LONDON COLLEGE
OF INTERNATIONAL BUSINESS STUDIES

Student Handbook

2014/2015

(To be reviewed – September 2015)

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Introduction from President and COO

Welcome to LCIBS - the London College of International Business Studies.

This General Student Guide has been written to help you settle into your studies as quickly as possible. Please read it carefully as it contains significant information that you will need to know and refer to during your studies at LCIBS.

Please also note that this handbook explains the college's rules and regulations which all students agreed to abide by when applying to undertake a programme at the college. So please make sure that you become familiar with these rules and regulations. Please also be aware that, from time to time, there may be changes to college rules and regulations. Important changes will be notified to you, usually through the emails and Moodle.

If there is anything in this handbook that you don't understand, or if there's any information you need that is not covered in this handbook, please ask at the Student Services desk or a member of academic staff.

I look forward to meeting you and on behalf of all staff at LCIBS I wish you a warm welcome, an enjoyable and rewarding time at the college.

Jeff Schultz

President and COO

General Information

College Telephone Number

If you need to contact anyone at the college, please ring on: 020 7242 1004.

College Opening Hours

The college is open 08.30am to 18.30pm Monday to Friday during term time, and from 9.30am to 17.30pm, Monday to Friday during the college vacation period.

Notifying the College of Absences

Please call the college telephone number and leave a message, or e-mail Student Service directly at studentsupport@lcibs.org

If you prefer, you can also send a text message to the college telephone number – 020 7242 1004. However, this will reach the college as a 'voice-text' so you should use full words and not abbreviations. Please also remember to include your full name in your message.

Getting help

If you are having difficulties with any aspects of your studies, accommodation or want to talk to someone about personal difficulties, please contact Student Services.

The contact details you are most likely to need are listed below.

Name	Title	Department	Telephone	Contact email
Jeff Schultz	**President and COO**	Management	ext 103	jeff.schultz@lcibs.org
David Greenshields	**Associate Dean of Academics**	Academic	ext 301	david.greenshields@lcib.org
Konstantinos Biginas	**Assistant Dean of Student Welfare**	Academic	ext 301	konstantinos.biginas@lcibs.org
Alex Verderamo	**Director of Finance**	Finance	ext 205	alex.verderamo@lcibs.org
Justyna Janicka	**Academic Registrar**	Registry	ext 208	justyna.janicka@lcibs.org
Pernella Darlington	**Student Support/Welfare Officer**	Student Support	ext 101	pernella.darlington@lcibs.org
Tim Doherty	**IT Manager (and Facilities)**	IT Manager	ext 206	tim.doherty@lcibs.org
Mary Tharayil	**Admissions Officer**	Admissions	ext 200	mary.tharayil@lcibs.org
Sebastian Sobkowiak	**Marketing Manager**	Marketing	ext 102	sebastian.sobkowiak@lcibs.org

Mutual Respect

It is important that we all have mutual respect for each other. Therefore please make sure of the following:

- That your mobile phone is switched off prior to entering the lecture, seminar, tutorial rooms or an office. Place your mobile in either your bag or jacket pocket so that you're not tempted to text! If you have a Smart Phone which you use to access Moodle, please inform your class Tutor.

- Please avoid chatting amongst yourselves during a session, as this is disruptive to both your fellow colleagues and the teaching team.

- Please be on time for each session. We operate by 'Swiss Time'! That means we start at the designated time. If you are late please enter at the appropriate break time, this is normally 50 minutes after the start of the session. Your Class Tutor will be able to inform you of the normal break times.

- Respect each other's opinions and perspectives, even if you might disagree with them. Healthy debate is important to mutual understanding and individual learning. Please also see our policy on equality and diversity.

Induction

You will have received this handbook as part of your induction to LCIBS and your programme of study.

The Induction includes:

- Welcome from Dean
- Introduction to LCIBS staff
- Health & Safety
- Introduction to IT
- The role of the Academic Conduct Officer (ACO) and good academic practice
- Student Services - accommodation, welfare and the UKVI
- Structure of your programme - including the different types of learning outcomes.
- Resources - library facilities.
- Travelling in and around London - Oyster cards and places to visit
- Membership of student organisations

STUDENT SERVICES

Accommodation

Student services can advise on your accommodation needs. We work with three organisations: Britannia Student services who have a range of accommodation, Nido

Living who have three halls of residence in London and Anglo Education Services who owns and manages more than 250 apartments in central London.

Bank Accounts

Student Services can advise on banks local to the college and provide a letter verifying your studentship at the college.

Health

For your own well-being during your stay in London, we strongly advise you to register with a doctor/medical centre in the area where you live. For further advice, please ask Student services. You should also inform us of any health problem that is likely to affect your studies on an ongoing basis. Please email studentsupport@lcibs.org for details.

The nearest **Accident and Emergency** unit to the college is:

University College Hospital
Cecil Fleming House
Grafton Way
London, WC1E 6DB
Tel: 020 7387 9300

NUS Extra Card with International Student Identity Card (ISIC)

Full-time students can apply for an NUS Extra card with ISIC. Information on this will be provided to you on your first day at the college. Unfortunately, part-time students cannot apply for an ISIC card.

LCIBS Identity Card

During Induction Week you will receive a photographic Identity Card. It is important that you keep your LCIBS Student Card with you at all times when attending college. Any member of staff could request that you present your identity card. Additionally, students on a visa must be able to present their college identity card, as and when required.

Letters

Please speak to Admin if you require an official college letter. This might be required, for instance, for the purpose of Council Tax exemption, registering with a doctor/medical centre and to open a bank account. Student Services require at least 48 hours notice in order to prepare the letter and gain the appropriate signatures.

Student Insurance

We strongly recommend that you consider taking out insurance cover to protect yourself during your period of study in the UK. Endsleigh Insurance provides insurance policies that are specifically designed to meet the needs of international students. More information is available at www.endsleigh.co.uk

Transport for London Student Discount Scheme

Full-time students at the college on programmes of more than 1 term are eligible for discounts of up to 30% on London Transport tickets. Information on this will be provided to you on your first day at the college. Unfortunately, Transport for London does not offer the discount to part-time students or to full time students on a 1-term (13-week) programme.

University applications

Students needing advice about applying to university in the UK should speak to Admin. We will be able to explain how to obtain the information you need to decide where to apply. We can also give you guidance on how to make your application. Please, note, however, that we cannot prepare your application for you. If you wish to apply to university in the UK, you will have to be prepared to do plenty of research and to take the time and trouble to complete your application properly.

LIBRARY FACILITIES

London boasts a wealth of libraries, many of which you will have access to including City Business Library and the internationally-renown British Library. Many of the libraries, including the British Library, also house ongoing exhibitions covering numerous topics. Thus providing both a business learning and cultural experience. These and several other libraries are a short walk or bus/tube journey away.

These libraries are free to use and help provide you with valuable resources to assist you in your studies. In addition you should also discover the location, facilities and opening times of a public library near to where you live.

Holborn library

Address: 32-38 Theobald's Rd, London WC1X 8PA
Phone: 020 7974 6345
Opening hours: Mon, Tue, Wed Thu & Fri 10.00 - 19.00
Saturday 10.00 - 17.00 / Sunday closed.

City Business library

Address: 1 Brewers' Hall Garden (off Aldermanbury Square) London EC2V 5BX
Tel: 020 7332 1812
 www.cityoflondon.gov.uk/citybusinesslibrary
Opening hours: Monday to Friday 9.30am to 5.00pm

British Library

The British Library is located near King's Cross station which is a short journey on the Piccadilly line from Holborn underground station. This is one of the most prestigious libraries in the world and students can gain access to various management collections.

Details at http://www.bl.uk/

Other Central London libraries

For information on other public libraries, please visit:
Information on libraries in the *London Borough of Camden -* www.camden.gov.uk/libraries
Information on libraries in the *City of London -* www.cityoflondon.gov.uk/libraries
Information on libraries in the *City of Westminster -* www.westminster.gov.uk/libraries

Student Voice

We are interested in gaining your views throughout your time at LCIBS. There are two key areas where students can express their views and opinions - Programme Committees and Questionnaires.

Programme Committee

The Programme Committee enables student representatives to provide feedback to the programme teams on the quality of the delivered curriculum as perceived by the student. This is aimed at enhancing the student learning experience and the delivery of the programmes. The Programme Committee reports directly to the Quality Assurance and Enhancement Committee which receives the minutes from this sub-committee.

Programme Committee Membership

Programme Manager (Chair)
Academic Tutors/Unit/Module leaders
Student Representatives (ONE per programme)
Secretary to the Committee

A standard agenda is used:

> Apologies
> Minutes of last meeting
> Matters arising
> Communications
> Recruitment and Admissions
> Review
> Student/Staff consultation
> Learning, Teaching and Assessment
> Programme review
> Resources
> Student support
> Any other business
> Date of next meeting

Further details are provided via Moodle under Programme Committees.

Questionnaires

During your time at the college we will ask you to complete various questionnaires. These cover your experiences during Induction, for each taught unit and when you leave the programme. Responding objectively to these questionnaires (which are anonymous) allows us to effectively review our procedures and practices to provide the best learning and development opportunities possible.

Student Association

Purpose

To represent the interests and concerns of the LCIBS student body and to provide recommendations of student issues to the necessary committees.

Representation

Representatives are elected by students within their cohort and serve for a period of one year. Student Association representatives must be enrolled on a LCIBS full-time programme of study and must be in good academic standing (i.e. not suspended or serving a probationary period).

Election Process

Student Association elections are held in October and January of each year.

Campaigning

Students will be allocated a set time period to campaign. Any material submitted to the student body must be fair and equitable.

Voting Procedures

Students will have an opportunity to vote through a properly constituted ballot process. The ballot box will be locked during voting.

