

Programme Description

STUDY ABROAD

Name of the programme: Year 3 International Business

Key information:

Dates: 23 January to 17 April 2025 (exams included)

Duration: 12 weeks (holidays: 8-16 March)

Level: Level 6 (Undergraduate Year 3)

Total number of teaching hours: 151

ECTS: 25

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

Pathways: Finance / Marketing**

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: Caline Anouti

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

Aims of the Programme:

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

Programme Benefits:

This programme offers students:

- Employability skills - students learn about and develop a wide range of skills that employers value, such as teamwork, communication, critical and creative thinking, intellectual curiosity, and project management.
- A strong focus on management and entrepreneurship, including sustainability and soft skills - students are required to critically reflect and perform on financial diagnostics, branding, innovation, strategy, and ethics.
- An in-depth study of international relations to critically apply this knowledge into a constantly changing world.
- A distinctive broad curriculum and the opportunity to choose between Finance or Marketing.
- Experiential, experimental and collaborative learning through a variety of appropriate modules.
- Students will demonstrate their analytical and implementation skills by working on an immersive technology project in the UK and being continually challenged by seasoned international professionals.
- A valuable study-abroad experience - students develop their autonomy by living independently in a foreign country.

Learning Outcomes:

Knowledge

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

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

Skills

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

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

Values

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

6. Recognising, respecting, and applying the five values of OELS.

Programme Structure:

ACADEMIC PROGRAMME <i>(subject to change)</i>	Pathways**	Hours	ECTS
Finance			
Financial Diagnostics		18	3
Introduction to International Finance**	**Finance	24	4
Marketing			
International Marketing & Brand Management		18	3
Advanced Event Management**	**Marketing	24	4
Management			
Business Ethics & Corporate Strategy		12	2
International Project Management		12.5	2
Business & Sustainability		12	2
Entrepreneurship & Innovation			
Tech City 4.0: VR & Immersive Technology		12	2
Geopolitics			
Geopolitics & International Relations		12	2
Language & Communication			
Advanced Intercultural Communication		18	3
Public Speaking & Key Soft Skills		12	2

****Programme Pathways:** 2 pathways:

- Finance
- Marketing

Approach to Learning:

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

Module Handbook

Module title:	Financial Diagnostic
Lecturer's name:	Joe Ponsonby 15h + Mike Abeyta 3h
Contact hours:	18 hours
Independent study hours expected:	36 hours
ECTS credits:	3 ECTS
Programme level:	Level 6 = Year 3 Undergraduate

Aims:

This module aims to equip students with key finance concepts that will help them build a solid foundation for more advanced issues during their studies. In addition, students will analyze stock-market listed companies using the fundamental accounting and financial ratios and make recommendations on future share prices. In addition, students will learn about the financial ecosystem and how various categories of brokers and other service providers interact with companies listed on the stock market within the context of the broader financial markets. Students will also undertake a macroeconomic analysis of major economies and forecast the economy over the next two years.

Learning Outcomes (LOs)

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

Knowledge

By the end of this module, students will know:

LO1: Understand the basic functioning of the capital markets and the broader financial ecosystem in London and globally. Intro to the Multinational Corporation (MNC), how they interact with the financial markets and evaluate the appropriate service provider depending on the size of company.

LO:3 Undertake a macroeconomic analysis of a major economy and perform a forecast for the economy.

Skills

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

LO2: Utilise the fundamentals basics of finance (i.e. inflation, yield, risk and return) to perform fundamental investment analysis on the major Asset Classes.

LO4: Utilise financial analysis to make recommendations on the share price of the MNC to investors.

Values

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

LO5: Introduction to the foreign exchange markets and perform trend analysis of currency pairs.

