

MISSION STATEMENT

Regent's College seeks to foster Internationalism and Professionalism through the provision of appropriate, applied, academic programmes which embody a spirit of international understanding and mutual co-operation, allied to high level professional capability and responsibility.

The primary ambition of the College is to provide a uniquely stimulating, multi-cultural and plurilingual learning environment in which students aspire to become global citizens capable of contributing effectively and responsibly to a 21st century environment.

EBS London as part of Regent's College provides a unique educational experience, and is situated in the beautiful surroundings of Regent's Park in the heart of London. It combines rigorous undergraduate and postgraduate programmes in business and languages, study periods abroad in partner institutions throughout the world, work experience in a variety of company settings, and excellent graduate employment prospects.

Our students come from over 85 countries and join other international students within Regent's College. This highly cosmopolitan, multilingual, multicultural student group creates a dynamic environment for the design and delivery of our academic curriculum. At EBS London we are committed to the principle of embedding internationalism in the academic content of our degree programmes, and of capitalising on the richness and variety of the linguistic, cultural and educational backgrounds of our students. We firmly believe that a mature, responsible outlook for the future business leaders of the globalised economy of the 21st century is most effectively fostered through formal and informal interaction between students from a wide variety of nationalities from many different parts of the world.

Our multi-skilled, flexible and forward-looking graduates are much sought after by both multinational companies and SMEs. Most now work in high-profile jobs throughout the world, particularly in the fields of banking and finance, marketing and communications, public relations and consultancy. Increasingly, our graduates are also setting up their own companies as well as continuing a well-established trend of working in a family business. This high graduate employment level at EBS London, a key indicator of success, continues to be the guiding principle of our academic mission.

Whether you are following one of the undergraduate degrees in International Business, International Events Management, or one of our postgraduate Masters degrees (MA Management pathways, MSc in Global Banking and Finance or MBA in International Business) we are confident that you will be both intellectually challenged and culturally stimulated by the educationally unique experience of EBS London at Regent's College.

Martin Timbrell
Dean of the Faculty of Business and Management.

Michael Scriven
Director of European Business School - London

I am delighted to welcome you to the Faculty of Business and Management at Regent's College and to the EBS London undergraduate programmes. I am sure that your programme will help you in developing the ability to do business on a world-wide stage. Once you have completed the B.A., and possibly one of the Masters degrees at Regent's College, you will be in a key position to choose your next career move. The future is in your hands: we are here to help you reach your goals.

The Bachelors degrees will allow you to cover a wide variety of disciplinary influences, ranging from accounting and finance to international marketing, from investment to corporate structure, from business strategy to the managerial requirements of leadership and teamwork. The degrees are designed so that, as a successful graduate, you will have achieved a range of learning outcomes that embrace interpersonal and social development, cross-cultural and international adaptability and cognitive and intellectual skills.

The learning and studying environment for your degree encompasses both the need for conceptual understanding and knowledge, and the requirement to learn and put into practice certain transferable and lifelong skills. The portfolio of attributes looked for in the programmes include personal and social skills, such as creativity and self-management, critical analysis, problem-solving, and inter-cultural teamwork. The diversity of the programmes enable you to focus on a particular major, to develop a full understanding of business, to acquire the relevant language and cultural skills, to take advantage of studying and working in more than one 'foreign' country, and to experience the real world of work.

During your time studying business here, there will be a close partnership between you and us. Our obligations are to ensure that you derive maximum benefit from your studies, that your academic work is challenging and rewarding, that it is assessed fairly and to the highest standards, and that you have every opportunity to achieve your study and work objectives. Your responsibilities are to engage fully in the intellectual and social life of EBS London, to be prepared for classes, to work closely with the staff and your colleagues in endeavouring to excel in your academic work, to behave at all times in a mature and responsible way, and to enjoy yourself.

Once you are at EBS London, you gain another allegiance in addition to the ones you have to your friends and your families. They expect you to be good ambassadors to us: we expect you to be good ambassadors for EBS London in the wider world of study and work outside the Regent's College campus.

Let's wish each other every success in our joint adventure over the next few years.

Nicholas Bowen
Programme Director BAIB

EBS London / Regent's College

EBS London is part of Regent's College, which is a company limited by guarantee registered in England and Wales with charitable status. It is governed by a Board of Trustees. The Trustees are the directors of this company and have ultimate responsibility for EBS London. They delegate the day-to-day management of EBS London to the Chief Executive and the senior management team, including the Dean. The Dean is not a member of the Board of Trustees.

The Trustees work with the Chief Executive and the senior management team at EBS London to ensure the smooth running of your course whilst you are at EBS London.

EQUAL OPPORTUNITIES POLICY

EBS London, as part of Regent's College, has the following policy on equal opportunities and recognises the importance of affording equal opportunity and fair treatment to existing students and prospective students with regard to the services that the College provides.

We are committed to a policy of treating all our students equally. No student or potential student shall receive less favourable treatment or consideration on the ground of race, colour, religion or belief, nationality, ethnic origin, sexual orientation, gender, gender reassessment, age, disability, marital status or part-time status or will be disadvantaged by any course regulations that cannot be justified as necessary on operational grounds.

The aim of our policy is to ensure that no job applicants, employees, students, prospective students, or members of the public receive less favourable treatment on the grounds of age, disability, sex, marital status, sexual orientation, race, colour, nationality, ethnic or national origin, or any other grounds. Nor are they to be disadvantaged by conditions or requirements which cannot be justified by specific reference to the job, course regulations or the circumstances pertaining.

DISABILITIES AND LEARNING DIFFICULTIES

EBS London will make every reasonable effort, within the resources available, to support registered students with a disability or learning difficulty. The student should contact the Head of Student Support immediately for a confidential discussion about needs arising from their disability, learning difficulty, or health problem and how EBS London might respond to these.

The full disability policy can be found at: http://www.ebslondon.ac.uk/student_life/student_services/disability_policy.aspx

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This handbook aims to give you basic information about what is required of you, what you can expect and where and how to get help. It explains where and how you can find information you require as a student and summarises key points concerning your progress as a student. The notes in this handbook explain complex issues which are set out in EBS London's or Regent's College's Regulations and are not a substitute for reading the rules and regulations policies of EBS London and Regent's College. The summaries in this handbook do not take precedence over EBS's or Regent's College's Regulations. 'Regulations' means all the Regulations and policies in force at the time relating to Regent's College and EBS London.

This document is prepared ahead of the academic period to which it relates in order that potential applicants can have an overview of the programme for which they are applying. As a result, some changes are inevitable, such as courses being amended or certain fees that students are required to pay being increased. Other rules and regulations, such as assessment regulations, may also be changed as required. EBS London reserves the right to alter without notice the Regulations, programmes, syllabuses and timetables. This document does not guarantee that courses will be available as described. EBS London reserves the right to make such alterations or amendments as necessary. Any offer of a place is made on the basis of current terms and conditions, and it is important that you are aware of these terms before accepting your offer. If you are unclear about any of the terms or conditions, you must ask the Admissions Officer before you confirm your acceptance. By accepting a place at EBS London, you are agreeing to abide by the rules and regulations of EBS London and Regent's College.

EBS London July 2008.

Factual Information

Accredited Institution	European Business School London
Programme Director	Dr. Nicholas Bowen
Programme Award	BA (Hons) International Business Programme, with the following languages: Mandarin Chinese, French, German, Italian, Japanese, Portuguese, Russian and Spanish; and the following optional single majors: Economics, Entrepreneurship, Finance, Human Resource Management, Law, Management (General), and Marketing.
Date of (Re) Validation Event	7 December 2006
Date of Programme Commencement (of re-validated Programme)	September 2007
Approval status	Approved to 2011
Entry points	Two per annum September and February
Programme duration and mode of study	Three and a half years, full-time
Credit value and notional learning time	360 credits, equating to 3,600 hours notional learning time
Delivery site	European Business School – London, situated in Regent's College, Central London
Work experience	36 weeks compulsory work experience, with assistance provided by Careers Guidance and Internship Services
Main subject or disciplinary components	International Business, with emphasis on languages and specific functions: finance, marketing, management, law and economics
Maximum period of registration	Six and a half years
UCAS code	NIR9 International Business with one Language NIRX International Business with two Languages
Accreditation by professional bodies	Regent's College is an associated institution of the Open University. Undergraduate and postgraduate programmes in the European Business School London are validated by the Open University. EBS London is recognised by the British Accreditation Council and the Department for Innovation, Universities and Skills

I. Introduction to Programme Specification

Some of the key elements of the Undergraduate Programme that you will be pursuing over the next 3.5 years are set out in the Programme Specification (Section 2). It gives details of the qualification and its title, the structure, main purposes, distinctive features and subjects of the BA, the programme learning outcomes, and the teaching and learning environment. In particular, part 2.6.2 gives considerable detail on the key areas of learning and the different aspects of the learning that are expected to take place at each Level (1-3) (see page 11). This enables us to be precise in specifying what you should be learning at each stage of your degree and what outcomes we are attempting to assess when you are required to complete pieces of academic work.

The *learning outcomes* cover four areas:

- A Knowledge and understanding of the academic content
- B Cognitive (intellectual and conceptual) capabilities
- C Transferable and practical skills (including linguistic and cross-cultural)
- D Personal and interpersonal skills

The *three Levels of study* within the undergraduate degree cover the three phases of your progress from 'supervised' through 'semi-autonomous' to 'self-directed' learning. These three Levels of learning within the undergraduate programme are reflected in the way you learn, the way we teach you, and the way in which your work is assessed.

Module Outline Booklet (MOB) and Module-work Assessment Criteria (MAC)

The learning outcomes you are expected to achieve from an individual piece of work in a particular subject at Level 1 are, therefore, specified as, for example, A2, B1, B2, C3, and D4. These outcomes are set out in the Module Outline Booklet (see Appendix 1 for the MOB) produced by the module tutor at the start of each module. The tutor's evaluation and assessment of the module-work will be marked on a Module-work Assessment Criteria (MAC) sheet when it is returned to you. In this way, you and we can establish what you should know and be able to do at that stage of the programme (see Appendix 2 for the MAC).

2. Programme Specification

2.1 Qualification

BA(Hons)

2.2 Programme Title

International Business

with Languages (one or two from Mandarin Chinese, French, German, Italian, Japanese, Portuguese, Russian and Spanish)

with Majors in one of the following: Economics, Entrepreneurship (Management), Finance, Human Resource Management, Law, Management (General), Marketing (see page 40).

2.3 Programme Type

Multi-disciplinary Modular

2.4 Benchmarking

Quality Assurance Agency (QAA) Benchmarking Standards for Accounting, Business and Management (general), Computing, English, Economics, Languages and related subjects, Law, Mathematics, Statistics and Operational Research, Politics and International Relations.

QAA Level Descriptors

South East England Consortium for Credit Accumulation and Transfer (SEEC) Level Descriptors (Anglia Ruskin University (ARU) Revision, April 2001)

2.5 Main Purposes and Distinctive Features of the Programme

2.5.1 Main Purposes

The fundamental aims of the BA (Hons) in International Business are:

- a) to provide students with an international business education designed for managers in the 21st century
- b) to provide a curriculum supported by scholarship, staff development and a research culture that promotes benchmarked intellectual inquiry and debate across the respective levels
- c) to build on the student cohort's multinational and pluri-lingual dimensions and to lead them to an in-depth understanding of different societies from social, political, economic and cultural perspectives
- d) to equip students with the business, linguistic and intercultural skills and personal attitudes essential for leading and managing people in different cultural and linguistic contexts
- e) to provide access to study experience in target language countries and facilitate work and life experience in those countries within a flexible study period abroad structure
- f) to develop in students a range of transferable skills that will be of value in employment and self-employment in a global economy
- g) to provide students with the knowledge and skills base from which they can proceed to further studies in business administration, related areas or multi-disciplinary areas that involve business and management, and language and intercultural studies
- h) to enhance in students a sense of responsibility towards others and society at large
- i) to foster in students a sense of responsibility for their academic advancement
- j) to provide an intellectually stimulating and satisfying experience of learning and studying that fosters in students a spirit of innovation and enterprise and equips them with lifelong learning skills.

2.5.2 Distinctive Features

These are the distinctive features of the degree:

- a) teaching and learning focussed at all levels on the international environment of business and the special nature of international business
- b) the development of a co-ordinated business curriculum with the possibility of creating a specific major in one of seven fields of business

- c) the structure of the degree requiring all students to spend two semesters abroad
- d) the necessity for all students to develop fluency, knowledge, understanding and skills in at least one foreign language
- e) the adoption of an outcomes based learning model to deliver the programme
- f) the development of the self-directed learner
- g) the international experience of the academic staff
- h) the international composition and outlook of the student body
- i) the requirement for all students to undertake a minimum of 36 weeks of work placement
- j) the opportunity for students to undertake an accredited semester of work placement by completing a Placement Learning Project

2.6 Programme Learning Outcomes

*“what a graduate should **know and be able to do** during and on completion of the programme”*

We define learning outcomes as concepts, skills or applications that a person would be expected to know, understand, or be able to do now or in the future as the result of a specific learning experience. They are written in both general and specific terms and focus on four areas:

- A. Knowledge and understanding of the academic content
- B. Cognitive (intellectual and conceptual) capabilities
- C. Transferable and practical skills (including linguistic and cross-cultural)
- D. Personal and interpersonal skills

The table on page 10 summarises the learning outcomes for the programme resulting in the award of the BA (Hons) in International Business. It is written in such a format as to enable us to benchmark student progress at each level. The four categories incorporate the whole learning experience of the programme and establish the broad learning outcomes that should be achieved by the graduate by the end of Level 3.

2.6.1 Rationale of Approach

The importance of the QAA recommendations on producing programme specifications in general and programme outcomes in particular has been fully acknowledged. The definitive programme outcomes are a consequence of the above, juxtaposed with an overall review of the validated module learning outcomes at each level. This has enabled us to clarify Level 1, 2 and 3 programme outcomes of the three and a half year degree programme.

A. Knowledge and Understanding
<ul style="list-style-type: none"> • Knowledge and understanding of the main principles, theories, models and frameworks in the study of international organisations and markets.
<ul style="list-style-type: none"> • Understanding of contemporary economic, socio-political, business and management issues in the context of different environments and organizational cultures, while demonstrating an ethical and responsible business mindset.
<ul style="list-style-type: none"> • Systematic understanding of core knowledge and conceptual underpinning in the area of the student's chosen international business major.
<ul style="list-style-type: none"> • Knowledge and understanding of grammatical, phonological and lexical structures of the chosen foreign language(s).
B. Cognitive (Intellectual & Conceptual)
<ul style="list-style-type: none"> • Critical analysis of texts, data, assumptions and concepts.
<ul style="list-style-type: none"> • Ability to identify problems and propose solutions and recommendations based on appropriate use of analytical tools.
<ul style="list-style-type: none"> • Ability to integrate and evaluate information and data from a variety of sources.
<ul style="list-style-type: none"> • Application of theory to practice within various international business disciplines.
C. Transferable and Practical Skills (including Linguistic & Cross-Cultural)
<ul style="list-style-type: none"> • Acquisition of autonomy in planning and managing the learning process.
<ul style="list-style-type: none"> • Use of a range of effective oral and written communication, numeracy, IT & media skills to access, interpret, manage and present data.
<ul style="list-style-type: none"> • Ability to retrieve and judiciously select information from a variety of sources.
<ul style="list-style-type: none"> • Ability to operate in the chosen foreign language effectively, and in a culturally appropriate manner.
D. Personal and Interpersonal Skills
<ul style="list-style-type: none"> • Development of intra- and inter-personal skills such as self-awareness and sensitivity towards others, demonstrating the taking of responsibility for oneself, others and society as a whole.
<ul style="list-style-type: none"> • Constructive participation in groups.
<ul style="list-style-type: none"> • Appreciation of the need for continuing professional development and self-directed lifelong learning.
<ul style="list-style-type: none"> • Development of entrepreneurial flair, creativity, and innovation.

2.6.2 Learning Outcomes at Levels 1-3

In line with the overall Programme Learning Outcomes above, the learning outcomes are categorised and numbered within each Level. This system allows module tutors to specify the learning outcomes for each piece of assessment, designating them by both category (A-D) and Level (1-3). This also makes clear to the student what are the intended outcomes of any piece of module-work.

A	Knowledge and Understanding
	Level 1
A1	To have a core knowledge of fundamental concepts and principles in the study of organisations and their environments and the functioning of markets.
A2	To have a basic knowledge of legal, moral and ethical issues within international business.
A3	To demonstrate sound judgements in the selection, use and presentation of core theories in each module.
A4	To acquire knowledge and understanding of aspects of the geography, society and culture in the Countries where the foreign language studied as part of the programme is spoken.
A5	Depending on the starting point in the chosen language(s) (beginner or intermediate), to have a basic (beginners) or good (intermediate) knowledge and understanding of grammatical, phonological and lexical structures of the target language(s).
	Level 2
A6	To identify and develop an in-depth knowledge of concepts, principles and ideas from different business disciplines and their relationships, particularly the business major.
A7	To demonstrate a recognition of differing perspectives and methods of enquiry arising from contemporary developments in business
A8	To demonstrate knowledge of recent economic, political, social and ethical developments in the context of business and wider society, particularly in the countries where the foreign language studied as part of the programme is spoken.
A9	To have a growing knowledge and understanding of grammatical, phonological and lexical structures and some understanding of the registers of the chosen language, with particular emphasis on the way it is used in business contexts..
	Level 3
A10	To demonstrate a thorough and critical understanding of the strategic aspects of business in its global context and the implications for operational effectiveness.
A11	To critically explain the motivations and processes underlying internationalisation in business.
A12	Critically analyse contemporary theories and developments across the range of business disciplines in understanding the dimensions of contemporary international and global business.
A13	To demonstrate critical knowledge and understanding of contemporary economic, socio-political, and cultural dynamics in an international setting, particularly a knowledge of the countries where the foreign language studied as part of the programme is spoken.
A14	To have a detailed knowledge and effective understanding of grammatical, phonological and lexical structures, and of some registers of the target language(s), with particular emphasis on usage in business contexts.