Counting and Declaration

A combination of administration and academic staff will witness the counting along with the candidates. The elected members of the association will be announced initially via email and the student portal. Details will be posted on the designated notice boards.

Students with Disabilities

The college seeks to ensure that students with any disability, including specific learning difficulties (e.g.: dyslexia) are provided with appropriate support. It is therefore important that if you have a disability or even suspect that you may have one that you contact Student Services. All information supplied to Admin regarding disabilities is confidential and is covered by the UK Data Protection Act.

The building at 14 Southampton Place is Grade II listed and therefore it is difficult to gain planning permission to make structural alterations. Teaching facilities at both Birkbeck and Anglo American in Bloomsbury have facilities that can accommodate disabled students. Any discussions with your tutors will be undertaken with your permission.

Students with learning difficulties, such as dyslexia, can be provided with additional adjustments for examinations. These can include:

- Additional 25% examination time.
- Examinations in different formats – type face, colours and type size.
- Rest breaks
- Use of a reader or scribe
- Use of a separate room
- Use of a computer for their examination. The laptop is provided by the college and has all access to the Internet removed.

Depending upon the disability students may also be allocated additional time for the submission of assignments. The necessary mitigating circumstances documentation will need to be completed.

College Regulations

Attendance policy

We expect you to attend all sessions. You must have a very good reason for not attending any sessions. If you do have a very good reason for not attending a lesson, you must discuss your need to be absent, where possible, with your tutors and Admin in advance.

If you are absent from college without a very good reason, or with a very good reason but without communicating with us, we will contact you either to ask you why you have not attended or to remind you of this attendance policy (or both). If, after that, you are again absent without a very good reason or with a very good reason but without communicating with us, you will receive a series of warnings. If, after two written warnings, you are again absent from college without a very good reason, or with a very good reason but without communicating with us, your studies at the college may be terminated. In such cases you will be asked to leave the college. No refunds of programme fees will be made in these circumstances. If you have a Student Visa, the UKVI will also be informed that you are no longer a student at the college and thus you will be requested to leave the country.

If you have potential Mitigating Circumstances (See Section below) for your absence then you must provide the appropriate supporting evidence.

If you possess a student visa you must attend a minimum of 85% of sessions to meet UKVI requirements. The college has a legal responsibility to report students to the UKVI who fall below this minimum threshold. It is therefore vital that you attend all classes and inform us of any absences providing the necessary evidence.

The college sets high standards of attendance and punctuality. In short, we expect you to attend all classes and arrive at all your classes on time. It is therefore important that you understand how we monitor your attendance and punctuality while you are a student at the college.

Tutors will monitor your attendance and punctuality by taking a register at each session.

Registry staff will review your record of attendance and punctuality on an ongoing basis and, if there are noticeable and recurring problems, they may speak to you about this. Your tutors may also report any very serious problems with your attendance and punctuality to the Dean. Periodically, the Dean will also examine all session registers to see whether there are any students whose attendance and punctuality are problematic in any way.

Based on your tutor's reports and the monitoring of class registers carried out by the Dean, action will be taken against you if you are not meeting the college's high standards of attendance and punctuality.

In the case of students who require visas to study in the UK, you should also be aware that we are obliged to notify the UKVI of any poor attendance.

Building and Personal Property Security

For security reasons, you should not bring friends into the college without first gaining permission. If your friends arrive to see you unannounced, we cannot come looking for you, and they cannot walk round the college on their own. We therefore suggest you arrange to meet your friends outside the college building and then bring them in yourself.

Under no circumstances whatsoever should you give the entry code to anyone who is not a student at this college. When you enter the building please also make sure that the door is closed behind you and try not to let any strangers see the code you are dialling. If visitors come into the building behind you, please direct them to Reception.

Although the college takes out the legally required insurance cover on employees and students, your personal possessions are not covered. It is stressed, therefore, that you take great care to safeguard your own personal property.

Change of Contact Details

If you change your e-mail address, postal address or telephone number during your time at the college, please inform Admin as a matter as priority.

Student Complaints Procedure

1.0 Introduction

1.1 These procedures are designed to ensure that complaints against the college are treated fairly and seriously. If found valid they are acted upon and the interests of the individual student and the student body are protected as so far it is possible by the college.

1.2 Specific procedures already exist for the following and students are directed to the requisite documents:

- **Appealing against an Internal Verification/Examination Board decision.**
- **Breaches of equal opportunities regulations.**
- **Breaches of student regulations**

1.3 The following complaints procedures are not designed to cover such issues as: Lost coursework, lectures arriving late or missing classes (without explanation), late return of course work, problems with accommodation and other related types of issues. These are issues that should normally be dealt with through Student Services. However if these issues are either unresolved with all attempts to resolve them exhausted or are on-going then there may be cause to refer to the following procedures.

1.4 These procedures and any resultant decision arising from them are not intended to give legal rights or obligations on the part of the college and partner institutions to pay compensation either in respect of the decision made pursuant to the decision or for the breach of these procedures. These procedures are intended to seek a resolution of the student grievance by the college.

2.0 Principles

2.1 The underlying principles of these procedures are that complaints will be:

- Handled impartially and equitably without prejudice to the rights of the individual or group of students.
- Treated consistently across the college.
- Handled as swiftly as possible.
- Progressed through two stages – informal and, where necessary, formal.

3.0 Procedures – Informal Stage 1

3.1 In the first instance the student should discuss their complaint/concern with a tutor or member of Student Services. If on an internship programme, the student should make direct with the college's Faculty Mentor.

3.2 The member of staff should discuss the complaint/concern fully with the student. If the member of staff believes that this matter should be discussed with another member of staff then the student's consent (in writing – this can be by email) must be obtained.

3.3   Any resolution of the complaint/concern should be briefly documented. A copy of the outcome should be sent to the student (normally this would be via email).

4.0   Procedures – Informal Stage 2

4.1   Where a resolution cannot be sought via the Informal Stage 1 then the student has the right to refer it to the nominated Programme Lead. If the complaint concerns the Programme Lead then it is automatically referred to a senior member of Academic Board (nominated by the President for Academics).

4.2   The Programme Lead must investigate the complaint fully normally within 14 working days. The Programme Lead, where possible, should meet with the student to discuss the issue and seek an amicable resolution. Alternatively there should be written correspondence between the two parties.

4.3   Any resolution of the complaint/concern should be briefly documented. A copy of the outcome should be sent to the student (normally this would be via email).

5.0   Procedures – Formal Stage

5.1   Where agreement cannot be reached through the two informal procedures the student can proceed to the formal stage.

5.2   Within 14 working days of the final meeting at Informal Stage 2, the student must place in a formal letter:

- The substance of the complaint
- The reason(s) why they are dissatisfied with the outcome of the two Informal stages.

5.3   This letter must be sent/handed to the President for Academics. The President for Academics must then (normally within 7 working days):

- Acknowledge in writing (this can be via email) receipt of the formal complaint.
- Advise in writing (this can be via email) any member of staff or the student body that a formal letter of complaint has been received by the college.
- The President for Academics must then fully investigate the complaint and in so doing organise meetings with both the complainant and anyone who is subject of the complaint. The student has the right to be accompanied to the meeting by a person of their choosing. However, the President for Academics should, as a matter of courtesy, be informed at least 12 hours prior to the meeting. Legal representation is not permitted.
- This investigation should normally be concluded within 14 working days.

5.4   Following their investigation the President for Academics should decide on the following outcomes:

- There is no reasonable justification for the complaint and the complaint is dismissed.

- There is reasonable justification for the complaint.
- Decide whether the complaint should be progressed through other college procedures. These procedures can include disciplinary. Once this decision is taken then the complaint is finalised.

5.5   The President for Academics must then (normally within 7 working days) formally in writing:

- Notify the complainant, any member of staff or students involved in the complaint of the outcome.
- Provide recommendations to resolve the issues which all involved parties are invited to accept.
- Provide recommendations to resolve the issues which all involved parties are invited to accept.
- Provide a timetable for appropriate action steps that can be agreed by all involved parties.
- Request, in writing, acknowledgement and agreement from the parties involved in the complaint.

6.0   Appeal Procedures

6.1   Where the student remains dissatisfied either with the decision or the fulfilment of the recommendations they have the right to submit an appeal to the President of LCIBS.

6.2   The student must submit the appeal within 10 working days from receiving the written decision of the President for Academics. The student must explain the reason for the appeal in the light of the original complaint.

6.3   In the first instance the appeal letter must be addressed to the Presudet of LCIBS who on receiving the letter shall normally within 7 working days:

- Acknowledge the receipt of the appeal letter.
- Decide to enforce the implementation of the recommendations stated at the end of the formal stage.
- Seek an agreement for an alternative set of recommendations.
- Dismiss the case providing, in writing, the rationale.
- Determine if there is sufficient reason to convene a Complaints Panel which will hear the appeal.

6.4   A complaints panel must consist of members from both the Academic and Advisory Boards, thus providing both an internal and external reference points. Members of staff who have been involved in the informal and formal processes cannot sit on this panel. The panel will be chaired by the President (or appropriate nominee).

6.5   The panel should normally hear the complaint within a reasonable time frame after the decision of the President to proceed to panel.

6.6   The hearing will take place at LCIBS on a date and time to be notified in writing to the student, staff and students concerned with the complaint normally 14 working

days in advance.

6.7   The student and staff members directly involved may be accompanied by another person, however this cannot be legal representation.

6.8   If the student or member of staff request to enter additional documentary evidence this must be provided to the Chair of the panel at least five working days prior to the meeting of the panel.

6.9   The Chair of the panel will explain to the student and staff members directly involved in the complaint the process that the panel will follow in hearing the case.

