures will be made up of:
- A quick refresher about the previous session
- Discussion about the session's topic
- A few in-class applications of the concepts covered

Teaching and learning strategies have been designed based on the specific requirements of this module. Each topic will be taught through lecture and lab session. PowerPoint presentations will be used to explain the theory. Excel sheets will be predominantly used to demonstrate the functions.

BoostCamp is to be used as the virtual learning environment, which will provide access to lecture slides, tutorials, and homework. Students will be expected to submit the work on Boostcamp. Following is the structural approach for the module:
- Presentation: The theory of each topic will be explained and demonstrated though the PowerPoint slides. Excel sheets will be predominantly used to demonstrate the functions.

- Classroom discussions: Students will be asked several questions based on the current topic to firm up their understanding. Small tasks will also be assigned during the session.
- Reflective exercises: Each weekly topic will be associated with a range of questions. During the tutorials, students are expected to write solutions for the given questions. Students will be encouraged to communicate with the lecturer and their peers to improve their understanding of the topic.
- Homework: Every week, few questions from the tutorial will be assigned as the homework

Formative and Summative Assessment Strategies:

Formative Assessments:

Formative assessments will primarily consist of weekly tutorials. Each topic in the syllabus is linked to a few questions based on Excel, to enhance the understanding of the topic. Students are expected to try to write Excel functions and macros to find the problem's solution. At the beginning of the tutorial, the approach to solve the problem, possible choice of tools will be discussed. Students will be expected to demonstrate every completed tutorial to the lecturer. Feedback will be provided while students are attempting to write the solution for the given problem.

Summative Assessments:

Final Grade distribution

- **Midterm exam (50%)**
- **Final Project (50%)**

Midterm Exam: The midterm exam will include questions based on excel concepts discussed until week 6. Students will be given problem statements with the data and will be asked to apply Excel functions to draw conclusions and make decisions.

Final Project: The final project has been designed to evaluate the student's ability to use the various Excel tools efficiently and effectively for solving the given problem. The grades will be assigned based on the accuracy of the use of the tools, choice of the tool, correctness of tools acquired. The specification of the project will be provided in week 7 and students will have approximately 5 weeks to complete the project.

Following will be the schedule of summative assessments.

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation Needed? Y/N	Duration if exam	Contribution to final grade	LOs

Week 6	Midterm Exam	Exam	N	45 mins	50%	1 to 4
Over last 5 weeks	Final Project	Group Project based on analysis of data using Excel tools. Project teams usually consist of three students.	N		50%	5 to 8
Resit Exam	Recorded video Presentation with project	Project based on analysis of data using Excel tools with a 10 min long individual presentation using recorded video.	N	10 mins (for recorded video element)	100%	1 to 8

Feedback Strategies:

Following approach will be observed for providing feedback:
Verbal feedback: Verbal feedback will be provided every week during the lab sessions. As the students work on the tutorial questions, guidance is provided to resolve the errors, understand the cause of the errors, develop logic development abilities, and adapt professional practices.
Students are also encouraged to communicate with their peers during the lab session. Comparing the logical approach, identifying the common mistakes are the supporting activities achieved through communication with peers.
Written feedback: Detailed written feedback will be provided on the midterm exam answers.

Reading Lists:

McFedries, P. (2022). *Microsoft Excel Formulas and Functions.* Microsoft Press.
Winston, W. (2022). *Microsoft Excel Data Analysis and Business Modelling.* Microsoft Press.

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

Prerequisite:

N/A

Module Handbook

Module title: Mastering Public Speaking
Lecturer's name: Zacchary Falconer-Barfield
Email Address: zfalconer-barfield@omnesintervenant.com
Contact hours: 12 hours
Assessment Hours: Final Class
Independent study hours expected: 24 hours
ECTS credits: 2 ECTS
Programme level: Level 7 = Postgraduate
Prerequisites: Basic Understanding of Public Speaking

Aims:

This module aims to equip students with advanced skills of public speaking and presentations and equip the students with the critical skills to create and produce innovative and compelling speeches and presentations. The students will learn progressive and advanced skills for speaking in public, especially using English as a mode of oral communication, and therefore become deeply confident in their ability to perform as public speakers and presenters. This will deeply enhance their future employability, career progression and how they engage with various business communities and all stakeholders, increasing their abilities as a global citizen in an ethical manner.

