

**The London Institute
of Banking & Finance**

International Management (BA) /

International Management with Finance

(BSc (Hons))



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Programme Specification

1. GENERAL INFORMATION

UCAS Code	Award	Programme Title	Expected Duration	Mode of Study
	Bachelor of Arts / Bachelor of Science (Hons)	“International Management” / “International Management with Finance”	FT 36 months PT 72 months	Full-time Part-Time

Credit Count	400 UK Credits
Awarding Institution	The London Institute of Banking & Finance / IU International University of Applied Sciences
Teaching Institution	The London Institute of Banking & Finance / IU International University of Applied Sciences
Relevant subject benchmark statements and other external and internal reference points	<p>External</p> <p>LIBF modules:</p> <ul style="list-style-type: none"> • QAA’s UK Quality Code, including Benchmark Statement for Bachelors degrees in Finance and Business and Management (2016)¹ • Descriptor for a higher education qualification at level 6 in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)² • Higher Education Credit Framework for England³ <p>IU modules:</p> <ul style="list-style-type: none"> • German Qualifications Framework (DQR), corresponding to the European Qualifications Framework (EQF)⁴ • Specimen decree⁵

¹ <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements> [last accessed August 2019]

² <https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks> [last accessed August 2019]

³ <https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks> [last accessed August 2019]

⁴ https://www.hrk.de/fileadmin/redaktion/hrk/02-Dokumente/02-03-Studium/02-03-02-Qualifikationsrahmen/HQR_EN.pdf (last accessed June 2022)

⁵ https://www.akkreditierungsrat.de/sites/default/files/downloads/2021/171207_Musterrechtsverordnung_Englisch.pdf (last accessed June 2022)

	<ul style="list-style-type: none"> • Thuringian Higher Education Act⁶ • ECTS User's Guide⁷ <p>Internal</p> <p>LIBF modules:</p> <ul style="list-style-type: none"> • The London Institute of Banking & Finance's Code of Practice for Quality Assurance • The London Institute of Banking & Finance Higher Education Credit Framework • The London Institute of Banking & Finance's General and Academic Regulations for Students <p>In addition, research with the financial services sector has been undertaken to ensure that the learning outcomes of the programme address identified skill and knowledge gaps.</p> <p>IU modules:</p> <ul style="list-style-type: none"> • IU Quality Manual
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2. PROGRAMME OVERVIEW

Programme Background

As part of the Bachelor's study programme International Management, students gain extensive knowledge in marketing, sales, public relations, accounting, digital business models, finance and controlling, and HR.

IU puts major emphasis on practical experience and prepares students for an international career. The course team can guide students with expert industry knowledge and help them find a focus industry that they are passionate about.

Course contents are regularly reviewed and kept up to date, confirming IU and LIBF's continuous joint commitment to a curriculum which reflects current trends and developments in areas relevant to the course.

The contents are also being monitored and developed to ensure they meet the standards set out in the Subject Benchmark Statement for Bachelor's Degrees in Business and Management with Finance.

In line with this, the Bachelor's programme International Management seeks to ensure that the course content increases the understanding of organisations, their management, the economy and the business environment.

- Graduates are prepared for a career in international management through modules studies during the course.

⁶ https://www.tlph.de/fileadmin/Downloads/Allgemeines/hochschulgesetz_mobil_optimiert_2018.pdf (German) (last accessed June 2022)

⁷ http://www.ehea.info/media.ehea.info/file/ECTS_Guide/77/4/ects-guide_en_595774.pdf (last accessed June 2022)

- It enhances skills and attributes which equip graduates to become effective global citizens.

Programme Aims

The course aims to:

1. Provide in-depth economic knowledge, incl. micro- and macro-economics, statistics and accounting
2. Examine the principles and challenges of international marketing, human resources and accounting and apply these for business success
3. Teach students management skills whilst allowing them to gain a deep understanding of current trends like digital business models and their influence on business processes
4. Prepare graduates for career in international management and provide them with the skills and attributes to become effective global citizens
5. Provide students with in-depth knowledge of banking and finance

Programme Summary

The dual degree programme has been developed jointly between the two institutions to provide a higher education programme that combines business administration and banking with finance components.

The programme comprises a total of 34 modules plus a Bachelor thesis with a finance focus (400 UK Credits). As part of jointly developed programmes, it has been agreed that 280 UK Credits are contributed by IU, whereas LIBF contributes 120 UK Credits. The part contributed by IU is part of a long-standing and quality-assured programme that is offered within the IU study programme portfolio. IU, as a university of applied sciences, offers since its foundation education with a strong industry-related background, which gives students the chance to have a learning experience close to the labour market. To complement the core study programme with a substantial understanding of financial services, LIBF draws on its, more than, 140 years of experience in educating professionals in banking and finance as well as the unrivalled understanding of the financial services industry, supported by academics with first-hand knowledge and industry experience

3. INTENDED LEARNING OUTCOMES OF THE PROGRAMME

This programme has been developed in accordance with the QAA Subject Benchmark for Finance.

