

**The London Institute
of Banking & Finance**

Management (MA) /

Management with Finance (MSc)



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Programme Specification

1. GENERAL INFORMATION

UCAS Code	Award	Programme Title	Expected Duration	Mode of Study
	Master of Arts / Master of Science	Management (MA) / Management with Finance (MSc.)	12 - 18 months (FT) 24 - 36 months (PT)	Full time Part-time

Credit Count	225 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"> • Descriptor for a higher education qualification at level 7 in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) ¹ • Higher Education Credit Framework for England² <p>IU modules:</p> <ul style="list-style-type: none"> • German Qualifications Framework (DQR), corresponding to the European Qualifications Framework (EQF)³ • Specimen decree⁴ • Thuringian Higher Education Act⁵ • ECTS User's Guide⁶

¹ <https://www.qaa.ac.uk/quality-code> [last accessed June 2022]

² <https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks> [last accessed June 2022]

³ https://www.hrk.de/fileadmin/redaktion/hrk/02-Dokumente/02-03-Studium/02-03-02-Qualifikationsrahmen/HQR_EN.pdf (last accessed June 2022)

⁴ https://www.akkreditierungsrat.de/sites/default/files/downloads/2021/171207_Musterrechtsverordnung_Englisch.pdf (last accessed June 2022)

⁵ https://www.tlpk.de/fileadmin/Downloads/Allgemeines/hochschulgesetz_mobil_optimiert_2018.pdf (German) (last accessed June 2022)

⁶ http://www.ehea.info/media.ehea.info/file/ECTS_Guide/77/4/ects-guide_en_595774.pdf (last accessed June 2022)

	<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

International developments such as globalisation and financial crises, but also local events and industry-specific trends, continue to influence management practices and, as a result, management today must be flexible, future-oriented and progressive. The MA Management (IU) builds on and expands students’ business management skills to prepare them for a career as a manager.

The MA Management (IU) offers the opportunity to acquire an additional qualification in management that is both scientifically and practically oriented. IU students can further specialize by choosing a focus area in the fields of Big Data Management, Engineering Management, International Marketing, IT Management or Leadership.

A financial track (LIBF) will cover subjects such as Banking Regulation & Compliance, Financial Institutions, Markets and Instruments, FinTech and Alternative Finance.

The contents of the course are also being continuously monitored and developed to ensure they meet the standards set out in the Subject Benchmark Statement for Master’s Degrees in Business & Management.

Programme Aims

The course aims to:

- Deepen knowledge in the areas of business management and leadership as well as banking and finance through academic and practice-oriented modules.
- Enable students to actively work on their interpersonal skills such as communication skills.
- Teach how to analyse the economic environment and draw appropriate conclusions from a management perspective.
- Teach how to implement change successfully.
- Provide for specialisation in an area of choice.

Programme Summary

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

In this programme, the degrees awarded by the partnering institutions differ: The programme and degree “Master of Arts Management (IU)” comprises of 5 compulsory modules, 2 Elective modules (composing of 2 courses each) plus a Master Thesis with a focus on finance and a total of 60 European Credit points (equivalent to 120 UK Credits). The “Master of Science Management with Finance (LIBF)” comprises of 15 modules and a Master Thesis with a total of 225 UK Credits. The difference in credits from a single IU award stems from three finance modules (30 UK Credits per module), and the Master Thesis with 45 UK Credits. Students are required to take all 9 modules, including the three finance modules (composing of 2 courses each), and the Master Thesis in order to obtain the dual degree.

Of the 15 modules, 9 modules are contributed by IU, and three modules (composing of 2 courses each) plus the Master Thesis with a focus on finance are contributed by LIBF. 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. 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 Benchmarks for Finance and Business and Management.

Upon successful completion of this programme, students will be equipped with a considerable set of skills.

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

A1: International aspects, strategic management, research methods as well as operational management and human resources frameworks.

A2: A broad and integrated knowledge base in management in relation to the compactness of the programme.

A3: Work environments and how these settings relate to social and technological change.