6.10   The panel shall establish the exact nature of the complaint, establish and consider the facts, as far as possible.

6.11   The panel will, through the Chair, report their findings and decision to the parties involved in the complaint within five working days of the meeting.

6.12   The decision of the panel will be final.

Assessment

Your performance will be assessed by the Board of Examiners in accordance with the Regulations Governing Examinations in Programmes of Study.

Candidates shall be assessed in the units for which they are enrolled in each year of study. At the direction of the Board of Examiners candidates may be required to attend a viva voce examination.

With each unit candidates shall be assessed by coursework; examination; a combination of coursework and examination in accordance with the agreed regulations.

To pass the unit, the student must meet the unit learning outcomes. Criteria describe performance for the work at pass, merit and distinction levels.

You must complete and submit all assignments by the deadline date. Any work which is submitted late will be penalised.

Eating and drinking

In the first instance students must use the Student lounge and occasionally into designated classrooms.

 You must also observe the following if having drinks or snacks in classrooms:

- Please be careful not to spill food and drink on the furniture or floors in classrooms.
- In order to prevent any damage and for health and safety reasons please do not eat or drink at any computer desks.
- Please do not consume hot food in classrooms and please avoid bringing other strong-smelling food into classrooms.
- Please ensure the classrooms and tables are clean after you've finished eating.

- Please do not leave litter on tables – make sure you throw away your food and drink wrappings and any unfinished food. Do not leave tables dirty with food, spillage, etc.
- Please take unfinished drinks to the toilets and dispose of them there. Do not put unfinished drinks in the classroom bins.
- Please do not eat or drink (apart from water) while lessons are in progress. Eating and drinking should occur in classrooms only before or after lessons, or during breaktimes and at lunchtime.
- Please check notices in classrooms to know in which classrooms you may have drinks or cold snacks. Please do not consume food and drink in any other classrooms.

Engagement

While you are attending your programme at the college, we expect you to be fully committed to your studies. When you are actually in class, we expect you to be fully engaged at all times, actively and constructively participating in activities

Equality and Discrimination

In delivering and administering its programmes, the college strives to create an educational environment in which all students and staff are treated equally by one another and can work free of discrimination. The college therefore requires all students and staff to treat one another fairly and respectfully, and not to treat any student or member of staff less favourably because of their sex, sexual orientation, marital status, gender reassignment, pregnancy, race, colour, nationality, ethnic background, religion or belief, age, disability or union membership status.

Good Academic Practice

Developing your approaches to communicating your ideas and work is key to your programme. These will involve developing skills in communication and working practices and following standards of conduct concerning these.

It is a vital part of your studies that you adopt good academic practice and conduct. Academic conduct is more than how you interact with both your peers and staff, it is also about how you undertake your studies. We hope that all students will undertake their studies in an honest and professional manner.

The definition of unfair practices (though not exclusive) includes:

- Plagiarism – The presentation of other people's work as your own.
- Collusion – Where two or more students work together to produce an assignment submission which is supposed to be an 'individual' piece of work.
- Falsification of data – This is the invention of data and/or the changing of data to provide a particular point of view.
- Purchasing of assignments – This is where a student either commissions or purchases an assignment from another student or an organisation.
- Taking authorised material or devices into an examination room.

Plagiarism

Plagiarism is the act of taking or copying someone else's work, including another student's and presenting it as if it were your own. Typical plagiarists use ideas, texts, theories, data, created artistic artefacts or other material with acknowledgement so that the person considering this work is given the impression that what they have before them is the student's own original work when it is not. Plagiarism can also occur where a student's own previously published work is re-presented without being properly referenced. Plagiarism is a form of cheating and is dishonest.

When you submit coursework, you will need to sign the following declaration to ensure that you understand that the work being submitted is your own.

I declare that this is all my own work and does not contain unreferenced material copied from any other source. I have read the College's policy on plagiarism and understand the definition of plagiarism. If it is shown that material has been plagiarised, or I have otherwise attempted to gain an unfair advantage for myself or others, I understand that I may face sanctions in accordance with the policies and procedures of the College. A mark of zero may be awarded and the reason for that mark recorded on my file.

Electronic Detection System

The College has introduced an electronic submission system and electronic detection system in order to help ascertain if any plagiarised material is present. At enrolment you have given your consent to your work being submitted to electronic detection systems.

Plagiarism offences

Should a member of staff suspect that your coursework contains plagiarised material, you may be asked to attend for interview to discuss the piece of work. A record of the meeting will be kept. You may also be required to undertake an oral examination on the content of your work. If plagiarism is found to have occurred, you will be penalised in accordance with the information provided in this handbook. A note will be placed on your file and the offence will be recorded on the College's plagiarism register.

Where there is suspected Unfair Practices this will be initially investigated by the Academic Conduct Officer at LCIBS. Various penalties can be imposed ranging from an award of a zero mark for a particular piece of work through to dismissal from the programme.

During the induction programme you will see a presentation on Good Academic Practice. We appreciate that for many of you this is the first time that you have had to consider this particular aspect of study. Additional material will be provided during your programme and the academic staff will also be able to advise you on good practice.

Good Conduct and Disciplinary Procedures

The college require students to meet required standards of good conduct.

Students should note that we may seek to terminate your studies without prior warning if there is proven <u>gross misconduct</u> on your part. The following list, though not exhaustive, indicates areas which the college deems as gross misconduct:

- Deliberate damage to college property.
- Theft of college property.
- Dishonesty in your dealings with the college.
- Infringement of college rules of a nature that is a risk to the safety of people or property.
- Being under the influence of non-prescribed drugs when at college.
- Being under the noticeable influence of alcohol when at college.
- Refusal to comply with college rules and regulations.
- Improper use of college property.
- Refusal to obey a proper instruction from any member of the college staff.
- Insulting, abusive or threatening behaviour towards any student, member of staff, or to any member of the public who is visiting or passing the college building.
- Conviction of a serious criminal offence.

Finally, please note that **there is no entitlement to any refund of fees if your studies are terminated for disciplinary reasons.**

Mobile phones

Mobile phones must be switched off at all times during teaching sessions. Make sure you switch your mobile phone off before you come into class. If your mobile telephone rings repeatedly during a session, your tutor may be obliged to ask you to leave the classroom.

If you are using a Smart Phone to access Moodle, please inform your class Tutor.

Professional Conduct during Classes

While at the college, you are expected to conduct yourself as a business professional. This not only involves observing the requirements specified under the headings of attendance, punctuality, engagement and programme work; it also means appreciating that, while in class, you are expected to conduct yourself in an adult fashion. Your tutor has the authority to take action they feel is necessary to ensure the smooth running of the class. If there is disruptive behaviour a student can be requested to leave the class.

Punctuality

Please ensure that you check your timetable for the start time of your. Please arrive on time. If you are late, you may be required to wait until the mid-session break before being allowed to enter the class.

Please also make sure you are punctual returning to classes after the mid-session break. Do not take a break for longer than is specified to you by your tutor. Once again, if you are late returning to class after a break, you may be refused entry to the class, at your tutor's discretion. You should also avoid making any arrangements outside college that will lead to you having to leave any classes early. You should be in a position to be present at all your classes.

Start of Term

Please note that it is not acceptable to arrive back at college after the start of term. You should be back at college by the start of term. If this is likely to be a serious problem for you, please speak to Student Services without delay.

If there are truly exceptional reasons why you are not able to return to college on time on a particular occasion, we might consider granting you permission to arrive back late. Please also note that, if you are not back at college at the start of term, and you have not obtained permission for your late arrival, your place in any subject could be offered to another student. You could therefore lose your place in any subject, without refund of fees.

Keeping the College Clean and Tidy

Waste bins are provided in every room so please do not throw your litter on the floor, or leave it behind on the desks in classrooms. If you bring newspapers or magazines into the college, please throw them away after you have read them.

Smoking

It is against the law to smoke anywhere within the college (including in the toilets) and on the steps at the front of the building.

Wireless-enabled laptops

Students with wireless-enabled laptops and who require wireless internet access within the college need to have their laptop set up for this purpose. Please ask for help on this from Reception

EXAMINATION REGULATIONS

Special regulations apply to all examinations. Please read these regulations carefully - they are simple, but important, and are designed for the benefit of all students. During the examination period there will be a Chief Invigilator and at least two invigilators per examination. The Invigilators hold authority during the examination and all students must take instruction from them.

Please arrive in good time for your exams. If you arrive late, you may not be allowed to take the exam. Aim to arrive at college <u>one hour before</u> the exam is due to start. In this way, you will ensure that you still arrive on time even if you experience transport problems. Please go to the exam room at least 15 minutes before the start of the exam.

Please switch off your mobile phone before you enter the exam room. During the exam, your switched off phone should be placed in your bag and coat. You bag and coat must be placed at the front of the examination room.

Visit the toilet before the exam starts. If you require the toilet during the examination raise your hand to seek attention from one of the invigilators and wait till they come to you. An invigilator will accompany you to the main door to the toilet. All toilets will be inspected prior to and during the examination for documentation that may have been purposely left. When you enter the exam room, sign in on the sheet provided at the entrance to the room. If you arrive more than 10 minutes late, you will <u>not</u> be allowed to enter the examination room.

During the exam, you may not borrow items from other students so please bring your own pens, pencils, pencil sharpener, eraser and ruler, and (and tissues if you will need them).
If the exam is one that requires the use of a calculator, you will also be issued with a college calculator. You must not use any other calculator during the exam.

You will be issued with answer booklets in which you will need to write all your answers. There will also be spaces available for rough work in the answer booklets. No other writing paper will be allowed on your desk. You will not be allowed to remove any papers from the examination room.

You may take a small bottle of still water into the examination room with you but <u>no other food or drink</u> items will be allowed.