Please note: The programme intended learning outcomes below are described at the Bachelor with Honours level (Level 6). Programme intended learning outcomes for Exit Awards are given in Section 11.

On successful completion of this programme, you will be expected to:

A) Students will have knowledge and a critical understanding of:

A1: The basic methods of business administration, international business law, international markets, human resources management, organization and international supply chain management, and financial markets and institutions.

A2: The connections, similarities, and differences between international contexts, including legal and regulatory financial environments.

A3: The concepts and elements of effective intercultural communication.

A4: Epistemological correctness of technical and practice-relevant statements, and examine the relationship between financial theory and empirical testing.

A5: Connections between sub-disciplines and modules of the study program.

A6: Their professional actions in relation to social and intercultural expectations and consequences

B) Students will develop their intellectual skills such that they are able to:

B1: Critically examine and understand the main theories, principles, and methods of International Management.

B2: Collect, evaluate, and interpret relevant information, particularly in the area of International Management, and where applicable using specific banking and finance tools, to draw reasoned conclusions.

B3: Consider different cultural contexts and derive scientifically sound conclusions regarding such.

B4: Develop approaches to problems of international management and to implement current, timely, and relevant solutions.

B5: Independently design further learning processes.

B6: Derive and define research questions.

B7: Evaluate the reliability and validity of scientific findings and reflect on individual, societal and ethical implications.

C) Students will acquire and develop practical skills such that they are able to:

C1: Know and apply different communication models/theories and reflect on their use, taking into account the given situation- and culture-specific practicability and the given limitations.

C2: Take into account gender-specific, intercultural and intergenerational diversity of communication partners in the communication process and pursue an inclusive ethos in all communication situations.

C3: Formulate professional and factual solutions to problems and conclusions and are able to justify them in discussions with experts and non-specialists using theoretically and methodologically sound reasoning.

C4: Exchange ideas with experts and non-specialists on a scientific level that is appropriate to the target group.

C5: Reflect and consider different points of view and the interests of other stakeholders.

C6: Develop a broadly applicable and internationally oriented business management competency.

C7: Broaden their professional horizons with regard to different market requirements, framework conditions and customer needs.

D) Students will acquire and develop transferrable skills such that they are able to:

D1: Establish scientifically guided and literature-based theories.

D2: Distinguish between qualitative and quantitative research methods, describe them and apply them to given problems.

D3: Plan and conduct small-scale research and participate in inter- and trans-disciplinary research projects.

D4: Present and explain their own as well as new or internationally recognized research results.

D5: Establish a confident approach with colleagues, customers and cooperation partners from different cultural contexts and respond to them accordingly in a professional, effective and empathetic manner.

D6: Establish a reflective and open attitude towards international markets, employees and projects.

D7: Recognize situationally appropriate framework conditions for professional action and to justify their decisions responsibly and ethically.

4. THE STRUCTURE OF THE PROGRAMME

The structure of the programme is set out below:

Module Name	UK Level	UK Credits	Owner	Workload
Year 1				
Academic Integrity and Writing for Business*	4	10	IU	150h
Business 101*	4	10	IU	150h
Managerial Economics*	4	10	IU	150h
Introduction to Academic Work*	4	10	IU	150h
Principles of Management*	4	10	IU	150h
Global Corporations and Globalisation*	4	10	IU	150h
Business Mathematics*	4	10	IU	150h
Organisational Behaviour*	4	10	IU	150h
Management Accounting*	4	10	IU	150h
Supply Chain Management*	5	10	IU	150h
Introduction to Financial Services Sector	4	15	LIBF	150h
Introduction to Banking Law, Regulation and Ethics	4	15	LIBF	150h
Year 2				
International Marketing*	5	10	IU	150h
Statistics – Probability and Descriptive Statistics*	4	10	IU	150h
Change Management	5	10	IU	150h
Crypto and Blockchain	5	15	LIBF	150h
Fintech	5	15	LIBF	150h
International Contract Management*	5	10	IU	150h
Intercultural and Ethical Decision-Making	5	10	IU	150h
Intercultural Psychology	5	10	IU	150h
International Brand Management*	5	10	IU	150h
Leadership 4.0*	6	10	IU	150h
Global Sourcing*	5	10	IU	150h
International HR Management*	5	10	IU	150h
Year 3				
Intercultural Management*	5	10	IU	150h
Corporate Finance and Investment*	6	10	IU	150h
Foreign Exchange Exposure and Management	6	15	LIBF	150h
International Investment Appraisal	6	15	LIBF	150h
Corporate Communication*	5	10	IU	150h
Customer Relationship Management*	6	10	IU	150h
Digital Business Models	6	10	IU	150h
Agile Project Management*	6	10	IU	150h
Conflict Management and Mediation*	6	10	IU	150h
Seminar: Current Issues in International Management*	6	10	IU	150h
Bachelor Thesis: Bachelor Thesis & Colloquium	6	30	LIBF	300h