Learning Outcomes (LOs):

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

1. Develop & critically apply essential public speaking skills
2. Develop a wide range of delivery skills such a vocal performance/body language/visual & audio aids to giving depth and breadth to engage the audience and innovatively enhance the presentation
3. Critically Evaluate Speeches & Presentations
4. Create, prepare & perform an innovative advanced speech/presentation

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 Great Public Speaking: Goals & Benefits of Public Speaking; Explain the depth & breadth of the impact of public speaking	Identifying the core principles of Public Speaking & evaluating the impact on varied situations	1,4
2	1st, 2nd & 3rd Pillars: The Body, Voice & The Words. Developing & critically applying Non-Verbal Communication & Human Voice & Emotions. Using Words with Power.	Critically apply Body Lang, Voice & Words and synthesis it's use on speeches	2,3,4
3	4th Pillar: Storytelling & Structure Critically applying the techniques of Storytelling & Structure – Learning Creativity	Developing the skills of Storytelling & structure in speeches/presentations	2,3,4
4	Understanding the Greats – Watching & Listening to Great speeches and evaluating them.	Critically evaluating speeches to understand what makes them great.	3.4
5	Embracing the Camera – Advanced Camera Techniques	Develop & create their ability to work with cameras for presentations & Interviews.	1.2
6	Audience & Visual Aides: analyzing & composing and designing visual aides	Developing advanced skills & create advanced Visual presentation aides	1,2,4
7	Adding the Sparkle – Comedy; Persuasive and Impact content.	Developing & creating comedic, persuasive & impactful communication.	1,2
8	Final Presentations: Students Deliver their Summative Assessment	All the Skills previously highlighted coming together	1,2, 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 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
- Role plays and simulations
- Practice exercises for speaking & presentations
- Interactive Exercises
- Games that highlight learning outcomes

Formative and Summative Assessment Strategies:

Formative Assessments:

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

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

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

Summative Assessments:

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

Participation and Engagement: The Students will be assessed on their ability to contribute and perform the in-class exercises. As there will be several role-plays and active speech-based exercises to aide in their development, including a group storytelling speech. Each exercise will be graded and an average score given at the end. This will be assessed by the OELS criteria found on Booscamp.

Final Presentation: A 6-8 minute individual speech TED style speech **with or without visual aides.** It will be delivered in front of the class. It will demonstrate the student's ability to develop an appropriate prepared speech and confidently use their voice and body 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 If exam	Contribution to final grade	LOs
Ongoing after session 1	Participation & Engagement	Students will be assessed on their ability to contribute	N	Ongoing	40%	1,2

		and perform their exercises.				
Session 8	Final Presentation	6 min-8min In Person Speech with/without visual aids	N	6-8 min per student	60%	1,2,3,4
Resit	Resit	10 min recorded Video Presentation delivering a TED style talk using a subject chosen at random by the lecturer.	N	10 min per student	100% replacing the original grade.	1,2,3,4

Feedback Strategies:

The students will be given verbal feedback as individuals, in groups and as a class depending on the task and situation involved.

The Final Assessment the student will be given individual verbal feedback on their presentation at the end of the class. Full written feedback will be given within 3 weeks of the end of the course.

Reading Lists:

Recommended Reading –

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

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

The students should have some presentation skills.

Module Handbook

Module title: Intercultural Management
Lecturers' names: Colin Mitchell
Email: cmitchell@omnesintervenant.com
Contact hours: face-to-face teaching: 18 hours
Assessment hours: 1.5 hours for group presentations in sessions 10-12, 1 hour for plenary quizzes in sessions 2-4 and 6-8
Independent study hours expected: Approximately 36 hours
ECTS credits: 3 ECTS
Programme level: Level 7 = Postgraduate
Prerequisites: Basic understanding of International Business and Management, English language at B2 CEFR

Aims:

This module will provide postgraduate students with advanced cultural awareness, intelligence, and sensitivity, facilitating competent communication across linguistic and cultural borders in international business contexts. It will also equip students with strategies to adapt their communication in diverse settings, and foster team building, leadership and conflict resolution skills for international management.

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 international business 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 management 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 Management	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 Presentation Tutorials	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	1,2,3,4,5,6,7,8
11	Presentation Assessments	Summative assessment	1,2,3,4,5,6,7,8

| 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
- Tutorials for formative feedback

Formative and Summative Assessment Strategies:

Formative Assessments:

Each session, students will produce language and receive formative feedback from the lecturer and their peers. Each input session (2-4, 6-8) will conclude with a summative plenary quiz, giving students opportunities for peer and teacher feedback, as well as assessing their own understanding and progress. Students will then use this information to reflect upon their strengths and areas for improvement in preparation for their summative presentations.