When the examination starts, the only things on your table should be your exam paper, answer booklet, writing equipment, college dictionary, college calculator (if required), and a bottle of still water (if you think you will need it). Nothing else must be on your table when the exam begins.

During the exam, you can leave your bags and any coats at the front of the examination room. You will have no access to either your bags or coats during the examination.
On entering the examination room, and for the remainder of the examination do <u>not</u> talk to other students or try to communicate with them in any other way.

You may not leave the examination room during the first 30 minutes and the last 15 minutes of the examination.

If you finish early, don't make any noise or cause any disruption, and don't distract other students or attempt to communicate them with in any way.

At the end of the exam, you must stay seated until the invigilator has collected examination papers, answer booklets and calculators from all students.

You must submit your question paper and your completed answer booklet. You must also write your student number on your completed answer booklet.

Any suspicions of unfair practices associated with the examination will be thoroughly investigated. The student will be called to an investigatory meeting. If the student has been found to have engaged in unfair practices then the panel can impose a range of penalties including awarding a zero mark for the assessment and/or recommendation for dismissal from the college. In the latter case the student would not be entitled to a refund.

LCIBS General Assignment Guidance (OCTOBER 2013)

Required:

- Your assignment must demonstrate an understanding of the aspects of all the learning outcomes in order to achieve a pass mark. Real-life examples should be given, where appropriate, to indicate an appreciation of how the theory applies in practice especially to any organisation(s) you have been explicitly asked to select in the assessment brief.

- The requirements to achieve a pass, merit or distinction will be made clear in the assessment brief provided. Being able to apply your comments and review information against more than one organisation to illustrate the points you are making will often be required to gain a higher outcome for the assessment criteria.

- Assessments are written to levels with expectations about the task matched to the level. Unit tutors work with students to develop your understanding of the outcomes and expectations as given in the unit learning outcomes and the assessment brief.

- Students are reminded that appropriate standards of presentation for any work, whether written or oral are required.

- Guidance will be given on extent of work to be provided, you are required to heed this and provide evidence which fits these limits. Producing too little may not provide enough to demonstrate your understanding, providing an excessive amount means you are leaving too little time for work on other units.

- Your work needs to be submitted in accordance with the requirements in the Programme HANDBOOK/Ver1.02013 under the heading "Submission of Coursework".

DEADLINES

- You must meet the submission deadline provided: check and comply with these as they are absolute. The information on assessments schedule will be outlined on Moodle. In the event of a particular difficulty please check your Student Handbook to see what help can be obtained.

APPENDICES, DIAGRAMS

- You may include Appendices, which do not count for word-count purposes provided they are clearly labelled and are referred to in the body of the text.

- Diagrams and models are excluded for word-count purposes, all must be clearly referenced.

ROUGH WORK

- All rough work / developmental work for an assessment should be retained, it may be asked for formally in submission or for meetings with staff, please do ensure you can always furnish these.

REFLECTION

- Staff will expect each student to keep a self-assessment record of progress, which can be discussed with personal advisors/ unit tutors as you wish.

GROUP-WORK

- For any assessment with formal group-work, you are required to keep An individual Diary of Events. The format of this should indicate dates, times and venues of meetings, who attended and how the work was divided up. In particular, each person should reflect on whether the work done was to the satisfaction of other group members. This Diary should reflect on the experience of each member of the group and needs to be submitted with the group-work. Group work will anticipate separate submission of the Diary of Events logs AND a Peer Group Assessment Review.

- If the assignment includes an element of group work you are reminded that under EDEXCEL regulations there is no such thing as a group mark. Each student will be assessed on and has to pass each Learning Outcome.

- Additional requirements for presentations: please provide an additional TWO copies of your PowerPoint slides for your assessors.

PRESENTATION

Cover page

- You must include with the written element of your assignment a cover page with your personal and course details using the information provided. see example.

General presentation

- Any work arranged with the unit tutor to be handed in outside of the Turnitin system, must be securely bound, with each page numbered and indicating your name / student identifier, including appendices.

- Use font style Arial, Tahoma or Calibri, with font size 12 used for the body of text.

- Use paragraph line spacing is 1.5 and alignment is justified.

- Ensure that the layout of your documents is in an appropriate professional format, using headings as necessary.

- Ensure that all work has been proof-read, spell and grammar-checked prior to submission.

- Test out a final draft by printing this so you can see how it will appear.

References

- Ensure that all references are quoted at the end of any question/document submitted; you must apply the Harvard System of Referencing in your work in both written work and presentations.

TURNITIN

- INSTRUCTIONS ON HOW TO WORK WITH SUBMISSION FOR TURNITIN WILL START WEEK 5 READY FOR SUBMISSION WEEK 6.

Mitigating Circumstances

Mitigating circumstances are also known as extenuating circumstances.

Definition

> "Mitigating circumstances can be defined as circumstances that are *beyond the student's control* and which *could not be reasonably predicted/accommodated* by the students and which *impair the performance of the student in assessment.* "

Normally Mitigating Circumstances will cover, though not limited to, sudden illness and bereavement. Normally the following are not considered Mitigating Circumstances: the number of assessments and the proximity of those assessments, pressure of work, mis-reading of the assessment timetable, the scheduling of vacations and other times abroad.

On-going conditions and other disabilities are normally considered under separate regulations and thus should not fall within the confines of this definition. However, some students affected by on-going conditions may be impacted by 'specific' difficulties related to their on-going condition. When there is a specific 'flare up' in their condition at the time of the assessment, the Mitigating Circumstances Panel (MCP) may consider the additional difficulties experienced by the student under these regulations.

Process

The student must complete a Mitigating Circumstances Form (MCF) and provide documented evidence to support their submission. Documented evidence includes, but is not limited to, medical certificates, counsellor's statement and death certificates. However it should be noted that there could be cases where either no documented evidence is available or would be difficult to obtain. In such cases the panel can still consider the merits of the case; this may include interviewing the student who has lodged the submission. However these will be considered as rare cases.

It is the responsibility of the student to provide the necessary documentation.
These documents must be submitted to Student Services either immediately prior to or shortly after the specified assessment.

The MCF and supporting evidence is then reviewed by the Mitigating Circumstances Panel in relation to the definition of MCs. The panel must decide whether or not the case, as presented, demonstrates a significant impact upon the student and their performance whilst meeting the criteria of the definition.

Where the panel does not uphold the submission of Mitigating Circumstances this does not necessarily mean that the student was not impacted to some degree by the events. However, the circumstances might have been within the control of the student and/or the institution (LCIBS and/or awarding bodies). An example, being where the event could have been foreseen by the parties involved.

The decision of the Mitigating Circumstances Panel will be reported to the Examination Committee however the specific details of the MCs remains confidential.

Panel Membership

There should be at least three panel members (for a quorum) that will include a mixture of academic and student services staff. However, the chair of the Mitigating Circumstances Panel cannot be the Chair of the Examination Committee.

Meeting Schedule

The MCP meets at least three times per year to coincide with LCIB's Assessment Period. All documentation should be lodged with Student Services at least two days before the MCP meets.

Possible Allowances

Programme work: The student could be allowed up to additional five weeks.

Examinations: The student would normally be allowed either an examination re-sit or module re-take opportunity. This opportunity can be granted irrespective of the mark obtained if the student had undertaken the examination.

Students can decline their resit/retake opportunity and the current mark obtain stands and no other allowance can be provided.

If the student attains a lower mark in their re-assessment then the mark obtain within the affected period of assessment will stand.

Where a student is unable to undertake resits/retakes due to mitigating circumstances then consideration will be identical to first sit assessment.

Consequences of Referral

In some cases, where the student has not met the appropriate criteria (for a pass grade), the assignment will be awarded a referral grade. In this case the tutor will discuss the reasons why this grade was awarded, and discuss how the student can improve on the assignment by re-working the assignment to achieve the pass grade.

Overall, students have two opportunities to submit their work for marking.

Failure at the end of the student's course (the First Attempt)
If the student has not met the appropriate criteria (for a pass grade) for one or more units, the student is required to retake these assessments during the following academic term alongside the new term modules.

Failure at the Second Attempt
If the student has not met the appropriate criteria (for a pass grade) for the second time, the student is required to attend the units again (and pay the units' fees again) before the student may progress to the next term of the programme.

Deadlines for submission can be viewed on Moodle.

Appeals Process

Students have the right to lodge an appeal on the following grounds:

a) *The student's performance in the assessment was adversely affected by illness or factors which the candidate was unable, or for valid reasons unwilling, to divulge before the Examination Board reached its decision. The candidate's request must be supported by medical certificates or other approved documentary evidence to the Appeals Committee.*

b) *There were material administrative errors, the assessments were not conducted in accordance with current regulations for the programme of special arrangements formally agreed or that some other material irregularity relevant to the assessments has occurred.*

Disagreement with the academic judgement in assessing the merits of an individual element of assessment do not constitute grounds for an appeal.

Neither complaints regarding the delivery or management of a module/programme post assessment unless the circumstances are deemed by the Appeal's Committee to be exceptional.

Lodging an Appeal

An appeal must be lodged with the Secretary to the Appeal's Committee with 14 days after the publication of the results by the Examination's Committee. Students must complete the Appeal Request Form. The appeal will then be referred to the next hearing of the committee.

Membership of the Appeals Committee

- President for Academics (or nominee) – Chair
- Two members of teaching staff
- An external examiner or representative from the awarding body (as meeting Awarding Bodies requirements)
- Administrator – Secretary to the Panel

If the appeal relates to one or more of the internal panel, then they will automatically be excused from the process. It is important that there is transparency, fairness and equity demonstrated within the appeals process.