Bachelor thesis with Finance focus
* IU modules that contribute to LIBF

IU Award	To gain the IU Degree, students must pass all modules. To gain the LIBF UK Honours Degree, students must pass the equivalent of 360 UK Credits including all LIBF modules and all IU modules marked with an asterisk
LIBF Award	Students may be eligible for one of the following exit awards if they do not achieve all the credits for the Honours Degree.
Certificate of HE	Minimum of 120 UK Credits
Diploma of HE	Minimum of 240 UK Credits of which at least 90 Credits must be at Level 5
Ordinary Degree	Minimum of 300 Credits of which at least 60 Credits must be at Level 6

5. TEACHING AND LEARNING STRATEGY

Given the joint development process between LIBF and IU, different teaching and learning strategies will be applied to the programme by both higher education institutions. The following shall outline the specifics of both institutions:

The London Institute of Banking & Finance

The learning and teaching strategy of The London Institute of Banking & Finance is designed to ensure that students are encouraged to integrate theory with practice, and challenge each, in line with the organization's ethos. Students expected to undertake a considerable amount of independent study: reading, industry-related research, and personal reflection. Webinars and online discussion forums support students' developing abilities to critique and challenge models, theoretical frameworks, and any work-based exposure you may have had, via debate, discussion, research and reports, with lecturers and fellow students. The mix of discussion and personal research, together with the opportunity to experience workplace practice, accommodate different approaches to learning, and foster a variety of academic skills.

There are two possible modes of study (full-time and part-time):

- **On-campus:** Learning and teaching via face-to-face lectures, seminars and tutorials primarily at our City of London campus, supported by access to the Virtual Learning Environment and your own independent study. This mode of study is currently not available but may be offered in the future.
- **Online distance learning:** Learning and teaching centred on the Virtual Learning Environment and your own independent study, with both synchronous and asynchronous support from your module lecturer

The dual degree programme will be offered both full-time and part time, delivery mode is currently distance learning. Delivery is via IU's myCampus platform.

IU International University of Applied Sciences

A key focus of the teaching and learning strategy of IU distance learning programmes is to enable students to acquire knowledge independently.

By providing the means to allow students to devise their own learning approaches and strategies, IU's didactic approach aims to enable students to acquire knowledge independently and in a manner that is suitable to their individual needs and learning styles, with students being able to manage their own learning in a problem-oriented way and teaching staff assuming a supporting role in the development of students' individual learning strategies.

To facilitate this, IU provides a wide variety of learning tools and support mechanisms, matching specific learning tools (explained in more detail at the end of this section) to different learning outcomes.

IU courses have a rolling intake, with students being able to start taking classes at any time, allowing for maximum student flexibility. All modules are taught continuously and are available to be taken throughout the year and at each individual student's course start.

There are time limits that are set out in the regulations. Students can sign up for their final assessment in any module at any time that is convenient for them, once the required formative pre-assessments have been completed and students have demonstrated their readiness for taking the final exam or paper. Dedicated study advisors are available to support new students at the start of their course and throughout.

Lecturers are prepared to supervise learners at various stages of the course, taking into account that students will be at different stages of their learning journey at any given time in a module. IU provides the materials for modules entirely asynchronously so that student can self-direct their learning journey. Every module is further supported by synchronous tutorials which address current topics and exercises as well as any questions students might have.

The following gives an overview of the methods and types of teaching and learning elements normally offered in the course:

Course books/test books

Course books provide the basis for all learning and are made available to learners digitally, which are compatible with computers and mobile devices.

Online-Tutorials

Webinars are conducted synchronously via virtual classroom with video-based elements. In addition to providing brief knowledge on certain topics, online tutorials primarily serve to answer students' individual questions as well as to allow for group discussions of exercises and practical examples. All compulsory courses include online tutorials. It is normally possible to join the tutorials at any time. In addition, recordings of the tutorials will be offered for asynchronous learning.

Podcasts and video lectures

Both serve primarily as a supplementary way to impart knowledge. Experienced professors and teachers explain the essential material of the lecture notes and provide useful examples. Videos exist in a preview format with an average length of 15 min per chapter and as a detailed version with a length of about one hour per chapter. Long versions have interactive components including self-tests and questions to be answered directly on screen.