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 schedule	Name of assessment	Format of assessment	OELS Invigilation Needed? Y/N	Duration if timed assessment	Contribution to final grade	LOs
Ongoing: Sessions 1-10	Participation	Students will be assessed on their participation during the module. This is	N	N/A	20%	7,8

		linked to not only their oral contributions and answers to questions and participation in class debates, but also their organization, attitude, interaction and teamwork, and OELS values as per the marking criteria available. Participation marking criteria are available.				
Ongoing: Sessions 2-4, 6-8	Plenary Quizzes	Students will be assessed on their understanding of each session's content with a short quiz of ten multiple choice questions.	N	10 minutes per quiz	20%	1,2
Sessions 11 and 12	Group presentations	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 uploaded to BoostCamp the day before the presentation by 5pm. Presenting groups will be	N	Approximately 5 minutes per student i.e. a presentation for a group of three will last for approx. 15 minutes (+/- 3 mins).	60%	1,2,3,4,5,6,7,8

		allocated to either session 7 or 8. Presentation marking criteria are available.				
TBA	Resit	Live oral presentation / assessment on MS Teams. Group or individual based on resit data.	N	approximately 5 minutes per student i.e. a presentation for a group of three will last for approx. 15 minutes (+/- 3 mins).	100% (replaces the final module grade)	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.

Prerequisites:

1. Basic understanding of International Business and Management
2. English language at B2 CEFR

Module Handbook

Module title:	Financial Markets: Theories & History
Lecturer's name:	Joe Ponsonby
Contact hours:	12 hours
Assessment hours: 90 min online exam, participation (ongoing throughout taught sessions)	
Independent study hours expected: 24 hours	
ECTS credits:	2 ECTS
Programme level:	Level 7 = Master

Aims:

The aim of this module is to provide students with an overview of the financial markets and an understanding of how the markets operate. The course will start with a description of the financial market / global macroeconomic ecosystem, and the importance of investment banks and their interaction with Central Banks. In addition, the course will cover the input and analysis of key macroeconomic data for a selection of developed countries around the world.

Learning Outcomes (LOs):

Knowledge

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

1. An understanding of the broad financial ecosystem including different categories of Asset Classes, and the roles of banks, including the Central Banks, brokers, traders and institutional investors in the financial markets.

Skills

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

2. Critically discuss key categories of risk that exist in the financial marketplace and estimate how risk affects asset prices and future potential changes in price.

3. Understand and critique historical and current monetary and fiscal policy and typical actions by the Central Banks and the relationship between central banks, the investment banks and the political leadership.

4. Identify and evaluate the stages of the economic cycle. Estimate the stage and forecast of the economic cycle with the rationale behind forecasting.

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
Sessions 1	The financial ecosystem and financial marketplaces. The City of London	Active listening, critical thinking, questioning Collaboration skills	1
Session 2, 3	Categories of inflation and definitions of interest, yield and total return on an investment. Asset Classes and definitions. Trend Analysis.	Critical thinking and questioning Research skills	1, 2
Session 4	Risk categories and examples. Role of the Central Bank and the Treasury. Definitions of Fiscal and Monetary Policy	Active listening, critical thinking and questioning Collaboration skills	2
Session 5,6	The economic cycle and macro data exercise of developed countries Group Presentation	Critical thinking and questioning Research skills	4
Session 7	Historical perspectives in the financial markets and the comparison of the 2008 Great Recession with the Covid Pandemic	Critical thinking & questioning Collaboration skills	3,4
Session 8	Introduction to Foreign Exchange Course Review and summaries Revision topics for final exam	Critical thinking & questioning Collaboration skills	All

Teaching and Learning Strategies:

This module uses lectures, workshops, guided learning & feedback to students, and mini-presentations in 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
- Presentation
- Reflective exercises
- Group work for problem-based scenarios

Formative and Summative Assessment Strategies:

Formative Assessments:

Group presentations: students will present their topic in small groups, and each student will submit their individual input on their topic. Presentations will be made to the whole class and the lecturer.

Interactive discussions in class: throughout the module the students will receive feedback through collaboration on live questions asked by the lecturer and feedback on their individual input on the group presentation. This enables 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:

1. Final Exam: Students will undertake an invigilated online exam which is drawn from the theory and concepts covered during the module.

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation Needed? Y/N	Duration if timed assessment	Weighting	LOs
Ongoing	Participation	Active participation during taught sessions and completing independent study.	N	continuous	10%	ALL
After Session 8	Final Exam	90-minute OELS-invigilated online exam PC Lab	Y	90 minutes	90%	ALL
RESIT INFORMATION		60-minute online exam	N	60 minutes	100% (replaces Final Module grade)	ALL

Feedback Strategies:

Students will receive regular feedback in class from classroom activities, including workshops, and mini-presentations presented by students in class. This feedback will be provided by the

lecturer after each presentation to the presenting group to highlight additional areas for the students to contemplate and consider for the final exam.