B	Cognitive (Intellectual & Conceptual)
	Level 1
B1	To apply simple analytical techniques to qualitative and quantitative data.
B2	To demonstrate the ability to apply concepts to practical situations.
B3	To collect, compare and combine information from different sources.
B4	To use critical reasoning in challenging arguments of peers with alternative viewpoints.
	Level 2
B5	To critically analyse texts, data, assumptions and concepts.
B6	To demonstrate the ability to use different concepts and frameworks in the evaluation of a situation.
B7	To adapt and combine prior knowledge and new information in order to arrive at a solution to a problem.
B8	To generate problem-solving options within the field of study and demonstrate the ability to evaluate them.
	Level 3
B9	To critically analyse and evaluate models and concepts within international business.
B10	To demonstrate discernment in the application of theory to hypothetical and practical business situations.
B11	To integrate and evaluate complex information and data from a variety of sources.
B12	To provide solutions to a range of complex and/or unpredictable problems, based on critical evaluation through appropriate analytical frameworks.

C Transferable and Practical Skills (including Linguistic & Cross-Cultural)	
	Level 1
C1	To present qualitative and/or quantitative data orally and in writing to a target audience, using a range of media and Information Technology methods.
C2	To be able to transfer educational and academic activity to work-based scenarios.
C3	To meet time-constrained targets through effective planning, organisation and management.
C4	Depending on the starting point (beginner or intermediate), to be able to use the target language(s) as a medium for understanding, expression and communication in everyday situations, employing basic (beginners) or good (intermediate) receptive (reading and listening) and productive (speaking and writing) skills.
C5	To select and make use of a range of sources, such as books and quality press articles.
	Level 2
C6	To communicate effectively to business-type audiences.
C7	To show evidence of self- and peer-assessment capability.
C8	To produce and present seminar papers and written reports which are appropriately laid out and referenced.
C9	Through semester 3 language study and the Study Period Abroad (SPA), to be able to use the target language(s) with some degree of fluency and spontaneity as a medium for understanding, expression and communication in social and business situations, employing good receptive (reading and listening) and productive (speaking and writing) skills.
C10	To draw on books and other informed literature from the field of study in order to support findings and arguments.
	Level 3
C11	To present papers and manage business projects (including a final semester dissertation) based on current research drawn from a range of sources.
C12	To apply one's own criteria for self- and peer-assessment and to consider not only the product outcome, but also the learning process.
C13	To manage group dynamics in conflict situations in a result-oriented manner.
C14	To be able to use the target language(s) competently and effectively as a medium for understanding, expression and communication in professional and social situations, demonstrating confidence in the use of receptive (reading and listening) and productive (speaking and writing) skills.
C15	To demonstrate research skills and discrimination in the selection of sources, particularly with regard to academic journals and databases.

D	Personal and Interpersonal Skills
	Level 1
D1	To decide upon personal development goals and benchmarks in a self-reflective manner.
D2	To demonstrate an awareness of oneself and a sensitivity towards others by taking ethical and cultural differences into consideration.
D3	To take responsibility for learning outcomes, not only with reference to oneself, but also concerning the group as a whole.
D4	To give and receive feedback in a constructive, positive and sensitive manner.
	Level 2
D5	To present a self-reflective analysis of personal training requirements appropriate to further development.
D6	To develop an ability to lead a team in project management so as to achieve set tasks.
D7	To enhance organisational skills and self-efficacy through SPA experience and work placements (if appropriate the Placement Learning Project).
D8	To give and receive feedback supported by further evidence, positively and courteously.
	Level 3
D9	To show evidence of learner autonomy, continuing professional development and commitment to lifelong learning in a self-reflective manner.
D10	To present evidence of personal growth processes in teamwork and leadership roles.
D11	To demonstrate a sophisticated awareness of ethical, political, organisational and psychological issues.
D12	To demonstrate sensitivity towards people with a different cultural background.

The BA programme design and expected learning outcomes are informed by a number of important documents, the key ones being the QAA and SEEC (APU Revision, April 2001) level descriptors for undergraduate levels of study, the QAA subject benchmarks for Accounting, Business and Management (general), Computing, English, Economics, Languages and related subjects, Law, Mathematics, Statistics and Operational Research, Politics and International Relations, the Dearing Report (Higher Education in the Learning Society, 1997), and the Council of Europe's Common European Framework.

2.7 Academic Assessment

Assessment for the programmes as a whole is based on a combination of assessment instruments referred to as 'module-work'. It has been developed to ensure that all students, including those with learning difficulties, are given every opportunity to maximise their performance.

- a) Tutors are free to use whatever assessment methods are appropriate for their module.
- b) Assessment will cover the module learning outcomes.
- c) The pass mark, expressed as the Total Module Mark (TMM), is 40% which is achieved by totalling up the mark of all assessed pieces of coursework in the module and averaging them out, taking into account weightings. In each assessed component of the module, a student must achieve a minimum of 30%.
- d) Marks going towards degree classification are as follows:
 - Level 1 0%
 - Level 2 20%
 - Level 3 80%
- e) Students must normally complete all core modules, including language(s), before proceeding to SPA.
- f) Tutors will use a Module Outline Booklet (MOB) to set out the requirements for each module and Module Assessment Criteria (MAC) for assessing each individual piece of module-work.

2.8 Structure of the Programme

The programme is full-time and takes place over 3^{1/2} years, divided into 7 semesters. Level 1 (semesters 1 & 2) is completed entirely at EBS London; Level 2 is completed partially (semester 3) at EBS London and partially at international partner universities and business schools (semesters 4 & 5). Level 3 (semesters 6 & 7) is completed entirely at EBS London.

Students will be awarded a BA (Hons) in International Business after successfully completing the entire programme with 360 credits, of which 120 must be at Level 3, 120 at Level 2 of which 60 credits are obtained on SPA. Should a student need to leave the programme, due to personal or other reasons, then a Certificate in Higher Education or Diploma in Higher Education may be awarded at the discretion of the Final Assessment Board.

In order to qualify for the Certificate in Higher Education, the student must have achieved all 120 credits at Level 1 and passed all core modules. In order to qualify for the Diploma in Higher Education, the student must have achieved all 240 credits at Levels 1 and 2, passed all core modules and satisfactorily completed the SPA assessments.

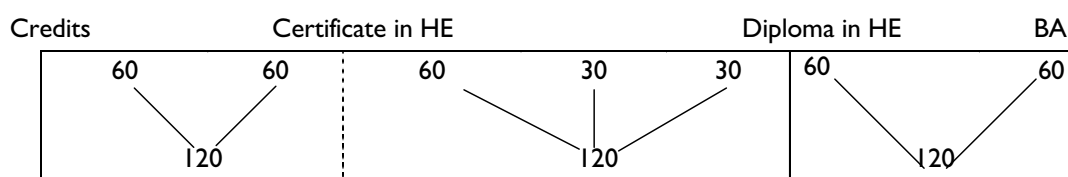
2.8.1 Outline Contents

Main subjects, levels and qualifications

LEVEL 1 - Semesters 1 + 2	LEVEL 2 - Semester 3	LEVEL 2 - Semesters 4 + 5	LEVEL 3 - Semesters 6 + 7
Languages & Electives : Students take 2 languages or 1 language and 2 electives.	Languages & Electives: Students take 2 languages or 1 language and 1 elective.		Languages & Electives: Students take 1 language and 2 electives or 2 languages and 1 elective..
Core Business Modules	Core Business Modules	Core Modules	Core Business Modules
Financial Reporting	Macroeconomic Analysis	None	Business Dissertation
Management Accounting	Human Resource Management		Business Strategy
International Business Environment	Principles of Marketing		International Business
Individual Influence Skills			Leadership & Management
Foundations of Managerial Economics			Elective Modules
Information Technology for Business			The Business of Culture: Britain and the Heritage Industry
Understanding Business Data			Cross-Cultural Perspectives in Business
Elective Modules	Elective Modules	Elective Modules	International Economics
Psychology & Dramatic Arts	Introduction to Cross -cultural Studies	Students complete equivalent 2 nd or 3 rd year elective modules while abroad during 2 semesters.	Mergers & Acquisitions
Introduction to Financial Markets	Principles of Financial Management	Total required: 4 modules carried to the BAIB out of 8 modules taken	Multinational Financial Management
Database Development and Web Design	Global Banking	over the 2 semesters on SPA.	Issues in Corporate Finance
Introduction to Business Law	Financial Quantitative Analysis		Financial Risk Management
Media Technology for Business	Information Management		Operational Risk Management
	Law & the Corporation		Financial Media and Communications
	Advertising & Media in the Marketing Environment		Planning a New Venture
	Collecting and Using Business Data		The Business & Management of Small & Medium Enterprises
	Law & the Individual		European Law
	Visual Arts and Society		International Law
			Corporate Governance Law
			International Human Resource Management
			Creative Management
			Consumer Behaviour
			International Marketing
			Marketing Communication
			Direct Marketing & Internet Marketing
			Service Marketing
			Business Forecasting
			Operations Management
One or two languages from:	One or two languages from:	Several modes: (FL = Foreign language)	One or two languages from:
Chinese Italian	Chinese Russian	FL1 + FL2 (e.g. Spanish & Chinese)	Chinese Italian
French Japanese	French Italian	FL1 + 'English -speaking semester'	French Japanese
German Russian	German Japanese	FL1 + 'native -speaking semester'	German Russian
Spanish Portuguese	Spanish Portuguese	FL1 for 2 semesters.	Spanish Portuguese
	English (for IE Students only)		
		FL1 + Placement Learning Project semester	English (for IE Students only)
Work Experience: 8-10 Weeks	Work Experience: 8-10 Weeks	Work Experience: 8-10 Weeks	Work Experience: 8-10 Weeks
Exit Qualification: Cert. in Higher Education (120 credits)	Exit Qualification : Not applicable at this stage	Exit Qualification : Diploma in Higher Education (240 credits)	Exit Qualification : BA(Hons) International Business (360 credits)

2.8.2 Programme Structure (see page 20 for definition of levels)

LEVEL 1		LEVEL 2			LEVEL 3	
SEM 1	SEM 2	SEM 3	SEM 4 SPA 1	SEM 5 SPA 2	SEM 6	SEM 7
(BUS101) International Business Environment [12]	(ECO101) Foundations of Managerial Economics [12]	(ECO201) Macro- economic Analysis [12]	Elective [15]	Elective [15]	(BUS301) Business Dissertation [15]	
(BUS104) Individual Influence Skills [6]	(QUA101) Understanding Business Data [12]	(MGT201) Human Resource Management [12]	Elective [15]	Elective [15]	Language I [15]	
(INF101) IT for Business [6]					(BUS302) Business Strategy [15]	(MGT302) Leadership & Management [15]
(ACC101) Financial Reporting [12]	(ACC102) Management Accounting [12]	(MKT201) Principles of Marketing [12]	Elective [15]	Elective [15]	(BUS303) International Business [15]	Elective [15]
LANGUAGE FOUNDATION 1 WEEK	Language I [12]	Language I [12]	Elective [15]	Elective [15]	Elective [15]	
	Elective/ Language 2 [12]	Elective/ Language 2 [12]			Elective Language 2 [15]	
WORK EXPERIENCE 36 WEEKS						



Note: The numbers in [] denote credits per module.

2.9. Teaching and Learning

2.9.1 Outcomes Based Learning

EBS London has adopted a system of outcomes based learning in order to make explicit the skills, knowledge and understanding developed in graduates of the BA (Hons) in International Business. The programme develops a range of learning outcomes such as transferable skills which include self-management, communication, team-working, problem-solving, use of I.T., and learner development.

2.9.2 Development of the Autonomous Learner

Key Features

1. The development of the learner from guided learning (Level 1) to self-directed learning (Level 3)
2. Clear benchmarking through the programme to aid teaching and learning
3. Programme and learning outcomes mapped to Level 1, 2 and 3 descriptors to ensure teaching and learning quality

2.9.3 Learning Methods

A range of methods is used on the programme including: lectures, seminars, role plays, case studies, external speakers, e-learning, seen and unseen examinations, presentations, portfolio building, group work, negotiated learning, simulations, self-and-peer assessment.

2.9.4 Learning Resources and Student Support

The programme is supported by a range of learning resources and student services that are designed to assist the learner throughout the three and a half years of undergraduate study. EBS London's approach to resources and support for learners is regularly informed by the professional development of members of staff and by the context of a truly international student cohort. With learners coming from over 70 different national educational systems, the course team is conscious of the need to provide a range of services in support of learning.

2.10 Programme Directorship and Management

The Programme Director, in consultation with the Associate Dean, is responsible for overseeing the academic delivery of the undergraduate course and ensuring that the Teaching, Learning and Assessment strategies are met. In this task the Programme Director is also supported by the Business and Languages lecturers and by the administrative team.

2.11 Attendance

Attendance is expected, and for certain modules required as part of assessed class participation, at all classes at EBS London, as across all programmes at Regent's College.

Students should make all reasonable efforts to attend all classes, and should explain any unavoidable absence to the lecturer concerned, preferably beforehand.

Students' attendance will be monitored on the principle that ***each student is required to attend 80% of his/her business seminars/workshops and language classes.***

Any lack of attendance will be monitored by the respective module tutors/module leaders and by the Faculty Registry.

It is the College's expectation that students attend no less than 80% of timetabled contact hours in the semester. The EBS London and/or Regent's College may be asked by official bodies to confirm not only students' registration but also their attendance. It should be noted that EBS London is required to give proof of attendance, on request, to the UK immigration authorities for any student in the UK on a study visa.

2.12 Admission Requirements

Applications are invited from students who can demonstrate that they have the following qualifications:

- Passes in a combined total of seven GCSE and GCE A Level subjects with at least two at GCE A Level including GCSE Maths and English or its international equivalents *
- A level of personal maturity consistent with the demands of a competitive programme
- The motivation and potential to succeed in an international business career

Applications are assessed by the Programme Director, the Senior International Officer and the Admissions Officer.

* A complete list of the international qualifications that we recognise for admission can be found on our website at www.ebslondon.ac.uk.

2.13 External Referants

External Examiner Team
OUVS Validation Panel
External Members of the Academic Board
Global Academic Partners
EBS London Advisory Committee

3. Learning Structure

3.1 Academic Year

The academic year has two semesters, Autumn and Spring. The Autumn semester begins in early September and consists of 12 weeks of classes. Following the semester there is a period of approximately two weeks during which end of semester assessments take place.

The Spring semester begins in mid-February and consists of 12 weeks of classes. Following the semester there is a period of approximately two weeks during which end of semester assessments take place.

The dates for the Study Period Abroad semesters may vary from the EBS London pattern due to the different calendars of the overseas institutions; information on these is available from the International Programmes Office.

3.2 Level

Your 'Level' is determined by the successful completion of the core modules.

LEVELCOHORT

1	First Semester at Level 1 Second Semester at Level 1
2	First Semester at Level 2 (EBS London) Second Semester at Level 2 (Study Period Abroad – 1) Third Semester at Level 2 (Study Period Abroad – 2)
3	First Semester at Level 3 Second Semester at Level 3

3.3 Modules

The degree programmes contain 'Core' and 'Elective' modules which are each worth 12 or 15 credits (or 6 credits in the case of two modules in semester 1) depending on the level of the module. In order to graduate, you are required to achieve a total of 360 credits comprised of core and elective modules.

Core Modules are those you must pass for the award of the degree and for progression from one level to the next. You are automatically allocated to appropriate core modules each semester.

Elective Modules are those which you select, thus giving you the opportunity to broaden your portfolio of subjects or to channel your interests into a particular field. The number of electives taken each semester at EBS London will vary in accordance with your level and the number of languages you are studying, as shown in the tables on pages 16 and 17.

The choice of electives enables you to fulfil the required modules for your chosen Major.

Modules per Level You will take the required number of modules per level and will not normally be permitted to take additional modules. For example, 8 modules (both core and elective) are taken for Level 3 and, as only 8 are required for passing and degree classification, you will be restricted to that number.

3.4 Class Schedules

Teaching periods are as follows:

Period No.	Start	Finish
1	9.00	10.00
2	10.00	11.00
3	11.00	12.00
4	12.00	13.00
5	13.00	14.00
6	14.00	15.00
7	15.00	16.00
8	16.00	17.00
9	17.00	18.00
10	18.00	19.00

3.5 Learning Hours

Each business or language module is usually taught on the basis of a designated number of contact hours and self-directed hours.

All classes take place from Monday to Friday during the periods shown in the table above. Contact hours are determined by the teaching, learning and assessment strategy for the programme and will normally be 4 hours per week per business module, with a range for language modules. There are no weekend classes except for specially arranged workshops or programmes such as Leadership, LCP, Business Strategy, and Executive Development.