Self-tests

These are online-based tests which allow for direct evaluation and feedback. In addition to providing feedback to the students, self-tests also help to evaluate students' progress.

Short casts

Short casts are screencast-based video recordings (usual duration 2-3 mins.), for example explanations of concepts and theories, explanations of exercises with detailed solutions, practical examples and current examples as well as further in-depth knowledge.

Link lists

Lists with URLs to further literature and relevant online resources are also provided to students (e.g. blogs, news, videos, etc.). Literature is made available via library resources; there are license agreements with a large number of relevant databases giving access to relevant research literature.

Communication platforms (e.g. MS Teams)

These are intended to facilitate and further support the course-specific exchange between students, lecturers and tutors.

Video presentations

Online video platforms are available for creating and submitting video presentations. Distance learning students will use this tool in some courses, e.g. to present and record seminar papers or practical projects in a lecture.

Learning App

The IU Learn App is designed to complement the students' learning experience and aims to provide them with additional digital tools to support their learning.

Students can use the app across devices and have all their notes and highlights synchronized. The app supports different learning formats, from reading and annotating course books to assessing knowledge with interactive self-tests or watching the latest videos of their current module.

Learning Sprints

In order to speed up and support self-directed learning, IU has developed the concept of 'learning sprints'. Selected modules will offer four-week intense learning experiences in which the lecturers guide students through the learning material in a very structured manner, with the goal of successfully preparing them to take the final assessment at the end of week 4. During this time, frequent synchronous online meetings are held for the group of students taking part in the learning sprint, and practice assignments are discussed within the group.

Learning Resources

The student will have access to a range of resources, including:

- Lecturer
- Virtual Learning Environment
- IU online library
- Readings

Students will have access to the comprehensive myCampus system. myCampus is the central information hub for students and is hierarchically organized based on courses and modules. New modules are released for access with the student's progression from semester to semester. On the respective module pages in myCampus, students can access all their learning materials (e.g., course books, essay guidelines, case studies, video gallery) as well as the links to all related resources (e.g., MS Teams chat for the module, links to

further reading, contact details of lecturers and tutor's links to the booking tool for online exams or Turnitin submissions page).

6. ASSESSMENT AND FEEDBACK STRATEGY

Given the nature of the dual degree programme, different assessment regulations for both institutions apply to students depending on which higher education institution provides the respective module: according to Roles & Responsibilities documentation for IU/LIBF partnership, IU/LIBF module leaders will be responsible for setting assessments as outlined in the module specifications and within IU/LIBF approval processes.

Assessment

Progression and Assessment regulations are as set out in The London Institute of Banking & Finance's General and Academic Regulations for Students. Students should also familiarise themselves with The London Institute of Banking & Finance's Code of Practice for Quality Assurance and the Student Charter.

Assessment strategies follow The London Institute of Banking & Finance's Code of Practice for Quality Assurance, Chapter 7: Assessment.

Assessment consists of both formative and summative approaches. The tools used vary across the programme, aiming to provide a mix of examination, assignments, in-class assessment, case-study reports, presentations, debates, peer assessment, portfolios, group work, and individual research.

Details of procedures and deadlines for submission of assessed assignments, penalties applied for late submission and the procedure for requesting an extension to an assignment submission deadline are all published in the Programme Handbook.

The IU Assessment regulations are set out in the General and Programme Specific Regulations.

Student support & Feedback

Learning Support provided by Study Advisors

Every new student will be offered proactive and individual support from a study advisor. Independent of a student's subject of study, advisors help students find a suitable individual learning strategy, an optimal sequence of the modules based on their individual prior knowledge, strengths and preferences. Study advisors also support students in setting personal goals, both in terms of the number of modules taken as well as their timing and number of exams. Students on distance learning degree programmes are closely supported by the study advisors, especially at the start of the course.

Lecturers and tutorials will be hosted virtually via the above myCampus system.

IU has a comprehensive online library; including more than 56 000 online journals.

Literature and journals are aligned with the study content and are kept up to date.

The Library and Information Services provide all students with access to databases, e-book platforms and open access offers via the learning platform.

These include:

- Journal articles,
- individual book chapters,

- entire e-books
- bibliographic information.

The university keeps the compulsory and further reading mentioned in the course and module descriptions available for the students and aims to provide them with unlimited access.

Feedback

Students will receive feedback during the module, which will include individual and group feedback, as well as a mark for all summative assessments. Students will also receive Feedforward, which will help support students in preparing for upcoming assessments.

7. CREDIT AND AWARD

Credit Framework

On successful completion of the full programme, students will be awarded the Bachelor's degree in "BA International Management" (180 ECTS) / "BSc (Hons) International Management with Finance" (360 UK Credits), respectively.