Individual homework: Students will receive feedback from the lecturer on their output.

Final Exam: MCQs plus open "mini-essay" questions.

Reading Lists:

The Sunday Times, Business and Finance Section.

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

Stock Market Investing for Beginners: A Simple Guide to Learn to Generate Passive Income

with Day Trading Strategies to Invest in Options and Stocks Kindle Edition
- by Jones A. Dow (Author) ASIN : B07X8PL8V4
- Publication date : September 2, 2019

Ferguson, Niall. (2019). **The Ascent of Money: A Financial History of the World.** Penguin Books (London)

Schiff, Peter. (2010). **How an Economy Grows and Why It Crashes**. Wiley (New Jersey)

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.*

Liar's Poker: RIsing Through the Wreckage on Wall Street
Michael Lewis (Author, Narrator), Pushkin Industries (Publisher)

Prerequisite:

Recommended:

General knowledge of the macroeconomic environment globally and an awareness of the economic cycle.

Module Handbook

Module title: *Corporate Finance & Trading Floors*
Lecturer's name: *Salomon Sebbag*
Email address: *ssebbag@omnesintervenant.com*
Contact hours: *18 hours*
Assessment hours: *presentation + 30 minutes for final exam to be invigilated by external invigilator after last live session*
Independent study hours expected: *36 hours*
ECTS credits: *3 ECTS*
Programme level: *Level 7 = Postgraduate*
Prerequisites: *Basic culture about financial markets*

Aims:

This module aims to help students discover the different roles, which can be found on a trading floor whether on the "buy" side or the "sell" side. It will also cover the different asset classes as well the different types of players in financial markets.

We will also cover the different roles in Corporate Finance and see how they interact with the trading floor.

This will help students enhance their employability by deciding which role suits them best if they want to join the Finance industry as well as demonstrating to future employers that they understand how financial markets work in an investment bank.

This module is very much focused and designed for potential future Finance professionals and is delivered by a JPMorgan veteran trader who now lectures in various higher education institutions.

Learning Outcomes (LOs):

Knowledge

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

1. Identify and explain the different types of jobs and functions in a trading floor and in Corporate Finance

2. Define the different asset classes in global markets and the different types of Corporate Finance transactions

Skills

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

3. Identify and discuss investment objectives and constraints of different types of clients.

4. Critically debate the main drivers behind Financial Markets movements.

5. Create and sell a trade or investment idea to a potential investor.

6. Analyse markets movements based on macroeconomic data.

7. Critically evaluate the current regulatory landscape in financial markets in light of recent financial crises

Values

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

8. Being transparent and ethical as well as intellectually honest with regard to investment recommendation

Syllabus Content:

Sessions	Topic/Knowledge	Skills	LOs
Session 1	Introduction to Trading Floors & Corporate Finance	General knowledge of assets and roles	1,2,3
Session 2	The foreign exchange market	Advanced knowledge of market structure and trading practice	2,3,4
Session 3	The bond market and interest rate trading	Description and importance of the bond market	2,3,4

Session 4,5	A day in the life of a trader/market maker	Description of the role of a market maker in a bank	1,3
Session 6	Financial crises and regulation	Description of a number of crises with a particular focus on the 2008 crisis and its consequences on the regulatory landscape	7
Session 7,8	Assignment Trade idea	Use knowledge and commercial skills to pitch a trade or investment idea to a Hedge Fund client	5,6,8
Session 9	Regulation and Compliance	Importance of rules and regulation with real life case studies and examples	7
Session 10	Corporate Finance roles	Understand the different roles in Corporate finance	1
Session 11,12	Career progression and management in an investment bank	Understand what to expect in a career in a trading floor and how to optimise it	

Teaching and Learning Strategies:

The module will use a number of learning strategies

- Lectures
- Quizzes
- Case studies
- Independent research activities
- Role plays and simulations

Formative and Summative Assessment Strategies:

Formative Assessments:

Af the end of every session there will be a live Kahoot online quiz to help evaluate each student understanding and knowledge delivered during the lecture and case studies. This is not marked and is not part of the final evaluation.

Summative Assessments:

There are 2 assessments

1. A trade idea presentation to the whole class where the students will work individually or in pairs. They will be able to demonstrate knowledge and understanding of a particular market and also show their ability to make a case and convince a potential investor. This will be assessed on the quality of the arguments, the metrics of the idea and the general quality of the communication. This exercise will account for 50% of the final grade.