Appeals Committee Procedures

All members of the panel will receive, in advance, copies of a student's appeal documents. The student is invited to attend the committee meeting. They can be accompanied by another student, if they so wish. The 'supporter' is not allowed to speak on behalf of the student lodging the appeal. The student may be asked questions by any or all members of the panel to provide clarity.

The committee will review the student's appeal in private. After considering the evidence that has been provided by the student, the committee will reach the decision

to either uphold or dismiss the appeal. Where the decision has been made to uphold the appeal the necessary documentation must be submitted to the Examination Committee (for the next meeting) for ratification.

Complaints Procedure

Students have the right to lodge a complaint in relation to the institution, a programme or staff conduct. If a student wants to appeal against an assessment grade/Examination Committee decision, then they must follow a separate process.

Process

Stage 1

If you have a concern regarding either your programme or aspects of administration we request you, in the first instance, to discuss these with your tutor(s) and Admin.

Stage 2

If you are dissatisfied with the response you can discuss the matter with either the designated Programme Leader or the Vice President (Quality and Development).

Stage 3

If you remain dissatisfied you can refer the matter to the President for Academics.

Stage 4

Should you feel that your concerns remain, you will be requested to detail your complaint in writing. This will be submitted to the Academic Board, the highest academic authority of the institution. A full response will be provided as soon as is feasible. You may also be invited to attend a further meeting to discuss the matter. Any decision taken by the Academic Board will be considered final.

Harvard Referencing Guidelines

Referencing is important for several reasons:

1. It demonstrates the breadth and depth of the student's reading.
2. It is important to appropriate acknowledge other people's ideas, perspectives, thoughts, models and theories.
3. It allows the markers to find the sources that students have used and to consider how the student has interpreted the original writer's views.
4. It is a mechanism to avoid being accused of plagiarism. Please refer to the Unfair Practices regulations.
5. Marks will be deducted if the referencing is of a poor standard.

The following notes are based on British Standards:

BS 5605:1990. Recommendations for citing and referencing published material. 2nd ed. B.S.I. (Dorset House Library - 028.7 BRI)
BS 1629:1989. Recommendations for references to published materials. B.S.I. (Dorset and Bournemouth House Libraries - 028.7 BRI)

When writing a piece of work you will need to refer in your text to material written or produced by others. This procedure is called citing or quoting references. Consistency and accuracy are important to enable readers to identify and locate the material to which you have referred. The same set of rules should be followed every time you cite a reference. The system recommended is the Harvard System.

References need to be cited in two different places.

1. At the point at which a document is referred to within the main body of text.
2. In a list at the end of the work - the reference list.

Citation in the Text

All statements, opinions, conclusions and so on taken from another writer's work should be cited, whether the work is directly quoted, paraphrased or summarised. In the Harvard System cited publications are referred to in the text by giving the author's surname and the year of publication in one of the forms shown below.

- If details of particular parts of a document are required, for example, page numbers, they should be given after the year within the parentheses.

- If the author's name occurs naturally in the sentence the year is given in parentheses. For example, 'In a popular study Harvey (1992, p.556) argued that ...'

  If, however, the name does not occur naturally in the sentence, both name and year are given in parentheses. For example, 'More recent studies (Bartlett 1996; James 1998) show that ... '

- When an author has published more than one cited document in the same year, these are distinguished by adding lower case letters (a,b,c, etc.) after the year and within the parentheses. For example, 'Johnson (1994a) discussed the subject in great deal specifically focusing on...In a later work (Johnson 1994c) debated the context of……..'

- If there are two authors, the surnames of both should be given. For example, 'Matthews and Jones (1993) have proposed that...'

- If there are more than two authors then when first cited in the text all names must be stated. For example, 'Johnson, Scholes and Whittington (2009) state that……..' Thereafter only the first name of the author should be given. For example, Johnson *et al* (2009). The *et a*l stands for 'and others' and as it is derived from Latin must be in italic.

Non Publication Data

Occasionally there are situations where limited information is available. In such situations use the following conventions.

No author/corporate name – Anon
No date – n.d
No place (*sine loco*) - s.l
No publisher (*sine nomine*) – s.n.
Not known – n.k.

Reference List

In the Harvard System, the references are listed in alphabetical order of authors' surnames/last names. If you have cited more than one item by a specific author they should be listed chronologically (earliest first), and by letter (1993a, 1993b) if more than one item has been published during a specific year.

Whenever possible, elements of a reference should be taken from the title page of the publication.

Each reference should use the elements and punctuation given in the following examples for the different types of published work you may have cited.

Reference to a book

Elements to cite:

- Author's Surname/Last name, Initials., Year of publication. Title (in italic). Edition (if not the first). Place of publication. Publisher.

  [The title of the book should be in italic both upper and lower case. The place of publication refers to the town or city where the publishers are located. Where publishers have several locations stated in the front of the book always check to see if it provides a place with a full postal address – this will be the one to use]

  For example:

  Begg, D. and Ward, D. (2009) *Economics for Business* (3rd Ed) Maidenhead: McGraw-Hill

Reference to a Contribution in a Book

Elements to cite:

- Contributing author's Surname/Last name. Initials. Year of publication. Title of contribution. Followed by *In*:
Surname/last name. Initials (of author or editor of publication followed by ed. or eds if relevant). Year of publication. Title (in italic). Place of publication: Publisher, Page number(s) of contribution.

  For example:

  Bantz, C.R. (1995) Social dimensions of software development In Anderson, J. (ed) (2000) *Annual review of software management and development.* Newbury Park, CA: Sage. pp: 502-510.

Reference to an Article in a Journal

Elements to cite:

- Author's Surname/Last name. Initials. Year of publication. Title of article. Title of journal (in italic), Volume number and (part number), Page numbers of contribution.

  For example:

  Evans, W.A., (1994) Approaches to intelligent information retrieval. *Information Processing and Management.* Vol 7 (2), pp:147-168.

Reference to a Conference Paper

Elements to cite:

- Contributing author's Surname/Last name, Initials. Year of publication. Title of contribution (in italic). Followed by *In:*

  Surname/Last name. Initials. (of editor of conference proceedings if applicable) followed by ed. or eds. Year. Title of conference proceedings (in italic) including date and place of conference. Place of publication: Publisher, Page numbers of contribution.
  For example:
  Silver, K., (1991) Electronic mail: the new way to communicate. *In:* Raitt, D.I. (ed.) (1990) 9th *international online information meeting,* London 3-5 December 1990. Oxford: Learned Information. pp: 323-330.

Reference to a Publication from a Corporate Body *(For example:. a government department or other organisation).*

Elements to cite:

- Name of issuing body, Year of publication. Title of publication (in italic). Place of publication: Publisher, Report Number (where relevant).

  For example:

UNESCO, 1993. *General Information Programme and UNISIST*. Paris: UNESCO, (PGI-93/WS/22).

[NOTE: some organisations such as UNESCO are designated in block capitals whilst others are not. You will need to check the original documentation to determine whether or not block capitals should be used.]

Reference to a Thesis

Elements to cite:

- Author's Surname/Last name. Initials. Year of publication. Title of thesis (in italic) Designation (and type of award). Name of institution to which the thesis has been submitted.

  For example:

  Agutter, A.J., (1995) *The Linguistic Significance of Current British Slang.* Thesis (PhD). Edinburgh University.

Reference to a Patent

Elements to cite:

- Originator, Date of publication. Title of patent (in italic). Series designation.

  For example:

  Philip Morris INC. (1981) *Optical Perforating Apparatus and System.* European patent application 0021165 A1.

Reference to a Video, Film or Television Broadcast

Elements to cite:

- Title (in Italic) Year. (For films the preferred date is the year of release in the county of production). Material designation. Subsidiary originator. (Optional but director is preferred.) Surname/Last name (in capitals) Production details. Place. Organisation.

For example:

*Macbeth (*1948) Film. Directed by Orson WELLES. USA: Republic Pictures.

*Birds in the Garden (*1998) Video. London: Harper Videos.

Programmes and series: the number and title of the episode should normally be given, as well as the series title, the transmitting organisation and channel, the full date and time of transmission.

*Yes, Prime Minister (*1986) Episode 1, The Ministerial Broadcast. TV. BBC2. 16 January. 20.00 hrs.

News at Ten (1996) 17 January. 2200 hrs.

Contributions: individual items within a programme should be cited as contributors.

Blair, T. (1997) Interview. *In: Six O´clock News.* TV. BBC1. 29 February. 1823 hrs.

Online Material

Follow the author, date procedure specified above.

Reference to individual works

Author/editor. (Year). *Title* [online]. (Edition). Place of publication. Publisher (if ascertainable). Available from: URL [Accessed Date].

For example:

Holland, M. (1996). *Harvard system* [online]. Poole, Bournemouth University. Available from: - http://www.bournemouth.ac.uk/service-depts/lis/LIS_Pub/harvard syst.html[Accessed 15 Apr 1996].

Library Services. (1995). *Internet user glossary* [online]. North Carolina, North Carolina State University. Available

from: gopher://dewey.lib.ncsu.edu:70/7waissrc%3A/.wais/Internet-user-glossary [Accessed 15 Apr 1996].

Reference to E-Journals

Author. (Year). Title. *Journal Title* [online], volume (issue), location within host. Available from: URL [Accessed Date].

Korb, K.B. (1995). Persons and things: book review of Bringsjord on Robot-Consciousness. *Psycoloquy* [online], 6 (15). Available from:
gopher://wachau.ai.univie.ac.at:70/00/archives/Psycoloquy/95.V6 /0162
[Accessed 17 Jun 1996].

Reference to mailbase/listserv e-mail lists

Author. (Day Month Year). Subject of message. *Discussion List* [online] Available from: list e-mail address [Accessed Date].