A4: Interrelationships between financial services, financial markets and financial institutions and the business, economic and regulatory environment, and the role of risk management in banking and finance, at both a local and global level.

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

B1: Reflect on the epistemologically based correctness of professional and practice-relevant statements in relation to the given situation.

B2: Understand, combine, juxtapose, and discern the complexity of older and more recent principles and concepts specific to the course of study.

B3: Critically analyse, reflect and evaluate learned content regarding specific research paradigms and research literature.

B4: Critically reflect on topics of leadership, finance and accounting, banking and finance, IT management, engineering management or Big Data applied to the business environment.

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

C1: Collect, evaluate and interpret basic management knowledge in their chosen major, using financial databases where applicable.

C2: Proficiently and effectively communicate with colleagues from various professional context such as controlling, management, marketing and sales.

C3: Act as supporters, organisers and change managers who assist in designing, developing and adapting processes of corporate structures within changing corporate settings.

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

D1: Work on complex, problem-related case studies.

D2: Engage in qualitative and quantitative scientific work in the field of management.

D3: Work scientifically in a practice-oriented manner and can independently plan, conduct, and evaluate a research project and interpret and evaluate the results accordingly.

D4: Act as ethical and responsible professional.

4. THE STRUCTURE OF THE PROGRAMME

The structure of the programme is set out below:

Module Name	C	UK Credits	Owner	Workload
Year 1				
Managing in a Global Economy*	C	10	IU	150
Strategic Management*	C	10	IU	150
Elective A*	C	20	IU	300
Advanced Research Methods*	C	10	IU	150
Operations and Information Management*	C	10	IU	150
Elective B	C	20	IU	300
Seminar: Managing People and Organizations*	C	10	IU	150
Financial Markets & Instruments	C	15	LIBF	150
Financial Institutions	C	15	LIBF	150
Banking Regulations	C	15	LIBF	150
Year 2				
Compliance in International Banking	C	15	LIBF	150
Fintech Foundations	C	15	LIBF	150
Alternative Finance	C	15	LIBF	150
Master Thesis: Master Thesis & Colloquium	C	45	LIBF	450

C = Compulsory

All modules are level 7

Master Thesis with Finance focus

* IU modules that contribute to LIBF award

IU Award To gain the IU Degree, students must pass all modules.

LIBF Award To gain the LIBF Degree, students must pass the equivalent of 205 UK Credits including all LIBF modules and all IU modules marked with an asterisk

PgCert must have a minimum of 60 UK Credits

PgDip must have a minimum 120 UK Credits

Overview Elective Section

*Students should choose two modules (10 UK credits each) in elective A and two modules (10 UK credits each) for elective B to be able to further specialise in one of the following areas: Big Data Management, Engineering Management, International Marketing, IT Management, and Leadership for LIBF. The MA Management (IU) offers the opportunity to acquire a Major in Management in one of these fields.

Major Option in:	Elective A	Elective B
Big Data Management	Data Science and Analytics	Big Data
	Data Science	Data Utilization
	Analytical Software and Frameworks	Application Scenarios and Case Studies
Engineering Management	Manufacturing Methods Industry 4.0 & IoT	Product Development & Design Thinking
	Internet of Things	Product development
	Manufacturing Methods Industry 4.0	Design Thinking
International Marketing	Sales, Pricing and Brand Management	Consumer Behaviour and Research
	Global Brand Management	International Consumer Behaviour
	Sales and Pricing	Applied Market Research
IT Management	IT Project and Architecture Management	IT Governance and Service Management
	IT Project Management	IT Service Management
	IT Architecture Management	IT Governance and Compliance
Leadership	Leadership and Change	Leadership and Corporate Governance
	Leadership	Business Ethics and Corporate Governance
	Change Management	Seminar: Current Issues in Leadership & Management

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 organisation's ethos. Students are expected to undertake a considerable amount of independent study: reading, industry-related research, and

personal reflection. Webinars and online discussion forums support your 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 your lecturer 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 for an independent study experience. 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 as an independent study mode, with both synchronous and asynchronous support from module lecturers.