While EBS London will make every effort to ensure that modules are delivered in accordance with the published schedule, you should note that there may be circumstances in which particular teaching periods, or modules, may have to be cancelled or postponed. The Faculty Registry will inform you of any cancellations.

3.6 Class Loads

You will take the number of modules per semester relevant to your Level, as shown in the table on page 16. On top of this, you may be allowed to retake one module (see section on Progression on page 62). For Level 3, you will be permitted to take 8 modules (see 3.3 above)

3.7 Availability of Modules

Every effort will be made by EBS London to ensure that students can take the modules they want, in particular those that are needed in order to complete a Major. However, student enrolments and academic staff availability may affect module availability. Furthermore, some modules listed in this Handbook are offered once a year, or only upon sufficient demand as determined by the Heads of Department and the Programme Director. The minimum enrolment for a module to run is 15 students for business modules and five for language modules. EBS London cannot guarantee that all modules wanted by any one student will be offered during the Autumn or Spring Semester.

See also page 40 for details on the availability of Majors.

4. Business Modules

Each student must take a combination of business modules and language modules. If a Major programme is followed, the student must undertake specific business modules.

Module Tutors provide you with details of the module content and assessment structure at the start for each module. A summary of available modules is set out in Appendix 3.

The following module outlines provide students with a general idea of the aims of the modules. Detailed module descriptions and details of the learning outcomes are available on the following web-site:

http://www.ebslondon.ac.uk/courses/undergraduate/ba_hons_int_business/module_descriptions.aspx

LEVEL I

CORE MODULES

(ECTS credits: European Credit Transfer System)

ACC101	FINANCIAL REPORTING
EBS Credits	12
ECTS Credits	6

This module aims to provide students with a basic knowledge of, and exposure to, the content, structure and limitations of financial reports. It enables students to interpret and report on financial accounting information and to develop analytical skills through the study of accounting problems.

ACC102	MANAGEMENT ACCOUNTING
EBS Credits	12
ECTS Credits	6

This module aims to provide students with an overview of financial information needed for decision-making, planning and control. It also provides students with the conceptual framework needed for such decision-making, planning and control, and enables students to process and present relevant data.

BUS101	INTERNATIONAL BUSINESS ENVIRONMENT
EBS Credits	12
ECTS Credits	6

Firstly, the course aims to provide an understanding of the contexts in which international businesses operate and a business's external and internal interactions. Secondly, it seeks to identify the key business concepts and highlight their importance in enabling efficient and effective decision making. Finally, it promotes the application of skills useful in doing business internationally.

BUS104	INDIVIDUAL INFLUENCE SKILLS
EBS Credits	6
ECTS Credits	3

This module has three themes - the academic, personal development and vocational elements. The academic element focuses on basic research skills, how to communicate effectively in writing via reports, including sourcing of evidence. The personal development stream focuses on behaviour, particularly in a group setting. Students are also given the opportunity to reflect on development. The final section deals with the vocational area of the degree programme. Students will be given the necessary tools to prepare for internships, i.e. writing covering letters and cv's and undergoing a mock interview. It is hoped that the students will learn from this experience and will be better prepared in obtaining placements during their time away from EBS London.

ECO101	FOUNDATIONS OF MANAGERIAL ECONOMICS
EBS Credits	12
ECTS Credits	6

This module aims to introduce students to the key concepts and theoretical models of market behaviour. It also aims to enable students to apply the analytical tools of managerial economics to business and economic matters in a way that develops their understanding of the business world and managerial decision-making, and their analytical abilities. Finally, it aims to provide a basis of practical and theoretical knowledge to act as a foundation for subsequent economic modules' as well as a support for marketing and finance modules.

INF101	INFORMATION TECHNOLOGY FOR BUSINESS
EBS Credits	6
ECTS Credits	3

This module aims to develop the necessary practical skills in IT to enable students to use these confidently and advantageously in their day-to-day life and in other subject areas of the programme.

QUA101	UNDERSTANDING BUSINESS DATA
EBS Credits	12
ECTS Credits	6

The aim of the module is to introduce students to some basic quantitative techniques for handling business data. The module also aims to raise awareness of the importance of quantitative skills in the modern business environment.

LEVEL I

ELECTIVES

BUSI57 PSYCHOLOGY AND DRAMATIC ARTS

EBS Credits 12

ECTS Credits 6

This module aims to introduce students to psychological processes and methods. Students will learn to understand how and why they act and behave as they do by being aware of themselves, others, and the 'environment'. Students will also be confronted with individual/group processes with reference to teams in organisations which are currently in vogue, as these are appearing at all levels of management for a wide variety of tasks. The nature of knowledge in the psychological discipline has always been intimately linked with its social context; therefore students will develop skills and perspectives necessary to adapt to leaders, members, and designers of teams. **(This module is run in conjunction with Creative Management (MGT353) and Leadership and Management (MGT302). For fuller details of how these merged modules operate (known as LCP), see the explanation under MGT302.)**

FINI51 INTRODUCTION TO FINANCIAL MARKETS

EBS Credits 12

ECTS Credits 6

This module aims to familiarise students with the diversity, location, purpose and modus operandi of the financial markets and to demystify the jargon used in the financial world. It also aims to enable students to be more financially literate and to prepare them for the real world of investment, trading and banking. It will update students regarding the constant changes occurring in the financial world and will illustrate those factors that influence the markets.

INF151 DATABASE DEVELOPMENT AND WEB DESIGN

EBS Credits 12

ECTS Credits 6

This module aims to enable students to understand the concepts of a database and acquire the necessary skills to apply these to develop a small working model of a database. It will also provide students with the basic knowledge and skills in Hyper Text Markup Language (HTML) and a web development package to create a web-site.

LAW151 INTRODUCTION TO BUSINESS LAW

EBS Credits 12

ECTS Credits 6

This module introduces the student to the nature and sources of law. It aims to enable the student to develop an awareness of the differences between national, European and international law and to develop an understanding of the fundamental principles of law relating to business activity. It also aims to make the student aware of the legal implications of various types of business activity and to help him/her develop skills useful in applying legal knowledge to situations within a business and management context.

MGT151 MEDIA TECHNOLOGY FOR BUSINESS

EBS Credits 12

ECTS Credits 6

This module aims to develop the necessary practical media technology skills needed to create a short film/promotional DVD and for students to be able to use these skills within other modules and in their day-to-day lives. The key aims are to; understand the need to plan, organise and manage a team in preparing a short film project; use specialised media creation software to edit audio, video and images; optimise the use and application of video cameras, scanners and digital cameras; and develop and understand how the various forms of communication are applied in the field of media technology.

LEVEL 2**CORE MODULES****ECO201 MACROECONOMIC ANALYSIS****EBS Credits 12****ECTS Credits 6**

This module aims to introduce the basic macroeconomic concepts and applications relevant to a business studies degree. It will address the reasons why economies at the macro level are unstable and analyse the interrelationship between economic policy and macroeconomic performance. The module will explore the interaction of closed and open economic systems' thus providing a foundation for students to appreciate the decision taking at the national and international level. The principles will be illustrated by UK, European and international examples.

MGT201 HUMAN RESOURCE MANAGEMENT**EBS Credits 12****ECTS Credits 6**

This module seeks to enable students to handle different HRM solutions, sharpen decision-making and interpersonal/ communication skills. It provides an introduction to the principles of Human Resource Management and develops students' insights into personal development at an individual level and how that is reflected in leadership and management at an organisational level. The module also provides clear linkages between academic study, application of interpersonal communication skills in class, everyday life and the world of work, especially in relation to students' preparation for work placements. Furthermore, it exposes students to an intensive experiential leadership workshop, which focuses on individual behaviour when faced with various (simulated) situations in a competitive environment. Finally, it provides a detailed knowledge of the major theories of HRM and an awareness of the variety of HRM ideas, contexts and frameworks.

MKT201 PRINCIPLES OF MARKETING**EBS Credits 12****ECTS Credits 6**

This module seeks to build on knowledge gained in International Business Environment at Level 1 and provide a theoretical understanding of key principles which will be analysed in more detail and built on in modules at Level 3. It aims to introduce students to the key concepts and disciplines of marketing and to provide students with the knowledge and practice in a vital area of business which all students must master in order to be successful in the modern business world. Finally, the module aims to enable students to achieve a balance between understanding the latest theories and the most recent practice of marketing, so that the course has both a solid theoretical and practical basis.

LEVEL 2**ELECTIVES****CCS251 INTRODUCTION TO CROSS-CULTURAL STUDIES****EBS Credits 12****ECTS Credits 6**

This module aims to enable students to develop an understanding of the complexity of the role of culture for society, groups and individuals, and to foster in students an appreciation of cultural diversity. The focus is on increasing students' awareness of their own cultural values and attitudes and developing their cross-cultural competence in terms of knowledge and skills, in the social as well as in the business domain. It explores the link between language and culture, and allows students to carry out their own field research in the course of an ethnographic project.

FIN252 PRINCIPLES OF FINANCIAL MANAGEMENT

EBS Credits 12

ECTS Credits 6

This module aims to explain the differences between accounting and finance as well as the links between financial accounting, management accounting and financial management. It explores the need for an understanding of finance for all those involved in business, whether in the finance function or elsewhere, and provides a link between Level 1 finance and accounting modules and Level 3 finance modules.

FIN254 GLOBAL BANKING

EBS Credits 12

ECTS Credits 6

This module aims to develop a deeper appreciation of the drivers underlying the dynamics of global banking markets. It aims to ensure that students have a detailed understanding of economic and financial theories relevant to global banking and it will help them develop the ability to synthesise information and ideas from a range of sources. It aims to provide students with the opportunity to interact effectively within a team, to manage self and others in the preparation and presentation of a report, and to be aware of the wider social and ethical aspects of global banking markets and institutions.

FIN255 FINANCIAL QUANTITATIVE ANALYSIS

EBS Credits 12

ECTS Credits 6

This module aims to provide students with an in depth and rigorous knowledge of the main quantitative and mathematical methods that are important in modern finance and business research (interest rate, foreign exchange, equity and credit). It aims to enable students to look at financial problems in an integrated manner, in their real life application in trading, investing and risk management. It aims to develop students' abilities to process data using numerical models and techniques, carry-out analysis, advise, present and debate problems in the world of financial analysis, modelling and trading. It aims to enable students to work effectively together as a team in group work, to analyse, present and defend ideas on the use of quantitative based financial analysis.

INF252 INFORMATION MANAGEMENT

EBS Credits 12

ECTS Credits 6

This module aims to develop in students the necessary knowledge and expertise to evaluate and select Information Systems for a business and to understand the managerial aspects of developing and managing Information Systems.

LAW253 LAW AND THE CORPORATION

EBS Credits 12

ECTS Credits 6

This module aims to provide students with an awareness of the impact of law in relation to the creation and operation of a Limited Company, and to provide the student with an awareness of the impact of law in relation to corporate activities within the financial marketplace. It also aims to provide the student with an understanding of the basic legal principles and statutory regulations, including international, EC and national, which reflect the fast changing legal developments in such areas of business activity. Finally, the module aims to develop further the students' skills in applying their legal knowledge to particular situations within such a business and management framework.

LAW254 LAW AND THE INDIVIDUAL

EBS Credits 12

ECTS Credits 6

This module seeks to provide students with an awareness of the impact of law on providers in respect of their obligations to individual consumers, and on employers in respect of their obligations to their employees. The module also aims to provide students with an understanding of the basic legal principles

and statutory regulation, international, EC and national, which reflect the fast changing legal developments and the extent to which such developments have promoted the interests of both consumers and employers. Finally, the module seeks to develop further the students' skills in applying their legal knowledge to particular situations within a business and management framework.

MGT251 VISUAL ARTS AND SOCIETY

EBS Credits 12

ECTS Credits 6

Visual Arts & Society students are responsible for organizational, logistical and managerial issues involved in the process of organizing an arts exhibition open to the public at the end of the semester; hence controlling the budget ('low to no budget scheme'), paired with profit maximization plays a vital role in raising the necessary funds to bring alive ideas and activities drawn from both the world of art and business.

In the process of fund raising, Visual Arts & Society students explore a variety of possible business sources ranging from governmental institutions to multinational enterprises, as well as local businesses in the immediate surrounding (restaurants and retailers) to establish a long-term relationship between the sponsor and the project. Besides generating cash sponsors – the concept of business clustering has emerged and helps in gaining donations such as (printing of promotional material, catering, exhibition venues) it also means debating prices, services, goods and requires a sensitivity towards the 'client' by understanding other people's 'mindset' to maintain long-term partnerships.

MKT251 ADVERTISING AND MEDIA IN THE MARKETING ENVIRONMENT

EBS Credits 12

ECTS Credits 6

This module aims to introduce students to the new methods used in the production of promotional material and to examine the ways in which news, information, and promotional messages are conveyed to different international audiences. It aims to help students understand how audiences are constructed and will also aim to create an awareness of the different media available. It will introduce students to media research organisations and sources, and new media opportunities.

QUA255 COLLECTING AND USING BUSINESS DATA

EBS Credits 12

ECTS Credits 6

The aims of the module are to build upon the quantitative techniques for handling business data met in Understanding Business Data and other modules at Level 1. The module also aims to introduce students to the issues involved in the collection of business data for analytical evaluation. Finally, the module aims to introduce students to computational analysis of business data.

TBA ENVIRONMENTAL SUSTAINABILITY FOR MANAGERS

EBS Credits 12

ECTS Credits 6

Environmental problems like pollution and resource depletion have become a key factor that no business can afford to ignore. This module contains a macro and micro approach to environmental sustainability, which for the purposes of this module should be understood in its original definition as the kinds of practices that people and businesses can repeat for the long term without destroying the ecological balance of the planet. Sustainability is both a constraint for business, since it requires managers to change their way of organizing corporate activities, but also an opportunity, given the opportunities being created as the world transitions to new forms of economic, political and social organization. The stakes are enormous, so it is no surprise that world leaders from the business world but also politics view environmental sustainability as a key growth area.

(Please note that this module will only be available from Spring semester 2009, subject to approval)

LEVEL 3

CORE MODULES

BUS301	BUSINESS DISSERTATION
EBS Credits	15 allocated over two terms; 2 half-modules at 7.5 each term
ECTS Credits	7.5 allocated over two terms; 2 half-modules at 3.25 each term

The Business Dissertation work is cumulative over two terms. In the first term students commence the initial research tasks and submit the Introduction, Literature Review and Research Methodology chapters. In the second term the research and final chapters of the dissertation are completed.

The purpose of the module is to provide students with the opportunity to produce a representative, original piece of written work that is a 'capstone' to their experience at EBSL. As such it should reflect a high level of synthesis of their learning: from module work at all levels, SPA, internships and work experience to professional goals and personal areas of focus. The Business Dissertation is expected to demonstrate the ability of the student to seek out and critique contemporary commentary on specific international business issues; to evaluate and select appropriate models and concepts within the field of international business and management for analysis of the dissertation topic; and to provide creative, individual solutions to the chosen business problem or issue.

BUS302	BUSINESS STRATEGY
EBS Credits	15
ECTS Credits	7.5

This module seeks to provide an underpinning framework for the understanding of the direction of organisational strategy within unpredictable environments, and encourages students to critically analyse and evaluate the importance of strategic decisions within an organisation. It develops the students' application of current research within the discipline and enables them to present data that formulates arguments from a range of perspectives, and to show awareness of limitations within data requiring the need for further scholastic enquiry.

BUS303	INTERNATIONAL BUSINESS
EBS Credits	15
ECTS Credits	7.5

This module aims to define the academic framework within which international business has developed, and distinguish between this type of business and globalisation. It aims to provide analytical tools for systematically dissecting the various motivations behind international business development, and to emphasise the various ways in which companies seek to gain competitive advantage at the international level. Current research innovations will be applied to interpretations of international business strategies.

MGT302 LEADERSHIP AND MANAGEMENT**EBS Credits 15****ECTS Credits 7.5**

This module aims to investigate and evaluate management issues with emphasis on historical, political and cultural forces shaping modern management. It explores managerial leadership skills in the current business environment by critically looking at leaders 'in action' to investigate how they develop a vision of the future. Furthermore, it examines political and cultural dynamics in organisations and their effects on corporate strategies and the career prospects of individual managers. The module aims to enable students to analyse change problems in human systems by examining managerial behaviour upon cognitive and conative processes in judgement and choice. The module also aims to enable students to explore and assess the practice of management in today's context, to examine the workings of organisations and to investigate how organisations adapt quickly to change and innovation. It aims to enable students to assess psychological underpinnings of individual behaviour as well as the human processes underlying organisational behaviour by stimulating both intra- and inter-personal awareness. Students will be expected to participate in decision-making processes as an active agent rather than a passive recipient.