The following presents an overview on how ECTS credit points convert to UK credit points based on the QAA framework:

This framework provides that generally 10 UK Credit points correspond to 5 ECTS credit points in the Qualifications Frameworks in the European Higher Education Area (QF-EHEA). Accordingly, a 3 years Bachelor's degree of 180 ECTS is 360 UK Credits.⁸ Looking at the workload, though, this is rather an approximate calculation as 10 UK Credits correspond to 100 hours of workload, whereas 5 ECTS credit points at IU correspond to 150 hours of workload. Accordingly, a Bachelor's degree at IU is 5400 hours of workload, whereas a Bachelor from LIBF is 3600 hours of workload.

Our present Dual Degree programme consists of 400 UK Credits: LIBF modules are 15 UK Credits per module and the dissertation is 30 UK Credits.

Exit Awards

Students who do not achieve all the needed credits for a UK Hons degree, may be eligible for an LIBF exit award (See Section 11).

8. PROFESSIONAL RECOGNITION

N/A

⁸ ,For example, a bachelor's degrees with honours in England, Wales and Northern Ireland, with a typical total volume of at least 360 credits, equate to 180 ECTS credits as long as the learning outcomes are consistent with the relevant Dublin descriptor' <https://www.qaa.ac.uk/docs/qaa/quality-code/higher-education-credit-framework-for-england.pdf>

9. CRITERIA FOR ADMISSION

Admission process is the following:

- IU will manage the online systems for automated student admission and enrolment in line with both partners admissions policies and processes and entry requirements.
- IU's admission criteria stand for IU awards. Dual award candidates shall comply with admission criteria of both institutions.

Whereas:

- LIBF admission criteria stand for LIBF awards. Dual award candidates shall comply with admission criteria of both institutions

In consequence, the following criteria will apply for the programme:

The London Institute of Banking & Finance

All applications will be considered holistically and offers will be based on qualifications, subjects studied, any relevant work experience and personal statements demonstrating a desire to work in the finance and banking industry.

Mature students who do not meet the entry criteria may be eligible to enrol under The London Institute of Banking & Finance mature student process. Students entering under this process may be required to submit a CV supported by a 500 - 600 word statement indicating why they have chosen to undertake the programme and how it will support their career plans. If invited to progress, an interview may be held.

Students must be able to satisfy the general admissions criteria of The London Institute of Banking & Finance. Entry requirements for the BSc (Hons) Business Administration with Finance are:

Grades

	Grades	Old UCAS tariff	New UCAS tariff
'A' Levels	BBB – BBC	300 – 280	120 – 105
BTEC	D*DD – DDM	380 – 320	152 – 128
IB	32 – 30	435 – 392	New tariff is at component level

Students are also required to hold:

GCSEs	Old grading system	New grading system
Maths	B	6
English	C	4
IELTS	Overall Score	
	6.0	

Entry at Level 5 still requires an applicant to meet the above requirements, however, if the applicant has studied at Level 4/5 at another university consideration is given to accreditation for prior learning (APL).

If the applicant is an international student, they also need to meet an IELTS grade of 6.0 overall.

Entry at Level 6 is only permitted where we have a specific arrangement with a partner organization or the applicant has previously studied with us and gained a relevant Diploma of Higher Education.

Offers of admission are normally based on 120-105 UCAS points BBB-BBC at A Level. (This excludes General Studies, Critical Thinking, Extended Projects and Citizenship Studies). All applicants are usually required to hold a minimum of GCSE Maths Grade B or Grade 6 and above GCSE English Grade C or Grade 4. Ideal applicants will have studied one of the following A Levels: Mathematics, Further Mathematics, Economics, Statistics or Physics. We accept the BTEC Extended Diploma at D*DD and the Diploma and Subsidiary Diploma along with other qualifications. We also accept the International Baccalaureate (30-32 points) and holders of the AAT/ACCA diplomas are encouraged to apply. If applicants do not satisfy these criteria, they can communicate with Admissions and discuss entry requirements.

IU International University of Applied Sciences

1. A relevant university entrance qualification. Overseas qualifications may require additional assessment of qualification based on comparability with qualifications within Germany under the guidance of Central Office of Foreign Education (ZAB /ENIC Germany) run by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK).

Requirements for UK A-/AS-levels

- Entry Requirements for candidates with UK A-levels providing direct access to Bachelor programmes – according to the guidelines provided by the Central Office of Foreign Education (ZAB /ENIC Germany):
- General Certificate of Education - Advanced Level (GCE AL) combined with the
- General Certificate of Education - Advanced Subsidiary Level (GCE AS)

Four examination subjects must be provided, which must be independent of one another and have general, non-vocational content. The following subjects must be represented among these examination subjects:

- A language
- Mathematics or one of the natural sciences biology, chemistry or physics.