Syllabus Content:

JP = Joe Ponsonby

MA = Mike Abeyta

Sessions	Topic/Knowledge	Skills	LOs
Session 1 JP	Relevance of financial analysis to the investor. Fundamentals of finance: annual yield and total return	Conceptual & critical thinking skills	2
Session 2 JP	Inflation, Time Value of Money and the Risk / Return profile Introduction to Asset Classes	Conceptual & critical thinking skills Research and analytical skills Communication and Presentation Skills	2
Session 3, 4 MA	The Financial Market Ecosystem	Conceptual & critical thinking skills.	1
Sessions 5, 6, 7 JP	Macro Analysis of selected country and forecast for the economy Multinational Corporation and domestic / international business	Conceptual & critical thinking skills Research of selected country in groups and explanation of findings by the group to the class	3
Session 8,9 JP	Country / MNC presentations and recommendations	Communication & presentation skills	3,4
Session 11 JP	Foreign Exchange – currency pairs and trends	Conceptual and critical thinking skills	5
Session 12 JP	Revision topics for final exam	Critical thinking skills	ALL

Teaching and Learning Strategies:

This module uses a wide range of teaching and learning strategies to provide a stimulating learning environment that encourages students to take control of their own learning, to engage

with a wide range of knowledge and skills, and to work collaboratively while developing self awareness. The strategies have been carefully chosen to support students towards learning outcomes and assessments and to cater for diversity across the student body.

Teaching and Learning Strategies include:

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

Formative and Summative Assessment Strategies:

Formative Assessments:

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.

Macro Study: Students will form groups of maximum 4 students. Each group will be asked to present an overview of their selected country for the Macro Study including their recommendations. This presentation will be made to the lecturer and other students with Q&A by students and by the Lecturer.

Summative Assessments:

1. Participation: throughout the module the students will be asked for individual and group answers on content which will be debated in class to ensure understanding of the relevant content.
2. Financial Services Ecosystem (different categories of market participants): Short Group presentation (10 minutes) describing and analysing an assigned part of the financial market ecosystem.
3. Group presentations and Macro Study: Students will form groups of maximum 4 students. Each group will be asked to present an overview of their selected topic including their recommendations. This presentation will be made to the lecturer and other students with Q&A by students and by the Lecturer.
4. Final Exam: Students will be required to complete a 90-minute online exam, which will be invigilated by OELS.

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation	Duration if timed	Weighting	LOs

			Needed ?	assessment		
All	Participation	Continuous throughout module	N	N/A	10%	
Sessions 3, 4	Financial Services Ecosystem (different categories of market participants)	Summative assessment: Short Group presentation (10 minutes) describing and analysing an assigned part of the financial market ecosystem.	N	10 mins	15%	1
Session 7	Macro study	Formative assessment		N/A	0%	2, 3
Session 9, 10	Macro and MNC presentation	Summative assessment: Presentation on selected country and selected Multinational plus research materials	N	10 minutes	15%	1,2, 3,4
After Session 12	Final Exam	Summative: 90 minutes online exam in PC Lab, invigilated.	Y	90 mins	60%	ALL
RESIT INFORMATION		60 minutes online exam (Boostcamp)	N	75 minutes	100% (this replaces the final module grade)	ALL

Feedback Strategies:

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

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

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

Reading Lists:

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

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

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

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

Prerequisite:

Understand the concept of macroeconomics, and the financial markets. Read definitions of asset classes, how banking works in the economy and the Stock Market.

Module Handbook

Module title: International Marketing & Brand Management

Lecturer's name: Caline Anouti

Email address: canouti@omnesintervenant.com

Contact hours: 18 hours

Assessment hours: In class test: *Friday 21st of February 2025 in class for the in-class test*

Report: Monday 14th of April 2025

Independent study hours expected: 48 hours

ECTS credits: 3

Programme level: Level 6 = Final Year

Prerequisites: N/A

Aims:

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

Learning Outcomes (LOs):

Knowledge

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

1. LO1: Demonstrate an understanding of the key concepts of the marketing mix and to critically evaluate the commercial position and strength of a proposition within international perspective.
2. LO2: Understand and apply the theories of branding to contemporary businesses.

Skills

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

3. LO3: Evaluate the role of macro and micro environmental influences and competitive forces on the international business.
4. LO4: Apply branding tools to creatively develop innovative solutions to a new brand proposition.