2. A online quiz lasting no more than an hour with typically around 20 questions covering knowledge of the presentations but also ability make calculations regarding financial products. The idea of the assessment is to put students under a similar pressure they would experience a real train floor. The aim is to assess accuracy of answers but also speed.

This will take place at the end of the module.

Assessment Name	Schedule	Format of assessment	OELS invigilator needed?	Duration	Contribution to final grade	LOs
Exam quiz	April 3rd, 2025 at 11.45am	Online quiz	Y	30 minutes	50%	1,2,3,4,6 & 7
Assignment Presentation	Session 7,8	(Individual or a group of 2)	N	10 minutes	50%	5
Resit	MS Teams	Live oral assessment on MS teams with questions assessing knowledge and understanding	N	30 minutes	100% (replaces the final module grade)	1,2,3,4,6 & 7

Feedback Strategies:

At the end of each session, we will run an online quiz to check understanding and knowledge. There will also be a final exam quiz online to sanction the module as well as an assignment. The assignment purpose is to put students in real life situations where they have to pitch a trade idea to an investor.

Reading Lists:

In order to fully benefit from this module, it is recommended to regularly read the Financial Markets press. For example, the Financial Times, the Wall Street Journal, CNBC.com, Bloomberg.com, Reuters.com….

We also provide a number of books to read for those who want to learn more about the subject. The first two titles are particularly relevant. The rest are for those who want to go deeper in some areas covered by the module particularly financial crises. These books are not a pre requisite but more like recommended to explore the subject further.

Arnold, G., 2012. *FT Guide to Financial Markets*. 5th ed. Harlow: Financial Times/Prentice Hall.

Brealey, R.A., Myers, S.C. and Allen, F., 2022. *Principles of Corporate Finance*. New York: McGraw-Hill Education.

Duhon, T., 2012. *How Trading Floors Really Work*. Hoboken, NJ: Wiley.

Sorkin, A.R., 2010. *Too Big to Fail*. New York: Penguin Books.

Prerequisite:

Basic Financial Maths. Basic Macro Economics.

Preparation:

The best way to prepare is to follow Financial news and main stories regularly.

Module Handbook

Module title: Fashion and Luxury Marketing in the UK
Lecturer's name: Caline Anouti
Email address: canouti@omnesintervenant.com
Contact hours: *12 hours*
Assessment hours: Individual *Report (duration of the course, sessions 1-8)*
Independent study hours expected: *24 hours*
ECTS credits: *2*
Programme level: *Level 7 = Postgraduate*
Prerequisites: *N/A*

Aims:

The module discusses various aspects of luxury fashion marketing such as the changing meaning of luxury for today's luxury consumer along strategic tools such segmentation, targeting, positioning and the planning of experiential marketing mix through an extensive analysis of luxury consumption dynamics. With a particular focus on the role of experiential Marketing in both experiential product and experiential retailing. After a thorough research into the luxury sector, you will be responsible for creating value satisfaction and loyalty within the luxury market for a UK brand by identifying creative approaches & strategies to future proof the brand.

Learning Outcomes (LOs):

Knowledge

By the end of this module, students will:

1. LO1: Assess the effects of changing luxury consumer behaviour and creative approaches in marketing on how luxury brands adopt their marketing strategies.

2. LO2: Analyse and evaluate how Luxury marketing practices have evolved in the context of new trends such as technological developments, sustainability and artification.

Skills

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

3. LO3: Manage the creation and implementation of a brands' identity, considering aspects of innovation and creative branding.

Values

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

4. LO4: Identifying and presenting systematic and creative solutions for luxury marketing problems, through a critical scrutiny of theories and current practices in industry.

Syllabus Content:

Sessions	Topic/Knowledge	Skills	LOs
Session 1	Marketing Luxury Goods	The meaning of Luxury today	*1,2*
Session 2	Marketing insights	Luxury Fashion Marketing Defined	*1-3*
Session 3	Luxury consumers behaviour and branding	Understanding the luxury consumer behaviour - traditional and new	*1-2*
Session 4	Marketing plans for the luxury markets.	Planning STP	*1-4*
Session 5	Managing Luxury Products	Luxury Fashion Product Management.	*1-3*
Session 6	Fashion Retailing	Luxury Fashion Retailing	*1-4*
Session 7	The future of Luxury Brands	Luxury Brand strategies – Artification/ CSR	*2-3*
Session 8	Assessment Preparations	Assignment workshop	*1-2-3-4*

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*

- *Group work for problem-based scenarios*

Formative and Summative Assessment Strategies:

Formative Assessments:

Student will have the opportunity to discuss their work in session 8 with the lecturer and will get verbal feedback and direction on how to take their project forward.