For example:

Brack, E.V. (2 May 1995). Re: Computing short programmes. *Lis-link* [online]. Available from: mailbase@mailbase.ac.uk [Accessed 17 Apr 1996].

Jensen, L.R. (12 Dec 1995). Recommendation of student radio/tv in English. *IASTAR* [online]. Available from: LISTSERV@FTP.NRG.DTU.DK [Accessed 29 Apr 1996].

It should be noted that items may only be kept on discussion group servers for a short time and hence may not be suitable for referencing. A local copy could be kept by the author who is giving the citation, with a note to this effect.

Reference to personal electronic communications (E-mail)

Sender (Sender's E-mail address). (Day Month Year). *Subject of Message*. E-mail to Recipient (Recipient's E-mail address).

For example:

Lowman, D. (deborah_lowman@pbsinc.com). (4 Apr 1996). RE>> *ProCite and Internet Referee*. E-mail to P. Cross (pcross@bournemouth.ac.uk).

Reference to CD-ROMs

This section refers to CD-ROMs which are works in their own right and not bibliographic databases.

Author/editor. (Year). *Title* [type of medium CD-ROM]. (Edition). Place of publication, Publisher (if ascertainable). Available from: Supplier/Database identifier or number (optional) [Accessed Date] (optional).

For example:

Hawking, S.W. (1994). *A Brief History of Time: An Interactive Adventure* [CD-ROM]. Crunch Media.

Health and Safety

It is the policy of the college to ensure that the conditions in the building (14 Southampton Place) will be both thoughtful and considerate and in no way harmful to the health of its employees, students or to the general community.

It is also the policy of the college to ensure that the provisions of legislation, local government regulations and hazards to health and safety are dealt with immediately. However, individual students also have a responsibility to observe all regulations concerning health and safety, to avoid injury to themselves and others and to co-operate with the college in the implementation of safety regulations.

In particular, students are asked to observe the following regulations:

- At all times take care to avoid accidents.
- Report any accident that does occur to a member of staff. You should report any accident that results in an injury to you, whatever the cause or seriousness of the injury. You should also report any accident that could have resulted in a serious injury even if no-one was injured as a result.
- If you notice any day-to-day health and safety hazards, please also report these to a member of staff.
- Do not leave bags or other possessions where they will block entrances, exits or corridors.
- Read the Fire Instructions, which are printed at the end of this handbook (in *Appendix 2*).
- Be aware that all fire doors must be kept shut at all times – please do not wedge open fire doors with chairs or other objects (all fire doors in the building have signs on them saying '**Fire Door Keep Shut**').
- Do not use any equipment until a responsible person has introduced you to the equipment and explained the operating procedure. If a piece of equipment fails while in use, please report this to a member of staff. Do not lift or move any equipment without supervision.
- A First Aid Box is kept in Reception to deal with minor injuries but under no circumstances can we prescribe you with any form of oral medication. If you require medication, please refer to a doctor or chemist (There is a Boots Chemist within two minutes of the building).
- If someone is taken seriously ill on the premises, do not attempt to help them if you are unsure of the correct procedure - notify a member of staff immediately. If no member of staff can be found, call an ambulance without delay (dial 999).
- Unless there is a fire, do not use the fourth floor fire escape to go onto the roof of the building.
- Do not drink the water from the washbasins in the toilets. The water from these basins is *not* drinking water.
- The hot water in the washbasins can sometimes be **very hot indeed**. Please be careful not to scald yourself when using the hot water in the washbasins.

Please be warned that not complying with any of the above regulations, flagrantly ignoring them or causing accidents may lead to the student concerned being

expelled from the college without refund of fees and in serious cases may lead to prosecution of the student.

FIRE & EVACUATION INSTRUCTIONS

The remaining pages contain instructions on what you should do if there is a fire in the building or another reason for an emergency evacuation. Please read these carefully and let us know if you have any questions.

LONDON COLLEGE OF INTERNATIONAL BUSINESS STUDIES
14 Southampton Place, London, WC1A 2AJ

FIRE INSTRUCTIONS

CONTENTS

1. Introduction
2. Action in event of fire (fire instructions)
3. Fourth floor and Basement fire escape routes (fire instructions)

1. INTRODUCTION

This document gives details of what you should do if there is a fire in the building. For your own safety, and for the safety of all students and staff, you should read the document carefully and familiarise yourself with its contents.

In this document, various types of fire equipment are mentioned. So that you can understand the document properly, the different types of equipment are briefly explained below:

1. **Fire Alarms**. These are located around the building and can be identified by the sign In case of fire, break glass. If you discover a fire, you should break the glass and push the button. The Fire Bells will then ring, alerting everyone that there is a fire.

2. **Fire Bells**. These will ring when the alarm is raised. Please note that the bells will be tested every Wednesday morning at approximately 0930. You will hear three short rings of the bells at this time. There is no need to leave the building if you hear three short rings of the bells at this time. If the bells do not stop ringing, however, leave the building immediately, following the fire instructions that follow.

3. **Fire extinguishers**. These come in two types.

- **Water.** These are to be used on wood, paper and textiles. They must not be used on burning liquids or live electrical equipment.
- **Carbon Dioxide.** These are to be used on liquids and electrical equipment.
  The type of Fire Extinguisher is displayed on a sign above each extinguisher. If you find yourself in a situation where you have to use a fire extinguisher, please make sure you use the appropriate type.

Please also note the following Fire Notices, which are located throughout the building:

- **Fire Action Notices**. These summarise what you should do if there is a fire.

2. ACTION IN THE EVENT OF FIRE (or BOMB SCARE)

1. **If you discover a fire**, break the glass on one of the Fire Alarms located throughout the building and push the button. The Fire Bells will ring continuously and a member of staff in the office will call the Fire Brigade. If it is a small fire, you can try to put it out using the appropriate Fire Extinguisher, BUT DO NOT TAKE ANY RISKS IN DOING SO AND SOUND THE ALARM FIRST.

2. **If the Fire Bells ring**, keep calm and leave the premises immediately, following these procedures:

   1. **Tutors in class**: tell your students to leave the premises straight away and REPORT TO YOU OUTSIDE THE BUILDING so that you can take a register in order to check that everybody has left the building. Remember to take the class register with you. Remain in charge of your students all the time and ensure they leave the building calmly and safely. Once outside, call students to you, check the register to make sure everyone is safe.

   2. **Tutors in class:** please also note that if there is anyone in your class with communication or mobility difficulties (e.g. anyone who is deaf, blind or disabled – or someone with a broken leg), you should ensure that the student concerned is escorted safely from the building, either by escorting the individual out of the building yourself or by entrusting the individual concerned to another responsible student.

   3. **Tutors in class**: take the register as fully as possible. Do not spend too long trying to establish whether everyone in your class has left the building, even if some students appear to be missing. This is because the fire brigade would rather be told at an early stage that there *might* still be one or two people in the building rather than waiting a lot longer for a definitive answer. After reporting to a Fire Marshall that some students appear to be missing, you can then continue to look for them. If the missing students then turn up, you can inform the Fire Marshall.

   4. **Tutors on a class break**: leave the building straight away, report to the Fire Marshall and then do your best to take a class register (Note: this means that, when you take a break, you should take your register to the staffroom and not leave it in class). Do not go back to your classroom before leaving the building. If there was anyone in the class in progress prior to the break with communication or mobility difficulties, you may return to the classroom to assist them if you wish to, but you are not under an obligation to do so. If you do not return to assist any such student, please let a Fire Marshall know that there was someone in your class with communication or mobility difficulties. Once again, try to take the register as fully as possible but please report to the Fire Marshall as soon as is feasible, and do not spend too long trying to establish whether everyone in your class has left the building, even if some students appear to be missing (see point c above for further details).

5. **Tutors in college with no class:** leave the building straight away, report to the Fire Marshall and assist them if and as required.

6. **Students in class:** leave the building straight away. Outside the building, PLEASE REPORT TO YOUR TUTOR so that he or she can take a register in order to check that everyone in the class has left the building safely.

7. **Students in college but not in class:** leave the building straight away and report to the Fire Marshall.

8. **All students:** as you are leaving the building, if you see other students not leaving the building, tell those students to leave the building immediately.

9. A Fire Marshall must call the fire brigade, and then leave the building, taking copies of the current timetables. Take your college keys with you as well, and check that the gate from the metal staircase in the basement is unlocked. If it is locked, unlock it. If/when the gate is unlocked open the gate to allow a quicker exit by those using the staircase. You are then responsible for the Staff Head Count, for obtaining the Student Head Count from teaching staff, and for liaising with the Fire Brigade. You will also be aware of any contractors working temporarily in the building and will be responsible for ascertaining that they too have left the building.

10. The Principal must leave the building taking his college keys with him. NB: (For the Principal) on your way out of the building, if possible check that the rooms you pass on your way out have been evacuated. However, be alert to the possibility that the fire could have started in any of the rooms you are checking, and do not divert from the main escape route out of the building if it involves taking any unnecessary risks. Once outside the building, double check that the gate from the metal fire escape in the basement has been unlocked and opened. Once this is done, wait outside the main entrance directing students to the assembly point (see below). Then report to the Fire Marshall.

11. **Other office staff:** leave the building straight away, report to the Fire Marshall and assist them if and as required.

12. **Windows** should, if possible, be closed as soon as the alarm is sounded, but under no circumstances must anyone take any risks to do so.

13. **Doors** should also be closed by the last person to leave the room. However, do NOT lock any doors behind you.

14. **Everyone** should leave the building in a calm and orderly fashion, using the normal route out of the building. The normal route out of the building is the main stairway and corridors. If you are not sure which way to go, follow the Green **Fire Exit Notices.**

15. **Everyone** should also be alert to other individuals who do not appear to be aware that they need to leave the building. Of programme, you should not delay your own exit from the building unnecessarily. However, if you notice anyone who is not leaving the building, tell them that they should leave the building without delay.