At least three of the four subjects must be passed at the level of the General Certificate of Education - Advanced Level (GCE AL), for the fourth subject the level of the General Certificate of Education - Advanced Subsidiary Level (GCE AS) is sufficient.

- Entry Requirements for candidates with UK A-levels providing direct access to Bachelor programmes (valid from summer term 2022) - according to the guidelines provided by the Central Office of Foreign Education (ZAB /ENIC Germany):

Three general examination subjects at A Level with a minimum grade of C.

- 2 subjects from: a language, history, geography, social studies/politics, economics, mathematics, biology, chemistry, physics, computer science
- 1 further general education subject independent of the two subjects chosen above. Individual A Level subjects with vocational content can be considered as a third subject. In this case, the choice of degree programmes is restricted to the subject area of the vocational A Level subject

Requirements for the International Baccalaureate diploma (IB diploma)

- Requirements are laid out in the regulation of the annual resolution regarding the International Baccalaureate Diploma (IB diploma) of the Standing Conference of the Ministers of Education and Cultural Affairs (KMK):

https://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/1986/1986_03_10-VB-Baccalaureate-Dipl-engl.pdf

2. Proof of English-language proficiency (with exceptions for English native speakers or graduates from an English-speaking school or university):

- TOEFL (minimum 80 points) or
- IELTS (minimum Level 6) or
- Duolingo English-Test (minimum 95 points) or
- Cambridge Certificate (minimum Grade B)

* Proof must be provided before the start of the course and must be no older than two years.

Recognition of Prior Learning

Both institutions will follow the approved prior learning policies for their respective degree award.

10. GRADUATE DESTINATIONS

Examples of career paths are the following below. The programme also provides a solid foundation for further study at postgraduate (Masters) level.

a) International Brand Manager

As an International Brand Manager, graduates build, position, and communicate brands. They ensure all brand design and messaging is executed perfectly with a sound communication strategy, which they have developed in close collaboration with management. They source and define the right instruments and channels for effective marketing. They make sure that advertising campaigns are perfectly targeted to each target audience. This requires a deep understanding of the product world, target groups, intercultural differences, and the industry. At the interface between management, research and development, product, creative departments, sales, service and, of course, customers — this makes for a multi-faceted and opportunity- rich career.

b) Management Consultant

As a Management Consultant, graduates advise other companies. The subject of the consultation could be the general management of the company or the handling of a change

process. They will need to adapt their fundamental consulting concept individually to the expectations and the task of their customer, without neglecting the goals of their employer. They might start off at a consulting company and go self-employed once they have gained more experience and developed a network.

c) International Talent Manager

International Talent Managers support Human Resources teams, helping them search for suitable employees and executives, and facilitate development of skills of existing staff. As an International Talent Manager, graduates plan, arrange, and onboard new talent across borders and prepare trainees, employees and managers for assignments abroad or international projects. With a special focus on intercultural skills, they create training programs, ensure efficient succession from one employee to the next, and fill positions with the most appropriate candidates.

d) Careers in Financial Services

Graduates on this course are likely to pursue careers in a number of areas in the financial services industry including commercial & corporate banking, retail banking, investment banking, asset management, treasury, and consultancy.

11. INTENDED LEARNING OUTCOMES FOR THE EXIT AWARDS

Certificate of Higher Education (CertHE)*

On successful completion of this programme, you will be expected to:

- LO1.** Discuss the economic environment in which businesses operate.
- LO2.** Explain subject specific theories and tools, discuss empirical evidence and concepts relating to the field generally, and understand how to apply in a practical work environment.
- LO3.** Discuss data, and examine the relationship between theory and empirical testing
- LO4.** Understand the main concepts, theories and principles associated with international management.

* Minimum of 120 UK Credits

Diploma of Higher Education (DipHE)*

On successful completion of this programme, you will be expected to:

- LO1.** Discuss the economic environment in which businesses operate, including the role, operation and function of markets and financial institutions, within the wider economy
- LO2.** Critically analyse subject specific theories and tools, empirical evidence and concepts relating to business and finance generally, and how these apply in a practical work environment
- LO3.** Analyse and interpret data, including financial data, and examine the relationship between theory and empirical testing

LO4. Understand and apply the main concepts, theories and principles associated with management and finance

* Minimum of 240 UK Credits of which at least 90 Credits must be at Level 5

12. CURRICULUM MAP OF MODULES AGAINST INTENDED LEARNING OUTCOMES OF THE PROGRAMME

Explanation of 'TDA' abbreviations:

