

## Programme Description

### STUDY ABROAD

**Name of the programme:** Year 2 International Business – London Focus

#### **Key information:**

Dates: 27 January to 17 April 2025 (exams included)

Duration: 13 weeks (holidays: 8-16 March 2025)

Level: Level 5 (Undergraduate Year 2)

Total number of teaching hours: 187

Credits: 30 ECTS Credits (equivalent to 15 US Credits)

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

Examination Board Date: 20 May 2025\*

Resit Exams Dates: 16 to 20 June 2025 (online)\*

Resit Examination Board Date: 3 July 2025\*

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

**Programme Lead Name:** Dr Kevin Coffey

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

#### **Aims of the Programme:**

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

### **Programme Benefits:**

This programme offers students:

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

### **Learning Outcomes:**

#### **Knowledge**

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

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

#### **Skills**

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

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

#### **Values**

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

6. Recognising and respecting the five values of OELS.

**Programme Structure:**

| <b>ACADEMIC PROGRAMME</b> <i>(subject to change)</i> | <b>Hours</b> | <b>ECTS</b> |
|--|--------------|-------------|
| <b>Business &amp; Innovation</b>                     |              |             |
| A.I. & Ethics  | 18           | 3           |
| British Media Review                                 | 12           | 2           |
| Management Theory & Leadership                       | 12           | 2           |
| London & the World                                   | 21.5         | 3           |
| International Trade & Brexit                         | 18           | 3           |
| Accelerating Sustainability Week                     | 12           | 2           |
| <b>Finance &amp; Entrepreneurship</b>                |              |             |
| London: Multinational Corporations                   | 18           | 3           |
| Financial Markets & Crises                           | 12           | 2           |
| London Start-up Project                              | 18           | 3           |
| <b>Marketing &amp; Communication</b>                 |              |             |
| Creative Thinking                                    | 12           | 2           |
| London Luxury Experience                             | 12           | 2           |
| British Art & Design                                 | 19.5         | 3           |

**Approach to Learning:**

Modules are taught using a variety of approaches that are tailored to the subject material and the skills being developed. Students are expected to attend all classes, workshops and activities in their schedule and to work both alone and in collaboration with other students to complete the formative and summative assessments. Students are encouraged to take every opportunity to develop their English language skills by actively participating in one-on-one and group discussions. Additionally, and of critical importance, students are expected to be responsible for driving their own learning journey, spending time in independent study and immersing themselves in each subject via articles, books, podcasts, videos and other materials.



### Module Handbook

**Module title:** AI & Ethics

**Lecturer's name:** Dr. Kevin Coffey

**Email Address:** [kcoffey@omnesintervenant.com](mailto:kcoffey@omnesintervenant.com)

**Assessment hours:** 90 minute exam

**Contact hours:** 18 hours

**Independent study hours expected:** 36 hours

**ECTS credits:** 3 ECTS

**Programme level:** Level 5 = Year 2 Undergraduate

#### **Aims:**

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

#### **Learning Outcomes (LOs):**

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

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

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

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

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

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

**Syllabus Content:**

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

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

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

### Teaching and Learning Strategies:

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

Teaching and Learning Strategies include:

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

### Formative and Summative Assessment Strategies:

#### Formative Assessments:

The following formative assessments will be employed

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

**Summative Assessments:**

| Assessment schedule                   | Name of assessment | Format of assessment   | OELS Invigilation Needed | Duration if exam | Weighting                                   | LOs     |
|---------------------------------------|--------------------|--|--------------------------|------------------|---|---------|
| 1-12                                  | Participation      | Students will be assessed on the quality of their participation in in-class activities (as outlined in OELS participation marking criteria). | N                        |                  | 30%   | 1,2,3,4 |
| Scheduled for after the final session | Exam               | On Paper<br><br>(marking criteria available on Boostcamp).   | Y                        | 90 minutes       | 70%   | 1,2,3,4 |
|                                       | Resit              | 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 enables
5. The debriefing session in the simulation facilitates the teacher to provide feedback on the students' interactions and knowledge transfer.



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

**Reading Lists:**

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

**Prerequisite:**

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

**Preparation:**

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

## British Art & Design Module Handbook

**Module title:** British Art & Design

**Lecturer's name:** Nana Ocran

**Email address:** nocran@omnesintervenant.com

**Contact hours:** 18 hours (*including 3 hours off campus visits to London cultural spaces to complete learning outcomes 3 and 6 of the module*).

**Assessment hours:** 1 hour for mid-term exam after session 5

+1.5 hour for group presentations during the final session. [Large groups may require 2hrs.](#)

**Independent study hours expected:** 36 hours

**ECTS credits:** 3 ECTS

**Programme level:** Level 5 = Year 2 Undergraduate

**Prerequisites:** Basic understanding of contemporary art

### **Aims:**

This module uses a range of teaching and learning strategies to explore contemporary British Art and Design through a variety of artistic genres. The modules will also focus on the work of mainstream and emerging British artists. Through classroom-based work as well as visits to selected London galleries, museums or cultural spaces, students will respond to a range of work that may fuse British, European, African, Asian and Caribbean influences, as a direct response to the UK's well-established multicultural character. Students are encouraged to engage with a wide range of knowledge and skills, and to work collaboratively, while developing self-awareness for successful learning outcomes and assessments that support the diversity that exists across the student body.

### **Learning Outcomes (LOs):**

#### **Knowledge**

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

1. An understanding of Britain's historical and contemporary multiculturalism.
2. A consideration of contemporary elements of art and business.

#### **Skills**

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

3. Use critical thinking, independent writing and creativity in response to class discussions of specific artist's work or themes.
4. Complete an arts-based talk using a visual demonstration that reflects a combination of course content and independent study.

5. Work individually as well as part of a team.

### Values

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

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

### Syllabus Content:

| Sessions                               | Topic/Knowledge   | Skills   | LOs     |
|--|---|--|---------|
| Session 1                              | Introductory Class discussion on ideas of Britishness and perspectives of art and design.   | Social and discussion skills and critical thinking.  | 1       |
| Session 2                              | Looking at contemporary visual messaging behind selected photographic works....   | Critical responses, discussion and personal research.  | 1, 3    |
| Session 3                              | A focus on provocative or 'controversial' British artists. Perception, politics and value of works.   | Discussion, online research, practical written activities.   | 1, 3, 5 |
| Session 4<br>Off campus cultural trip* | Based on visits to a suitable museum or gallery venues such as Tate Modern, Tate Britain, Victoria & Albert Museum, according to availability of exhibitions. | Observing a venue, artist or art theme in order to produce a critical arts review.                         | 3, 6    |
| Session 5                              | Response to off-campus visit.   | Theme-based review and presentation (group work).  | 4, 5, 6 |
| Session 6                              | The British Invasion(s)   | Tracking UK art movements through music. (1960s to the present).   | 1, 2    |
| Session 7                              | Looking at the work and biographies of British-based artists from various cultural backgrounds.   | Responding to ideas of British multiculturalism and diversity through discussion and practical activities. | 1, 3    |
| Session 8                              | Arts & Business [Part 1]– The power of artist statements and proposals.   | Research, discussion, ideas and structure.   | 2, 3, 5 |
| Session 9<br>Off campus cultural trip* | Potentially off campus (depending on timings and group size)  | Exploring British art collections.   | 3, 6    |
| Session 10                             | Arts & Business [Part 2] – Exploring artist's audiences and collaborations – e.g., retail, venue, collectors, investors.                                      | Research innovative social, financial and experimental artist partnerships in the UK.                      | 2, 3    |

|  |   |  |         |
|--|---|--|---------|
| Session 11<br><b>Open study and guidance</b> | Final preparation, research and design elements for Session 12 final team presentations. Individual and group guidance will be provided by tutor. | Editing, critical thinking, peer feedback.   | 2, 5, 6 |
| Session 12                                   | Final visual and oral presentations based on learning from whole course content   | Team visual, text and oral presentations relating to a creative arts and business challenge. | 2, 4, 6 |

*\* The order of sessions 4 to 10 might change depending on relevant and available exhibitions for off campus trips.*

## 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 engage with contemporary British art and design through discussions, research and practical online, offline and fieldwork activities that highlight the creative culture and diversity of Britain. The strategies have been carefully chosen to support students' learning outcomes and assessments using teaching methods that are innovative, inclusive, and align with elements of liberal arts education.

