

# **Master of Business Administration (MBA) /**

# **Master of Business Administration with Finance (MBA)**

## Programme Specification

### 1. GENERAL INFORMATION

UCAS Code	Award	Programme Title	Expected Duration	Mode of Study
	MBA	Master of Business Administration (MBA) / Master of Business Administration with Finance (MBA)	12 - 18 months (FT) 24 - 36 months (PT)	Full time Part time

<b>Credit Count</b>	<b>225 UK Credits</b>
<b>Awarding Institution</b>	The London Institute of Banking & Finance /IU International University of Applied Sciences
<b>Teaching Institution</b>	The London Institute of Banking & Finance / IU International University of Applied Sciences
<b>Relevant subject benchmark statements and other external and internal reference points</b>	<p><b>External</b></p> <p>LIBF modules:</p> <ul style="list-style-type: none"> <li>• Descriptor for a higher education qualification at level 7 in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) <sup>1</sup></li> <li>• Higher Education Credit Framework for England<sup>2</sup></li> </ul> <p>IU modules:</p> <ul style="list-style-type: none"> <li>• German Qualifications Framework (DQR), corresponding to the European Qualifications Framework (EQF)<sup>3</sup></li> <li>• Specimen decree<sup>4</sup></li> <li>• Thuringian Higher Education Act<sup>5</sup></li> <li>• ECTS User's Guide<sup>6</sup></li> </ul>

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

<sup>2</sup> <https://www.qaa.ac.uk/quality-code/higher-education-credit-framework-for-england> [last accessed June 2022]

<sup>3</sup> [https://www.hrk.de/fileadmin/redaktion/hrk/02-Dokumente/02-03-Studium/02-03-02-Qualifikationsrahmen/HQR\\_EN.pdf](https://www.hrk.de/fileadmin/redaktion/hrk/02-Dokumente/02-03-Studium/02-03-02-Qualifikationsrahmen/HQR_EN.pdf) (last accessed June 2022)

<sup>4</sup> [https://www.akkreditierungsrat.de/sites/default/files/downloads/2021/171207\\_Musterrechtsverordnung\\_Englisch.pdf](https://www.akkreditierungsrat.de/sites/default/files/downloads/2021/171207_Musterrechtsverordnung_Englisch.pdf) (last accessed June 2022)

<sup>5</sup> [https://www.tlpk.de/fileadmin/Downloads/Allgemeines/hochschulgesetz\\_mobil\\_optimiert\\_2018.pdf](https://www.tlpk.de/fileadmin/Downloads/Allgemeines/hochschulgesetz_mobil_optimiert_2018.pdf) (German) (last accessed June 2022)

<sup>6</sup> [http://www.ehea.info/media.ehea.info/file/ECTS\\_Guide/77/4/ects-guide\\_en\\_595774.pdf](http://www.ehea.info/media.ehea.info/file/ECTS_Guide/77/4/ects-guide_en_595774.pdf) (last accessed June 2022)

	<p><b>Internal</b></p> <p>LIBF modules:</p> <ul style="list-style-type: none"> <li>• The London Institute of Banking &amp; Finance's Code of Practice for Quality Assurance</li> <li>• The London Institute of Banking &amp; Finance Higher Education Credit Framework</li> <li>• The London Institute of Banking &amp; Finance's General and Academic Regulations for Students</li> </ul> <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"> <li>• IU Quality Manual</li> </ul>
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## 2. PROGRAMME OVERVIEW

### Programme Background

The Master of Business Administration (IU) programmes are the ideal starting point for the next step on the professional path towards a career as a successful manager. The international orientation, focus on current trends and topics in leadership, management and digitalisation as well as an international and diverse student cohort, prepare graduates for a global and increasingly digitalised job market in the field.

The contents 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.