Values

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

5. LO5: Apply given tools/methods accurately to a well-defined problem. Begin to appreciate the complexity of the issues and apply creative solutions to the marketing problem.

Syllabus Content:

Sessions	Topic/Knowledge	Skills	LOs
Session 1	Introduction to the module What is Marketing?	Definitions and purpose The consumer Marketing mix overview	1,2
Session 2	Marketing Environment	Macro PEST Micro internal Market competition SWOT/ Ansoff	1-3
Session 3	The Marketing Planning Process	Company Objectives Mission Statements Sostac	1-2
Session 4	Consumer Behaviour & Research	Consumer Characteristics Consumer Choice Consumer Satisfaction Pen portraits	1-4
Session 5	Segmentation, Targeting and Positioning (STP)	Segment markets / consumers Targeting strategies Positioning and perceptual maps	1-3
Session 6 21/02/24	In-class test	In-class test	1-4
Session 7	Branding and Products	Products versus brands Competitive Strength of brands Product Life Cycle (PLC) Branding as a marketing tool	2-3
Session 8	What is Brand identity & image?	Brand personality Visual brand identity The role of Design	2-3

Session 9	Brand Extension	Brand concept vs design concept	
Session 10	Place and Price	Retail: Physical, online, multichannel Pricing strategies	2-4
Session 11	Promotion	Communication Theory Marketing promotion tools New media	3-4
Session 12	Tutorials	tutorials	1-4

Teaching and Learning Strategies:

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

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

Teaching and Learning Strategies include:

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

Formative and Summative Assessment Strategies:

Formative Assessments:

Students will have the opportunity to discuss their work in session 12 with the lecturer and will get verbal feedback and direction on how to take their project forward.

Summative Assessments:

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

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

International Marketing & Brand Management Project

Assignment 1: Individual: 30% of module mark

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

Assignment 2: Individual Assignment: 70% of module mark

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

Report Assignment 2 Brief: Brand Marketing Plan

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

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

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

You could consider the following points within your Brand Marketing Plan

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

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

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

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation Needed? Y/N	Duration if exam	Weighting	LOs
Session 6	<i>In class test</i>	<i>Individual in class test</i>	N	<i>50 min</i>	<i>30%</i>	<i>1,2,5</i>
14 th of April 2025	<i>Individual report 1500 words</i>	<i>Individual report 1500words</i>	N		<i>70%</i>	<i>3-4-5</i>
	<i>Resit</i>	<i>Recorded Video Presentation 15 minutes</i>	N	<i>15 min</i>	<i>100%</i>	<i>1-2-3-4-5</i>

Feedback Strategies:

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

Reading Lists:

- Brassington, F. & Pettitt, S. (2006), Principles of Marketing, 4th Ed., England, Prentice Hall
- Dahlen, Lange & Smith (2010) Marketing communications. John Wiley & sons.
- Easesy, M. (2009), Fashion Marketing, 3rd Ed. Oxford: Wiley-Blackwell
- Jackson, T. & Shaw, D. (2009), Mastering Fashion Marketing: Palgrave
- Kapferer, J-N (2008) The New Strategic Brand Management. 4th Ed. Kogan Page
- Kotler, P. & Armstrong, G. (2010), Principles of Marketing, 13th Ed. Upper Saddle River, NJ: Prentice Hall
- Posner, H. (2011) Marketing Fashion, Laurence King Publishing Ltd.

Prerequisite:

N/A

Module Handbook

Module title: Business Ethics & Corporate Strategy

Lecturer's name: Dr. Kit Barton

Email address: kbarton@omnesintervenant.com

Contact hours: 12

Assessment hours: 1.5 hours in Session 8

Independent study hours expected: 24 hours

ECTS credits: 2 ECTS

Programme level: Level 6

Prerequisites: None

Aims:

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

Learning Outcomes (LOs):

Skills

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

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

Syllabus Content:

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

Teaching and Learning Strategies:

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

Teaching and Learning Strategies include:

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

Formative and Summative Assessment Strategies:

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

Summative Assessment:

Oral Exam: Students must critique and synthesize theories, concepts and facts from the module to interact with case studies. This assessment will show understanding of relevant

ideas from the class and their ability to collaborate with others to achieve solutions to specific ethical challenges. This will provide evidence of engagement with LO's 1 & 2, providing an application of their knowledge of relevant theories from the course, especially in the form of a critical assessment of the case and a reflection their professional development. The OELS marking criteria for presentations will be applied.