T= Taught D= Developed A= Assessed

Year	Module Title and Code		Learning Outcomes																												
	Code	Module title	A.1	A.2	A.3	A.4	A.5	A.6	B.1	B.2	B.3	B.4	B.5	B.6	B.7	C.1	C.2	C.3	C.4	C.5	C.6	C.7	D.1	D.2	D.3	D.4	D.5	D.6	D.7		
Year 1 (Level 4)	DLBBAIWB_E	Academic Integrity and Writing for Business	TD			TD																		TD							
	DLBBAB01_E	Business 101	TA D						AD	D											TD		TD								
	DLBBWME01_E	Managerial Economics	TA			TA			D														T							T	
	DLBCSIAW	Introduction to Academic work													T	T								TD	T						
	DLBBAPM_E	Principles of Management	TD						D	D					D	D					D			D			D			T	
	DLBINTGUG_E	Global Corporations and Globalization	T	TA			T	TA	D		TA							T				D							D		
	BWMA_E	Business Mathematics	TA						DA		TA																				
	DLBBWOB_E	Organizational Behaviour	TD					TD	D	D					D	D	T					D						D			T
	DLBMAE	Management Accounting	T				TD															D						D			
	DLBDESECM01	Supply Chain Management I	TA	TA			T	TA	TA		T											TA									
	LIBFBBAEFFB01	Introduction to Financial Services Sector	TA		TDA		T	TD		TD	D					TD	T		TD		TD		T		TD	TD					T
LIBFBBAEFFB02	Introduction to Banking Law, Regulation and Ethics	TA		TDA		T	TD		TD	D					TD	T		TD		TD		T		TD	TD					T	
Year 2 (Level 5)	DLBDSEIMB01	International Marketing	TA	TA	TA			TA			TA					TA	TA			TA	TA	TA							D	TD	
	DLBDSSPDS	Statistics – Probability and Descriptive Statistics								T A																					
	DLDBBCM_E	Change Management	TA	TA	TA			TA			TA			T			T	T				TA	TA					TD	D	TD	
	LIBFBBAEFT01	Crypto and Blockchain		TD A				AD A		TD A						TD A				TD A	TD A		TD A								TD A
	LIBFBBAEFT02	Fintech		TD A				AD A		TD A						TD A				TD A	TD A		TD A								TD A
	DLBINTIWR01_E	International Contract Management	TA	TA	TA		T														TA	D	D	T					D	D	D
	DLBCSIDM	Intercultural and Ethical Decision-Making		T	T			D			D			D	D						D					TD	D	D			D
	DLBWPIPS_E	Intercultural Psychology			TA	T	D	D					T				DA	DA			D							TA	D		TD
	DLBDSEIMB2	International Brand Management	TA																	TA	TA		T								

	DLBWPLS_E	Leadership 4.0						TA	TA D				TA				TA	TA			TA D								D	D	D		
	DLBINTGS_E	Global Sourcing	TA					TA D	TA												TA D	AD											
	DLBINTIHR_E	International HR Management			TD			TD		D	D			D	D	D	D	D	D	D			D		D	D					D		
Year 3 [Level 6]	DLBLOIM_E	Intercultural Management			TA D		D	TA D	TA D	DA	DA	DA		D	D	DA	DA					D	D		D		D			D			
	DLBCFIE	Corporate Finance and Investment	TD						T D	D			D	D								D		D		D							
	LIBFBBAEIF01	Foreign Exchange Exposure and Management	TD A	TD A				TD A		TD A					TD A							TD A	TD A		TD A						TD A		
	LIBFBBAEIF02	International Investment Appraisal	TD A	TD A				TD A		TD A					TD A								TD A	TD A		TD A						TD A	
	DLBPRWCCPR01_E	Corporate Communication	TA	TA			D										DA						D						DT A	D			
	DLBCRM_E	Customer Relationship Management	TA					TA	TA								TA	TA					D	TA D							TD		
	DLBLODB_E	Digital Business Models	TA						TA														TA										
	DLBCSAPM01	Agile Project Management											TD	TD										TD					TD	D		D	
	DLBWPKUM01_E	Conflict Management and Mediation			TA				TA	TA				TD A				TA	TA					TD A							TA		TA
	DLBINTSATIM01_E	Seminar: Current Issues in International Management									D	D	D	D	D	D							D	D	D	D		D		D	D		
	DLBBT	Bachelor Thesis (with Finance focus) Bachelor Thesis & Colloquium	DA						DA	DA			DA		DA	DA											DA		DA				

13. TYPES OF ASSESSMENT USED IN THE STUDY COURSES

1 Written assessments

Exams

We offer proctored online exams, in which students' computers and surroundings are remotely surveilled during the exam. This offers students the advantage of being able to take exams from almost anywhere in the world. When opting for this type of examination, several specific technical and security terms apply, further information on this is available on request.