As an example, in line with the above, the MBA programmes seek to ensure that the curriculum incorporates the following:

- The advanced study of organisations, their management and the changing external context in which they operate, through modules such as Strategic Management, Managerial Economics, Business Ethics and Corporate Governance, Managing in a Global Economy
- Preparation for and/or development of a career in management by developing skills at a professional level, or as preparation for research or further study in the area, through modules such as: Innovation and Entrepreneurship, Leadership, Managerial Economics
- Development of the ability to apply knowledge and understanding of business and management to complex or difficult issues, both systematically and creatively, to improve business and management practice, including within an international context, through modules such as: Business Ethics and Corporate Governance, Managing in a Global Economy and Seminar: Current Issues in International Management
- Development and enhancement of a range of general transferable skills and attributes, which, while being highly appropriate to a career in business, are not restricted to this, through modules such as: Strategic Management, Performance

Measurement, Innovation and Entrepreneurship, Leadership, Operations and Information Management

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

#### Programme Aims

The courses aim to:

- Teach expert and general management knowledge and methodological skills.
- Deepen students' knowledge in the areas of business management, leadership as well as banking and finance through academic and practice-oriented modules.
- Teach soft skills such as communication skills and intercultural awareness.
- Confer knowledge on corporate strategies and how to measure their success.

#### Programme Summary

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

In this programme, the degrees awarded by the partnering institutions differ: The programme and degree "Master of Business Administration (MBA) (IU)" comprises of 9 modules plus a capstone project and a total of 60 European Credit points (equivalent to 120 UK Credits). The "Master of Business Administration with Finance (MBA) (LIBF)" comprises of 15 modules and a capstone project 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 capstone project with 45 UK Credits. Students intending to earn a dual degree are required to take all 9 modules, including the three finance modules (composing of 2 courses each), and the capstone project with a focus on Finance.

As part of jointly developed programmes, it has been agreed that 90 UK Credits are contributed by IU, whereas LIBF contributes 135 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. 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 (F), as well as 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 understanding of:**

**A1:** The fundamentals of strategy and leadership and the importance of developing future leaders.

**A2:** The links between corporate networks, non-corporate environments and successful management strategies and approaches.

**A3:** Strategy and leadership, different types and functions of organizations as well as management frameworks, theories and tools.

**A4:** Demonstrate a critical understanding of the 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:** Use their cognitive skills for the purpose of critical thinking, analysis and synthesis. This refers to the identification of assumptions, the evaluation of statements and conclusions in respect of their validity and correctness, logical reasoning, correct definition of terminology.

**B2:** Synthesize ideas and results and present them orally or in writing using modern IT equipment.

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

**C1:** Integrate existing and newly acquired knowledge into complex contexts on the basis of limited information and drawing on previous work experience.

**C2:** Develop effective problem-solving approaches based on decision-making theories and possess the associated financial, qualitative and quantitative skills needed to identify and solve management problems.

**C3:** Use management theories and approaches to make evidence-based decisions and critically reflect on potential ramifications of decisions.

**C4:** Independently acquire and apply new knowledge and skills to carry out practice-based management projects.

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

**D1:** Develop creative problem-solving approaches in close collaboration with others.

**D2:** Broaden their professional skills by acquiring additional knowledge and skills in the areas of business administration and management which – together with knowledge from previous studies - enables graduates to take on leadership tasks and positions in related fields.

**D3:** Evaluate decisions in terms of their ethical relevance and critically reflect on their professional actions in the context of expectations and implications for wider society.

#### 4. THE STRUCTURE OF THE PROGRAMME

The structure of the programme is set out below:

Module Name	C	UK Credits	Owner	Workload
<b>Year 1</b>				
Leadership*	C	10	IU	150
Innovation and Entrepreneurship*	C	10	IU	150
Corporate Finance*	C	10	IU	150
International Marketing	C	10	IU	150
Managerial Economics*	C	10	IU	150
Performance Measurement	C	10	IU	150
Strategic Management*	C	10	IU	150
Business Ethics and Corporate Governance*	C	10	IU	150
Operations and Information Management*	C	10	IU	150
Financial Markets & Instruments	C	15	LIBF	150
Financial Institutions	C	15	LIBF	150
Banking Regulations	C	15	LIBF	150
<b>Year 2</b>				
Compliance in International Banking	C	15	LIBF	150
Fintech Foundations	C	15	LIBF	150
Alternative Finance	C	15	LIBF	150
Capstone: Capstone Thesis & Thesis Defense	C	45	LIBF	450

C = Compulsory

All modules are level 7

Capstone project 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 of 120 UK Credits

#### 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 students' developing

abilities to critique and challenge models, theoretical frameworks, and any work-based exposure they may have had, via debate, discussion, research and reports, with the lecturers and fellow students. The mix of discussion and personal research, 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 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 their studies.