Teaching and Learning Strategies include:

- Classroom discussions and tutor feedback
- Reflective exercises
- Independent research activities (online and offline)
- Group and individual research, writing and presentation activities.
- Writing exercises in response to selected artwork
- Individual and group practice exercises for writing, research and presentation.

## Formative and Summative Assessment Strategies:

### Formative Assessments:

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

### Summative Assessments:

**Midterm assessment:** Students will complete individual work based on their response to a British artist, British art movement or an arts or culture statement. **(20% of final grade – marked out of 4 points).**

**Final assessment:** Students will each complete a group project using desk as well as field research to showcase the knowledge and skills they have gained from the course. **(80% of final grade – marked out of 16 points).**

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

| Assessment schedule      | Name of assessment                   | Format of assessment  | OELS Invigilation Needed? Y/N | Duration if exam                      | Weighting                              | LOs                    |
|--------------------------|--------------------------------------|---|-------------------------------|---------------------------------------|--|------------------------|
| After session 5          | <i>Midterm exam</i>                  | <i>PC Lab.</i><br><br><b>Word count: 500-700</b><br><b>Time limit: 1 hour</b>   | Y                             | <i>1 hour</i>                         | <i>20%</i>                             | 3                      |
| Session 12 (final class) | <i>Creative project presentation</i> | Team showcasing of completed creative project using visual and written content. Whole course engagement and quality of oral element of the presentation will be considered. Each written project will be uploaded to Boostcamp. | N                             | 1.5-2 hours (depending on class size) | 80%                                    | 1, 2, 4                |
| Resit Information        |                                      | Recorded video presentation (maximum 6 minutes) to be uploaded to Boostcamp.  | N                             |                                       | 100% (replaces the final module grade) | All as far as possible |

### Feedback Strategies:

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

### Reading Lists:

- Potter, P., (2019), *Banksy You Are an Acceptable Level of Threat*, 1<sup>st</sup> edition, Carpet Bombing Culture, UK
- Maidment, I., and Schlieker, A., (2020), *Lynette Yiadom-Boakye Fly in League with The Night*, 1<sup>st</sup> edition, Tate Enterprises Ltd, UK
- *Guardian newspaper culture section, Instagram, UK museum websites (such as V&A, Fashion Museum, Tate Modern, Tate Britain, Somerset House, Serpentine Gallery).*

**Prerequisite:**

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

1/ Mandatory

N/A

2/ Recommended

A general knowledge of British art (across genres)

## Module Handbook

**Module title:** Management Theory & Leadership

**Lecturer's name:** Dr. Kit Barton

**Email address:** kbarton@omnesintervenant.com

**Contact hours:** 12

**Assessment hours:** 1.5 hours in Session 8

**Independent study hours expected:** 24 hours

**ECTS credits:** 2 ECTS

**Programme level:** Level 5

**Prerequisites:** None

### Aims:

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

### Learning Outcomes (LOs):

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

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

### Syllabus Content:

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

### Teaching and Learning Strategies:

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

Teaching and Learning Strategies include:

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

### Formative and Summative Assessment Strategies:

**Formative Assessments:**



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

**Summative Assessments:**

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

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

**Feedback Strategies:**

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

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

**Resit:**

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

**Reading Lists:**

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

**Prerequisite:**

None

## Module Handbook – Y2 London & the World 2025

**Module title:** London and the World

**Lecturer's name:** Christina Bartholomew

**Email Address:** [cbartholomew@omnesintervenant.com](mailto:cbartholomew@omnesintervenant.com)

**Contact hours:** 21.5

Assessment hours: 12-minute group presentation after session 13 + 30 minute final exam to be invigilated by external invigilators

**Independent study hours expected:** 40

**ECTS credits:** 3

**Student level:** Level 5 (Year 2)

**Prerequisites:** None

### **Aims:**

London and the World is a highly interactive course which aims to equip international business students with skills and knowledge to evaluate the relationship between culture and business. This module will prepare students to employ critical analysis, research, organisational, presentation, communication, debate, writing and team-work skills to evaluate business macrotrends such as digital disruption, globalisation, urbanisation through the lens of London's history, culture, and business environment.

### **Learning outcomes:**

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

#### **Knowledge:**

1. Identify important historical events that have shaped contemporary London and evaluate these events within a broader historical understanding of the development of global cities.
2. Exercise critical judgment in evaluating current social, economic, and cultural challenges faced by London and global cities generally and communicate how these challenges might impact commercial decision-making and analysis.

#### **Skills:**

3. Work in teams to research, analyse and communicate findings on current cultural issues. Demonstrate how some artists reflect cultural tensions in their work.
4. Identify, evaluate and communicate solutions to contemporary urban challenges around water, mobility, livability, food and disruptive technologies. Think critically

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about the tradeoffs to privacy, aesthetics and culture that may result from commercial solutions to these challenges.

**Values:**

- By the end of this module, students will have demonstrated an appreciation for the relationship between cultural relevance, soft power and global consumer impact.

**Syllabus content:**

| <b>Session</b>   | <b>Topic/Knowledge</b>   | <b>Skills/Assessments</b>  | <b>LOs</b> |
|------------------|--|--|------------|
| <b>Session 1</b> | <b>Introduction:<br/>The Moment We're in</b><br>Introduction to the module handbook, course content, expectations and grading. | <ul style="list-style-type: none"> <li>• Critical reading skills</li> <li>• Team leadership/organization</li> <li>• Comprehension of written content and communication of findings</li> <li>• Class discussion</li> </ul>  | 1, 2, 5    |
| <b>Session 2</b> | <b>Unit One:<br/>How Understanding the Past can help us Unlock London's Future</b>   | <ul style="list-style-type: none"> <li>• Lecture comprehension tested in real-time with online quiz (formative assessment)</li> </ul>  | 1          |
| <b>Session 3</b> | <b>The City Solution?</b>  | <ul style="list-style-type: none"> <li>• Critical reading skills</li> <li>• Team work to develop presentation</li> <li>• Presentation skills</li> <li>• Class discussion with informal teacher/student feedback</li> </ul> | 1, 2, 4    |
| <b>Session 4</b> | <b>Out-of-School Session – Visit to the British Museum</b>   | <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Research</li> <li>• Team work</li> <li>• 'Findings' blog on Boostcamp</li> </ul>   | 1          |
| <b>Session 5</b> | <b>Debates on City Topics (4 debates – 16 students)</b>  | <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Research skills</li> <li>• Team-work</li> <li>• Debate and presentation skills</li> <li>• Formative Assessment</li> </ul>                            | 2          |

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|                            |  |  |      |
|----------------------------|--|--|------|
| <b>Session 6</b>           | <b>Debates around Cultural Topics (all students)</b>   | <ul style="list-style-type: none"> <li>• Consolidation of debating skills from formative assessment feedback</li> <li>• Critical thinking</li> <li>• Research and analysis</li> <li>• Team work</li> <li>• Debate and presentation skills</li> <li>• Summative assessment</li> </ul> | 2, 3 |
| <b>Bonus Session</b>       | <b>Guest Speaker Dave Neita – How to make a political cartoon</b>  | <ul style="list-style-type: none"> <li>• The use of political cartoons to make sense of culture</li> </ul>   | 2    |
| <b>Session 8</b>           | <b>Pop Culture - Britain's Global Impact</b>   | <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Research</li> <li>• Team work</li> <li>• Oral presentation skills</li> <li>• Formative Assessment</li> </ul>   | 2, 5 |
| <b>Sessions 9 &amp; 10</b> | <p><b><u>Unit Two: What does it mean to be British?</u></b></p> <p><b>The Fate of Britain's Cultural Icons</b></p> | <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Research</li> <li>• Team work</li> <li>• Slide presentation skills</li> <li>• Formative Assessment</li> </ul>  | 2, 4 |
| <b>Session 11</b>          | <b>What Can Artists Tell Us about Britain's Cultural Identity? (Student Presentations - All students)</b>          | <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Research</li> <li>• Team work</li> <li>• Presentation skills</li> <li>• Summative Assessment</li> </ul>  | 2, 3 |
| <b>Session 12</b>          | <b>Out of School Session – Tate Britain (Art)</b>  | <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Independent research</li> <li>• Summative Assessment</li> </ul>  | 3    |
| <b>Session 13</b>          | <b>Presentation – Brand UK</b>   | <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Research</li> <li>• Team work</li> <li>• Slide presentation skills</li> <li>• Summative Assessment</li> </ul>  | 5    |
| <b>Session 14</b>          | <b>Presentation – Brand UK</b>   | <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Research</li> <li>• Team work</li> <li>• Slide presentation skills</li> <li>• Summative Assessment</li> </ul>  | 5    |