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation Needed ?	Duration if timed assessment	Weighting	LOs
Session 4	Individual Presentation in Practice Debate	Formative Presentation	N	3-4 mins	0%	1-2
Sessions 8	Oral Exam	Oral Exam (Individual)	N	5-10 mins	100%	1-2
RESIT INFORMATION	Individual Case Study	Recorded Video (5mins) & Individual Written statement	N	5 mins	100% (this replaces the final module grade)	ALL

Feedback Strategies:

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

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

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

Resit:

Students who fail the summative assessment will be offered a resit opportunity where they may submit a 10 minute recorded video of them completing individual an oral argument in relation to a case study provided. They will accompany this with an Individual Written Statement (as described above.)

Reading Lists:

- Crane, A., Matten, D., Glozer, S. and Spence, L. (2019). *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization*. 5th ed. Oxford: Oxford University Press.
- Carr, Albert (1968) "Is Business Bluffing Ethical?". *Harvard Business Review*. 46(1): 143-146.
- Donaldson, T. (1989). *The Ethics of International Business*. Oxford University Press, USA.

Prerequisite:

None

Module Handbook – Y3 Sustainable Business 2024

Module Title: Sustainable Business

Lecturer's Name: Christina Bartholomew

Lecturer's Email: cbartholomew@omnesintervenant.com

Contact Hours: 12

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

Independent Study hours expected: 24

ECTS credits: 2

Student level: Level 6 (Year 3)

Prerequisites: Critical understanding of Business Management

Aims:

Sustainable Business is a highly interactive module employing Socratic-style teaching techniques. Developed in partnership with the Executive Director of the UN Global Compact Network UK, this course explores the sustainable business, sustainable supply-chain analysis, and the challenges facing sustainable businesses. By applying their learnings to a real-world business case, students learn to see business through a sustainability lens. Those who earn a grade of 16+ are awarded a Certificate of Achievement co-badged by the UN Global Compact.

Learning outcomes:**Knowledge**

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

Skills

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

Values

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

Syllabus content:

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

	Climate Change and Biodiversity Loss?	<ul style="list-style-type: none"> • Class discussion with informal teacher/student feedback 	
Session 7	Student Presentations of Sustainable Business Case Studies & (Purpose Case Studies in Governance presented by Lecturer)	<ul style="list-style-type: none"> • Critical thinking • Research • Teamwork • Slide presentation skills • Summative Assessment 	2, 3
Session 8	Student Presentations of Sustainable Business Case Studies	<ul style="list-style-type: none"> • Critical thinking • Research • Teamwork • Slide presentation skills • Summative Assessment 	2, 3

Teaching and Learning Strategies:

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

Module Rules:

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

Formative and Summative Assessment Strategies:

Formative Assessments:

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

- Online quiz on the sustainable development goals provides students with real-time content comprehension feedback.
- Online, self-paced content including MCQs on principles of sustainability provides students with real-time content comprehension feedback and test-taking preparation.

- In-class feedback on presentation performance, analysis, and content to be provided by lecturer and fellow students.
- Written lecture and peer feedback on presentation performance and content.
- Formative assessments Class session devoted to slide presentation critique from lecturer and students. Feedback provided on application of SWOT analysis, demonstration of critical judgment, presentation style, and teamwork skills.