Summative Assessments:

Individual 2,000-word report (100% of the overall grade)

Luxury & Fashion Marketing in the UK Project

Introduction

Burberry: Company Background

Burberry is founded in Basingstoke by draper Thomas Burberry. His original focus was outdoor-ready attire, which was favoured by Lord Kitchener and Lord Baden Powell. In 1891, Burberry opened its first store on Haymarket, London. In 1914, and in the First World War, the Burberry trench was worn by British officers in the trenches. Designed for the military, each unmistakeable detail of the Burberry trench coat was introduced to serve a purpose. It was known as the "Tielocken" and featured a belt with no buttons and protected the body from head to toe. In 1920, Burberry became a publicly quoted company for the first time. In 1940's during the Second World War, Burberry supplied the British Army with a range of military apparel and accessories, including the trench coat. Burberry also catered for various other divisions of the British Armed Forces, including the Royal Air Force (RAF), the Royal Navy, the Royal Pioneer Corps, the Officer Cadet Training Unit (OCTU), and the Auxiliary Territorial Service (ATS) - including the women's division.

In 2000, Burberry opened the first store on Bond Street, London, reflecting the brand's status as an iconic, global luxury brand. In 2011, Burberry.com launched. It is now available in 44 countries, in 11 different languages and is optimised for iPad, iPhone and other mobile devices. 2012 witnessed the opening of 121 Regent Street, London, delivering the most digitally advanced brand experience, bringing every aspect of burberry.com to life in a physical environment for the first time. In 2017, Marco Gobbetti was appointed as Chief Executive Officer, while in 2018, Riccardo Tisci was appointed Chief Creative Officer, followed by Burberry launching a new brand logo and refreshing Thomas Burberry monogram with Peter Saville. In Sep 2018, Burberry announces a ban on burning all unsold products and the use of fur in manufacturing (Burberry.com and GQ Magazine, 2020). Since appointing Jonathan Akeroyd as CEO in October 2021 the London-listed company has been rattled by the luxury downturn affecting the rest of the industry. It's also had to question its

path as the pandemic changed how people thought about luxury goods. However, Jonathan Akeroyd, has stepped down with immediate effect, as CEO of Burberry, in July 2024 as the British luxury fashion house reveals "disappointing" first-quarter trading and suspends dividends. In July 2024 Burberry appoints the new CEO Joshua Schulman to act fast and "course correct" to save the ailing British luxury brand. As a result, Burberrys shares have soared recently with the intention to focus on their outwear.

Assignment Task

You are asked:

- To research the growth of the Burberry along with the changing consumer trends.

- To understand the current market segments of Burberry and to identify a gap in the market that hasn't been targeted yet.

- To assess the current positioning of Burberry in the market.

- To implement a feasible experiential marketing strategy (Product or Experiences or experiential retailing) by addressing the new segment and the new positioning of the brand along with the either a new product / experience or experiential retailing.

- The aim here is to bring the Burberry traditional and new consumer closer to the brand.

Indicative structure for the Report

1. **The current market research**

2. **A brief summary of the Burberry as a brand**

3. **Market Research and trends**
   o Fashion / luxury industry research
   o Consumer and lifestyle trends
   o Retail and distribution trends

4. **Competitive Environment**
   o Competitor analysis table and current positioning.

5. **Rationale (Justification) for your recommended Strategy**

The proposed experiential strategy

6. **Marketing objectives:** (state clearly what the strategy aims to achieve) make sure the objectives are SMART

7. **STP**

8. **Recommended Product / Experience strategy**

9. **Recommended experiential Retailing strategy**

10. **Potential promotional ideas**

11. **Conclusion**

12. **Bibliography**

13. **Appendix**

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation Needed? Y/N	Duration if exam	Weighting	LOs
Thursday, 20th of March 2025	*Individual report 2000 words*	*Individual report 2000 words*	*N*		*100%*	*1-2-3-4*
	Resit	*Recorded Video 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:

Chevalier, M. and Mazzalovo, G. (2012) Luxury Brand Management: A World of Privilege. 2nd end. Chichester: John Wiley & Sons.

Kapferer, J. -N. and Bastien, V. (2012) The luxury strategy: break the rules of marketing to build luxury brands. 2nd edn. London: Kogan Page.

Okonkwo, U. (2009) Luxury online: styles, systems, strategies. Basingstoke, UK: Palgrave Macmillan.