Rationale for Leadership, Creative Management and Psychology (LCP)

Creative Management (Option Module at Level 3) coupled with Psychology and Dramatic Arts (Elective Module at Level 1) under the management of Leadership and Management (Core Module at Level 3) results in a unified set of learning experiences. Following the concept of a Learning Organisation, EBS London merges Leadership, Creative Management and Psychology (LCP) and generates constant innovation and change in teaching, learning and assessment. LCP is purely based on self- and peer-group assessment so as to encourage self-directed, autonomous learning. Students take full responsibility for progress made and justify their own development/transformation processes over a period of time by auditing themselves within review/evaluation sessions. The concept of introspection (self-assessment) enhances the independent learning approach and also creates ownership of progress made. Additionally, peer-group assessment encourages inter-personal awareness by activating the students' sensibility to recognising differences in perceptions. Therefore, students justify progress made within constructive feedback sessions via peers and module leaders as well as external bodies. The use of theatrical or cinematic learning environments enhances the creative process and provide a platform for risk-taking and self-exploration. Students are introduced to improvisations which are the fundamental principle for experimental practice. They recreate and develop natural talents and capacities, latent resources and creative impulses leading to a self-directed public performance at the end of the semester.

LEVEL 3 ELECTIVES

BCS351 THE BUSINESS OF CULTURE: BRITAIN AND THE HERITAGE INDUSTRY

EBS Credits 15
ECTS Credits 7.5

This module aims to critically analyse, synthesise and interpret the significance of British culture interacting within a business environment and to apply that understanding to specific business contexts. It aims to undertake an in-depth examination of the salient features of selected elements of the British social system that underpins its culture and to assess the impact and ideological import of actual and perceived change in Britain. This module aims to support students in gaining a better understanding of the construction of national identity through the configuration of economic, social and political forces and to encourage debate, informed by current research and scholastic outputs. Furthermore, it aims to recognise the existence of alternative perspectives impacting on the study of culture, to support, where appropriate, creative extension of the critical analysis in written and oral work and to utilise student cultural experiences within the UK to support the learning process.

CCS350 CROSS-CULTURAL PERSPECTIVES IN BUSINESS

EBS Credits 15
ECTS Credits 7.5

This module aims to create a thorough understanding of how culture affects management at various levels. To this end, it will foster a comprehension of different conceptualisations of culture, and of the different levels of culture that are at work in cross-cultural contexts. On the skills level, it will create in-depth understanding of the traits and skills required for cross-cultural adaptation and effectiveness, and get students to investigate their own potential for cross-cultural adaptation. It will give students the opportunity to provide consultancy for a company and thereby apply theory to a specific case. This will engage the students in their own research and require a critical analysis of contemporary social and cultural issues in particular societies and markets.

ECO354 INTERNATIONAL ECONOMICS

EBS Credits 15
ECTS Credits 7.5

This module aims to provide a systematic and comprehensive understanding of the sources of the world trade patterns and to critically analyse the benefits of free trade and protectionism. It aims to identify the effects that the role of labour and capital mobility has on the patterns of international trade. The module aims to enable students to understand the reasons for the existence of multinational and global corporations, to consider both the accounting and economic significance of balance of payments tables, and to identify and appreciate the causes and consequences of exchange rate volatility. It aims to provide the students with an appreciation of the nature and the importance of international financial arrangements. Considered research concepts will be applied to the learning and the module will aim to enable students to critically analyse, interpret and evaluate module content in the form of a written piece of work and through continued seminar discussion.

FIN354 MERGERS AND ACQUISITIONS

EBS Credits 15
ECTS Credits 7.5

This module aims to provide students with a comprehensive knowledge of the merger and acquisition phenomenon in its strategic, financial, and public policy contexts, based on findings from latest research and empirical observation. The module aims to enable students to gain a mastery in the concepts and techniques of evaluation, and the application of corporate finance principles and techniques to the processes involved in M&A. It further aims to enable students to identify and assess key factors that are entailed in the interplay of cause and effect in M&A, including the effects of professional and ethical conduct and regulation.

FIN355 MULTINATIONAL FINANCIAL MANAGEMENT**EBS Credits 15****ECTS Credits 7.5**

This module aims to provide students with a comprehensive conceptual framework for financial decision making in multinational corporations, based on the latest research on this subject and empirical observations; the focus is from the corporate point of view. It aims to enable students to gain a mastery of the theory of foreign exchange rate and interest rate risk management, entailing economic laws, parity relationships, nature of exchange rate systems and their application, and to apply critical analysis to these.

The module aims to provide students with capability in the professional as well as the theoretical dimension, in cash and liquidity management dimension, borrowing and investment of surplus funds. It also aims to develop in students the ability to evaluate and propose portfolio or direct foreign investment, in principle and practice, taking fully into account the latest developments in best practice. Finally, it aims to enable students to apply process data, carry out analyses, advise on and solve problems in the complex world of the multinational, in the context of the above.

FIN356 ISSUES IN CORPORATE FINANCE**EBS Credits 15****ECTS Credits 7.5**

This module aims to develop a student's capability to a level of proficiency and professional delivery so that the student is not only at ease with the fundamentals of corporate financial theory in core areas (e.g. capital budgeting and investment appraisal, financing, risk-return, cost of capital and capital structure decisions, dividend policy and quantitative tools of risk management and behaviour, and financial markets) but can assimilate the interrelating use and application of these to financial management. This will be based on the latest findings in the relevant research literature.

The module aims to provide students with a comprehensive knowledge of the concepts and techniques in corporate finance so that these may be applied in the evaluation and shaping of financial and linked corporate strategies, and the solution of financial management problems. Finally it aims to enable the student to be intellectually capable of developing policy on financial tactics, e.g. in short term financing, raising finance and defining dividend policy or risk management solutions from a finance function perspective.

FIN357 FINANCIAL RISK MANAGEMENT**EBS Credits 15****ECTS Credits 7.5**

This module aims to provide a comprehensive and detailed understanding of the use of derivatives for trading and hedging, plus the wider implications. It aims to enable students to critically analyse a range of issues in Financial Risk Management and to develop their capacity to work in investment banking, the finance function of firms, or setting up a small business. It further aims to develop in students a knowledge of and an ability to critically evaluate financial risks, controls, and hedging techniques.

FIN358 OPERATIONAL RISK MANAGEMENT**EBS Credits 15****ECTS Credits 7.5**

The Operational Risk Management module is designed to develop the students' understanding of operational risk management through the interpretation, uses, and analysis of operational & strategic financial information in the context of an understanding of the strategic reasons for risk assessment and management in both the corporate and banking sectors.

FIN359 FINANCIAL MEDIA AND COMMUNICATIONS

EBS Credits 15

ECTS Credits 7.5

The module provides a detailed understanding of both of the communications supply and value chains that lie at the heart of financial markets. This includes analyzing in detail the way that new media is changing the dynamics of the process and in doing so enriching and democratising the content process.

INB355 PLANNING A NEW VENTURE

EBS Credits 15

ECTS Credits 7.5

The aims are to identify, research and explore the nature of an opportunity in the context of a dynamic market and to recognise and manage the tension and links between the creative and measured dimensions of a business opportunity. Students choose the business concept and manage the process themselves through research and analysis, integrating the data to convert a perceived opportunity into an embryonic reality in the form of a business plan that can be justified and defended before a panel. The ownership of the process – staff assume the roles of mentors and advisers – allows students to integrate and apply knowledge, and to develop their skills and competency in a group project that is challenging and creative. These outcomes aim to develop students' judgement and confidence in preparation for their career/work experience. To start the creative process, students should bring a business idea or concept of their own.

INB356 THE BUSINESS AND MANAGEMENT OF SMALL AND MEDIUM ENTERPRISES (SMES)

EBS Credits 15

ECTS Credits 7.5

The aims are to apply critical analysis to the varied aspects of the small business phenomenon and to obtain an understanding of the importance and operation of small businesses in an international context. In the first half of the module, students will utilise SME models and current research to examine key business and managerial issues and problems in the sector. The second part of the module promotes students' own interests and initiatives in SMEs through a self-managed and chosen research project. This supports and develops skills, understanding and research capabilities through evaluation and application of the module concepts to a specialised area of SMEs. The outcomes will be a depth of knowledge in a growing area, plus a portfolio of intellectual and personal skills as a basis for future research study.

LAW352 EUROPEAN LAW

EBS Credits 15

ECTS Credits 7.5

Law is an important part of the business environment, providing a framework for the creation and regulation of business relationships and activities. The module is designed to enable students to comprehend the nature and sources of European Community Law, to develop an understanding of the impact of Community Law on the national Laws of Member States, and to develop a critical understanding of the fundamental principles of European Community Law as they relate to areas of business activity in the Free Movement of Goods, Person, Services and Rights of Establishment. The module also seeks to develop students' skills in critically applying their legal knowledge to particular situations within areas of business activity in order to enable effective and efficient decision-making and inter-personal contact.

LAW353 INTERNATIONAL LAW

EBS Credits 15

ECTS Credits 7.5

This module aims to provide students with a systematic knowledge of the nature and sources of International Law and to critically examine the impact of International Law on business activities. It aims to develop further the student's skills in applying their legal knowledge to particular situations within such areas of business activity in order to enable effective and efficient decision making. The module will create an awareness of the limitations of current theory and aims to provide up-to-date research ideas

and concepts to enable the students to critically analyse, synthesise, interpret and evaluate legal matters which, in turn, will be utilised in the creation of sound debate between peers. Finally, the module aims to develop further the students' research skills.

LAW354 CORPORATE GOVERNANCE LAW**EBS Credits 15****ECTS Credits 7.5**

Corporate governance is commonly referred to as a system by which organisations are directed and controlled. It is the process by which company objectives are established, achieved and monitored. Corporate governance is concerned with the relationships and responsibilities between the board, management, shareholders and other relevant stakeholders within a legal and regulatory framework. This module aims to provide the student with an awareness of the impact of corporate law on the different types of business organisations in respect of their corporate obligations in relation to the environment. Corporate governance aims to protect shareholder rights, enhance disclosure and transparency, facilitate effective functioning of the board and provide efficient legal and regulatory transparency.

Corporate governance is a key element in enhancing investor confidence, promoting competitiveness, and ultimately improving economic growth. It is intended to develop further the student's skills in applying their legal knowledge to particular situations within such a corporate and management framework.

MGT352 INTERNATIONAL HUMAN RESOURCE MANAGEMENT**EBS Credits 15****ECTS Credits 7.5**

The aim of this module is to reinforce and consequently build on the concepts and approaches used by Human Resource Managers in the deployment of international personnel processes. Students should not only be able to understand the various theories, but devise or develop a frame of reference to challenge current thought. With this in mind, students will be confronted with various real-life situations, and will be required to analyse and examine the activities of an international organisation. During their analysis and enquiry, students will question and challenge how international organisations manage and devise international recruitment and selection practices, respond to cultural diversity, construct compensation policy, implement re-entry strategy, and so on. The module aims to assist students in applying current research and differing perspectives within the discipline to a critical interpretation and evaluation of the IHRM field.

MGT353 CREATIVE MANAGEMENT**EBS Credits 15****ECTS Credits 7.5**

This module aims to enable students to encounter the unanticipated through size, suddenness, counter-intuitive knowledge, and dramatic effects, and to incorporate decision-making to achieve solutions to a problem or range of problems. Students will learn to utilise other senses (requiring the use of touch, smell, taste, rather than just vision and hearing) and to exert physical control through effective use of kinaesthetics. The module aims to enable students to reflect on the person's sense of self and ideal-self, contributing to, or affirming, the image she/he wishes to project to others. Students will be expected to coherently incorporate recent research output into both theoretical discourse and application and to manage their own learning with minimal supervision. **(This module is run in conjunction with Psychology & Dramatic Arts (BUSI57) and Leadership and Management (MGT302). For fuller details of how these merged modules (known as LCP) operate, see the explanation under MGT302.)**

MGT354 OPERATIONS MANAGEMENT**EBS Credits 15****ECTS Credits 7.5**

The module aims to provide students with a systematic understanding of the techniques of operations management, and how they are utilised in the production and service sectors. The module also aims to provide students with a theoretical underpinning and an appreciation of the relevance and limits of operations management in modern business.

MKT361 CONSUMER BEHAVIOUR

EBS Credits 15

ECTS Credits 7.5

This module aims to identify and develop a conceptual framework which will build on the general Principles of Marketing taught at Level 2. It aims to ensure students have a comprehensive understanding of the role of psychological models in marketing, and to provide students with an understanding of customer needs and complexities of behaviours and to recognise the impact of this on an organisation's marketing strategy. A range of psychological, social, cultural and economic factors, which influence consumer behaviour with global markets, will be used to provide a theoretical underpinning for the module. Finally, the module aims to apply interpretations of current research output from behavioural psychology sources.

MKT362 INTERNATIONAL MARKETING

EBS Credits 15

ECTS Credits 7.5

This module aims to enable students to build on their understanding of international marketing theory and key concepts, and to appreciate the complexities of international marketing in a mix of economies. It also aims to create an awareness of processes, context and influences associated with international marketing strategies in a range of environments, and to develop an understanding of the implications for implementation, monitoring and control of the international marketing planning process.

MKT364 MARKETING COMMUNICATION

EBS Credits 15

ECTS Credits 7.5

This module aims to enable students to identify the key theoretical aspects of the formulation of promotional strategy and management of the marketing communication process and to develop an understanding of the economic and creative justifications for marketing communications. Furthermore, it aims to enable students to recognise the importance of using different promotional methods and the reasons for their selection by organisations, to comprehend the importance of integrated marketing communications strategy, and to identify and critically evaluate the use of online facilities and the availability of new media options.

MKT365 DIRECT MARKETING AND INTERNET MARKETING

EBS Credits 15

ECTS Credits 7.5

The aim of this module is to identify a conceptual framework, which will build on the general Principles of Marketing taught at Level 2, and develop the principles of relationship marketing. It will focus on the developments in direct marketing theory and practice and internet marketing theory and practice. It will also encourage students to think critically and import some current research ideas into their work.

MKT366 SERVICE MARKETING

EBS Credits 15

ECTS Credits 7.5

The service sector is the fastest growing and most dominant part of the economies of the UK and many developed countries. Service marketing is wide in terms of specific areas of growth from financial services, leisure tourism and hospitality, to not for profit and charity organisations. Marketing services is very different from marketing physical products, the difference arises in the design of the extended marketing mix and its implementation. The module is extremely appropriate for EBS-L undergraduates, most of whom graduate to service industries.

QUA350 BUSINESS FORECASTING

EBS Credits 15

ECTS Credits 7.5

The aim of the module is to expand the student's knowledge base of business forecasting methods and to ensure that students are able to display an appreciation of the uncertainty, ambiguity and limits of forecasting methodology. It also aims to enable students to critique and utilise some current scholastic output.

ILP301 INDIVIDUALISED LEARNING PROJECT

EBS Credits 15

ECTS Credits 7.5

The rationale for this special module – the Individualised Learning Project (ILP) – at Level 3 is twofold. First, it is designed to enable certain final year students to complete the requirements for their degree at a distance from the campus and in circumstances where they are otherwise a module short for the achievement of the award. Second, the Individualised Learning Project (ILP) facilitates pursuit of individual interests in the fields of business, culture and language studies.

The module is only available at the discretion of the Programme Director.

5. Languages for Business

Students must follow a language in Levels 1, 2 and 3 and receive credits for each language module that has been passed. We accept all students from beginners to high competence. All language modules at Levels 1 and 2 are one semester long, totalling three semesters before the Study Period Abroad (SPA). At Level 3, the language modules are one year long.

5.1 Choosing a Language

Students entering the BAIB programme can take one or two languages. If they take two languages and one of them is at beginner's level, the level of the second language must be at least at stage 3 (see list of modules below) when they enter the programme. This means that normally such a student would complete their third semester at stage 3 in their beginner's language and at least at stage 5 in their second language.

We accept students of high competence in a language as long as they do not have an A-level equivalent award issued by the country of the target language (e.g. a student cannot take French if they have a French baccalauréat). It is recommended that students who are already fluent in the foreign language they wish to study should take a second language. It is at the discretion of the Subject Leader whether or not to allow a student of near-native competence in a language to study that language at EBS.

5.2 Language Foundation Course for Beginners

The Foundation Course in foreign languages takes place during the induction week and must be attended by all beginners. It provides students with a basic grasp of the language, an introduction to the approach towards language learning at EBS, and an induction to the Learning Resources Centre.

5.3 Changing Choice of Language

Students need to obtain credits for a language module in each semester. They may change their choice of language once by notifying this choice to the relevant Head of Department by no later than the end of week 10 of their first semester. However, they still need to obtain credits for a language module in semester 1. Thus a student who has passed Language A in semester 1 may change to Language B in semester 2, provided they have the required language competence as evidenced through a test and interview. A student who has failed Language A in semester 1 and wishes to change language must re-start Language B from semester 1 and will be delayed by one semester.

5.4 Dropping a Language

Students studying two languages can drop one of them by the end of semester 1. At any later stage, the student must seek approval from the Head of Department and the Programme Director.

5.5 Auditing a language

A student who is required to retake business modules but has already completed their language study before going on SPA, is also usually required to audit the relevant language module(s). Auditing a module requires students to attend classes and maintain their language level in readiness for their SPA. In order to retain their allocated SPA destination (the place allocated to them at specific international partner institutions) students must demonstrate to their language teacher and the Head of Department that they have maintained a sufficient and satisfactory level in the language.

5.6 Languages, Study Period Abroad and Language Choice at Level 3

The options available to students with regard to their SPA choice depend on whether they are taking one or two languages, and their level of ability in those languages. This also affects what languages they can study in their final year.