Summative Assessments:

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

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation Needed	Duration of Exam	Weighting	LOs
Ongoing	Participation	Ongoing	N	Ongoing	20%	1, 2, 3
Sessions 7 & 8	Slide presentation on Sustainable Business Case Study	Students will incorporate feedback from prior formative presentation assessment. Grade will reflect both the lecturer and teammates' assessment on a students' research and analysis as well as the verbal and visual presentation of content. While this is a team presentation, students are assessed individually.	N	4 students have 12-minutes to deliver their presentation. Each student is expected to speak for 3 minutes.	50%	1, 2, 3
After Final Session	Invigilated Final Quiz	Students will answer Multiple Choice questions on module content. The exam will take place on campus in a computer lab. There is only one answer to each question and no negative points for wrong answers.	Y	30 minutes	30%	1, 2, 3
Resit	Recorded Slide presentation on Sustainable Business Case Study	Available for students who have attended <u>more than</u> 50% of the module sessions. This will consist of a new sustainable business case study slide and video presentation.	N	Students will need to develop a 4-5 minute presentation on their own and video record	100% (replaces the final module grade), Grade to be	2, 3

				themselves delivering it. Preparation time: 4-5 hours.	capped at 10/20	
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Feedback Strategies:

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

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

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

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

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

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

Reading Lists:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Prerequisites:

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

1/ Mandatory – Students are expected to have a nuanced understanding of business management.

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

Module Handbook

Module title: Tech City 4.0 – VR & Immersive

Lecturer's name: Michael DaCosta Babb

Email address: mdacosta@omnesintervenant.com

Contact hours: 12 hours

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

Independent study hours expected: 24h independent work

ECTS credits: 2 ECTS

Programme level: Level 6

Prerequisites: Interest in innovation and emerging technology

Aims:

“Everything is backwards now, like out there is the real world and this is the dream.” - James Cameron, Director of the ‘Avatar’ movie franchise.

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

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

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

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

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

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

Learning Outcomes (LOs):

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

1. A unique VR Bank, NGO, School, Social Media or Festival concept proposition which they may choose to take to market.
2. A pitch deck template for said concept aimed at investors, partners or clients focusing on the user journey and marketing plan.
3. Knowledge of megatrends within VR and Immersive technology
4. Presentation, Sales and other soft skills related to securing investment or revenue.

Knowledge

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

1. In-depth knowledge of megatrends within the VR and Immersive Sector

Skills

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

2. Develop a VR concept and pitch it

Values

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

3. Making social impact through VR technology

Syllabus Content:

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

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

Teaching and Learning Strategies:

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

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

Formative and Summative Assessment Strategies:

Formative Assessments:

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

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

Summative Assessments:

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

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

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

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation Needed? Y/N	Duration if exam	Weighting	LOs	
Session 8	Peer group appraisal or Personal Biog	Individual Written appraisal of best projects and why/ Personal Biography (300 words)	N	300 words	10%	2;4	
Session 8	<i>Final Pitch Session</i>	10-minute presentation in groups. Format to be decided by students. Could be a slide show, video, infographic, website or even	N	10 mins	90%	1; 2; 3; 4	

		an actual VR demo.					
	Resit	Recorded video of VR project	<i>N</i>	<i>5 mins</i>	<i>100%</i>	<i>1-2-3-4</i>	

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

In Session 1 the students already start to develop their projects after having been briefed by the lecturer in the classroom; In Session 2 the students present their initial ideas in a 5 minute oral presentation with feedback from the lecturer in the classroom; In session 3 the students get dedicated mentoring time with the lecturer in their groups to talk about their projects; In Sessions 4 and 5 the students are encouraged in the class room to think about their projects from the perspective of marketing, funding, go-to-market strategy, user experience and long term business goals; In Sessions 6 and 7 there are longer dedicated mentoring sessions with the lecturer; Then in session 8 the student make their Final Pitch presentation to the lecturer in the class room. They receive direct feedback from me after they make their pitch and must answer questions. They must also hand in an individual peer group appraisal highlighting their favourite project and why or a personal biography (300 words).