**Teaching and Learning Strategies:**

**LONDON CAMPUS**

This module uses lectures, guided learning, student-led presentations, and group discussion to stimulate analysis and critical judgment around the topics presented. Students work collaboratively to explore topics, share analysis and ideas and apply their knowledge by communicating findings in multiple formats such as class discussion, power point presentations, written work and debate. Students are provided feedback to improve the effectiveness and persuasiveness of their communication. These strategies, along with two end-of-term assessments are designed to support students in their achievement of the module’s learning objectives and in consideration of the cohort’s cultural- and neuro-diversity.

**OELS Policies:**

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

**Formative Assessments:**

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

- In-class quiz on London history providing students with real-time content comprehension feedback.
- Blog entry on findings at the British Museum.
- In-class feedback on debate and presentation performance, analysis, and content to be provided by lecturer and fellow students.
- Written lecture and peer feedback on presentation performance and content, style, analysis and team-work skills.

**Summative Assessments:**

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

| Assessment schedule | Name of assessment | Format of assessment | OELS Invigilation Needed | Duration of Exam | Weighting | LOs |
|---------------------|--------------------|----------------------|--------------------------|------------------|-----------|-----|
|                     |                    |                      |                          |                  |           |     |



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|                     |   |  |   |  |   |            |
|---------------------|---|--|---|--|---|------------|
| Ongoing             | Participation   | Ongoing  | N | Ongoing  | 20%   | 1,2,3,4,5  |
| Final 2 sessions    | Slide Presentation on Brand UK                              | Students will incorporate feedback from prior formative presentation assessments. Grade will reflect both the lecturer and teammates' assessment on a students' research and analysis as well as the verbal and visual presentation of content. While this is a team presentation, students are assessed individually. | N | 4 students have 12-minutes to deliver their presentation. Each student is expected to speak for 3 minutes.                                 | 50%   | 2, 3, 4, 5 |
| After Final Session | Invigilated Final Quiz                                      | Students will answer Multiple Choice questions on module content. The exam will take place on campus in a computer lab. There is only one answer to each questions and no negative points for wrong answers.   | Y | 30 minutes   | 30%   | 1, 2, 3    |
| Resit               | Video Slide presentation on Sustainable Business Case Study | Available for students who have attended <u>more than 50%</u> of the module sessions. This will consist of a new sustainable business case study slide and video presentation.   | N | Students will need to develop a 6-minute presentation on their own and video record themselves delivering it. Preparation time: 4-5 hours. | 100% (replaces the final module grade), Grade to be capped at 10/20 | 2, 3, 4, 5 |

**Feedback Strategies:**

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

Quiz: Students will receive real-time feedback for an in-class online quiz (formative) that tests module content comprehension.

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

Summative Slide Presentation: Students will receive in-class oral and written feedback from the lecturer.

### **Reading List:**

To help students prepare for their debates and presentations, they are provided with bespoke topic questions with links to articles, videos and papers. Since students work on separate topics within each session, and since I provide between 1-8 links for each topic, I share roughly 150 links with the students. I'm providing a small sampling below:

Cardone, G. (2017) '10 Things the Artist and the Entrepreneur Have in Common' Available at: <https://www.entrepreneur.com/article/288568> (Accessed: 5 May, 2021).

Epstein, E. (2014) 'The Johnnie Walker Brand: A Rich Blend of Design and Progress' Available at: <https://mashable.com/2014/05/02/johnnie-walker-marketing-strategy/> (Accessed 16 March 2020).

Hodgson, S. (2018) 'Vivienne Westwood, from punk to style of symbol' Available at: <http://fabrikbrands.com/quintessentially-british-brands-vivienne-westwood-brand/> (Accessed: 20 May 2019).

Lidz, F. (2022) 'The Robot Geurilla Campaign to Recreate the Elgin Marbles', Available at: <https://www.nytimes.com/2022/07/08/science/elgin-marbles-3d-print.html?searchResultPosition=1> (Accessed: 8 July, 2022).

Madson, AC. (2017) 'The Enduring Appeal of Thomas Burberry's Iconic Check' Available at: <https://www.vogue.co.uk/gallery/thomas-burberry-iconic-check> (Accessed 11 May, 2019).

Olejarz, JM. (2017) Harvard Business Review, 'Liberal Arts in the Data Age', Available at: <https://hbr.org/2017/07/liberal-arts-in-the-data-age?registration=success> (Accessed: 15 July, 2021).

Petrone, P. (2018) 'The Skills Companies Need Most in 2019 and How to Learn Them', Available at: <https://www.linkedin.com/business/learning/blog/top-skills-and-courses/the-skills-companies-need-most-in-2019-and-how-to-learn-them> (Accessed: 21 August, 2021).



## Module Handbook

|  |  |
|--|--|
| <b>Module title:</b>                     | International Trade and Brexit   |
| <b>Lecturer's name:</b>                  | Dr. Kevin Coffey   |
| <b>Email Address:</b>                    | <a href="mailto:kcoffey@omnesintervenant.com">kcoffey@omnesintervenant.com</a> |
| <b>Assessment hours</b>                  | : 90 minute exam.  |
| <b>Contact hours:</b>                    | 18 hours   |
| <b>Independent study hours expected:</b> | 36 hours   |
| <b>ECTS credits:</b>                     | 3 ECTS   |
| <b>Programme level</b>                   | Level 5 = Year 2 Undergraduate   |

### Aims:

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

### Learning Outcomes (LOs):

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

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

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

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

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

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

## Syllabus Content:

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

## Teaching and Learning Strategies:

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

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

Teaching and Learning Strategies include:

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

## Formative and Summative Assessment Strategies:

### Formative Assessments:

The following formative assessments will be employed

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

### Summative Assessments:

| Assessment schedule | Name of assessment | Format of assessment | OELS Invigilation Needed? Y/N | Duration if exam | Weighting |
|---------------------|--------------------|----------------------|-------------------------------|------------------|-----------|
|                     |                    |                      |                               |                  |           |

|                                 |               |   |   |                     |      |
|---------------------------------|---------------|---|---|---------------------|------|
| 1-12                            | Participation | Students will be assessed on the quality of their participation in in-class activities<br><br>(as outlined in OELS participation marking criteria). | N | Duration of course. | 30%  |
| Scheduled for after session 12. | Exam          | On Paper<br><br>(marking criteria available on boostcamp).  | Y | 90 minutes          | 70%  |
|                                 | Resit Exam    | Online (Boostcamp)  | N | 60 minutes          | 100% |

## Feedback Strategies:

Students will receive feedback in a variety of ways.

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

## Reading Lists:

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

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

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

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

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

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

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

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

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

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

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

**Prerequisite:**

None

**Preparation:**

None.

## Module Handbook

**Module title:** Accelerating Sustainability

**Lecturer's name:** Emma Thomson

**Email address:** [ethomson@omnestintervenant.com](mailto:ethomson@omnestintervenant.com)

**Contact hours:** 12 Hours

**Assessment hours:** 20-minute presentation included within final presentation session for all students

**Independent study hours expected:** 24

**ECTS credits:** 2 ECTS

**Programme level:** Level 5 = Year 2 Undergraduate

**Prerequisites:** No specific prerequisites but students are encouraged to do the reading from the recommended list.

### **Aims:**

This module is designed to help students work on a sustainability topic over the course of one week. Students will gain an understanding of how to apply sustainability principles to assess the potential sustainability performance of major sports events.