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 methodology and strategies, IU's didactic approach aims to enable students to acquire knowledge in a manner that is suitable to their individual needs and learning styles, while the teaching staff maintains 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 students 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 both in printed format and as digital documents (PDFs) for 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 on exercises and practical examples. All compulsory courses include online tutorials. It is normally possible to join the tutorials any time. In addition, recordings of the tutorials will be offered for asynchronous learning.

Podcasts and video lectures

Podcasts and video lectures are primarily supplementary features for learning. Experienced professors and teachers explain the essential material of the textbooks 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 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

Students 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 organised 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 tutors links to the booking tool for online exams or *Turnitin* submission 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: IU/LIBF module leaders will be responsible for setting assessments as outlined in the module specifications and within IU/LIBF approval processes. All types of assessments are stated in the course handbook and are explained in the virtual platform myCampus, or at the end of this documentation (chapter 13).

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 Master of Arts Management 60 ECTS (IU) and Master of Science Management with Finance (225 UK Credits), respectively.

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 one year IU Master of 60 ECTS is 1800 hours of workload, so not corresponding to a post-graduate diploma, but rather to a one year Master's degree in UK with 180 UK Credits. That is why QAA also states, that sometimes a 60 ECTS Master

corresponds to a one year Masters degree (LEVEL 7) in UK depending on the country and workload of the European institution⁷.

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. Our present Dual Degree programme consists of 225 UK Credits: LIBF modules are 15 UK Credits per module and the dissertation is 45 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

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 universities.

Whereas:

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

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

The London Institute of Banking & Finance

Students will normally be required to meet the following entry criteria:

1. Normally a 2.1 Honours UK degree (or equivalent*) from a recognised institution

OR

2. The London Institute of Banking & Finance Chartered Associateship (through the 'qualification' route):

⁷ <https://www.qaa.ac.uk/docs/qaa/quality-code/higher-education-credit-framework-for-england.pdf> (last accessed June 2022).

Candidates not possessing requirements the above may be considered if they can demonstrate their ability to achieve at this level and contribute to the debates, discussions and work of the learning set. In this case, applicants may be interviewed and / or required to submit a piece of written work in addition to their application to enable an assessment to be made of their suitability for the programme.

Applicants for whom English is not their first language would be expected to demonstrate their competence through achieving an IELTS score of 6.50.

*equivalent could be an achievement of GPA 3.3 – 3.7 from a recognised international institution

IU International University of Applied Sciences

1. Completed undergraduate degree with 180 ECTS from an officially recognised university
2. At least a “satisfactory” or Grade C equivalent earned in your previous education
3. Proof of at least one year’s qualified work experience completed prior to the start of the course (and gained after completion of the undergraduate degree).
4. Since the study programme is taught in English, proof of commensurate English skills is also required. Students provide one of the following as evidence of your English skills:
 - TOEFL (at least 80 points)
 - IELTS (at least level 6)
 - Duolingo English-Test (min. 95 points)
 - Cambridge English Certificate (at least Grade B)

Equivalent proof, e.g. Speexx B2.2 Certificate (through the free IU English course). Please note: proof must be provided before the course begins and must be no more than two years old. If the candidate has already completed the initial degree in English or is a native speaker of English, he or she does not need to provide additional evidence of his or her English language skills.

5. Additionally, and depending on the previous education, the following entry options are applicable:
 - 240/210 ECTS from first degree: direct entry is possible
 - 180 ECTS from first degree: it is required to provide proof of two years of qualified work experience.
6. For further details and information please also see the IU General Admission and Enrolment Regulations which have been provided with the validation documents.

If applicants do not satisfy these criteria, they can communicate with Admissions and discuss entry requirements.

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.

IU's MA Management can take graduates pretty much anywhere in the business world. No matter the project, company, or industry, talented managers and team leads are always in high demand. With this master's degree in management, they will not only gain the transferrable skills that businesses everywhere are looking for but be able to focus their skills to an area of their choice. With this qualification, graduates can start an exciting and rewarding career in their field of interest with the ability to take on management responsibilities right away.