Students with one language

a) Students with one language who complete their pre-SPA language study at EBS at stage 3 (this would normally apply to students who started at beginner's level) spend two SPA semesters in a country where the target language is spoken.

b) Students who complete their pre-SPA language study at EBS at stage 4 and above, spend one or two SPA semesters in a country where the target language is spoken. The second SPA can be an English SPA semester.

Students with two languages

Students with two languages (A and B) of which they started one at beginner's level (A) have the following options for their SPA and Level 3 (final year):

a) They spend two Language A SPA semesters. In this case they have the following options for their final year:

- (i) They take Language A at Level 3.
- (ii) They take, in addition to A, Language B as a second language at Level 3, provided their semester 3 exit level was at least at stage 5.
- (iii) They take Language B only.

b) They spend two Language B SPA semesters, which means they cannot take Language A in their final year and have to take Language B.

c) They spend one Language A SPA and one Language B SPA. This allows them the following options for Level 3:

- (i) They take Language B in their final year.
- (ii) They take Language A in addition to Language B, but only on condition that they sit and pass an entrance test which will be pitched at a level equivalent to the exit level of the pre-SPA stage 5 module. This is to ensure that they have achieved an adequate level in Language A to enable them to follow the Level 3 Language module, after having started that language at beginner's level at EBS and after having spent just one SPA semester in that environment. This requires that the progress in the language they would have made during their SPA semester and through independent study is equivalent to having taken two modules (Lang 4 and 5) at EBS (equivalent to 240 learning hours). The test will be arranged on the Thursday in Induction Week, after registration.
- (iii) They take Language A only, the same conditions apply as under c ii), which means students need to pass an entrance test.

d) They spend one Language B SPA and one English SPA. In this case they can only take Language B in their final year.

e) They spend one Language A SPA and one English SPA. This allows them the following options for Level 3:

- (i) They take Language B, provided they completed that language at stage 5 before going on SPA.
- (ii) They take Language A, provided they pass an entrance test, as under c ii).

5.7 Language Credits

All language modules count as 12 or 15 credits depending on the Level at which they are taken.

5.8 Availability of Language Modules

Not all of the languages will be offered at all levels of ability for commencement in both the Spring and Autumn semesters. This will depend on the number of students wishing to take each language. A language group will only be formed when there are at least five students of comparable levels of ability wishing to take that language.

5.9 English for International Exchange Students

English language modules are offered to International Exchange Students at Levels 2 and 3. These modules can be taken for credit.

5.10 Language modules before going on Study Period Abroad (Levels 1 & 2)

The modules listed below are offered in each of the following languages, subject to minimum student numbers per group: Chinese, French, German, Italian, Japanese, Portuguese, Russian, and Spanish.

L 110:	Stage 1
EBS Credits:	12
ECTS Credits:	6

This module will be taken by beginners in their first semester. It will enable the students to interact in a simple way in the target language, and conduct simple exchanges on predictable topics. It will also create in the learners an awareness of sociolinguistic conventions and cultural aspects of the societies in which the target language is spoken.

L 120	Stage 2
EBS Credits:	12
ECTS Credits:	6

This module is for first-semester students who already have some limited knowledge of the language, and for second-semester students who started as beginners. It will enable the learners to use the target language as a medium for understanding, expression and communication in common everyday situations. It will focus on family, education, values and traditions in the countries where the target language is spoken, and start preparing students for the academic life during their study period abroad (SPA).

L 230:	Stage 3
EBS Credits:	12
ECTS Credits:	6

This module is for first-semester students who already have some intermediate-level knowledge of the language, second-semester students who started at stage 2, and third-semester students who started as beginners. It enables students to use more complex forms of the target language in personal, public, occupational and educational domains, both orally and in writing. It focuses on the social, economic, political and business environment: economic sectors and leading companies, political and economic integration processes, globalisation, aspects of marketing and management.

L 240:	Stage 4
EBS Credits:	12
ECTS Credits:	6

This module is for first-semester students who already have an upper-intermediate level knowledge of the language, second-semester students who started at stage 3, and third-semester students who started at stage 2. Students on this module should develop a growing knowledge and understanding of the grammatical structures of the target language, some understanding of its registers, with emphasis on the way it is used in business contexts, and expand their vocabulary. It will focus on recent economic, political, and social developments in the context of business and the wider society in the countries where the target language is spoken.

L 250:	Stage 5
EBS Credits:	12
ECTS Credits:	6

This module is for second-semester students who started their language study at EBS at stage 4, and third-semester students who started at stage 3. It will equip students with a good knowledge of the society and culture of the country or countries where the foreign language is spoken (and particular knowledge of the region/city/university at which the student is planning to spend his or her Study Period Abroad), including knowledge of recent economic, political, and social developments in the context of business and the wider society in those countries. It will enhance the students' ability to use the target language with a good degree of fluency as a medium for understanding, expression and communication in social and routine business situations.

L 260:	Stage 6
EBS Credits:	12
ECTS Credits:	6

This module is for third-semester students who started their language study at EBS at stage 4. It will deepen the learners' knowledge of the society and culture of the country or countries where the foreign language is spoken, with a particular emphasis on business contexts, and enhance students' confidence using the target language at a more sophisticated level.

5.11 Language modules after returning from Study Period Abroad (Level 3)

L 310	
EBS Credits:	15
ECTS Credits:	7.5

This year-long module will be taken after returning from Study Period Abroad. It will integrate students' experience during their SPA, and otherwise focus on functional areas of business, such as management and marketing, current economic and political affairs in the target language countries, and may also cover social and economic affairs in a historical perspective.

6. Majors

You are given the opportunity to major in a specific subject area. A Major is optional, and if chosen will appear on the final transcript of results. The subject area determines the core and elective modules required for the Major. The following tables provide details on the areas in which you may choose to major as well as the requirements for each area.

MAJORS - BA(Hons) International Business

ECONOMICS			
Core Requirements			Additional Requirements
LEVEL 1	LEVEL 2	LEVEL 3	At least 1 other module in the relevant area at Level 2 or SPA.
Foundations of Managerial Economics	Macro-economic Analysis	2 x Electives	
FINANCE			
Core Requirements			Additional Requirements
LEVEL 1	LEVEL 2	LEVEL 3	At least 1 other module in the relevant area at Level 2 or SPA.
Financial Reporting Management Accounting		2 x Electives	
LAW*			
Core Requirements			Additional Requirements
LEVEL 1	LEVEL 2	LEVEL 3	At least 2 other modules in the relevant area at Level 2 or SPA
Introduction to Business Law		2 x electives	
MANAGEMENT (INCLUDING HRM AND ENTREPRENEURSHIP)			
Core Requirements			Additional Requirements
LEVEL 1	LEVEL 2	LEVEL 3	At least 1 other module in the relevant area at Level 2 or SPA.
International Business Environment	Human Resource Management	2 x electives	
MARKETING			
Core Requirements			Additional Requirements
LEVEL 1	LEVEL 2	LEVEL 3	At least 1 other module in the relevant area at Level 2 or SPA.
International Business Environment	Principles of Marketing	2 x electives	

You should plan your studies accordingly if you wish to register for a Major and ensure that you take the relevant modules. EBS London recognises the fact that a student's specific area of interest may shift during his/her studies. For this reason, you are given until the beginning of your final year to register your Major.

Every effort will be made by EBS London to ensure that students can complete the Major for which they register. However, the availability of Majors will be subject to the restrictions outlined in Section 3.7 on Availability of Modules (page 21).

*Students who are registered for two languages and wish to major in Law will be allowed to count three Law electives from their Study Period Abroad, and can normally only take one language at Level 3. You should note that the availability of Law modules is sometimes very restricted (see page 43).

MAJOR IN ECONOMICS

LEVEL 1 – Semesters 1 & 2	LEVEL 2 – Semester 3	LEVEL 2 – Semesters 4 & 5	LEVEL 3 – Semesters 6 & 7
Core Business Modules	Core Business Modules	Core Modules	Core Modules
Foundations of Managerial Economics	Macroeconomic Analysis		
Elective Modules	Elective Modules	Elective Modules	Elective Modules
	FIN254 Global Banking	SPA	ECO354 International Economics
	QUA255 Collecting & Using Business Data		QUA350 Business Forecasting

MAJOR IN ENTREPRENEURSHIP (MANAGEMENT)

LEVEL 1 – Semesters 1 & 2	LEVEL 2 – Semester 3	LEVEL 2 – Semesters 4 & 5	LEVEL 3 – Semesters 6 & 7
Core Business Modules	Core Business Modules	Core Modules	Core Modules
International Business Environment	Human Resource Management		
Elective Modules	Elective Modules	Elective Modules	Elective Modules
	CCS251 Introduction to Cross-cultural Studies	SPA	INB355 Planning a New Venture
	INF252 Information Management		INB356 The Business & Management of Small & Medium Enterprises

MAJOR IN FINANCE

LEVEL 1 – Semesters 1 & 2	LEVEL 2 – Semester 3	LEVEL 2 – Semesters 4 & 5	LEVEL 3 – Semesters 6 & 7
Core Business Modules	Core Business Modules	Core Modules	Core Modules
Financial Reporting			
Management Accounting			
Elective Modules	Elective Modules	Elective Modules	Elective Modules
FIN151 Introduction to Financial Markets	FIN252 Principles of Financial Management	SPA	FIN354 Mergers & Acquisitions
	FIN254 Global Banking		FIN355 Multinational Financial Management
	QUA255 Collecting & Using Business Data		FIN356 Issues in Corporate Finance
	FIN255 Financial Quantitative Analysis		FIN357 Financial Risk Management
			FIN358 Operational Risk Management
			FIN359 Financial Media and Communications
			QUA350 Business Forecasting

[Level 3: any two of the five modules]

MAJOR IN LAW

LEVEL 1 – Semesters 1 & 2	LEVEL 2 – Semester 3	LEVEL 2 – Semesters 4 & 5	LEVEL 3 – Semesters 6 & 7
Elective Modules	Elective Modules	Elective Modules	Elective Modules
LAW151 Introduction to Business Law	LAW254 Law & the Individual	SPA	LAW352 European Law
	LAW253 Law & the Corporation		LAW353 International Law
			LAW354 Corporate Governance Law

MAJOR IN MANAGEMENT (General)

LEVEL 1 – Semesters 1 & 2	LEVEL 2 – Semester 3	LEVEL 2 – Semesters 4 & 5	LEVEL 3 – Semesters 6 & 7
Core Business Modules	Core Business Modules	Core Modules	Core Modules
International Business Environment	Human Resource Management		
Elective Modules	Elective Modules	Elective Modules	Elective Modules
	CCS251 Introduction to Cross-cultural Studies	SPA	CCS350 Cross-cultural Perspectives in Business
	INF252 Information Management		INB355 Planning a New Venture
	MGT251 Visual Arts and Society		INB356 The Business & Management of Small & Medium Enterprises
			MGT352 International Human Resource Management
			MGT353 Creative Management
			MGT354 Operations Management

[Level 3: any two of the six modules]

MAJOR IN MARKETING

LEVEL 1 – Semesters 1 & 2	LEVEL 2 – Semester 3	LEVEL 2 – Semesters 4 & 5	LEVEL 3 – Semesters 6 & 7
Core Business Modules	Core Business Modules	Core Modules	Core Modules
International Business Environment	Principles of Marketing		
Elective Modules	Elective Modules	Elective Modules	Elective Modules
	MKT251 Advertising & Media in the Marketing Environment	SPA	MKT361 Consumer Behaviour
			MKT362 International Marketing
			MKT364 Marketing Communication
			MKT365 Direct Marketing & Internet Marketing
			MKT366 Service Marketing

[Level 3: any two of the five modules]

MAJOR IN HUMAN RESOURCE MANAGEMENT

LEVEL 1 – Semesters 1 & 2	LEVEL 2 – Semester 3	LEVEL 2 – Semesters 4 & 5	LEVEL 3 – Semesters 6 & 7
Core Business Modules	Core Business Modules	Core Modules	Core Modules
International Business Environment	Human Resource Management		
Elective Modules	Elective Modules	Elective Modules	Elective Modules
	CCS251 Introduction to Cross-cultural Studies	SPA	MGT352 International Human Resource Management
			MGT353 Creative Management
			CCS350 Cross-cultural Perspectives in Business

[Level 3: MGT352 and either MGT353 or CCS350]

7. Study Period Abroad and International Exchange Students

7.1 Study Period Abroad

As an integral part of your studies, you will spend Semesters 4 and 5 away from EBS London at one or more institutions abroad which have approved links with EBS London. Normally you will only be eligible to go on your Study Period Abroad if you have successfully completed the core modules at Levels 1 and 2 at EBS London.

The Study Period Abroad (SPA) is coordinated by the International Programmes Office (IPO). You should make sure that you read the SPA Handbook, which is available either from the IPO or online at www.ebslondon.ac.uk/StudyAbroad/home.aspx.

You are assessed at these overseas institutions and the results are conveyed to the IPO on completion of your semester. You must normally register for four courses per semester. The workload may vary from institution to institution and it is your responsibility to check the specific requirements with the IPO. All modules must be chosen from the approved list (available from the IPO and the website). Out of the workload, you must pass a minimum of two or three modules (dependent upon the institution). In addition, your transcript must show that you have done your utmost to pass all of your modules. You are also required to take all your exams. Students may be delayed from progressing from one semester to the next if the above conditions have not been met. If you are doing a foreign language semester, all courses must be taught and examined in the foreign language.

The credits you accumulate on the SPA are required for the purposes of graduation but do not count towards final degree classification. (See table on page 16).

You have several options for the SPA, depending on the level of your language:

- Two foreign language semesters at the same institution
- Two foreign language semesters at different institutions
- One foreign language semester and one “English” semester
- One foreign language semester and one “native speaker” semester
- One foreign language semester and a “Placement Learning Project”

You should contact the IPO as soon as you start your studies at EBS London in order to initiate the process of selecting your Study Period(s) Abroad.

You are given the opportunity to indicate your preferred choices of SPA destination by submitting the Study Period Abroad Selection Form to the IPO by Week 10 of your first semester. This form is available online at www.ebslondon.ac.uk/StudyAbroad/home.aspx and needs to be signed by the language coordinator. See page 47 for a list of language coordinators.

Allocations are confirmed at the beginning of the second semester. The IPO will endeavour to allocate you to the centre of your choice but this is not always possible. The following criteria are considered when the language coordinators are making the allocations:

- Your stated preference
- Command of the Foreign Language(s) where the SPA(s) is (are) to be undertaken
- Overall academic performance and results
- Places available at each Institution Abroad
- Specific requirements as defined by each Institution Abroad e.g. a minimum average grade
- Keeping the balance in the number of incoming/outgoing students per Institution Abroad

Please note that the decision of the IPO is final in this matter.

STUDY PERIOD ABROAD & INTERNATIONAL EXCHANGE STUDENTS

The IPO will communicate any relevant or important information to you in the first instance via e-mail so it is essential that you give your e-mail address to the IPO at the beginning of the semester.

Remember that it is your responsibility to check your e-mail on a daily basis and to inform the IPO of any change in your contact details. Pre departure sessions held per language will also take place in weeks 3 and 4 of Semester 3. A pre-departure meeting will also take place during Week 12 of Semester 3. Attendance at these sessions is compulsory.

Important information can also be found on the Study Period Abroad notice boards. You will find contact details for the International Programmes Office at http://www.ebslondon.ac.uk/StudyAbroad/about_inter-national_programmes/contacting_ipo.aspx.

Study Period Abroad Schedule

Semester 1	
WEEK No.	
Induction Wk	Attend the "Introduction to Study Period Abroad" session.
1	Make an appointment with your SPA Advisor. See page 36 for contact details.
2	
3	
4	Read the Study Period Abroad Handbook. Undertake necessary research on institutions abroad.
5	
6	
7	
8	
10	Submit your SPA Selection Form to the IPO, along with 4 passport photos. Downloadable from: www.ebslondon.ac.uk/studyabroadforstudents.html
11	
12	Make sure the IPO has up -to-date contact information.

Semester 2	
1	Publication of Allocation Lists Please note that the decision of the IPO is final.
2	Make sure your passport is valid and will remain valid for the duration of your SPA.
3	
4	
5	
6	
7	
8	Your SPA information pack is sent to you by email from the IPO. *
9	
10	
11	
12	Make sure the IPO has up -to-date contact information.

Semester 3	
3	Attend the Pre -departure sessions held per language to find out more about the university you are going to and the application process. Attendance is compulsory.
6-8	Submit your SPA Application to the IPO by the deadline. You can download it from the IPO website. See website for specific dates
9	Apply to the appropriate embassy/consulate for your visa if necessary. Make sure you do it early enough.
9	Check with your host institution when semester starts and ends, and the dates of exams.
10	Give your Socrates Erasmus Annex 5 Mobility Contract to the IPO if eligible for a grant. Check the IPO website for eligibility details.
12	Pre-departure meeting for students going abroad. Attendance is compulsory. Make sure the IPO has up -to-date contact information.
*Please refer to the Fact sheet included in your Application Pack for deadlines. Please note that applications will not be accepted unless they are complete with all the required documents.	

Language Coordinators

• Chinese	Linda Li	• Japanese	Motoko Suzuki
• French	Alexandra Potier	• Portuguese	Amparo Lallana
• German	Josef Muller	• Russian	Olga Helly
• Italian	Luisa Morettin	• Spanish	Amparo Lallana

For contact details please see www.ebslondon.ac.uk/StudyAbroad/home.aspx.