Through pursuing this module, students will work in groups to carry out a complex sustainability analysis relating to the hosting of major sporting events in London. Students will gain an understanding of the governance of London's major events and consider some of the key sustainability criteria underpinning the contribution major events can make to benefit London's residents, businesses and visitors. Students will be encouraged to consider the key economic, environmental and social factors associated with such events and assess how to optimise these factors. They will also give consideration to how major supporting event organisers can be incentivised to maximise economic, social and environmental impacts for the host city.

Students will gain valuable insight into how sports are contributing to Sustainable Development Goals (SDGs) and through the development of comprehensive sustainability strategies, including those focused on achieving Net Zero. Students will also gain knowledge of how host cities can drive sports federations and event organisers to achieve high standards of sustainability performance. They will put their team-working, critical assessment, research, applied sustainability and presentation skills to the test using the knowledge gained throughout the week. These transferable skills will contribute to students' future employability. The ability to work effectively in teams to make informed and persuasive presentations is something students will be asked to do frequently in their future careers.

### **Learning Outcomes (LOs):**

- (1) To demonstrate knowledge and application of strategies to contribute to SDGs, meet net zero targets and maximise sustainability impacts in a sporting context
- (2) To evaluate and assess key economic, environmental and social criteria associated with hosting major sporting events in London
- (3) To analyse the potential positive and negative impacts of hosting major sporting events for London's residents, businesses and visitors.
- (4) To deliver a compelling presentation to convey the findings of a complex sustainability assessment of a major sporting event.

## **Syllabus Content:**

The Accelerating Sustainability week will have students focus on the topic of hosting major sporting events in London.

Students will be asked to select one sporting event from a choice of three and conduct an assessment of the potential sustainability impacts to London.

Students will be asked to research the current approach to sustainability of their chosen sporting event and present their own assessment of the positive contribution this could make to London as host city. Students will prepare a presentation to the London Major Event Board to outline their assessment of the event and recommend how they will incentivise the event organisers to maximise the positive outcomes from an economic, social and environmental perspective. They will also consider how to mitigate any potential negative impacts of events. The Major Event Board will comprise senior members of the Greater London Authority, London Mayor's Office and London & Partners (the London business growth and tourism agency).

The assessment of sustainability performance decision will be based on a range of criteria covering:

- Financial viability & economic impact
- Environmental impact (including minimising carbon emissions/net zero strategies)
- Social impact (including benefits to local communities, businesses, sports participation and legacy impacts)

The shortlist of sporting events will be provided on Day 1, along with further information on the assignment and suggested research topics. Students can select a different sports event if they wish, but this **MUST** be agreed with the module leader at the end of Day 1. Students will work in groups of 4 to research their chosen event, conduct their sustainability assessment and prepare their presentation.

There are 10.5 hours allocated for the whole week for this case study, split as follows:

1. Emma Thomson: Briefing, Mentoring & Jury = 7.5 hours
2. Beverley Hill: Sustainability in sports events planning = 1.5 hours
3. Beverley Hill: Assessing sustainability strategies for sports events = 1.5 hours
4. Zacchary Falconer-Barfield: Public Speaking & Preparation for Oral Presentation = 1.5h

Below is a summary of the knowledge and skills to be covered in each session (excluding mentoring sessions):

| <b>Sessions</b>   | <b>Topic/Knowledge</b>  | <b>Skills</b>   | <b>LOs</b>    |
|---|---|---|---------------|
| Briefing on assignment (Emma Thomson)   | <p>Overview of legal and policy context driving sustainability in sport</p> <p>Overview of major sports event management landscape in London.</p> <p>Introduction to economic, social &amp; environmental criteria &amp; impact assessment.</p> | <p>Understanding legal and policy context for sustainability in sport e.g. SDGs, UN Sport for Climate Action Framework.</p> <p>Identifying economic, social and environmental criteria in sports events and their impacts.</p> <p>Understanding city governance structures for hosting sports events.</p> | (1), (2), (3) |
| Lecture on key issues in sustainability management (Beverley Hill)                | Overview of contemporary issues associated with good practice in sustainability management as applied to sports events.   | <p>Understanding sustainability principles underpinning good practice in sustainability management.</p> <p>Developing assessment models to apply to sports events</p> <p>Understanding different management tools to assess feasibility of sustainability impacts e.g. SWOT.</p>                          | (1), (2)      |
| Mentoring sessions (Emma Thomson)   | Mentoring per team  |   |               |
| Identifying and applying sustainability criteria to sports events (Beverley Hill) | Assessing sustainability strategies for hosting and running major sporting events.  | <p>Identifying &amp; applying economic, social &amp; environmental criteria to sports event management.</p> <p>Conducting sustainability impact assessments</p> <p>Assessing feasibility of sustainability strategies</p> <p>Sustainability mitigation measures.</p>                                      | (1), (2), (3) |



|  |                             |  |     |
|--|-----------------------------|--|-----|
| Preparing for presentations (Zacchary Falconer-Barfield) | Presentation skills         | Applying presentation skills in a sports event context | (4) |
| Jury (Emma Thomson and Nana Ocran)                       | Final presentations to jury |  |     |

### 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 (including online groups)
- 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:

Students will attend a series of lectures throughout the week to assist with strategies for tackling the assignment and the creation of content for the presentation. There will also be a series of mentoring sessions where students can discuss how their work is progressing and receive feedback on proposed approaches and content.

All sessions will be considered part of the formative process for completing the assignment.

See *Feedback Strategies* for further details of how students will be supported through the week.

#### Summative Assessments:

Students will be assessed in groups via a final presentation to be given on Day 5. Presentations will be 20 minutes long with all students in the group participating. Group numbers will be 4 students per group.

All students in a group will be awarded grades based on a combination of group and individual assessment criteria, as follows:

- Demonstration of knowledge & quality of analysis (25%) [Group]
- Organisation & Structure of presentation content (20%) [Group]
- Quality of language (20%) [Individual]
- Quality of visual aids (10%) [Group]
- Quality of delivery of individual section of presentation (25%) [Individual]

The presentation will be used to assess students against all four learning outcomes as follows:

| Assessment schedule  | Name of assessment       | Format of assessment  | OELS Invigilation Needed | Duration   | Weighting                 | LOs     |
|--|--------------------------|---|--------------------------|------------|---------------------------|---------|
| Scheduled for the final session (Friday) of Accelerating Sustainability Week | Final Group Presentation | <p>Presentation</p> <p>Students work in groups of 4 to present their findings on the sustainability potential of their chosen sports event.</p> <p>Marking criteria listed above.</p> | No                       | 20 minutes | 100%                      | 1,2,3,4 |
|  | Resit                    | <p>Individual presentation which will be delivered online to the module leader via Teams.</p> <p>Topic will be similar to main topic.</p>   | No                       | 10 minutes | 100% replaces final grade | 1,2,3,4 |

### Feedback Strategies:

Students will be asked to attend a number of mentoring sessions during the course of the week. These sessions will provide the main opportunity to receive verbal feedback on how their work is progressing. Students will be invited to share progress on work carried out each day and to ask questions of their mentor. The mentor will provide guidance on how to continuously improve the content of the draft presentation e.g. through doing more detailed research on a particular topic, sharpening the application of sustainability criteria or developing more rigorous approach to identifying benefits or mitigation measures.

Students will attend a number of lectures during the week on topics relevant to the assignment. Individual lecturers will provide feedback to students/groups on any questions arising during lectures which can assist with the approach taken to developing content for the presentation and/or guidance on delivering a professional, compelling business presentation.

### **Reading Lists:**

London & Partners, Hatch Consulting (2021), 'The Impact of Major Events on London's Economy 2017-2020'

Ernst & Young LLP, City of London, UK Sport (November 2021), 'The Impact of Major Sport Events: study of soft power, trade and investment impacts'

UK Sport & TSC (2024), 'Value of events 2023: the value to the UK from holding major sporting events.'