Examples of career opportunities:

Change Manager

Change Management involves all projects, activities, measures and duties that effect wide-reaching changes in a business. For the most part it involves development of new strategies, change existing strategies, updating technical and organisational systems, improving processes and procedures or shaping and changing the habits of an organisation's employees. As a Change Manager, graduates will accompany and guide the company through these processes.

Project Manager

As Project Managers, graduates take the reins for a company project. They lead, organise, budget and keep view of the bigger picture. They are responsible for the planning, implementation, acceptance and post-processing of projects. This can involve product launches, website relaunches, business restructuring and similar projects. As part of these projects, their role is primarily to coordinate and delegate the corresponding roles and be available as the project contact partner.

Consultant

As Consultants, graduates advise various businesses. These consultations could be on general management of the business or how to precisely implement change. Graduates can easily adapt their basic consultation concept to the individual needs and assignments of their client but ensure all parties reach their targets fairly and on time.

Senior Brand Manager

Successful branding is more than just making a creative impact. As a brand manager, graduates advise according to brand values, communication and coordinate departments

to ensure goals are met, and execute on-point marketing that resonates with their target customers. They are a central component to cross-departmental collaboration for in-house brand management or external management of B2B or B2C clients. They have a keen eye and deep understanding of what it takes to create, market, and expand a successful brand, while keeping budgets, timing, and company goals in check.

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

Postgraduate Certificate (PgCert MF)*

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

- LO1.** Demonstrate comprehensive knowledge and understanding of core areas of, and originality in the use of concepts and theories about Management.
- LO2.** Demonstrate a comprehensive knowledge and understanding of current academic and practice-based debate on issues in Management
- LO3.** Critically analyse, evaluate and employ subject-specific theories and tools, empirical evidence and concepts relating to Management generally, and how these apply in a practical work environment.
- LO4.** Identify, analyse and critically interpret industry, academic articles and data, and examine the relationship between theory and empirical testing.

* Must have a minimum of 60 UK Credits

Postgraduate Diploma (PgDip MF)*

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

- LO1.** Demonstrate a critical understanding of the interrelationships between finance and the business, and regulatory environment, and the role of management and technology, at both a local and global level.
- LO2.** Demonstrate a critical understanding of the role of banking and finance from a management perspective in the wider socio-economic environment.
- LO3.** Critically analyse, evaluate and employ subject-specific theories and tools, empirical evidence and concepts relating to Management, and Finance generally, and how these apply in a practical work environment.
- LO4.** Identify, analyse and critically interpret industry, academic articles and data, and examine the relationship between theory and empirical testing.

* Must have a minimum of 120 UK Credits

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	B.1	B.2	B.3	B.4	C.1	C.2	C.3	D.1	D.2	D.3	D.4	
Year 1 (Level 7)	DLMBGE	Managing in a Global Economy	TA	TA	TA						TA D		TD					
	DLMBSME	Strategic Management	TA D	TA D							TA D		TD					
		Elective A																
	DLMARM	Advanced Research Methods					TD		D						TD	TD	TD	
	DLMBAEOIM	Operations and Information Management	D	D	TD				D	D		TD			T		D	
		Elective B																
	DLMMGSMPO	Seminar: Managing People and Organizations										D	D	D				D
	LIBFMMGFMI01	Financial Markets & Instruments				TA					D	T			D			T
	LIBFMMGFMI02	Financial Institutions				TA					D	T			D			T
	LIBFMMGBRCIS01	Banking Regulations				DA					DA	A			D			DA
Year 2 (Level 7)	LIBFMMGBRCIS02	Compliance in International Banking				DA				DA	A			D			DA	
	LIBFMMGFFAF01	Fintech Foundations				A				D	DA			D			DA	
	LIBFMMGFFAF02	Alternative Finance				A				D	DA			D			DA	
	DLMMTHES	Master Thesis: Master Thesis & Colloquium	A	A	A	D	A	A	D	D	AD			AD	AD	AD		

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 Turnitin. 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

IU uses 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