Ozeum W. (2021) *The Art of Digital Marketing for Fashion and Luxury Brands: Marketspaces and Marketplaces.* London: Plagrave Macmillan

Ozeum W. (2019) *Harnessing Omni-Channel Marketing Strategies for Fashion and Luxury Brands*. Denver: Brownwalker Press

Singh S. (2020) *Luxury and Fashion Marketing: The Global Perspective.* London: Routledge

Solomon M. (2022) *Fashion & Luxury Marketing*. Los Angeles: SAGE

Sommerrock, F., Wittig, M.C. and Albers, M. (2017) Rethinking luxury: how to market exclusive products and services in an ever-changing environment. London: LID.

Sikarskie A. (2022) *Storytelling in Luxury Fashion: Brands, Visual Cultures, and Technologies*. London: Routledge

Wiedmann, K. and Hennings, N. (2013) Luxury marketing: a challenge for theory and practice. Wiesbaden: Gabler Verlag.

Prerequisite:

N/A

Module Handbook

Module title: Event Management Analysis

Lecturer's name: Beverley Hill

Email address: behill@omnesintervenant.com

Contact hours: *18 hours*

Assessment hours: 15 Minutes for midterm presentation

                (48 hours preparation time for final portfolio and presentation)

          1.5 hours to write essay on individual contribution and learning   evaluation

Independent study hours expected: *48 hours*

ECTS credits: *3 ECTS*

Programme level: *Level 7 = Postgraduate*

Prerequisites: Good understanding of business management and command of English terminology, relating to business models and systems.

Aims:

This course aims to enable students to understand the fundamental mechanisms of event management. Students should be able to apply the knowledge gained to be able to conduct in-depth analysis of the various functional areas of event management.

In pairs students will be required to present their findings of a specific mega- event analysis showing evidence of research and analysis to draw their own conclusion in their presentation. Each group member will assume responsibility for a specific section in the written report and the presentation.

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 management, design, venue management, operations, impacts, stakeholder management and PR and media analytics. Where appropriate, the course will consider the importance of recent legislation and sustainability goals from national and international guidelines.

Learning Outcomes (LOs):

Knowledge

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

1. Understanding of the main concepts of event and venue management defined in each lecture and relating these to different types of events by using classification of type, scale, duration and budgets.

2. Knowledge and skills to put together an analytical presentation for a specific element of a large-scale event they have chosen.

Skills

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

3. Articulate the main issues in the field of event and venue management in relation to legislation and impacts on the industry and be able to organise a coherent list of impacts and consequences.

4. Design a functional event venue plan using their understanding of security, accreditation, and risk analysis from case study followed in lectures.

5. Identify sustainability models used in the event and venue management industry and the development of new strategies to improve sustainability.

Syllabus Content:

Sessions	Topic/Knowledge	Skills	LOs
Session 1	Introduction to event and venue management, markets, careers, and event typologies	Identify events by categories size and duration and be able to create a classification model with examples and explanations	*1*
Session 2	Large scale events, how are they defined? Research 5W's and feasibility Exercise https://meetings.skift.com/7-must-haves-for-a-sporting-event-host-city/	Choose an example of a large -scale event on which to base their research. Draw a 5 W model for the event chosen Review the sports event feasibility presented in class	*1,2*
Session 3	Stakeholder and sponsor analysis exercise. Identification of internal and external stakeholders. Case study analysis	Case study: https://meetings.skift.com/how-to-master-stakeholders/	*2*
Session 4	Venue choice and impact analysis on events and venues. Class exercise venue allocation	Apply a feasibility study to the students' own event choice create an impact analysis with predicted outcomes, using fault diagrams	*2,3*

Session 5	Tools for event management WBS and scheduling tools https://www.youtube.com/watch?v=BVcd9uy9kuQ Gantt charts and their role in event and venue management	How to use and read WBS and Gantt charts for mega events. Critical path analysis and its use for planning	1,2
Session 6	Presentation of event analysis in groups of 2 **Mid-term summative assessment**		1,2,3
Session 7	Sustainability for events Through various differing criteria, management, utilities, materials, transportation	Create a sustainability road map that could be used for a specific event you have identified.	2,5
Session 8	Risk assessment and risk management. Using examples shown on film identify key risks at various events	Create a group risk analysis matrix	2,3,4
Session 9	Legislation and Licenses for events What are the impacts of recent legislation related to Covid for the event industry	Discuss the barriers and advantages for legislation at events	2,3,4
Session 10	Public relations, media management Case study	Identify a specific media and PR plan used at a recent major event	1,2,4
Session 11	Accreditation and Human Resources and volunteer management Venue management, crowd management and security	Define an example of an Accreditation system Legislation and policies for staffing and volunteers	1,2,3,4
Session 12	Legacy management using case study to identify key principles used. Identifying typology of sponsorship	Create a legacy lexicon for the event students are studying reviewing, employment, sponsorship, financial, HR, Charity legacy	2,3,5

Final Examination upon conclusion of course:

Individual examination relating the skills acquired throughout the course and requiring students to reflect on process of event analysis they have studied. A choice of three case studies will be presented to the students and they will be required to choose one to answer for a 1.5-hour examination.