NB: The London & Partners report contains a bibliography of other useful reports and publications if students are interested in further reading.

United Nations Sustainable Development Goals <https://sdgs.un.org/goals>

UNFCCC Sport for Climate Action Framework <https://unfccc.int/climate-action/sectoral-engagement/sports-for-climate-action>

### **Prerequisite:**

It is recommended students read the items from the reading list. Further reports are listed in the London & Partners report. Students may choose to do further reading prior to the class, but this is not mandatory as this can be done during individual study time in Project Week.

## Module Handbook

**Module title:** Y2 International Business - London: Multinational Corporations

**Lecturer's name:** Joe Ponsonby

**Contact hours:** 18 hours

**Assessment hours:** 90-minute exam

**Independent study hours expected:** 36 hours

**ECTS credits:** 3 ECTS

**Programme level:** Level 5 = Year 2 Undergraduate

**Prerequisites:** Search on Investopedia.com for definitions of the following: Stock Market, Bond Markets, Asset Classes, Financial Markets, commodity trading and foreign exchange trading.

### Aims:

This module aims to equip students with key finance concepts that will help them build a solid foundation for more advanced issues during their studies. Students will analyze the economic cycle with an understanding of fiscal and monetary policy and estimate the stage of the economic cycle in their selected country. In addition students will understand what MULTINATIONAL CORPORATIONS ["MNCs"] are, how they operate, and their connection with - and relevance to - the broader financial markets.

### Learning Outcomes (LOs)

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

1. Understand and utilize the basic fundamentals of finance (inflation, yield, risk / return and 'Time Value of Money') with associated calculations to measure and utilize these fundamental concepts.
2. Understand the basic functioning of the Financial Markets and Asset Classes and how the institutional investor utilizes asset allocation for making investments.
3. Identify the major stages of the economic cycle and utilize a logical framework to evaluate the economic cycle of various developed economies.
4. Understand and utilize the main financial ratios to evaluate the financial statements of a multinational corporation.

## Syllabus Content:

| Sessions           | Topic/Knowledge  | Skills  | LOs  |
|--------------------|--|---|------|
| Session 1,2        | Fundamentals of finance (inflation, yield, Risk & Return, annual return, total return) | Conceptual & critical thinking skill  | 1    |
| Session 3,4        | Asset Classes and mini-presentations   | Conceptual & critical thinking skill<br>Communication & presentation skills                 | 1, 2 |
| Session 5,6        | Economic cycle and macro framework on developed economies                              | Conceptual & critical thinking skills.<br>Explanation of analysis by the group to the class | 3    |
| Session 7,8, 9, 10 | Group analysis and presentations on selected country and multinational corporation     | Conceptual & critical thinking skills<br>Research & analysis of financial statements        | 4    |
| Session 11         | Introduction to Foreign Currency markets   | Conceptual & critical thinking skills<br>Financial analysis                                 | 2    |
| Session 12         | Revision topics for final 90-minute exam   | Critical thinking skills  | ALL  |

## Teaching and Learning Strategies:

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

Teaching and Learning Strategies include:

- Classroom discussions
- In-class research activities
- Independent research activities

- Group presentations

## Formative and Summative Assessment Strategies:

### Formative Assessments:

Group presentations: Students will form groups of maximum 4 students. Each group will be asked to present an overview of their selected topic including research and outputs of their financial analysis. This presentation will be made to the lecturer and other students.

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

### Summative Assessments:

Homework: required for the various group presentations in class.

Final Exam: Students will be required to complete a 90 -minute written exam which will be invigilated.

| Assessment schedule | Name of assessment | Format of assessment                                      | OELS Invigilation Needed? Y/N | Duration   | Weighting                              | LOs |
|---------------------|--------------------|---|-------------------------------|------------|--|-----|
| All                 | Participation      | Continuous throughout the module                          | N                             | N/A        | 10%                                    | ALL |
| 8,9                 | Presentation       | Group presentation on MNC plus grading of research on MNC | N                             | 12 minutes | 20%                                    | 4   |
| After final session | Final exam         | PC Lab  | Y                             | 1.5 hours  | 70%                                    | ALL |
| Resit information   | Resit exam         | Boostcamp   | N                             | 1.0 hours  | 100% (replaces the final module grade) | ALL |

### Feedback Strategies:

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

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

Final Exam: In-class revision and quizzes on topics for the final exam.

### **Reading Lists:**

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

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

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

### **Prerequisite:**

Search on Investopedia.com for definitions of the following: Stock Market, Bond Markets, Asset Classes, Financial Markets, commodity trading and foreign exchange trading.

## Module Handbook

**Module title:** Financial Markets & Crises

**Lecturer's name:** Patricia Elbaz

**Email address:** [pelbaz@omnesintervenant.com](mailto:pelbaz@omnesintervenant.com)

**Contact hours:** 12 hours

**Independent study hours expected:** 24 hours

**Assessment hours:** 15-minute group presentation & 60 minute exam.

**ECTS credits:** 2 ECTS

**Programme level:** Level 5 = Year 2 Undergraduate

**Prerequisites:** Daily read of International Financial News

### Aims:

The purpose of the Financial Markets & Crises module is to equip students with knowledge of the last three major crises.

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

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

### Learning Outcomes (LOs):

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

1. Explain the difference and outcome of the 2008, 2019 and 2021 crises
2. Distinguish between fundamental and technical analysis with examples
3. Analyse a financial article and write a report



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

## Syllabus Content:

The 8 sessions will include the following in details

| Sessions  | Topic/Knowledge   | Skills  | Los |
|-----------|---|---|-----|
| Session 1 | Financial Markets Post Crisis -<br>2008 vs 2019 and 2021 Crisis                       | Critical thinking and<br>Active listening skills              | 1   |
| Session 2 | Fundamental Analysis<br>- Who are the Hawks and<br>Doves in Central Banks<br>2025     | Analytical, Critical<br>evaluation and Presentation<br>skills | 1,2 |
| Session 3 | Technical Analysis<br>- Dow Theory<br>- Trendlines<br>- Psychological levels          | Analytical, Critical<br>evaluation and Presentation<br>skills | 2,4 |
| Session 4 | Types of Charts<br>- Line Chart<br>- Bar Chart<br>- Point & Figure<br>- Candle Charts | Analytical, Critical<br>evaluation and Presentation<br>skills | 3,4 |
| Session 5 | Candlestick Charting<br>- Doji pattern<br>- Harami pattern<br>- Engulfing pattern     | Analytical, Critical<br>evaluation and Presentation<br>skills | 2,4 |
| Session 6 | Supercycles<br>- The 3 stages<br>- The 4 main supercycles<br>The FX Market Today      | Analytical, Critical<br>evaluation and Presentation<br>skills | 3,4 |
| Session 7 | AI in Finance<br>Ethics in Finance<br>From Barter to Bitcoin                          | Analytical, Critical<br>evaluation and Presentation<br>skills | 1,4 |

|           |  |   |       |
|-----------|--|---|-------|
| Session 8 | Summary of 7 topics and practice Multiple Choice Questions | Critical thinking and analysis, active listening and communication skills | 1,2,4 |
|-----------|--|---|-------|

## Teaching and Learning Strategies:

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

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

Over the 8 sessions students will be involved in teaching and learning strategies. These include:

- Reflective Exercises
- Analysis of Bloomberg articles
- Financial Times News Briefing Analysis
- Classroom discussions & quizzes
- Group work for market analysis

## Formative and Summative Assessment Strategies:

### Formative Assessments:

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

### Summative Assessments:

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

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

| Assessment schedule                   | Name of assessment | Format of assessment   | OELS Invigilation Needed | Duration of exam | Weighting                 | LOs     |
|---------------------------------------|--------------------|--|--------------------------|------------------|---------------------------|---------|
| Session 2-8                           | Group Presentation | A set topic is given and specific groups present                             | N                        | 15 minutes       | 50%                       | 1,2,3,4 |
| Scheduled for after the final session | Exam               | On Paper<br>Analysis report and Multiple Choice Questions on the 12 sessions | Y                        | 60 minutes       | 50%                       | 1,2,3   |
|                                       | Resit              | Online on laptops<br>Multiple Choice Questions                               | N                        | 30 minutes       | 100% replaces final grade | 1,2,3   |

### Feedback Strategies:

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

### Reading Lists:

The three reading books recommended are:

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

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

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

### Prerequisite:

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

### Preparation:

Students should read the Financial Section of main papers, The Times or the FT.