REMEMBER!

- Read the SPA Handbook thoroughly. If you have any questions, ask a member of the IPO staff.
- It is your responsibility to inform yourself of your options and to undertake any appropriate research.
- Make sure you are aware of all the important dates and stick to the deadlines.
- Check that your parents or sponsors are happy with your destination choices before handing in the SPA Selection Form.

7.2 International Exchange Students

EBS London is pleased to welcome over 100 International Exchange students every semester from over sixty universities around the world. Our aim is to integrate you fully into the programme and the modules you select.

Any issues or concerns that you may have about your studies should be communicated in the first instance to the IPO Manager. She and her team in the International Programmes Office will be able to advise you on whom to see about aspects of your semester here.

All International Exchange students are represented on the relevant committees of EBS London by a student chosen each semester. You will be notified of whom your student representative is. Please ensure that you liaise with him or her regarding any general issues or concerns you may have about the programme of studies at EBS London.

This handbook provides you with relevant information on, among other things, the teaching, learning and assessment strategy at EBS London, the quality assurance and enhancement processes and learning support services. In order to ensure that your experience at EBS London is both productive and enjoyable, please take the time to familiarise yourself with the contents of this handbook, together with the Faculty Student Handbook.

English for International Exchange Students

English language modules are offered to International Exchange Students at Levels 2 and 3. These modules can be taken for credit.

8. Work Placement, Careers Guidance and Internship Services & Placement Learning Project

8.1 Introduction

Work experience is an integral part of the degree programme and you will be required to complete a minimum of 36 weeks by the end of the programme. Work experience is carried out in the periods between semesters and will be certified by the Careers Guidance and Internship Services (CGIS) on the basis of letters of confirmation from the host organisations that you have satisfactorily completed the stated period of work placement. These 36 weeks are experiential and facilitate career and organisational awareness which is important in your development, but they are not assessed, do not receive credit and do not count towards degree classification.

The Placement Learning Project (PLP) is a 4/5-month module that aims to facilitate learning in the workplace while on placement and to encourage students to apply previous learning into a work context. It is an optional replacement for one of the SPA semesters. In terms of credits, the PLP counts as 30 (i.e. the same credits as an SPA).

8.2 Work Placement

Finding a vacation work placement is not an easy task but it is an enjoyable challenge and a valuable learning experience. It can be very difficult and time-consuming to acquire a work placement visa for some countries such as the USA. You are therefore encouraged to visit the CGIS soon after you register. Level 1 and Level 2 students are advised to start looking for a work placement as soon as they start their academic year. There is important information to be aware of before you begin your placements. Please visit the CGIS and they will be pleased to inform you of how this process works and what the rules are.

Prior to any work placement, you will need to check your insurance status since neither EBS London nor the employer provides medical, accident and personal liability insurance cover. The Head of the CGIS is able to provide you with guidance in this area.

You should arrange your placements during your degree course so as to fulfil the 36 weeks required. However, we are aware that some students have previous work experience before starting at EBS London. For that reason, the CGIS will count relevant employment up to a certain amount.

8.4 Work Experience before EBS:

A number of students have undertaken work experience just before they start their degree course at EBS London. Part of this work experience can be counted towards the work placement requirement of the undergraduate programmes. Each student who wishes such work experience to be counted must make an appointment with a member of the CGIS to review the number of weeks to be permitted. In each case, the number of weeks of prior experience must be authorised by the CGIS. This action must be taken during the first year of study at EBS London. Failure to have this authorised within the first year of your studies will invalidate any subsequent claim.

For students who obtain Accreditation for Prior Learning and who are admitted to EBS London at a later entry point than Semester 1 of Level 1, special arrangements will be made in relation to the 36 weeks requirement. Such students must contact the CGIS in their first semester to work out their particular situation.

In general, the system that is used for prior work experience is set out below.

Full-time work (full time= 35 hours a week)

- Up to 8 weeks = all

Any additional work above the initial 8 weeks will be assessed proportionately according to the following formula:

- From 8-16 weeks = 1/2
- From 16-24 weeks = 1/3
- From 24 weeks and above = 1/4

The maximum number of EBS London work placement weeks that can be accrued from prior work experience is 20.

Part-time work

- Less than full-time work will be counted proportionally, e.g. a student who has worked for 12 weeks at 12 hours per week would be authorised for a total of 4 weeks prior work experience.

There will be certain types of work that may be judged by the CGIS as not being fully experiential and not a replacement for full-time work. In such cases, the CGIS will discuss the type of work with the student and judge each case on its merits but, in general, the CGIS will count a smaller proportion of such work towards the work placement requirement.

8.5 Courses counted towards Work Placement

In some cases, the CGIS will accept and authorise certain courses taken by students as a partial fulfilment of the work placement requirement. Such courses may be taken prior to registration on the degree or, with special permission, during the degree programme, i.e. in the winter or summer vacations.

The types of course that may be counted include:

- Language courses (the language(s) chosen for your degree)
- Other courses relevant to the degree (e.g. computer driving licence, Microsoft Office, business subjects)

These courses will only be counted to a maximum of 4 weeks in total as replacement for work experience.

8.6 Work Placement for Student Council Officers

EBS London has recently decided to allow the following work placement allocations for office-holders of the Student Council:

2 weeks per semester for the President

1 week per semester for each of the Vice-President & the Secretary

It has been agreed that no student serving in any of these posts can accumulate more than a total of three weeks of work placement in the duration of their undergraduate degree, i.e. if a student serves twice as President, this will count for a total of 3 weeks of work placement not 4 weeks. In consultation with the Student Council, the CGIS and the Programme Director will monitor and record these weeks of 'work placement.'

8.7 Special Provisions

In case students do not finish the 36 weeks by the end of the degree programme, they may be permitted under exceptional circumstances, to complete community service for a number of weeks, or a business project related to their major, or other task as agreed between the Programme Director, the CGIS and the student.

Where students have completed double semesters of SPA at certain partner universities, the 36-week requirement may be reduced by up to 6 weeks on submission of the relevant information from the IPO and the student

8.8 Placement Learning Project

In addition to the standard requirement of 36 weeks of work placement, you may elect to replace one of the SPA semesters (semesters 4 and 5) with a period of 4-5 months of assessed work placement (Placement Learning Project). The PLP is the equivalent of two Level 2 SPA electives, counting for 30 credits, and will be assessed on the same basis as an SPA semester, gaining credits but with the grade not being counted towards classification. If you wish to elect to take this route through the degree, you must inform the Programme Director, the CGIS and the IPO by the end of Week 10 of Semester 1.

The PLP is designed to broaden your possibilities in Level 2 of the degree, by enabling you to:

- undergo a major experience of the real-world working environment
- reflect on that experience and its intended learning outcomes
- present your analysis of the work placement in a self-reflective written report of about 5,000 words (4,500 words minimum, 5,500 words maximum).

The PLP can be undertaken anywhere in the world with any kind of organisation following the criteria established by EBS London and the agreed learning outcomes for each individual placement and report. It is your responsibility to find appropriate work placements. The appropriateness of your work placement will be determined by the EBS London module team (including both academic and work placement staff), bearing in mind its suitability for the delivery of the learning outcomes of the work based module. Academic progression within the undergraduate degree requires you to gain a satisfactory pass in the PLP in order to be awarded the Level 2 credits and to proceed to Level 3.

In order to successfully comply with the PLP, students must complete a minimum of 16 full working weeks (any additional weeks completed may be added to the 36-week requirement). The PLP is evaluated by means of a 5,000 word report submitted to EBS London for assessment on completion of the PLP.

The preparation for the PLP will take place through a workshop and a series of tutorial meetings conducted in semesters 2 and 3. The formal workshop briefing will cover areas such as the aims, objectives and intended learning outcomes of the placement and of the written report. It will also focus on issues related to health and safety, personal insurance, legal and ethical considerations, and aspects of cultural orientation and work expectations. The tutorial meetings will be set up on an individual basis between you and a member of the module team; both you and the team member will also be in direct contact with a named individual within the organisation where you will carry out the placement.

The final report for the PLP module will be written in English and assessed by members of the module team at EBS London. It may also be submitted to an External Examiner.

9. Professional Development Planning

Professional Development Planning is a structured and supported process, which helps you think about learning and achievement, and is a means by which you can monitor, build and reflect upon your personal development.

There are designated core modules at each level of the programme, which has PDP as part of its delivery and assessment. These are:

Level 1 – BUSI04 Individual Influence Skills

Level 1 – ACCI02 Management Accounting

Level 2 – MGT201 Human Resource Management

Level 3 – BUS302 Business Strategy

Level 3 – MGT302 Leadership and Management

The aim is for you to compile a Professional Development Portfolio during your programme. The Portfolio is your property, and it is up to you what to put in it. Some suggestions about what to include would be an up to date CV; transcript of results; certificates of achievement, eg. Dean's List; evidence of extra-curricular activities, eg. member of the Student Council; evidence of skills attained during work experience; and selected assessment work from the designated PDP modules. You should develop the Portfolio bearing in mind for what purposes you will want to use it – to show a prospective employer, or for an interview when applying for postgraduate study, etc. You will choose which components of your Portfolio are most appropriate to use for the particular occasion.

10. Academic Calendar 2008 - 09

Week Commencing	Week	AUTUMN SEMESTER 2008
01/09/2008	0	Induction and Registration Autumn 2008 New Students: 01/09/08 Returning Students: 04/09/08
08/09/2008	1	Classes commence 08/09/08
15/09/2008	2	Returning SPA students welcome back event
22/09/2008	3	SPA Pre-departure Sessions
29/09/2008	4	SPA Pre-departure Sessions
06/10/2008	5	Elective choice portal open to students 06/10/2008
13/10/2008	6	Course Committee 15/10/08
20/10/2008	7	
27/10/2008	8	Distribution of Student Feedback Questionnaires Draft Exam Timetable Published 31/10/08
3/11/2008	9	
10/11/2008	10	Final Exam Timetable published 14/11/08 Graduation Ceremony 15/11/08
17/11/2008	11	
24/11/2008	12	SPA Pre Departure Meeting 26/11/08 Elective choice deadline 28/11/08
		Examinations
		Examinations
		Winter Break
		Winter Break
		Work Placement (1)
		Work Placement (2)
		Work Placement (3)
		Work Placement (4)
		Work Placement (5) Results published 26/01/09
		SPRING SEMESTER 2009
02/02/2009	0	Induction and Registration Spring 2009 New Students: 02/02/09 Returning Students: 05/02/09
09/02/2009	1	Classes commence 09/02/09
16/02/2009	2	Returning SPA students welcome back event
23/02/2009	3	SPA Pre-departure Sessions
2/03/2009	4	SPA Pre-departure Sessions
09/03/2009	5	Elective choice portal open to students 09/03/09
16/03/2009	6	Course Committee 02/04/09
23/03/2009	7	Draft Exam Timetable published 11/04/09
30/03/2009	8	Distribution of Student Feedback Questionnaires
06/04/2009		Spring Break
13/04/2009		Spring Break
20/04/2009	9	Parents Day 25/04/09
27/04/2009	10	
04/05/2009	11	Final Exam Timetable published 08/05/09
11/05/2009	12	SPA Pre Departure Meeting 13/05/09 Elective choice deadline 15/05/09
		Examinations
		Examinations
		Examinations
		Work Placement (1)
		Work Placement (2)
		Work Placement (3)
		Work Placement (4)
		Work Placement (5)
		Work Placement (6) Results published 13/07/09
		Work Placement (7)
		Work Placement (8)
		Work Placement (9)
		Work Placement (10)

11. Enrolment and Registration

11.1 Enrolment

Students enrol online via the student record system STAR prior to Registration Day. This allows students to check personal details, and confirm payment of fees in advance using the STAR system's web-based functionality.

11.2 Registration

Official Registration Day

EBS London has an official Registration Day at the start of each semester. Registration Day is normally the Thursday prior to the Monday that classes are scheduled to commence. This allows students two days to settle in, collect results, collect timetables (and have them amended if necessary), and ensure that they are prepared to start classes promptly on the following Monday. All students are required to register on the official Registration Day in order to avoid disruption to classes.

Registration at Level 3

In order to register at Level 3, students must also have passed their Study Period(s) Abroad (SPA). If the results from the Study Centre Abroad are not available before registration, students will be allowed to attend classes at Level 3 until their results are received. If it transpires that they have failed their SPA, they will be required to withdraw from Level 3 and retake the failed SPA.

Late Registration

Students should not make any arrangements such as work placements, holidays, etc. which will cause them to be late for the official Registration Day.

Any requests for an exemption from the late registration fee due to extenuating circumstances must be addressed in writing to the PA to Dean's Office/Senior Administrator, Maria Bell.

Students may not register after Week 2 of any semester (apart from Level 3 students awaiting results from the SPA).

12. Admissions - Entry Requirements

12.1 Entry Requirements for Level 1

The minimum entry requirement for students joining Level 1 of the undergraduate programme is 2 'A' levels or equivalent and a minimum of 6.5 IELTS or 565 TOEFL for applicants where English is not their first language. A complete list of the international qualifications we recognise for admission can be found on our website at www.ebslondon.ac.uk

Progression to First Degree

EBS-L Foundation Programme students who attain Pass, Merit, or Distinction grades in all formally assessed module assignments and 40% or more in all module examinations may progress to a EBS-L first degree programme.

Fast Track

A Distinction grade in all assignments and examinations normally assures progression to first degree after one semester.

12.2 Entry Requirements for Applicants with Accredited Prior Learning (APL)

Students who have completed part of their degree at a different institution in a relevant discipline are welcome to apply to join the programme at either the second semester of Level 1 or the first semester of Level 2. It is important to note that a crucial factor in APL admissions is the required standard in the student's core language(s). The minimum entry requirement for students joining the undergraduate programme with APL credits is 2 'A' Levels or equivalent and a minimum of 6.5 IELTS or 565 TOEFL for applicants where English is not their first language.

EBS London's acceptance of credit from other institutions of higher education is subject to the following conditions:

1. The transcript is an official transcript from the initiating institution. (An official translation must be provided where relevant).
2. The transferred module must be similar in scope, content and competency to an EBS London module.
3. The transferred credit must have a Pass grade (e.g. a "C" grade), or higher.
4. All transfer students must subsequently complete at least three semesters at EBS London.
5. Credits are awarded at the point of an offer being made to a student. Transcripts presented later will not be considered for credit.
6. Academic credits which meet the above conditions are not an automatic entitlement, but are at the discretion of EBS London.

12.3 Failure to provide original transcripts from previous studies

Students failing to provide the Admissions Officer with original transcripts from their previous studies by the end of Week 5 of their first semester may be required to withdraw from the programme.

13. Academic Assessment

13.1 Introduction

The purpose of assessment is to enable students to demonstrate that they have fulfilled the objectives of the EBS London BA (Hons) in International Business programme and achieved the standard required for the validated award from the Open University Validation Services (OUVS). The assessment regulations reflect the achievement of the individual student in fulfilling these objectives. They have been formulated in such a way as to assure all internal and external stakeholders that they are fair, consistent, offer every opportunity for student development and endorse EBS London's 'Equal Opportunities Policy', contained in the Quality Assurance and Enhancement Handbook. At the same time, they have been designed to ensure that they appropriately reflect the desired outcomes of the School's assessment strategy and thus positively enhance the progressive development of the student from a supervised to an autonomous learner.

13.2 Rationale and Philosophy: Assessment Design and Regulations

An Outcomes-Based learning model drives our approach to assessment. This model expresses clear programme outcomes presented within a programme specification, institutionally designed from a Quality Assurance Agency (QAA) template. The regulations governing assessment of the BA (Hons) in International Business programme conform to the requirements of the OUVS Handbook, as well as being fully informed by the Level 1, 2, and 3 descriptors of the QAA. Furthermore, the regulations are underpinned by EBS London's 'Assessment Strategy' which acknowledges the aim of progressively developing the 'self-directed' learner through the 'Teaching and Learning' strategy appropriate to each stage.

Much consideration has been applied to ensure that the assessment design supports the institutional Teaching, Learning and Assessment Strategy, encouraging the development of the student as he/she progresses through the programme. It is acknowledged that the design must be such as to ensure that:

- the assessment framework is both rigorous and challenging for the student;
- the assessment reflects EBS London's philosophy of education within a programme;
- the assessment encourages opportunities for student self-assessment and is reflective of the diversity of needs and preferred learning styles of different types of student; and
- the assessment is representative of an outcomes-based learning approach.

Our selection of assessment design is based on the above beliefs and we operate an eclectic approach to the valuation of coursework and examinations, enabling the tutors to apply their distinct educational philosophy to the assessment design within their module. They can adopt a range of assessment instruments e.g. case studies, reports, presentations, examinations. In the outcomes-based learning model that we are applying, examinations are acceptable in any module where the tutor is able to demonstrate that the examination is meeting specified module learning outcomes and that one or more programme outcomes are being met.

We believe this approach enables academic staff to maintain their professionalism within the assessment process, giving free choice of assessment instruments. At the same time, we acknowledge that, for reasons of quality assurance and enhancement, EBS London needs to have a visibility and accountability within both the teaching and the assessment process. We need to ascertain not only that modules are assessed appropriately, but that each assessment maps clearly onto recognisable, measurable and explicit programme outcomes.