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 and venue management and also to work collaboratively with other

students in a group in preparation for working on research of 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 encompass the diversity of the student groups. As the students create their own events for presentation, they can share their interests and expertise with other groups in the same class.

Teaching and Learning Strategies include:

- Classroom discussion. Typology of events and their own experiences

- In class research activities. Case study feasibility and apply to their own event.

- Independent research activities. Type, design, and marketing of their own event using a benchmark exercise from the event business.

- Tabletop exercises to develop Risk assessment matrix.

- Case study, stakeholder analysis Use the exercise to create their own stakeholder analysis.

- Group presentation, whilst presenting their analysis of an event they have studied 2 students each student must take on the responsibility for their section of the event analysis and co-ordinate with their colleague to realise a coherent presentation both verbally and as a portfolio.

- All students should be able to write a review post presentation about the processes and learning outcomes from their presentation and evaluate their role in the event.

- Final exam students will be presented with a case study and be required to evaluate and analyse through specific questions the case study.

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. Find examples of risk analysis used in recent events.

- Submit an outline plan of their analysis, of a mega event indicating which functional area they are focusing on.

- Case study exercise to be submitted for assessment (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.

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

- Maximum 2 students. Presentation of event analysis, 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 section of event. Assessment will be based on the following criteria:

  I) Content, 2) presentation skills 3) relevance to actual event.

- Group Portfolio of event analysis, individual elements submitted by both members of the group (to be submitted one week after session 6) students should be able to put their work together to create a coherent portfolio showing all the processes and tools used.

Individual examination relating the skills acquired throughout the course and requiring students to reflect on process of event analysis they have studied. A choice of three case studies will be presented to the students and they will be required to choose one to answer for a 1.5-hour examination.

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation Needed? Y/N	Duration if timed assessment	Weighting	LOs
Session 4	*Midterm*	Feasibility and Impact analysis exercise written up and submitted individually. To be submitted on Boostcamp maximum 1000 Words.	N	*N/A*	*10%*	1,2,3
Session 6	*Midterm*	Presentation of event by group of up to 2 students maximum 6 slides, (if PPT) time limit 15 minutes. Format Video, PPT,or Prizzi each group can choose their own format.	N	*15 min*	*30%*	3,4
Post Session 6 +1 Week (1 Week after presentation	*Team Portfolio*	Team Portfolio should be a file style presentation including all the criteria submitted in their outline plan, of the analysis they have undertaken.	*N*	*N/A*	*25%*	*1,2,3, 4,5*
Post Session 12+ TBC	*Examination*	Examination from choice of case studies, students will choose one case studies and answer questions relating to chosen case study.	*Y*	*90 minutes*	*30%*	*1,2,3, 4,5*

Throughout the course	Participation	Willingness to contribute and participate in class discussion and offer ideas about the subject matter.	N	N/A	5%	All
Resit Information	Online	Online questions set to reflect the work covered during the course and students own experience and how they utilised the various tools and models. Including a "what if " exercise which will require a solution. Maximum number of 1,000 words. Time allowed	N	180 minutes	100% (replaces the final module grade)	All as far as possi ble

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 5 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.

- Mastermann. G. (2019) Strategic Sports Event Management. Routledge, Taylor and Frances Ltd UK.
- Glenn, Allen, J., Harris, R., Jago, L., O'Toole, W. and McDonnell, I. (2023). Events Management. Taylor & Francis.
- Van de Wagen L and White L. (2018) Event management for tourism, cultural, business and sporting events. Cengage, Australia.
- Edger, C. and Oddy, R.E. (2018). Events management: 87 key models for event, venue and experience (EVE) managers. Faringdon, Oxfordshire: Libri Publishing.

- https://resources.cwg-qbr.pulselive.com/qbr-commonwealth-games/document/2022/02/11/9592fb24-e996-498a-87e5-34c55ada0676/Legacy-Plan.pdf   (Legacy)

- file:///Users/admin/Downloads/IOCfinalreport_I_%20Pappalepore.pdf.   (Cultural Olympics)

- file:///Users/admin/Downloads/FinalReportBlueMile2010Impact.pdf   (Impacts)

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/ <u>Mandatory</u>

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

2/ <u>Recommended</u>

Knowledge of: Excel/Numbers, Word/Pages, PowerPoint/Keynote