Reading List:

Hackl C, 2017, Marketing New Realities, USA
 Lanier J, 2017, Dawn of the New Everything, Henry Holt and Co, USA
 Parrish D, 2005, T Shirts and Suits, Merseyside ACME, UK
 Peters T, 1999, Brand You 50, Knopf, USA
 Steinberg D, 2024, Unsupervised, Leaf, USA

Websites:

Ben Lang, Road to VR LLC, 1 August 2022, <https://www.roadtovr.com/>
 Samuel Huber, LandVault LLC, 1 August 2022, <https://www.gmw3.com/>
 Taylor Freeman, UVR Media LLC, 1 August 2022, <https://uploadvr.co>

Prerequisite:

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



LONDON SCHOOL

Module Handbook

Module title: Geopolitics & International Relations

Lecturer's name: Dr. Kevin Coffey

Email address: kcoffey@omnesintervenant.com

Assessment Hours: 90 minutes for final assessment.

Contact hours: 12 hours

Independent study hours expected: 28 hours

ECTS credits: 2 ECTS

Programme level: Level 6 = Year 3 Undergraduate

Aims:

This module introduces students to key concepts and practical tools for understanding geopolitics and global security in a complex and interconnected world. Through an interactive and multidisciplinary approach, students will explore key themes such as the impact of globalization, the role of international law, and the nature of contemporary security challenges.

The module emphasizes experiential learning, including map analysis to visualize geopolitical trends and a hands-on simulation roleplay where students, representing major powers, negotiate strategies to de-escalate potential conflicts. Students will also examine the use of forecasting methodologies to anticipate future geopolitical events and apply the “wicked problems” framework to navigate uncertainty in global security contexts.

Case studies, such as the question of whether we are heading towards a major global conflict, provide real-world relevance to theoretical debates. The module encourages critical thinking to evaluate geopolitical trends which will serve students interested in careers that have an international dimension.

Learning Outcomes (LOs):

Knowledge

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

1. An understanding of the core concepts and frameworks in geopolitics and global security, including the role of globalization, international law, and security challenges in shaping global cooperation and conflict.

Skills

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

2. Utilize intellectual frameworks, such as security analysis, forecasting and wicked problems, to evaluate and track trends in geopolitics including the risk of an all out war between major powers in 2025.

Values

3. Exploration through critical thinking and curiosity about a changing global political environment.

Syllabus Content:

Sessions	Topic/Knowledge	Skills	LOs
Session 1	What is geopolitics? <i>Learning through analyzing maps.</i>	Knowledge acquisition & Critical Thinking Skills	1,2,3
Session 2	Global Security: Key concepts	Knowledge Acquisition & Critical Thinking Skills.	1,2,3
Session 3	Global Security: Case Study "Are we heading towards World War 3?"	Knowledge acquisition & critical thinking skills	1,2,3
Session 4	International Law: Does it matter?	Knowledge acquisition & critical thinking	1,3

Session 5	Globalization: Is connectivity a source of peace and prosperity or a risk to global security?	Knowledge acquisition & Critical Thinking skills	1,3
Session 6	Forecasting methodology: Predicting future geopolitical events	Forecasting	2,3
Session 7	Wicked Problems: A framework for understanding uncertainty in geopolitics	Critical Thinking	2,3
Session 8	Simulation Roleplay Students, as major powers, negotiate red-lines and a diplomatic roadmap to avoid escalation.	Critical Thinking skills, negotiation, communication and teamwork.	1,2,3

Teaching and Learning Strategies:

This module uses a wide range of teaching and learning strategies to provide a stimulating learning environment that encourages students to take control of their own learning, to engage with a wide range of skills, and to work collaboratively while developing self-awareness. The strategies have been carefully chosen to support students towards learning outcomes and assessments to cater for diversity across the student body. In particular, the course will strongly be oriented towards Laurillard's conversational model in which students generate actions related to a concept (e.g. operationalizing the concept of power), and then are provided feedback on that action. These actions refine their understanding of the concept.

Teaching and Learning Strategies include:

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

Formative and Summative Assessment Strategies:

Formative Assessments:

The following formative assessments will be employed

- Multiple choice questions (MCQ) quizzes to be completed on Boostcamp after all sessions. (Wrong answers will be provided with feedback).