This is achieved through the programme specification. It gives students a clear picture of the assessment path to 'graduateness', helping them to have a greater awareness of their own academic progression. They are then in a position to give valued and meaningful feedback to the Programme Director and Associate Dean on our ability to deliver the programme. The assessment regulations acknowledge the importance of the student as a key stakeholder.

At the same time, this approach enables EBS London to ascertain that modules are delivered to stated module specifications and mapped to programme outcomes, thereby assuring programme quality and learner autonomy. In order to fully support the development of the self-directed learner, our assessment strategy encourages tutors, particularly at Level 3, to use a range of assessment tools that fully meet learning outcomes appropriate to that level.

Within the degree programme, it is assumed that the requirements for the frequency and number of assessment points will normally reduce as students progress from one Level to another. The programme will, therefore, have a higher loading of assessment points at Level 1 (semesters 1-2), fewer at Level 2 taken at EBS London (semester 3), and the fewest separate points of assessment in Level 3 (semesters 6-7). The number and frequency of the assessments that students are required to take in the programme are monitored by the Faculty Registry, in liaison with the Programme Director, and the Associate Dean.

13.3 Outcomes-Based Learning Assessment Model

An example of our outcomes-based approach to assessment is given below. Primarily, the approach has had significant influence on our thinking about how we define passing in a module. Thus, in order to pass a module, students require a Total Module Mark of 40%. The Total Module Mark is achieved by averaging the sum total of each component that contributes to the assessment of the learning outcomes of the module, taking into consideration weightings. As each component relates to different learning outcomes, students are required to reach a minimum of 30% in each component. The key purpose of the assessment approach within a module is, therefore, to meet its defined learning outcomes and demonstrate that one or more programme outcomes have been incorporated into the assessment. At the same time, it gives the students a greater insight into their personal progress on the programme.

Formative and Summative Assessment

There are two principal forms and purposes of assessment: formative and summative. Within the BAIB programme at EBS London, both forms and purposes of assessment are used, where appropriate, in the range of modules. Formative assessment is “linked with students learning processes, helping to guide them in their studies, motivating them, providing feedback on areas of learning requiring further work, and generally promoting the desired learning outcome.”

(www.economics.ltsn.ac.uk/handbook/assessment/13.htm)

Summative assessment is defined as “a prescribed piece of assessment required to be completed at the conclusion of a module;...summative assessment should, in practice, measure student achievement in all learning outcomes of a module.” (www.hw.ac.uk/registry/acadev-prog.php)

Possible approaches to module assessment

In the **first** approach below, the student is being assessed by three pieces of work of equal weighting matched to achieve all module learning outcomes.

- A case study analysis for which the student receives 55%
- A piece of self-and-peer assessment for which the student receives 45%
- A seen examination for which the student receives 47%

The Total Module Mark (TMM) = $55 + 45 + 47$ (147) divided by three = 49%

In this case the student has a 49% TMM and has passed all the assessment components. If the student had obtained $55 + 45 + 30$, the TMM would be 43% and the student would still pass despite failing the last piece of assessment. If the student had achieved 29% for the last piece of assessment the student would have failed for achieving below 30% in a piece of assessment even though the TMM would have been 43% ($55 + 45 + 29 = 129$ divided by 3).

In the **second** case, the student is being assessed by one substantial case study, subdivided into a set of tasks, where the tutor has ensured that the tasks set cover all learning outcomes. The student will receive, therefore, a single percentage mark which must be 40% or above in order to pass.

To summarise, the assessment method totals up the learning outcomes, one point of assessment being given no greater or lesser value than another. At the same time, we maintain a commitment to the required standard of 40% for the student to pass and a minimum attainment (30%) in each set of assessed learning outcomes. This gives the students the opportunity to be fairly assessed, taking into account a transparent set of learning outcomes. This also supports the concept of continuous development within the teaching, learning and assessment strategy. The outcomes-based approach to assessment supports a movement towards the independent learner, encouraging students to take greater responsibility for and ownership of their learning and a greater control over the marks they can achieve.

13.4 Module-work Assessment

Each Module Tutor, within the assessment regulations, shall aim to ensure that Module-work Assessment is clearly set out within the module booklet which is given to the students. If examinations are part of the module-work assessment process in any module, the onus will be on the Module Tutor to specify the learning and programme outcomes that the examination meets. The Module Tutor ought to outline these details within the module booklet, specifying:

- a) the rationale for the piece of work;
- b) the programme outcomes that the assessment meets;
- c) the module learning outcomes to be met, specified in terms of knowledge and skills etc;
- d) how the marks will be distributed between 0% and 100%, matched to learning outcomes; and,
- e) the date, time and venue for the submission of the work.

In line with current educational thinking, one written, unseen examination shall not be the sole means of assessment. However, it will be possible that one assignment can be used to assess the module, providing that all learning outcomes, specified in the module, are met.

Responsibilities of academic staff in relation to assessment

The Module Tutor shall endeavour to establish the learning outcomes to be met within any assessed piece of module-work and demonstrate that at least one programme outcome is reflected in any assignment set. In addition the Module Tutor shall maintain accurate records of his/her results and amend them when a decision allowing or rejecting 'extenuating circumstances' occurs.

Module Leaders shall endeavour to ensure that true, accurate and completed module-work results are referred to the Faculty Registry within the appropriate time limit. The Programme Director, in liaison with the Heads of Department, shall endeavour to ensure that all Module Leaders have sent completed module-work results to the Faculty Registry in preparation for Assessment Boards.

13.4.1 The Role of External Examiners

External Examiners, approved by Senate and subsequently ratified by our validators (the Open University Validation Services), are appointed for all the module areas on our degree programmes, and confirm that our standard of marking is in line with the rest of the Higher Education sector. The practice ensures that justice is done to the individual student and that the standard of the University's validated awards is maintained.

Second marking is undertaken internally, to ensure that all first marking is undertaken appropriately. Thus ensuring that marking is fair, valid, reliable and consistent and that the standards applied are appropriate for the level.

13.5 Assessment Procedures

Assessment Regulations

A clear system of assessment criteria is in place regulating student performance and progression. The Subject Assessment Board, the Internal Profiling Meeting and the Final Assessment Board use the Total Module Mark to determine a student's performance in each module. All methods of assessment are referred to as Module-Work.

13.5.1 Pass

P *Pass Module*

A Total Module Mark of 40%, with each component of the module passed at a minimum of 30%.

13.5.2 Incomplete

I *Incomplete*

An element of the module-work was missed due to extenuating circumstances. Module-work to be completed by the student by a date set by the Final Assessment Board and no later than the end of the following semester.

End of semester assessments only take place in May and December.

13.5.3 Retake Regulations

FR *Retake Module*

A Total Module Mark of 39% or less or where a student has achieved less than 30% in any assessed component of the module.

Retaking a module

The student will be required to retake a module in its entirety in the event of achieving a total module mark of 39% or less or not achieving an acceptable standard (minimum of 30% in each component) in the assessment of a proportion of the learning outcomes in the module. The student will retake the module as if being assessed for the first time; no marks from the previous attempt will be carried over.

The term 'retake' means that:

- i) the student is required to re-attend the classes in the module;
- ii) the student will undertake the module-work assessment, as set in the class that he/she re-attends;
- iii) the student must wait until the next assessment board to be re-assessed; and
- iv) the student can present her/himself for retake, on no more than two occasions, in any one module.

The exception to this regulation involves language modules at Level 3 which are year-long rather than

comprised of a single semester of study. If a Retake is required in a language module at Level 3, the Final Assessment Boards may decide that a student retakes this in a single semester, rather than over two semesters. The Final Assessment Boards will make their decision based on the best interests of the student, especially where any additional semester is going to delay graduation unnecessarily.

13.5.4 Extenuating Circumstances

Under normal circumstances, the undergraduate programme does not allow for deferrals in module-work. It is the sole responsibility of the student to submit work for assessment by the date(s) required, as specified in each Module Outline Booklet (MOB) distributed.

Extenuating Circumstances

There may, however, be some special circumstances when students have been unable to submit module work. These may include:

- a) Bereavement of a parent, sibling, child, grandparent.
- b) Sudden serious illness of a parent, sibling, child, grandparent.
- c) Personal illness: (to be supported by a stamped doctor's letter or certificate; this must be an original, not a copy or a faxed copy).

In the event of a student being genuinely unable to meet the 'time' requirement stipulated in the MOB, she/he must inform the Module Tutor with:

- (i) a written request for an extension, specifying the extenuating circumstances or
- (ii) in the event of illness, an appropriate doctor's certificate.

Doctor's letters or certificates will only be accepted if they confirm that the doctor has examined and diagnosed a medical indisposition for the day(s) concerned. A doctor's certificate which merely states that the patient has informed the doctor of a prior indisposition will not be acceptable. The Module Tutor and Programme Director will require evidence from the Faculty Registry that a doctor's certificate has been issued. For this reason, original documents must be handed in to the Faculty Registry, with copies being given by the student to Module Tutors.

The Module Tutor shall decide whether there are 'extenuating circumstances' on the evidence submitted. If a student does not produce:

- a) a written request prior to the deadline, or
- b) a doctor's certificate within one week of the end of the illness, or one week of the date of the assessment, whichever is the sooner, she/he will be deemed by the tutor to have failed the particular piece of modulework and will be awarded a mark of zero.

Other justifiable and/or substantial difficulties related to module work

An example of such an event might be where the course team is not fully aware of the assignment timetable, requiring that the students produce an unrealistically large proportion of assignments in a short period of time, or where the Regent's College computer system malfunctions. In a case of this nature, the onus is on the student(s) to demonstrate that such an issue has occurred. Where the issue relates to two or more modules, the Programme Director will be consulted and, where necessary, adjudicate. The decision of the Programme Director will be final.

In cases of extenuating circumstances or other difficulties related to module-work, the Module Tutor will be called upon to use his/her discretion. He/she may choose to reject the student request for a deferral. However, if he/she believes that there may be a sound reason for allowing a deferral, the following regulations shall apply:

1. The maximum period for extension of module-work (with the specific permission of the Module Tutor) without penalty, will normally be five working days.

2. If after being granted an extension, the student fails to comply with the terms set by the Module Tutor, the student will be deemed to have failed the piece of coursework and be awarded a zero mark. The Module Tutor will apply the penalty.

3. If the matter is not resolved to the satisfaction of both Module Tutor and student, the appeal will be to the Programme Director, whose decision will be final.

Producing a written request for an extension

When a student applies for a written extension, he/she must detail in the request the specific circumstances which he/she wishes the Module Tutor to take into account. Normally, requests for extensions can only be accepted in advance of a deadline. He/she must demonstrate how the specified circumstance has affected his/her ability to complete the work within the appropriate timescale. The Module Tutor, in a written submission to the student, will normally reject the following claims:

- That the student considers the time given to complete his/her work was too short;
- That the student was unaware of the regulations pertaining to the production of coursework;
- That the student mistook the hand-in date, believing it to be a later date.

The student must provide two copies of the written request for an extension, one to the Module Tutor and one copy to the Faculty Registry for filing.

13.5.5 Compensation (Level 3 and International Exchange Students only)

Compensation in a module only applies to EBS London students in their final semester at Level 3 of the programmes. The purpose of the compensation regulation is to offer an opportunity for the Final Assessment Board to award a compensatory pass to a Level 3 student who has narrowly failed in one module in his/her final semester. The consideration of the Board will be that the overall profile of the student merits compensation and the student's graduation would otherwise be delayed.

Similarly, if an International Exchange student's progression or graduation at his/her home institution would be delayed, the Board may exceptionally consider compensation.

A student can only be considered for compensation in one module when the Total Module Mark (TMM) is either 38% or 39% or otherwise on the recommendation of the Internal Profiling Meeting and at the discretion of the Final Assessment Board. If a student is compensated in a module, the Total Module Mark stands and the recording of the TMM will be marked with a 'CP' (Compensated Pass). A student may only be compensated once at Level 3. An International Exchange student may also only be compensated once.

13.5.6 Final Undergraduate Classification

The marking or grading system used at EBS London is common to most United Kingdom universities and other institutions of higher education, namely a percentage scale based on the classification of work as being of a particular class.

70-100%	First Class mark
60-69%	Upper Second Class mark
50-59%	Lower Second Class mark
40-49%	Third Class mark
Less than 40%	Fail

Where the Final Assessment Board is of the opinion that there are special circumstances to be taken into consideration, in the case of a student whose total averaged mark is 38% or 39%, the Board may choose to use their discretionary powers and award a *pass degree*.

Final Degree Conferment

In order to receive the final award of BA (Hons) in International Business the student must have:

Successfully completed 360 credits of which 120 or more must be at Level 3
Successfully completed all the core modules prescribed for the degree programme and, if applicable, met the requirements for a major.

Degree Classification

In order to determine the student's degree classification, the marks from Level 2 and 3 will be taken into account. The method for determining final classification is based on the average of the Total Module Marks, weighted as follows:

Level 2 (best 4 modules)	20% towards final classification.
Level 3 (best 8 modules)	80% towards final classification.

The student must achieve the following overall averages for each classification:

First Class	70-100%
Upper Second	60-69%
Lower Second	50-59%
Third Class	40-49%

Borderline Students (Final Award)

After the Average Method has been applied, any students on the borderline between classifications must have achieved an overall average of a minimum of 38, 49.5, 59.5, and 69.5 respectively, to be considered for the higher classification. In determining the average applicable for upgrading on classification, there will be no rounding up, i.e. 69.49 does not become 69.50.

The Final Assessment Board will consider awarding the higher classification if:

1. at least 6 of the 8 modules at Level 3 are in the higher classification and/or
2. the Board deems that there are justifiable grounds for awarding the higher classification.

APL Students (Final Award)

For APL (Accredited Prior Learning) students with fewer than 60 credits at Level 2 at EBS London, Level 2 will count for up to 20% towards degree classification. Level 3 will count for the remainder i.e. 3 modules at Level 2 = 15% with Level 3 counting as 85%.

Conferment of Other Awards

The Certificate and Diploma in Higher Education are offered to students who leave the programme at the end of Level 1 or Level 2, providing they have achieved the required credits.

Certificate of Higher Education

In order to gain the above award, the student must have achieved all 120 credits at Level 1 and passed all core modules.

Diploma of Higher Education

In order to gain the above award, the student must have achieved all 240 credits at Levels 1 and 2, passed all core modules and satisfactorily completed the SPA assessments.

13.5.7 Progression

The programme and individual learning outcomes of the degree ensure appropriate student development towards 'graduateness' and 'learner autonomy'. In respect of these two key concepts, progression regulations are set to satisfy the Final Assessment Board that students have achieved a Level 1, 2 or 3 profile respectively before progression is allowed. The regulations aim to ensure that students make every effort to pass all subjects studied in order to progress.

The specific structure of the degree (in which Level 1 comprises two semesters of study at EBS London, Level 2 comprises one semester of study at EBS London and two semesters of study on SPA, and Level 3 comprises two semesters of study at EBS London following the SPA) requires close monitoring of student progress on a semester by semester basis. This is particularly the case during the first three semesters of the degree when the core building blocks of the study of business and languages are established.

The progression regulations are as follows:

1. Students must normally achieve a total of 120 credit points at each level before progressing to the next level of study.

2. Students must normally pass all core modules at each level before progressing to the next level of study.

Semester 1 (Level 1)

A student who has to retake one module at the end of semester 1 (Level 1) may, at the discretion of the Internal Profiling Meeting (see page 91), be permitted to retake that module alongside semester 2 (Level 1) modules. A student who is required to retake more than one module will be required to retake and pass the failed modules before proceeding to semester 2 (Level 1). In the case of a failed elective, an alternative elective at the same level may be taken.

Semester 2 (Level 1)

A student who has to retake one module at the end of semester 2 (Level 1) may, at the discretion of the Final Assessment Board, be permitted to retake that module alongside semester 3 (Level 2) modules. A student who is required to retake more than one module will be required to retake and pass the failed modules before proceeding to semester 3 (Level 2). In the case of a failed elective, an alternative elective at the same level may be taken.

Semester 3 (Level 2)

A student who has to retake one core module at the end of semester 3 (Level 2) may, at the discretion of the Final Assessment Board, be permitted to undertake the SPA, if the Board believes that it is in the academic interest of the student. A student who is required to retake more than one core module at the end of semester 3 (Level 2) will be required to retake and pass the retaken modules before proceeding to the SPA. A student who has failed a core language module will not be permitted to progress to the SPA semester(s).

Level 3

In order to be eligible to begin Level 3, students must have passed all core modules at Levels 1 and 2, and must normally have accumulated 240 credit points. The Final Assessment Board may at its discretion permit a student who has passed all core modules, but who has not accumulated 240 credits, to begin Level 3, provided that appropriate steps are taken to remedy this credit deficit during the course of Level 3 study.

General

A student who has to retake one core business module at the end of semesters 1 and 2 (Level 1) may be obliged in the following semester to replace one of their chosen electives with the previously referred core module in order to enhance their likelihood of successfully passing the failed module. Likewise, a student taking two languages who has to retake a core business module may be obliged to drop one of these languages and replace it with the previously referred core module in order to enhance the likelihood of successfully passing the failed module.

A student who is obliged to take an extra semester in order to retake two or more core modules may, subject to any necessary pre-requisite requirements, be permitted to continue at the same time the study of language and electives at the appropriate level.