It is strongly recommended that students:

- Listen to the daily FT News Briefing podcast
- Subscribe to the 'Bloomberg Open' and 'Bloomberg Close' newsletter
- Subscribe to the Goldman Sachs newsletter 'Briefings from Goldman'

## Module Handbook

**Module title:** London Start-up Project

**Lecturer's name:** Michael Abeyta

**Email address:** mabeyta@omnesintervenant.com

**Contact hours:** 19 hours

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

**Independent study hours expected:** 36 hours

**ECTS credits:** 3 ECTS

**Programme level:** Level 5 = Undergraduate Year 2

### Aims:

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

### Learning Outcomes (LOs):

- 1) Apply the concepts of start-up formation in a small group, demonstrating the selection of a viable business concept by investigating potential markets for their startup idea.
- 2) Demonstrate the ability to create a pitch presentation that describes all aspects of their startup business and develop and present the concept in such a way that attracts investment to their company.
- 3) Exhibit the ability to work together as a team in order to successfully develop the startup idea and operate effectively when collecting information and developing the final presentation, to be demonstrated during the final class.

### Syllabus Content:

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

| Sessions | Topic/Knowledge  | Skills   | LOs   |
|----------|--|--|-------|
| 1        | Introduction to Startup Companies. Review of London's Startup Ecosystem. Tech Hub roots in Silicon Valley (California). Class Project Description. Initial Formation of teams for class project.                                 | Understand reasons for Silicon Valley's formation, longevity, and why new tech hubs are developing elsewhere.  | 1     |
| 2        | Description of the Team formation process. Team dynamics. Class exercise (Belbin) to allow each student to determine their own role type, best combination of team members. Techniques & Frameworks for Opportunity Recognition. | Understanding team composition decisions, self-understanding for best results in a group project. Critical understanding of new venture typologies, techniques to find an idea, and application to determine whether a startup idea is viable. | 1,3   |
| 3        | Guest Lecture: a locally based startup founder will present their startup, their founding story, lessons learned, challenges, risks assumed, and provide advice to potential startup founders in the class.                      | Exposure to real-world decision making at various stages of the entrepreneurial process.   | 1,2,3 |
| 4        | Introduction to Business Models. Initial application of concepts to class projects.  | Understanding a startup's business model, evaluating changes in business models, and how to restructure if necessary.  | 1     |
| 5        | Walking Tour of London's Tech Hub ("Silicon Roundabout"), focusing on key ecosystem players (e.g., accelerators, famous startups, "unicorns").   | Viewing and understanding the world's 3 <sup>rd</sup> largest tech hub, from the ground.   | 1     |
| 6        | Introduction to Financial Projections. A simple example will be provided, and a template provided for use in the project. Breakeven analysis of a financial plan.  | Evaluating financial performance of a growing company. Understanding the breakeven point. Deciding how to modify the revenue model.  | 2     |
| 7        | Overview of the fundraising process for startups. Description of required elements of a startup investment pitch. Class evaluation of real-world investor pitches.   | Understanding and evaluating the effectiveness of various startup investor pitches. Decision as to whether to proceed with discussions.  | 1,2,3 |
| 8        | A comparison of financing examples for two small startups, similar investments, and equity   | Understanding and evaluating the impact of financing decisions on  | 2     |

|    |  |   |       |
|----|--|---|-------|
|    | percentages. Introduction to Business Angel Networks as a source of financial assistance, growth, and advice for company founders.                             | ownership, decision-making power, entrepreneurial autonomy, future implications for successful exits.                             |       |
| 9  | Investor Pitch Presentations: Team delivery of analysis to the class (from Session 7).   | Decision as to whether to proceed with discussions presented, defended. Presentation skills in delivering the analysis.           | 1,2,3 |
| 10 | Review of Team draft presentations, feedback sessions.   | Preparation for final presentations, identification of critical missing sections, and planning for completion.                    | 1,2,3 |
| 11 | Introduction to Venture Capital firms as a source of financing for growing startups. Team selection of portfolio company to profile. VC Ecosystem Online Test. | Understanding the VC Ecosystem, role of the various entities. Learn about Portfolio companies, exit possibilities, IPO decisions. | 2     |
| 12 | Final Startup Pitch Presentations: Students Deliver their Summative Assessment   | All skills previously highlighted.  | 1,2,3 |

## Teaching and Learning Strategies:

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

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

Teaching and Learning Strategies include:

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

## **Formative and Summative Assessment Strategies:**

### **Formative Assessments:**

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

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

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

### **Summative Assessments:**

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

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

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

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

| <b>Assessment schedule</b> | <b>Name of assessment</b> | <b>Format of assessment</b> | <b>OELS Invigilation Needed</b> | <b>Duration if exam</b> | <b>Weighting</b> | <b>LOs</b> |
|----------------------------|---------------------------|-----------------------------|---------------------------------|-------------------------|------------------|------------|
|                            |                           |                             |                                 |                         |                  |            |



|            |                         |  |   |            |   |       |
|------------|-------------------------|--|---|------------|---|-------|
| 1-12       | Participation           | Students will be assessed on the quality of their participation in course activities (completion of MCQs, participation in discussions). | N |            | 15%   | 1,2,3 |
| 9          | Investor Pitch Analysis | 10-minute team presentation delivered in class   | N |            | 15%   | 1,2,3 |
| Session 12 | Final Team Presentation | 15-minute team presentation, followed by up to 10 minutes of questions and answers.  | N |            | 70%   | 1,2,3 |
|            | Resit                   | Video presenting their team's final presentation, along with a PDF or Powerpoint file containing the presentation slides.                | N | 15 minutes | 100% replaces final grade (capped at 10/20) | 1,2,3 |

Resit time period will be June 2025.

### Feedback Strategies:

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

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

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

**Reading Lists:**

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

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

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

**Prerequisite:**

None

**Preparation:**

None

## Module Handbook 2025

**Module title:** Creative Thinking.

**Lecturer's name:** Pete Cain

**Email Address:** pcain@omnesintervenant.com

**Contact hours:** 12 hours

**Assessment Hours:** 2 hours

**Independent study hours expected:** 24 hours

**ECTS credits:** 2

**Programme level:** Year 2 (Level 5 Undergraduate)

**Prerequisites:** N/A

### **Aims:**

This course aims to enhance the proficiency of Level 5 Year 2 undergraduates in International Business in understanding and generating effective marketing and advertising ideas. The ability to create ideas on demand is a crucial skill in the business world, requiring not only creativity but also the capacity to comprehend, evaluate, and often sell those ideas. Through regular practice and exposure to high-quality professional work, students will undergo an intensive creative workout with weekly briefs. The course emphasizes distinguishing between good, bad, and exceptional ideas while highlighting the effort and determination required for effective idea generation. The focus on simplicity as a key element of effective communication encourages students to refine their idea generation skills significantly. By understanding that generating quality ideas demands genuine effort and drive, students will develop a keen sense of creative problem-solving. The ultimate goal is to enhance students' employability by fostering their ability to consistently produce and assess innovative solutions in the dynamic field of International Business.

### **Learning Outcomes (LOs):**

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

**1. Creative Ideation Proficiency:**

- Demonstrate the ability to develop creative ideas effectively in response to a given creative brief.

**2. Enhanced Idea Generation:**

- Exhibit consistent improvement in conceiving innovative and impactful ideas across various contexts.

**3. Confident Idea Presentation:**

- Skilfully present creative ideas with confidence, effectively communicating their value and relevance.