- In-class discussion and student participation.
- The teacher uses concept check questions to check understanding. .
- Creating an infographic detailing the geopolitics of a selected case study in session 1.

Summative Assessments:

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

Feedback Strategies:

Students will receive feedback in a variety of ways.

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

Reading Lists:

- Baylis, J. & Smith, S. (2013) *Globalization and World Politics: An Introduction to International Relations* 3rd ed. Palgrave Foundation.
- Khanna, P. (2016) *Connectography: Mapping the Future of Global Civilization*. Random House.
- Leonard, M. (2021) *Age of Unpeace: How Connectivity Causes Conflict*. Penguin Books. Orion Publishing.
- Tetlock, P. E., & Gardner, D. (2015). *Superforecasting: The art and science of prediction*. New York: Crown Publishers.
- Thompson, H. (2022). *Disorder: Hard times in the 21st century*. Oxford: Oxford University Press.
- Wolf, M. (2023) *A Crisis in Democratic Capitalism*. Allen Lane.

Prerequisite:

There are no prerequisites for this module.

Preparation:

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

Module Handbook

Module title: Advanced Intercultural Communication

Lecturer's name: Colin Mitchell

Email: cmitchell@omnesintervenant.com

Contact hours: face-to-face teaching: 12 hours

Assessment hours: 1.5 hours for group presentations in sessions 7-8, 1 hour for plenary quizzes in sessions 1-6

Independent study hours expected: Approximately 24 hours

ECTS credits: 2 ECTS

Programme level: Level 6 = Year 3 Undergraduate

Prerequisites: Basic understanding of International Business, English language at B2 CEFR

Aims:

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

Learning Outcomes (LOs):

Knowledge

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

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

Skills

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

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

Values

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

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

Syllabus Content:

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

Sessions	Topic/Knowledge	Skills	LOs
1	Introduction to the Module, Handbook, Assessments and Marking Criteria Introduction to Intercultural Communication	Setting norms & expectations, developing self-study skills, self-reflection Analysing and applying theories Critical reading and thinking	5,7
2	Cultural Awareness and Sensitivity	Analysing and applying theories Critical reading and thinking	1,3,7,8
3	Presenting to International Audiences	Responding to and providing feedback Listening skills Presenting skills Presence & influence	1,3,7,8
4	Intercultural Communicative Competence	Listening skills Communication skills and strategies	2,4,7,8
5	Non-verbal Communication, Media, and Technology	Listening skills Communication skills and strategies Critical reading and thinking	2,4,7,8
6	Applying Intercultural Communicative Competence Presentation Tutorials	Team building and leadership skills Conflict resolution Critical reading and thinking	1,2,3,4,6,7,8
7	Presentation Assessments	Summative assessment	1,2,3,4,5,6,7,8
8	Presentation Assessments	Summative assessment	1,2,3,4,5,6,7,8

Teaching and Learning Strategies:

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

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

Teaching and Learning Strategies include:

- Classroom discussions
- Quizzes
- In-class research activities
- Independent research activities
- Reflective exercises
- Group work
- Various debates
- Tutorials for formative feedback

Formative and Summative Assessment Strategies:

Formative Assessments:

Each session, students will produce language and receive formative feedback from the lecturer and their peers. Each input session (1-6) will conclude with a summative plenary quiz, giving students opportunities for peer and teacher feedback, as well as assessing their own understanding and progress. Students will then use this information to reflect upon their strengths and areas for improvement in preparation for their summative presentations.