Maximum Registration

All students are expected to complete their degree in the prescribed time for their allotted programme. However, in documented cases of extenuating circumstances, the School may extend the length of time for completion by a further three academic years. The School reserves the right to ask any student who has not completed their degree within the allotted time to leave the programme.

13.5.7.1 Aegrotat Awards and Posthumous Awards

Before an Aegrotat or Posthumous Award is made, it must be established that the award will not cause offence or undue stress to the incapacitated student, the relatives of the deceased or others within the School.

Aegrotat Awards

When the Final Assessment Board decides that there is not enough evidence of a student's performance to award a degree with pass or honours classification but is satisfied that, but for certified illness/absence or other valid reason, the student would have achieved the required standard, an Aegrotat Award may be awarded dependent upon the student's level, as follows:

Level 1 Certificate of Higher Education

Level 2 Diploma of Higher Education

Level 3 Honours Degree

Aegrotat awards are unclassified. Should an Aegrotat award be awarded posthumously then the following condition will not apply.

Before such an award is made the student must indicate that they are willing to accept the award and understand that this implies waiving the right to be reassessed.

Posthumous Awards

Any award listed in this handbook may be conferred posthumously by the Final Assessment Board and accepted on the student's behalf by an appropriate individual. For classified awards, all conditions for the award must be satisfied. Where all conditions are not met to make a classified award, then the Final Assessment Board will decide whether to award an Aegrotat Award (as outlined above). The certificate will not refer to the award being conferred posthumously.

13.6 Assessment for Study Period(s) Abroad (SPA)

Each international partner institution is responsible for assessing the students during their period of study abroad. The agreement drawn up between each institution and EBS London stipulates that a student must pass a specified number of the modules taken, as indicated in the relevant institutional fact-sheet. Assessment during the SPA is governed by the host institution's assessment regulations, as accepted by and agreed with EBS London.

The modules passed on the SPA will count for credit purposes only and will not contribute to the final degree classification.

Under normal circumstances, all students must pass the core modules at Levels 1 and 2, including the language(s) of study before beginning the SPA programme. A student who has failed a core language module in Level 2 will not be permitted to progress to the SPA semester(s). Students must pass a minimum of four level 2 modules (60 credits) in total during their two semesters of the SPA before progressing to Level 3; at least one module must be gained from each semester of study at the centres abroad. Please refer to the chart on page 16.

The SPA - PLP sub - Board will consider SPA and PLP results and report them and any recommendations to the Final Assessment Board.

14. Academic Probation and Exclusion

14.1 Academic Probation

EBS London acknowledges that students may have difficulty in settling into the undergraduate programme in the first semester of their studies. Accordingly, EBS London has established certain conditions and regulations for considering student results during Level 1. The chief principle behind these conditions for Academic Probation is that, by the end of Level 1, a student must have demonstrated his/her potential ability to complete the programme successfully.

A student will normally be placed on Academic Probation if his/her results in the first semester (student status 1A) consist of 3 or more FRs (retakes).

When a student is put on Academic Probation, s/he must normally satisfy all the following conditions:

1. regular meetings with their Academic Advisor
2. regular attendance at all sessions (classes, seminars, lectures etc.) of all modules; and,
3. pass all modules in the semester for which the student is on Academic Probation.

At the end of Level 1 (semesters 1 and 2), a student will be deemed to have either

- a) met the required conditions or
- b) failed to meet them.

In the case of a) above, the student will come off Academic Probation and be allowed to progress with his/her studies. In the case of b) above, students will be excluded from EBS London, and normally Regent's College.

Although academic probation normally applies to students at Level 1, a student may be placed on probation at any time during his/her academic programme. A student will only be placed on academic probation once during his/her studies. If a student who has previously been placed on probation fails three or more modules in a later semester, he/she may be excluded from EBS London, and normally Regent's College.

14.2. Exclusion

Academic decisions on Exclusion are made by the **Associate Dean, in consultation with the Programme Director, and Head of Student Support**, following the results that are submitted to the relevant Assessment Board and the consideration of the student's performance at that Board. All decisions will be communicated to students in writing, as well as by e-mail and/or telephone.

Parents and/or guardians and/or the person responsible for paying the student's fees will be notified in writing when their son, daughter or person they are sponsoring is to be excluded or placed on Academic Probation.

14.3 Review

Any student who wishes an academic decision for Exclusion to be reviewed has the right to have the case heard by a panel, **chaired by the School Director and consisting of the Programme Director, Associate Dean, and Head of Student Support**. Any case for review must be made by the student in writing within 5 working days of receiving the decision from EBS London. The case for review may cite any information deemed to be relevant by the student, such as circumstances that may have affected his/her studies in the semester under consideration. These may be circumstances of which EBS London was previously unaware. **The Review and Exclusion panels will receive advice from the Faculty Registrar on the status and profile of the student, and on the Assessment Regulations.**

Module Outline Booklet (Front Page)

Title of Module

Module Code: XXX101

Module Title: XXX...

Academic Level: Level X

Credit Value: X/ ECTS XX

Status: Elective or Core

Formal Student Hours: Contact: XX Hours
Self-directed: XXX Hours

Pre-requisites: XXX

Module Leader: XXX

Programme Level Learning Outcomes: (Example: A1, B2...)

Assessment Methods: (Example Individual written assignment, exam...)

Rationale for Module

Explanation of how the subject area fits into the BAIB programme and why the module is appropriate for inclusion in the BAIB offering (in terms of the programme level learning outcomes).

Aims

The main aims of this module are to:

Programme Level Learning Outcomes

On completion of this module students should be able to demonstrate...(Example Codes) A14, B16, C17, C18 and D20

Subject Area Core Skills Content

Teaching/Learning Strategy

The teaching/learning strategy for this module has been designed to ensure that the programme level learning outcomes outlined above have been acquired. The teaching/learning strategy is...

Assessment Methods

Explanation of overall assessment strategy and how it relates to the teaching and learning strategy.

For example, exams are not appropriate for this module because...(Evidence of reflection on assessment methodology) Particular methods (such as) were rejected because...and...modulework (consisting of a presentation, individual written assignment, and a time-constrained assignment) was deemed appropriate because...relationship to learning outcomes...

Then, each assessment to have its own heading.

E.g. Assessment 1

Under each heading the following should be explained:

- What is being assessed
- How marks are allocated for each grade (see Module Assessment Criteria)
- How it fits into the scheme of the module
- How it fits into the overall degree programme
- How much time you have to do the assignment
- Any academic restrictions on marks through the application of a penalty, clearly linked to learning outcomes

Distribution Date To Students

Date for Submission

Venue for submission of modulework:

Rationale for Assignment:

Learning Outcomes to be met by the assignment (eg A1, B3, C4 etc)

Knowledge and Skills to be assessed

The following statement to be inserted:

“If a time-constrained learning outcome has been listed above, you should be aware that failure to meet that outcome will result in a mark of zero being awarded for the modulework. However, if there are genuine reasons as to why that outcome could not be met, you should consult and follow the procedure outlined in the section called “Extenuating Circumstances” in the Student Handbook”

Indicative Content

Intro...

Reading

Essential

Useful websites

APPENDIX 2 - MODULE-WORK ASSESSMENT CRITERIA (MAC)

Mark/ Class	A. Knowledge & Understanding	B. Cognitive & Intellectual	C. Cross-Cultural & International	D. Transferable & Practical	E. Social & Interpersonal	Technical (where appropriate for written/oral modulework)	Overall
80-100 Exceptional First	Exceptional demonstration of knowledge, understanding, synthesis & analysis. Outstanding use & application of appropriate models & theories from relevant literature.	Excellent critical evaluation of theoretical &/or practical data. Outstanding application of appropriate methodology. Evidence of exceptional independent & creative thinking.	Outstanding demonstration of awareness of cross-cultural, international, corporate, &/or ethical issues.	Outstanding resolution of problems posed by modulework. Excellent communication of ideas & materials, using appropriate qualitative &/or quantitative methods.	Excellent evidence of independent work & self-reflective learning. Modulework completed thoroughly & on time.	Exceptional use of appropriate referencing system. Outstanding clarity in use of language with distinct personal style.	An outstanding piece of work, possibly of a publishable standard.
70-79 First	Excellent demonstration of knowledge, understanding, synthesis & analysis. Exceptional use & application of appropriate models & theories from relevant literature.	Very good critical evaluation of theoretical &/or practical data. Excellent application of appropriate methodology. Evidence of very good independent & creative thinking.	Excellent demonstration of awareness of cross-cultural, international, corporate, &/or ethical issues.	Very good resolution of problems posed by modulework. Excellent communication of ideas & materials, using appropriate qualitative &/or quantitative methods.	Very good evidence of independent work & self-reflective learning. Modulework completed thoroughly & on time.	Excellent use of appropriate referencing system. Very high standard of use of language, with distinct personal style.	An exceptional submission which exceeds the standard usually associated with academic work at this level.
60-69 Upper Second	Very good evidence of knowledge & understanding, with good synthesis & analysis. Good use of appropriate models & theories from relevant literature.	Good critical evaluation of theoretical &/or practical data. Very good application of appropriate methodology. Good evidence of some independent thinking.	Evidence of good awareness of cross-cultural, international, corporate, &/or ethical issues.	Good resolution of problems posed by modulework. Very good communication of ideas & materials, using generally appropriate qualitative &/or quantitative methods.	Good evidence of self-reflective learning &/or independent work. Modulework completed very well & on time.	Very good use of appropriate referencing system, with only a few flaws. High standard of clarity in use of language, with elements of a personal style.	A good performance showing above average attributes in most or all aspects.
50-59 Lower Second	Good evidence of knowledge & understanding, with some synthesis &/or analysis. Fair use of models & theories.	Fair evaluation of theoretical &/or practical data. Good application of mostly appropriate methodology. Fair evidence of some independent thinking.	Some evidence of reasonable awareness of cross-cultural, international, corporate, &/or ethical issues.	Fair resolution of problems posed by modulework. Good communication of ideas & materials, using generally appropriate qualitative &/or quantitative methods.	Some evidence of self-reflective learning &/or independent work. Modulework completed well & generally on time.	Good use of appropriate referencing system, with only a few flaws. Reasonable clarity in use of language, with relatively few errors.	A fair submission, solid in most or all of the criteria used for assessment.
40-49 Third	Adequate demonstration of knowledge & understanding, though mostly descriptive. Little synthesis &/or analysis. Some use of models & theories.	Descriptive with little critical evaluation of theoretical &/or practical data. Limited application of methodology. Minimal evidence of independent thinking.	Little awareness of cross-cultural, international, corporate, &/or ethical issues.	Limited resolution of problems posed by modulework. Adequate communication of ideas &/or materials, with some use of qualitative &/or quantitative methods.	Little evidence of self-reflective learning &/or independent work. Modulework completed adequately & generally on time.	Poor use of appropriate referencing system. Adequate use of language, with generally clear meaning.	Below average in overall quality but adequate for the purposes of academic work at this level.

APPENDIX 2 - MODULE-WORK ASSESSMENT CRITERIA (MAC)

35-39 Fail. May be compensated	Little evidence of knowledge & understanding, with very poor attempt at synthesis &/or analysis. Some use of models & theories.	Inadequate evaluation of theoretical &/or practical data. Principally descriptive rather than analytical. Poor use of methodology. Very little independent thinking.	Very little evidence of awareness of cross-cultural, international, corporate, &/or ethical issues.	Inadequate resolution of problems posed by modulework. Poor communication of ideas & materials. Poor application of any qualitative &/or quantitative methods.	Little evidence of self-reflective learning &/or independent work. Modulework completed inadequately &/or not meeting the time-constrained outcome.	Inadequate use of any referencing system, with many flaws. Inappropriate &/or inadequate use of language, with many errors.	An inadequate piece of work but one which, with further work, could be brought up to the adequate standard.
20-34 Outright fail	Very little evidence of appropriate knowledge &/or understanding, with totally inadequate attempt at synthesis &/or analysis. Very poor use of models & theories.	Totally inadequate evaluation of theoretical &/or practical data. Entirely descriptive work. Extremely limited use of methodology. Absence of independent thinking.	Virtually no evidence of awareness of cross-cultural, international, corporate, &/or ethical issues.	Virtually no resolution of problems posed by modulework. Extremely poor communication of ideas & materials. Practically no use of qualitative &/or quantitative methods.	No real evidence of self-reflective learning &/or independent work. Modulework completed very inadequately &/or not meeting the time-constrained outcome.	Totally inadequate use of any referencing system. Totally inappropriate &/or inadequate use of language, with many errors.	Totally inadequate, showing serious deficiencies in one or more of approach, effort, application or execution.
0-20 Exceedingly bad fail	Absence of appropriate knowledge &/or understanding, with no attempt at synthesis &/or analysis. Absence of use of models & theories.	Entirely descriptive work, with virtually no evaluation of theoretical &/or practical data. Absence of methodology &/or any serious thinking.	No evidence at all of awareness of cross-cultural, international, corporate, &/or ethical issues.	No resolution of problems posed by modulework. Abysmal communication of ideas & materials. No use of qualitative &/or quantitative methods.	No evidence of self-reflective learning &/or independent work. Modulework completed abysmally &/or failing to meet the time-constrained outcomes.	Absence of any referencing system. Abysmal use of language.	An unacceptable submission which any degree-level student is capable of bettering with the requisite approach, effort & application.

LEVEL 1

CORE MODULES:

ACC101 Financial Reporting
ACC102 Management Accounting
BUS101 International Business Environment
BUS104 Individual Influence Skills
ECO101 Foundations of Managerial Economics
INF101 Information Technology for Business
QUA101 Understanding Business Data

ELECTIVE MODULES:

BUS157 Psychology and Dramatic Arts
FIN151 Introduction to Financial Markets
INF151 Database Development and Web Design
LAW151 Introduction to Business Law
MGT151 Media Technology for Business

LEVEL 2

CORE MODULES:

ECO201 Macroeconomic Analysis
MGT201 Human Resource Management
MKT201 Principles of Marketing

ELECTIVE MODULES:

CCS251 Introduction to Cross-Cultural Studies
FIN252 Principles of Financial Management
FIN254 Global Banking
FIN255 Financial Quantitative Analysis
INF252 Information Management
LAW253 Law and the Corporation
LAW254 Law and the Individual
MGT251 Visual Arts and Society
MKT 251 Advertising and Media in the Marketing Environment
QUA 255 Collecting and Using Business Data
TBA Environmental Sustainability for Managers

LEVEL 3

CORE MODULES:

BUS301 Business Dissertation
BUS302 Business Strategy
BUS303 International Business
MGT302 Leadership and Management

ELECTIVE MODULES:

BCS351 The Business of Culture: Britain and the Heritage Industry
CCS350 Cross-Cultural Perspectives in Business
ECO354 International Economics
FIN354 Mergers and Acquisitions
FIN355 Multinational Financial Management
FIN356 Issues in Corporate Finance
FIN357 Financial Risk Management
FIN358 Operational Risk Management
FIN359 Financial Media and Communications
INB355 Planning a New Venture
INB356 The Business and Management of Small and Medium Enterprises
LAW352 European Law
LAW353 International Law
LAW354 Corporate Governance Law
MGT352 International Human Resource Management
MGT353 Creative Management
MGT354 Operations Management
MKT 361 Consumer Behaviour
MKT362 International Marketing
MKT364 Marketing Communications
MKT365 Direct Marketing and Internet Marketing
MKT366 Service Marketing
QUA350 Business Forecasting
ILP301 Individualised Learning Project

Glossary

A **Core Module** is a module which is a compulsory element of the degree programme; it can either be from the 'business' or the 'language' subject disciplines.

An **Elective Module** is a module which is an optional element of the degree programme; it can either be from the 'business' or the 'language' subject disciplines. There will be a specified number of elective modules which must be passed at each level of the degree programme.

The **European Credit Transfer and Accumulation System** (ECTS) was developed by the Commission of the European Communities in order to provide common procedures to guarantee academic recognition of studies abroad. It provides a way of measuring and comparing learning achievements, and transferring them from one institution to another.

A **Module Outline Booklet** (MOB) is produced by the module tutor at the beginning of each module and gives a brief outline about the module, including rationale, learning outcomes, teaching/learning strategy, assessment methods, assessment submission, and indicative reading (See Appendix 1).

A **Module-work Assessment Criteria** (MAC) is a mechanism which allows the module tutor to show the student how the module-work has been evaluated and assessed. A MAC sheet which details this information, will be attached to the marked module-work that is returned to the student (See Appendix 2).

A **Multi-Disciplinary Modular Degree** is a flexible programme which allows the student to learn differing academic disciplines, and is delivered by distinctive and self-contained modules.

The **Open University Validation Services** is an organization which offers a quality assurance and validation service to higher educational institutions which do not have their own degree awarding powers.

Outcomes-Based Learning is an approach to teaching and learning which helps students to understand the teaching and learning methods that enable the outcomes to be achieved; the assessment methods that enable achievement to be demonstrated; and the relationship of the programme and its study elements to the qualifications framework.

The **Quality Assurance Agency** is an independent body funded by subscriptions from universities and colleges of higher education, which safeguards the public interest in sound standards of higher education qualifications and encourages continuous improvement in the management of the quality of higher education.

Accreditation of Prior Learning (APL) is the generic term used for the award of credit on the basis of demonstrated learning that has occurred at some time in the past. The resulting credit is of equal standing to that awarded to students for modules on a programme of study.

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