**4. Critical Idea Assessment:**

- Discriminate between great, good, and poor ideas, employing a critical eye to evaluate creative concepts.

**5. Evaluation of Essential Factors:**

- Critically assess the significance of clarity, effort, drive, and desire in the process of conceiving commercially viable ideas.

**6. Enhanced Problem-Solving Skills:**

- Demonstrate improvement in problem-solving skills, applying creative thinking to address challenges effectively.

**7. Augmented Employability:**

- Understand how the development of creative and problem-solving skills contributes to increased employability in diverse professional settings.

**Syllabus Content:**

| Sessions | Topic/Knowledge  | Skills   | LOs           |
|----------|--|--|---------------|
| 1        | Introduction to their tutors work and career. Sharing of each students hopes and dreams.   | Listening and learning – establishing trust in their tutor and setting learning boundaries. Introducing themselves – Belief and confidence building. |               |
| 2        | Creative workshop. Sharing and discussing the ideas they submitted from the previous weeks brief. Showing the best way to have solved it. Setting a new brief. | Brief assessment. Creative problem solving. Idea articulation. Idea presentation. Idea analysis.   | 1,2,3,4,5,6,7 |
| 3        | Creative workshop. Sharing and discussing the ideas they submitted from the previous weeks brief. Showing the best way to have solved it. Setting a new brief. | Brief assessment. Creative problem solving. Idea articulation. Idea presentation. Idea analysis.   | 1,2,3,4,5,6,7 |
| 4        | Creative workshop. Sharing and discussing the ideas they submitted from the previous weeks brief. Showing the best way to have solved it. Setting a new brief. | Brief assessment. Creative problem solving. Idea articulation. Idea presentation. Idea analysis.   | 1,2,3,4,5,6,7 |

|   |  |  |               |
|---|--|--|---------------|
| 5 | Creative workshop. Sharing and discussing the ideas they submitted from the previous weeks brief. Showing the best way to have solved it. Setting a new brief. | Brief assessment. Creative problem solving. Idea articulation. Idea presentation. Idea analysis. | 1,2,3,4,5,6,7 |
| 6 | Creative workshop. Sharing and discussing the ideas they submitted from the previous weeks brief. Showing the best way to have solved it. Setting a new brief. | Brief assessment. Creative problem solving. Idea articulation. Idea presentation. Idea analysis. | 1,2,3,4,5,6,7 |
| 7 | Creative workshop. Setting assessment brief. They have an hour to conceive creative solutions which they take in turns to present to the class.                | Brief assessment. Creative problem solving. Idea articulation. Idea presentation. Idea analysis. | 1,2,3,4,5,6,7 |
| 8 | Creative workshop. Setting assessment brief. They have an hour to conceive creative solutions which they take in turns to present to the class.                | Brief assessment. Creative problem solving. Idea articulation. Idea presentation. Idea analysis. | 1,2,3,4,5,6,7 |

## Teaching and Learning Strategies:

This module provides theoretical, practical, and aspirational experience. The workshop allows the students to gauge how they are developing their creative problem-solving skills. They will gain an understanding of how much harder they will need to work to get good at it, and the level they should be aspiring to achieve to become successful. By asking them to complete a set brief each week we will be replicating the real-world experience of having to provide ideas to a deadline. After assessing and discussing the merits and shortcomings of the work they produce each week, we will examine how the problem was solved by looking at case studies of the award-winning work created from the same brief.

This gives the students the opportunity to evaluate the difference between how they approached the brief and how it was solved by top professionals. Leaving them to question why they didn't think about it that way – because it was clearly the best and most obvious solution.

This module combines real world experiences with a variety of teaching and learning methods to help the students apply some theory to the 'creative process'. By having to create work each week they will gain a greater understanding of their cognitive, subconscious, and rational thought processes. They will work in teams of two (industry standard) to conceive their create ideas. This will develop their abilities to collaborate, evaluate and navigate the complexities of working in a creative partnership. By changing partners each week, they will be exposed to the different dynamics, needs and egos of other people, which is invaluable to learn when working in a commercially creative industry.

Teaching and Learning Strategies include:

- Real world briefs
- Practical discussions
- Classroom debates
- In-class analysis
- Group feedback
- Strategic thinking
- Creative expression
- How to present your ideas
- How to work with others
- How to respond to criticism

## Formative and Summative Assessment Strategies:

### Formative Assessments:

### Summative Assessments:

The students will be assessed each week according to how they respond to the brief they were set. However, because I will be looking to develop a different aspect of the multitude of skills required to become a successful creative, the bulk of my grading will come from the final assignment when I expect all their learning to be on display. The quality of their ideas will of course have a major bearing. Aside from natural talent, I'll be assessing their drive and desire and how they respond to feedback. A key ingredient in the real world.

*details, as follows:*

| Assessment schedule | Name of assessment   | Format of assessment   | OELS Invigilation Needed? Y/N | Duration of timed assessment | Weighting | LOs           |
|---------------------|--|--|-------------------------------|------------------------------|-----------|---------------|
| Session 7           | Part 1 of final exam. Assessment of creative problem-solving skills. | The students will be given a brief to crack. They will have 30 minutes to formulate their individual solution before verbally presenting it one at a time class. | N                             | 30 mins                      | 50%       | 1,2,3,4,5,6,7 |
| Session 8           | Part 2 of final exam. Assessment                                     | The students will be given a brief to crack. They will have 30   | N                             | 30 mins                      | 50%       | 1,2,3,4,5,6,7 |

|                   |                                     |   |          |         |             |               |
|-------------------|-------------------------------------|---|----------|---------|-------------|---------------|
|                   | of creative problem-solving skills. | minutes to formulate their individual solution before verbally presenting it one at a time class.                   |          |         |             |               |
| Resit Information | Zoom                                | On-line. Setting of new brief for them to solve in 30 minutes before presenting their idea to me at end of session. | <i>N</i> | 30 mins | <i>100%</i> | 1,2,3,4,5,6,7 |

**Feedback Strategies:**

Verbal feedback from myself and their peers on a weekly basis. Self-evaluation from seeing the case-study showing how they could have solved the brief.

**Prerequisite:** N/A

**Preparation:** N/A

## Module Handbook

**Module title:** London Luxury Experience

**Lecturer's name:** MICHELLE NOËL

**Email address:** micnoel@omnesintervenant.com

**Contact hours:** 12 hours

**Assessment hours:** Mid-term individual written report.

**Independent study hours expected:** 24 hours

**ECTS credits:** 2 ETCS

**Programme level:** Level 5 Year 2 Undergraduate

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

### **Aims:**

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

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

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

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

### **Learning Outcomes (LOs):**

#### **Knowledge**

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

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



## Skills

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

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

## Values

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

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

## Syllabus Content:

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

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

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

## Teaching and Learning Strategies:

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

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

*Teaching and Learning Strategies include:*

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

## Formative and Summative Assessment Strategies:

### Formative Assessments:

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

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

**Summative Assessments:**

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

This will include an individual written retail report.

**Summative Assessments:**

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

|     |        |  |   |                             |   |            |
|-----|--------|--|---|-----------------------------|---|------------|
|     |        | immersive marketing, etc.)<br><br>Format: Word doc or PDF document to be submitted via Boostcamp. Please denote all use of AI and Chat GBT in the construct of written document submissions.   |   |                             |   |            |
| 1-8 |        | Students will be assessed on the quality of their participation in in-class activities (as outlined in OELS participation marking criteria).   | N |                             | 20%   | 1,2,3,4    |
|     | Re sit | Video Presentation & pdf document submission via Boostcamp.<br><br>Criteria: Present a new sales & marketing strategy for an existing London luxury retail company.<br><br>Demonstrate evidence of consumer demographic research and marketing analysis.<br><br>Please also submit your presentation as a pdf document for assessment. | N | 6 minute video presentation | 100% replaces final grade (capped at 10/20) | 1,2,3,4, 6 |

### Feedback Strategies:

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

### Reading Lists:

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

## 1/ Mandatory

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

Brule, T., Tuck, A., and Pickard, J., 2021. *The Monocle Book of Entrepreneurs*. Berlin: Die Gestalten.