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

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

Summative Assessments:

Assessment schedule	Name of assessment	Format of assessment	OELS Invigilation Needed? Y/N	Duration if timed assessment	Contribution to final grade	LOs
Ongoing: Sessions 1-6	Participation	Students will be assessed on their participation during the module. This is linked to not only their oral contributions and answers to questions and participation in class debates, but also their	N	N/A	20%	7,8

		<p>organization, attitude, interaction and teamwork, and OELS values as per the marking criteria available.</p> <p>Participation marking criteria are available.</p>				
Ongoing: Sessions 1-6 6-8	Plenary Quizzes	<p>Students will be assessed on their understanding of each session's content with a short quiz of ten multiple choice questions.</p>	N	10 minutes per quiz	20%	1,2
Sessions 7 and 8	Group presentations	<p>Students will deliver a presentation in groups of two to four people. The presentation will be related to themes from the module, chosen by the students, but approved by the lecturer.</p> <p>Slides must be uploaded to BoostCamp the day before the presentation by 5pm.</p> <p>Presenting groups will be allocated to either session 7 or 8.</p> <p>Presentation marking criteria are available.</p>	N	Approximately 3 minutes per student i.e. a presentation for a group of three will last for approx. 9 minutes (+/- 3 mins).	60%	1,2,3,4,5,6,7,8

TBA	Resit	Live oral presentation / assessment on MS Teams. Group or individual based on resit data.	N	Approximately 3 minutes per student.	100% (replaces the final module grade)	1,2,3,4,5,6,7,8
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Feedback Strategies:

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

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

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

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

Resources:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Prerequisites:

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

Module Handbook

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

Aims:

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

Learning Outcomes (LOs):

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

1. Critically evaluate their soft skills & synthesizing the advanced knowledge & skills
2. Critically apply a wide range of delivery skills such as vocal performance; body language; storytelling and visual aides to impact the audience and deeply enhance the presentation
3. Perform an advanced prepared speech, that shows depth & breadth of skills & Knowledge

Syllabus Content:

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

Sessions	Topic/Knowledge	Skills	LOs
1	Introduction to Essential Soft Skills: Goals & Benefits of Public Speaking & the core 5 Soft Skills; Evaluate the power of Communication and how it delivers impact.	Developing the essential principles of the 5 Core Soft Skills	1,3
2	Communication - 1 st Pillar - The Body: Developing Non-Verbal Communication, how our mind processes it & Using it in Speeches	Developing & Demonstrate Body Language & its increased Impact on Communication	2
3	Communication – 2 nd & 3 rd Pillar: Voice & Words Developing the use of words and critically evaluate a speech	Developing & demonstrating the power of voice and emotion and the power of words and critically evaluating a speech	2
4	Creativity – Developing the idea of creativity & storytelling & how to develop it as a soft skill.	Develop & demonstrate the understanding of creativity as a commercial and presentation context	1.2
5	Embracing the Camera – Working in developing Skills for the Modern video world	Develop & create their ability to work with cameras for presentations	1,3
6	Relationships & Leadership – Developing the understanding or how relationships work and how to become an effective leader.	Develop & demonstrate the understanding of relationship building and leadership in an interpersonal context	1,2
7	Planning/Organisation – How to develop planning & organizational skills –	Develop and demonstrate the understanding of how to organize	1.2.3
8	Teamwork, Creativity & Leadership: The Lego Game and Evaluation	Developing and critically evaluating how to work in a team & apply leadership skills.	1,2,3

Teaching and Learning Strategies:

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

Teaching and Learning Strategies include:

- Classroom discussions
- In-class research activities
- Role plays and simulations
- Practice exercises for speaking & presentations
- Interactive Exercises
- Games that highlight learning outcomes

Formative and Summative Assessment Strategies:

Formative Assessments:

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

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

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

Summative Assessments:

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

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

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

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

Ongoing after session 1	Participation & Engagement	Students will be assessed on their ability to contribute and perform their exercises.	N	N/A	40%	1,2
Exam Class	Final Presentation	4 min In Person Speech without visual aides	N	4 min per student	60%	2,3
Resit	Resit	5min recorded Video Presentation about the Key Soft Skills discussed in the module	N	5 min per student	100% - replacing existing grade	1,2,3

Feedback Strategies:

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

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

Reading Lists:

Recommended Reading –

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

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

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

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

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

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

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

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

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

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

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

Prerequisite:

Some basic understanding of Public Speaking