16. **Everyone** should also be alert to any individuals with communication or mobility difficulties (e.g. anyone who is deaf, blind or disabled – or someone with a broken leg). Please provide assistance to any such individuals to ensure that they are escorted safely from the building.

17. **If the normal route out of the building is blocked,** use the fire escape routes from the fourth floor or the basement (see next page).

18. The **lift** in the building is a goods lift only and is not for passenger use at any time. In the event of the fire alarms sounding in particular, however, the lift must never be used.

19. The **Assembly Point** for all staff and students is outside **The Royal Bank of Scotland**, on the corner of Southampton Place & High Holborn. Go to the assembly point as soon as you leave the building and do not stay too close to the college. This could hinder fire brigade access to the college and also endanger your own safety. You should proceed as far up Southampton Place as is possible, around the corner onto High Holborn if necessary. However, do not go too far around the corner. Please also note that you should not go elsewhere after leaving the building (e.g. to a local café or shop). Go to the assembly point and wait there until you are told you can leave.

20. **Head Count** (**students**). Students should report to Tutors so that they can call registers and report to the Fire Marshall. Students who were in the building but not in a lesson should report directly to the Fire Marshall.

21. **Head count (staff)**. The Fire Marshall will be responsible for this.

22. When the **Fire Brigade** arrives, they should be referred to him.

UNDER NO CIRCUMSTANCES MUST ANYONE RE-ENTER THE BUILDING UNTIL A MEMBER OF THE FIRE BRIGADE SAYS IT IS SAFE TO DO SO.

Fire Exit notices

These green signs show your route out of the building in the event of a Fire.

3. FOURTH FLOOR AND BASEMENT FIRE ESCAPE ROUTES

As noted above, if the normal route out of the building is blocked, you should use the alternative fire escape routes from the fourth floor and the basement. However, it must be emphasised that these routes should be used **only if the normal route out of the building is blocked**.

If it is necessary to use one of these escape routes, the procedures are as follows:

Fourth floor escape route

1. Go to the top of the building through the staffroom on the fourth floor and up the stairs to the roof, where there is a door leading out on to the roof.
2. If the fire alarm is sounding, the door to the roof should be unlocked. Push the door upwards to open and go out onto the roof.
3. If the door to the roof is locked, press the 'Emergency Door Release' button. This will unlock the door. Then, push the door upwards to open and go out onto the roof. (If the door is locked, you can also open it by pressing and holding down the switch that says 'Press to Exit'. While holding this switch down, push the door upwards to open and go out onto the roof).
4. When you reach the roof, go onto the roof of the building – number 15 Southampton Place. Open the door on the roof of number 15 Southampton Place and go downstairs using the main staircase. Leave the building by the main exit door on the ground floor.
5. If it is not possible to open the door on the roof of number 15 Southampton Place, move as far away as you can from the college building across the roofs of neighbouring buildings. If possible, go downstairs using the escape route in another building, but if that is not possible, stay as far away from number 14 Southampton Place as possible.

Escape route from the Basement

1. Go into Classroom B1 (the basement classroom at the front of the building).
2. Leave the building using the door from Classroom B1.
3. Once you have left the building, walk through the outside basement area to the building next door (number 15 Southampton Place).
4. Go up the metal staircase outside number 15 Southampton Place and onto the street through the gate at street level.

NOTES:

- **The above fire escape routes should be used only if the normal route out of the building is blocked.**
- **You do not need a key to open the door from Classroom B1 to the outside basement area. There is a security lock on the door, but this is kept unlocked during the day. If you find it is locked when trying to leave the building, you can open it from the inside without a key by turning the handle clockwise.**

LONDON COLLEGE
OF INTERNATIONAL BUSINESS STUDIES

Programmes 2015/16

Contents

Certificate/Diploma

Undergraduate

Our BAC accredited certificate and diploma programmes provide a solid foundation to business and marketing. These short programmes are ideal for students who want to understand the basics of both disciplines in a 3-to-6 month period. Business programme provide you with the knowledge of how businesses are structured and function within an international context. Marketing programme will help you understand the key principles of marketing and consider how organisations use various forms of media to communicate with us.

Course description

The Certificate and Diploma introduces the fundamental concepts and practices of business to develop a broad-based practical understanding of its context, purpose and underlying functional areas: accounting, economics, finance, marketing and management. Whether you're an entrepreneur, a new business manager or a professional seeking a career transition with greater business responsibility, this certificate employs materials and techniques that are consistent with modern principles and best practices, providing knowledge and skills that you can use immediately.

KEY FACTS

- Price: Certificate - £3500
           Diploma - £4500
- Duration: 3/6 months
- Specialities:
    - Management
    - Marketing
    - Human Resources
    - Accounting
    - Public Relations
    - Hospitality
    - Travel & Tourism
    - Sport & Leisure Management
- Intakes: Varies (Monthly)
- Small Class sizes
- Enrolment fee - £250

Methodology - Block system

LCIBS 'Block System' is an intensive academic schedule that allows students to concentrate on a different subject every month rather than balancing several throughout a term and to focus intently on that content area, and to master the content before proceeding to the next block. The block schedule allows for more concentrated, less fragmented learning than does a traditional university schedule.

Students are engaged in instructional activity with faculty and peers for 3 hour session a day, Monday-Friday. In addition, students attend seminars for two hours in the afternoons.

The block schedule divides the academic year into four terms: fall, winter, spring and summer. Each term is divided into three blocks with each being two and a half week long. A one-block unit is equivalent to a term unit.

Entry requirements

- GCSE or internationally recognised equivalents

- At least 18 years old at time of enrolment

- CEFR B1 level or equivalent in English Language

APPLY NOW

HOW TO APPLY?
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admissions@lcibs .org

Visit our website
www.lcibs.org
for more information.

> " I chose to come to LCIBS after doing some research and realising that the college was the best place to do a business course over a short period of time.
>
> I wanted to come to London and learn some essential business subjects that would help me progress the business I co-own in Turkey.The business is a translation & interpretation services company with the Turkey office of the World Bank as our main client but with plans to expand our customer portfolio. My days in LCIBS helped me to combine my interpretation skills with essential business skills, and now back in Turkey I am using a lot of the things I learned at LCIBS in my business life.The LCIBS course was very useful.The manuals were very clear and the lessons were managed very well. I really do miss my days in London and at LCIBS. "

Can Simsek, Turkey

Modules

Certificate
1 Business Block + 2 Specialty Blocks

Diploma
2 Business Blocks + 4 Specialty Blocks

Available Specialities:
Management, Marketing, Human Resources, Accounting, Public Relations, Hospitality, Travel &Tourism, Sport & Leisure Management

Accredited by:

Internships

Anglo Educational Services (AES) is the College's partner helping to arrange unpaid internship placements for students in a variety of fields, giving you a hands-on experience of the UK's business culture. Their extensive network of contacts in all of London's major industries and sectors makes it possible for AES to provide students with the opportunity to gain the most skills and experience required from an internship.

LCIBS and AES are both recognised by the QAA (Quality Assurance Agency for Higher Education) and are a UKBA Highly Trusted Tier 4 Sponsor. This means that you can be assured of the quality and standard of the teaching and internships available.

> " LCIBS offers a range of business diplomas and certificates that enable students to specialise in different areas of business, choosing modules to suit abilities and tastes. This option together with the innovative nature of our teaching programme and a dedicated, widely experienced faculty team determined to deliver the very best in business education means that these qualifications are valued immensely by both our students and outside organisations. Importantly the nature of other courses taught by the College means you can possibly go on to more high level qualifications on completing the diploma, from undergraduate degrees through ultimately to postgraduate qualifications. These diplomas offer a unique mix of leading edge teaching practice from a top flight academic faculty, all of whom have extensive practical and successful business track records, coupled with an exciting, stimulating content that is continually being updated to reflect topical issues and contemporary management thinking. Come to LCIBS and experience it for yourself. You will not be disappointed. "

Mike Elkin, Senior Lecturer

admissions@lcibs.org

HNC/HND

Higher National Certificate/Diploma - Level 4/5

Our Edexcel business programmes provide you with the knowledge and understanding of how businesses are structured and function within an international context. You will examine the key issues that underpin marketing, how financial and strategic decisions are developed and implemented and how key resources are managed within an organisation.

Students who finish the HND have a myriad of opportunities from using their award to gain employment or continuing their education with LCIBS's Top Up BBA or another university programme.

Choosing a Programme Focus

We understand that choosing a programme of study can be a complex decision. Which programme? Where to study? What method of study? Do I have the necessary entry qualifications? The questions can be almost endless. We are here to help you in making your choice. If you have any queries or questions about our modules and programmes please contact us. We are here to help you.

Our HNC/HND programmes in business offer eight distinct concentrations or themes of study. Students choose one of these themes to focus on over the course of their two-years (HND) that they study with LCIBS.

KEY FACTS

- Price: HNC - £6000, HND - £6000
- Duration: 1-2 years
- Specialisations in Business:
  - Management
  - Marketing
  - Human Resources
  - Accounting
  - Public Relations
  - Hospitality
  - Travel & Tourism
  - Sport & Leisure Management
- Small Class sizes
- Intakes - Monthly
- Enrolment fee - £250

Methodology - Block system

LCIBS 'Block System' is an intensive academic schedule that allows students to concentrate on a different subject every month rather than balancing several throughout a term and to focus intently on that content area, and to master the content before proceeding to the next block. The block schedule allows for more concentrated, less fragmented learning than does a traditional university schedule. Students are engaged in instructional activity with faculty and peers for 3 hour session a day, Monday-Friday. In addition, students may attend seminars in the afternoons on special topics such as social media. The block schedule divides the academic year into four terms: fall, winter, spring and summer. Each term is divided into three blocks with each being two and a half week long. A one-block unit is equivalent to a term unit.