*Courier Magazine*, [online] Available at: <https://www.couriermedia.com/> [Accessed 6 January 2025].

*Dezeen*, [online] Available at: <https://www.dezeen.com/> [Accessed 6 January 2025].

*Highsnobiety*, [online] Available at: <https://www.highsnobiety.com/> [Accessed 6 January 2025].

*Monocle*, [online] Available at: <https://monocle.com/magazine/> [Accessed 6 January 2025].

Rawsthorne, A., 2018. *Design as an Attitude*. Zurich: JRP Ringier.

*ShowStudio*, [online] Available at: <https://www.showstudio.com/news> [Accessed 6 January 2025].

*Vogue Business*, [online] Available at: <https://www.voguebusiness.com/> [Accessed 6 January 2025].

## 2/ Recommended

Bonney, G. (2016) *In the Company of Women: Inspiration + Advice from over 100 Makers, Artists, and Entrepreneurs*. New York: Artisan Books.

*Business of Fashion* [online]. Available at: <https://www.businessoffashion.com/> [Accessed 6 January 2025].

*Financial Times* [online]. Available at: <https://www.ft.com/?edition=uk> [Accessed 6 January 2025].

Gavin, F. (2022) *Rough Version*. At Last Books.

Leach, A. (2021) *The World Is on Fire, but We Are Still Buying Shoes*. Alec Leach & Casimir Books.

## British Art & Design Module Handbook

**Module title:** British Art & Design

**Lecturer's name:** Nana Ocran

**Email address:** nocran@omnesintervenant.com

**Contact hours:** 18 hours (including 3 hours off campus visits to London cultural spaces to complete learning outcomes 3 and 6 of the module).

**Assessment hours:** 1 hour for mid-term exam after session 5

+1.5 hour for group presentations during the final session. [Large groups may require 2hrs.](#)

**Independent study hours expected:** 36 hours

**ECTS credits:** 3 ECTS

**Programme level:** Level 5 = Year 2 Undergraduate

**Prerequisites:** Basic understanding of contemporary art

### Aims:

This module uses a range of teaching and learning strategies to explore contemporary British Art and Design through a variety of artistic genres. The modules will also focus on the work of mainstream and emerging British artists. Through classroom-based work as well as visits to selected London galleries, museums or cultural spaces, students will respond to a range of work that may fuse British, European, African, Asian and Caribbean influences, as a direct response to the UK's well-established multicultural character. Students are encouraged to engage with a wide range of knowledge and skills, and to work collaboratively, while developing self-awareness for successful learning outcomes and assessments that support the diversity that exists across the student body.

### Learning Outcomes (LOs):

#### Knowledge

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

1. An understanding of Britain's historical and contemporary multiculturalism.
2. A consideration of contemporary elements of art and business.

#### Skills

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

3. Use critical thinking, independent writing and creativity in response to class discussions of specific artist's work or themes.
4. Complete an arts-based talk using a visual demonstration that reflects a combination of course content and independent study.

5. Work individually as well as part of a team.

### Values

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

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

### Syllabus Content:

| Sessions                               | Topic/Knowledge   | Skills   | LOs     |
|--|---|--|---------|
| Session 1                              | Introductory Class discussion on ideas of Britishness and perspectives of art and design.   | Social and discussion skills and critical thinking.  | 1       |
| Session 2                              | Looking at contemporary visual messaging behind selected photographic works....   | Critical responses, discussion and personal research.  | 1, 3    |
| Session 3                              | A focus on provocative or 'controversial' British artists. Perception, politics and value of works.   | Discussion, online research, practical written activities.   | 1, 3, 5 |
| Session 4<br>Off campus cultural trip* | Based on visits to a suitable museum or gallery venues such as Tate Modern, Tate Britain, Victoria & Albert Museum, according to availability of exhibitions. | Observing a venue, artist or art theme in order to produce a critical arts review.                         | 3, 6    |
| Session 5                              | Response to off-campus visit.   | Theme-based review and presentation (group work).  | 4, 5, 6 |
| Session 6                              | The British Invasion(s)   | Tracking UK art movements through music. (1960s to the present).   | 1, 2    |
| Session 7                              | Looking at the work and biographies of British-based artists from various cultural backgrounds.   | Responding to ideas of British multiculturalism and diversity through discussion and practical activities. | 1, 3    |
| Session 8                              | Arts & Business [Part 1]– The power of artist statements and proposals.   | Research, discussion, ideas and structure.   | 2, 3, 5 |
| Session 9<br>Off campus cultural trip* | Potentially off campus (depending on timings and group size)  | Exploring British art collections.   | 3, 6    |
| Session 10                             | Arts & Business [Part 2] – Exploring artist's audiences and collaborations – e.g., retail, venue, collectors, investors.                                      | Research innovative social, financial and experimental artist partnerships in the UK.                      | 2, 3    |

|  |   |  |         |
|--|---|--|---------|
| Session 11<br><b>Open study and guidance</b> | Final preparation, research and design elements for Session 12 final team presentations. Individual and group guidance will be provided by tutor. | Editing, critical thinking, peer feedback.   | 2, 5, 6 |
| Session 12                                   | Final visual and oral presentations based on learning from whole course content   | Team visual, text and oral presentations relating to a creative arts and business challenge. | 2, 4, 6 |

*\* The order of sessions 4 to 10 might change depending on relevant and available exhibitions for off campus trips.*

## 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 engage with contemporary British art and design through discussions, research and practical online, offline and fieldwork activities that highlight the creative culture and diversity of Britain. The strategies have been carefully chosen to support students' learning outcomes and assessments using teaching methods that are innovative, inclusive, and align with elements of liberal arts education.

Teaching and Learning Strategies include:

- Classroom discussions and tutor feedback
- Reflective exercises
- Independent research activities (online and offline)
- Group and individual research, writing and presentation activities.
- Writing exercises in response to selected artwork
- Individual and group practice exercises for writing, research and presentation.

## Formative and Summative Assessment Strategies:

### Formative Assessments:

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

### Summative Assessments:

**Midterm assessment:** Students will complete individual work based on their response to a British artist, British art movement or an arts or culture statement. **(20% of final grade – marked out of 4 points).**



**Final assessment:** Students will each complete a group project using desk as well as field research to showcase the knowledge and skills they have gained from the course. **(80% of final grade – marked out of 16 points).**

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

| Assessment schedule      | Name of assessment                   | Format of assessment  | OELS Invigilation Needed? Y/N | Duration if exam                      | Weighting                              | LOs                    |
|--------------------------|--------------------------------------|---|-------------------------------|---------------------------------------|--|------------------------|
| After session 5          | <i>Midterm exam</i>                  | <i>PC Lab.</i><br><br><b>Word count: 500-700</b><br><b>Time limit: 1 hour</b>   | Y                             | <i>1 hour</i>                         | <i>20%</i>                             | 3                      |
| Session 12 (final class) | <i>Creative project presentation</i> | Team showcasing of completed creative project using visual and written content. Whole course engagement and quality of oral element of the presentation will be considered. Each written project will be uploaded to Boostcamp. | N                             | 1.5-2 hours (depending on class size) | 80%                                    | 1, 2, 4                |
| Resit Information        |                                      | Recorded video presentation (maximum 6 minutes) to be uploaded to Boostcamp.  | N                             |                                       | 100% (replaces the final module grade) | All as far as possible |

### Feedback Strategies:

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

### Reading Lists:

- Potter, P., (2019), *Banksy You Are an Acceptable Level of Threat*, 1<sup>st</sup> edition, Carpet Bombing Culture, UK
- Maidment, I., and Schlieker, A., (2020), *Lynette Yiadom-Boakye Fly in League with The Night*, 1<sup>st</sup> edition, Tate Enterprises Ltd, UK
- *Guardian newspaper culture section, Instagram, UK museum websites (such as V&A, Fashion Museum, Tate Modern, Tate Britain, Somerset House, Serpentine Gallery).*

**Prerequisite:**

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

1/ Mandatory

N/A

2/ Recommended

A general knowledge of British art (across genres)