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 classrooms 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 at 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 synchronised. 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 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 platform 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. They 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 Business Administration 60 ECTS (IU) and Master of Business Administration 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 institution<sup>7</sup>.

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):

<sup>7</sup> <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.

Proof of at least one year's qualified work experience completed prior to the start of the course and at least two years before graduation.

\*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 (210 ECTS for the 60 ECTS variant)
2. Proof of at least one year's qualified work experience completed prior to the start of the course.
3. Proof of at least two year's qualified work experience completed by the end of the course.

Since the study programme is taught in English, proof of commensurate English skills is also required. It can be provided in one of the following as evidence of the English skills:

- TOEFL (at least 80 points)
- IELTS (at least level 6)
- Duolingo English test (at least 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.

### **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.

MBA graduates are highly attractive to employers all over the world. From start-ups to large corporate leaders, our MBA graduates find a path to a successful career in international management, with a focus on graduates' specialist areas. Following are examples of positions that our MBA graduates may pursue:

### *Business Development Manager*

As a Business Development Manager, graduates play a key role in establishing growth of businesses, building business relationship networks, and seeking out new leads. They analyse trends and markets and use their knowledge to advise on market potential for various products and services. The acquired skills in finances and investment provide a solid basis for advising clients as well as leaders of organisations.

### *Consultant*

As a consultant, graduates advise organisations in matters of expansion, investment and change establishment. With their expert knowledge, consultants are able to provide guidance in a variety of areas of a business including general management, business to business negotiations, investment potential, or process implementation across multiple departments.

### *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 BAF)\***

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

- LO1.** Demonstrate comprehensive knowledge and understanding of core areas of, and originality in the use of concepts and theories about Business Administration.
- LO2.** Demonstrate a comprehensive knowledge and understanding of current academic and practice-based debate on issues in Business Administration.
- LO3.** Critically analyse, evaluate and employ subject-specific theories and tools, empirical evidence and concepts relating to Business Administration 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 BAF)\***

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

- LO1.** Demonstrate a critical understanding of the interrelationships between finance and the business, and regulatory environment, and the role of technology, at both a local and global level.

- LO2.** Demonstrate a critical understanding of the role of banking and finance from a business perspective in the wider socio-economic environment.
- LO3.** Critically analyse, evaluate and employ subject-specific theories and tools, empirical evidence and concepts relating to Business, 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	C.1	C.2	C.3	C.4	D.1	D.2	D.3
Year 1 (Level 7)	DLMBLSE	Leadership	TA D	TA	TA		A				TA			D	D
	DLMBIE-01	Innovation and Entrepreneurship		TA			A		T D				D		
	DLMINRE	Corporate Finance		D	TA		A		D	D	D			D	
	DLMMARE	International Marketing		TA	TA		A		D	D	D		D		
	DLMBME-01	Managerial Economics			TA D		A		AD	D	D			D	
	DLMBPM	Performance Measurement	TA	TA	D		A		D	DA	DA			D	D
	DLMBSME	Strategic Management		TA D	TA D		A		D	D	D		D	D	
	DLMBAEBCG	Business Ethics and Corporate Governance	D	D	D		A D		D	D	D	D	D	D	T D
	DLMBAEOIM	Operations and Information Management	D		AD		AD	TA	D	D	D	D		D	
	LIBFMMGFMII01	Financial Markets & Instruments				T	A	D	D	TA					D
	LIBFMMGFMII02	Financial Institutions				T	A	D	D	TA					D
	LIBFMMGBRCIS01	Banking Regulations				TA D	A	D	D	TA D					D
Year 2 (Level 7)	LIBFMMGBRCIS02	Compliance in International Banking				TA D	A	D	D	TA D					D
	LIBFMMGFFAF01	Fintech Foundations				D	A	D	D	TA					D
	LIBFMMGFFAF02	Alternative Finance				D	A	D	D	TA					D
	MBCPA	Capstone: Capstone Thesis & Thesis Defense	D	D	D	D	D		D	D	D	D	D	D	D

### 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.

### Presentation

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