Alternatively, it is also possible to take exams in any Goethe institute worldwide at a set time/date once a month.

Any module concluding with a traditional, summative exam will offer at least three forms of formative assessment: Firstly, a multiple-choice test needs to be passed in order to access the booking tool for signing up to the final exam. There is no limit on the number of times this multiple-choice test can be taken. Secondly, at least two sample exams with answers are offered for students' self-assessment. Thirdly, synchronous online meetings with lecturers and fellow students will provide students with direct and indirect feedback on their progress.

Written homework assignments

A written homework assignment allows to assess students' academic writing skills. In a written homework assignment, students demonstrate that they can select an academic topic, undertake the relevant research, and use that research to support their own thoughts and insights.

Case studies

Case studies in the field of economics are often based on real-life scenarios from the past. However, fictitious scenarios concerning companies and organisations are equally suitable for this purpose. Case studies do not contain a structured preparation of knowledge like textbooks and instead focus on complex, incomplete, unstructured, imprecise, and ambiguous real-life problems.

Case studies are used to gain useful insights through analysis and examination. Ideally, these findings can be transferred to other cases and situations. As a result, case studies support the development of analytical skills, sharpen the ability to separate important and irrelevant information and provide new alternatives for action. Applied learning through case studies is the central focus of a case study module.

Research Essays

A research essay allows students to demonstrate their ability to work independently in a scientific manner. Students can prove that they are able to independently comprehend a scientific topic, formulate a research question as required, research relevant literature and justify their own thoughts and findings on this basis.

Project reports

A project report is a written elaboration of a project. The difference to a research essay or a written homework assignment lies in the practical aspect which precedes the writing of the report. The project report combines specialised knowledge and transfer of knowledge into practice.

The entire process from the idea, through development, implementation, review and anchoring is mapped and transparently documented in a project report. The project report should be as complete, precise, and comprehensible as possible, providing information about the individual work or development steps and the approach taken. As a record of the entire project work process with its intermediate steps and products, a finished project report includes a reflection on the approach and

methodology and consideration of the necessary and available resources. The final product must also be documented in a suitable and appropriate manner.

Portfolios

In a portfolio, students document a creative process, leading to a practical project. In contrast to a written project report, this examination format combines the practical implementation and development of a product with digital documentation as part of a portfolio. The individual learning and examination process is recorded and accompanied in a reflective manner.

A portfolio consists of three phases which are intended to illustrate the individual work or development steps and the adopted approach. The learning progress or increase in competence achieved in this multi-phase process is documented using three portfolio phases within a portfolio software called 'PebblePad'. The three phases mentioned are the conception phase, the development/reflection phase and the finalisation phase. The finished portfolio is the product of an entire editing process with its intermediate steps including the final product, a reflection of the approach, and methodology within the framework of a two-page abstract.

Workbooks

A workbook is a digital open-book form of examination, which is graded after all assignments within the workbook have been answered and documented successfully. The workbook consists of six assignments which are based on the course book content. Students will have to elaborate and work on the questions independently and submit them via online anti-plagiarism tool. The focus of the assignments is on knowledge transfer, i.e. on using and interlinking the knowledge gained from the course book. Answers should go beyond the course material and incorporate students' own approaches, well-founded opinions and lines of reasoning.

2 Oral assessments

Oral assignments

An oral assignment should demonstrate students' abilities to work and present in an independent and academic manner, i.e. show the students' capability to independently grasp academic topics, research relevant literature, and, based on that, substantiate their own thoughts and findings based on scientific theory. It also showcases students' ability to prepare an academic topic or concept and present it to an academic audience in a comprehensible way.

Oral Project Reports

This examination format involves an oral presentation of a project, based on independent conceptualisation, implementation and documentation. The oral project report assesses students' ability to combine expert knowledge with the transfer of this knowledge into practical application, e.g. as applied to a real-life problem within a business environment. The result of this report always consists of a "product" – either tangible (e.g., a physical engineering model) or a concept, software solution, installation or process.

The presentation is intended to inform the audience about the individual work or development steps and the approach taken. It should be comprehensive and provide an overview of the entire project management process with its intermediate steps and products, including a brief reflection on approach and methodology. It is also part of this project report to procure the necessary resources. These may consist of data, surveys, applications, technical equipment, software, various tools, etc. Detailed reference within the presentation is not necessary.

3 Examination and assessment tools

We use Turnitin as a platform for submitting papers and assignments and as an anti-plagiarism tool. All papers will be uploaded onto IU's Turnitin site, where they are automatically checked for plagiarism and subsequently graded.

More detailed guidelines on content, structure and format of the above assessments as well as instructions for submitting work and presentations, Academic Writing and Citation guides and Guidelines on How to Avoid Plagiarism are available via the MyCampus platform.