Entry requirements

- GCSE or internationally recognised equivalents
- At least 18 years old at time of enrolment
- CEFR B2 level or IELTS must be 5.5 and above - each component of the test must be 5.0 and above

APPLY NOW

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Visit our website **www.lcibs.org** for more information.

> "
> I got to know about LCIBS on a visit to the British Council office in Nigeria, and was delighted by the wide choice of courses being offered. Having worked as a liaison officer in a construction firm for several years, I wanted a break from that, so I decided to study abroad.
>
> Being away from familiar surroundings can be quite daunting, especially not having been in a study environment for so long, but everyone has been supportive and it is like a home away from home for me. You get to know the teachers on an almost personal basis and you feel relaxed to ask questions when you have them, which is important.
>
> When I finish at LCIBS, I hope to do some travelling before returning home. I am excited about exploring a number of options which are now open to me based on what I have studied at LCIBS.
> "

Stanley Uwom, Nigeria

Modules

HNC - Core

Organisations and Behaviour
Marketing Principles
Business Environment
Managing Financial Recourses and Decisions
Human Resources Management
Business Ethics

+ 2 specialty modules

HND - Core

Business Decision Making
Business Strategy
Aspects of Contract and Negligence for Business
Research Project
Internship + Employability Skills

+ 2 specialty modules

Accredited by:

edexcel

Internships

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LCIBS and AES are both recognised by the QAA (Quality Assurance Agency for Higher Education) and are a UKBA Highly Trusted Tier 4 Sponsor. This means that you can be assured of the quality and standard of the teaching and internships available.

> "
> Edexcel programmes are renowned for their extremely high standards in both teaching methods and assessment techniques. Edexcel is recognised as a mark of excellence all over the world, a pioneer in the use of the latest technologies in course delivery and assessment with a clear focus on materials that meet the latest industry requirements. Earning a qualification from Edexcel is a great achievement in its own right that can open doors for you globally, but it may also be used to apply for entry with advanced standing to a range of University degree programmes. With an exceptional learning environment and our inspirational teaching team, I am confident that you will enjoy your study at LCBIS. You will challenge yourselves, make great friends and gain a globally recognised educational qualification at a fraction of the actual costs of attending the first two years of a Business Administration University course.
> "

Antonia Koumproglou, Business Lecturer

BBA Top-Up

Bachelor of Business Administration Top-Up - Level 6

UBIS UNIVERSITY

This London based programme is designed to provide students with all the competencies needed as a stepping stone to a successful managerial position. Particular emphasis is placed upon the knowledge and analytical skills required in the modern Business Environment. It is ideal for students who aim for careers in the international private sector as this BBA Top-up gives them the comprehensive training that is necessary for working in multinational corporations, commodities trade and finance, consulting, or starting and operating their own company.

Career opportunities

Today the job market places a high value on students and graduates having real-world, practical experience in addition to their studies. As a our student, you benefit from our close ties to the business community.

The UBIS BBA Top-up provides graduates with the necessary knowledge and practical skill to seek a career in the private sector in all domains. Whether a graduate wants to pursue a career in large multilateral corporations, become a consultant or start his or her own company, this BBA Top-Up degree offers ideal preparation.

KEY FACTS

- **Price - £7500**
- **Price including Internship - £9000**
- **Duration - 12 months**
- **Intakes - Jan, Mar, May, July, Sep, Nov**
- **Small class sizes**
- **Enrolment fee - £250**
- **Guaranteed admission from LCIBS's HND programme**

About UBIS University

UBIS University is an internationally accredited, Swiss private university located in Geneva, Switzerland and offers Bachelor (dual Swiss/U.S.) and Master degrees in Business Administration and International Relations. UBIS currently enrolls students and program participants from over 40 different countries with 99% of the student body coming from outside Switzerland. Our students have a choice of studying at our urban campus in Geneva, close to the UN and the business centre or studying 100 % online, which offers more flexibility in reaching their study goals. UBIS online as well as fast track specialized programs enable the business minds of tomorrow to easily start their studies today. And the ability to receive a dual degree (US/Swiss) means our students can immediately stand apart. Personalized tailored curricula fit specific needs, whether you study in Geneva, London or online.

Entry requirements

- Proof of completed Levels 4 & 5 courses

- English Level – CEFR B2 level or IELTS must be 5.5 and above - each component of the test must be 5.0 and above

APPLY NOW

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> "I enjoyed my time at LCIBS and I achieved what I wanted to achieve while I was here. I came to learn and I learned a lot of new things, including many things apart from my studies. I also found the style of studying at LCIBS very different to that which I had experienced before. I found the course was taught in a more practical style than I had previously known, and as a result, I found the course content to be a lot more useful."

Atanas Botev, Canada

Modules

Module A:
MGMT 221   Contemporary Management Practices
ECON 201   Principles of Economics
MGMT 305   Organizational Communication

Module B:
MGMT 303   International Business Management
MGMT 427   Operations and Project Management
ACCT 101   Accounting I

Module C:
ACCT 102   Accounting II
MGMT 330   Purchasing and Materials Management
BUS 301   Export Procedures & Practices

Module D:
MGMT 411   Measurement and Evaluation
BUS 310   International Business Law
MGMT 420   International Banking and Finance

Module E:
RES 480   Capstone and Defense*

*Internship with management report may replace the Capstone

Accredited by:

Internships

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LCIBS and AES are both recognised by the QAA (Quality Assurance Agency for Higher Education) and are a UKVI Highly Trusted Tier 4 Sponsor. This means that you can be assured of the quality and standard of the teaching and internships available.

> LCIBS in collaboration with UBIS University brings you the opportunity to gain an internationally-focussed Bachelor 'top up' degree in just one year. The objective of the Business Administration programme is to give a strong background and competitive power providing a base for personal and professional development, focusing on leading edge curriculum design and integrating contemporary business practice. The rationale for this programme is that business leadership requires a multidisciplinary knowledge and understanding of the critical drivers of governance and corporate sustainability and longevity. Our cutting edge curriculum allows students to benefit from the close attention of staff who can share a vast range of knowledge, expertise and colourful insight drawn from their own academic and industry experience. As an instructor with an experience in various academic institutions in the UK and abroad I ensure you that is a this great opportunity to boost your career prospects in a variety of industries in just two semesters. Isn't this amazing?

Konstantinos Biginas, Assistant Dean

CSML

Certificate in Strategic Management and Leadership - Level 7

This postgraduate programme focuses on developing your leadership and decision making skills. It encourages you to engage practically with theoretical knowledge to understand and develop strategic business techniques. The collective and team working exercises will create exciting and tangible processes to develop a detailed knowledge of leadership and management. The CSML will allow you to take the next steps in becoming a recognised strategic leader in your chosen field.

Course description

The CSML is an industry focused three month course designed to enhance your understanding of international management and business issues. The added advantage of the course is the internship feature which will enable you to further develop your career prospects within the space of six months. The fees for the course are £3.000 whereas if you choose to do an internship the fees are about £4.500. Upon graduation you will be eligible to apply for the EDSML and also benefit from the credit transfer given to students wishing to progress to EDSML.

KEY FACTS

- Price: £3000
- Price including Internship: £4500
- Duration - 3 months (6 months with internship)
- Intakes - Oct 2015, Dec 2015, Mar 2016, Jul 2016, Sep 2016, Dec 2016
- Small class sizes
- Enrolment fee - £250
- Guaranteed credit transfer to EDSML

Methodology

CSML (Certificate in Strategic Management and Leadership) is a 3 month course which is designed to offer the critical business knowledge and skills to operate in an international environment at higher management and leadership roles. Emphasis is placed on developing effective transferable skills required by employers, such as problem solving, team working and presenting solutions. The programme is delivered by a combination of face-to-face sessions and learner driven activities. Upon completion of the CSML course, you will be eligible to apply for the Extended Diploma of Strategic Management and Leadership (EDSML). There are different intakes throughout the year to suit your needs.

Entry requirements

- Recognised undergraduate degree or 5 years relevant work experience
- At least 18 years old at time of enrolment
- IELTS must be 6.5 and above - each component of the test must be 6.5 and above

APPLY NOW

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for more information.

3 Modules

Core:
Developing Strategic Management and Leadership Skills

Plus 2 electives selected from the following courses:

Corporate Communications Strategies

Managing Financial Principles and Techniques

Project Development and Implementation for Strategic Managers

Strategic Change Management

Strategic Human Resource Management

Strategic Marketing Management

Strategic Planning

Strategic Supply Chain Management and Logistics

Accredited by:

edexcel

Internships

Anglo Educational Services (AES) is the College's partner helping to arrange unpaid internship placements for students in a variety of fields, giving you a hands-on experience of the UK's business culture. Their extensive network of contacts in all of London's major industries and sectors makes it possible for AES to provide students with the opportunity to gain the most skills and experience required from an internship.

LCIBS and AES are both recognised by the QAA (Quality Assurance Agency for Higher Education) and are a UKBA Highly Trusted Tier 4 Sponsor. This means that you can be assured of the quality and standard of the teaching and internships available.

EDSML

Extended Diploma in Strategic Management and Leadership - Level 7

This postgraduate programme focuses on developing your leadership and decision making skills. It encourages you to engage practically with theoretical knowledge to understand and develop strategic business techniques. The collective and team working exercises will create exciting and tangible processes to develop a detailed knowledge of leadership and management. The EDSML will allow you to take the next steps in becoming a recognised strategic leader in your chosen field.

Course description

This postgraduate programme focuses on developing your leadership and decision making skills. It encourages you to engage practically with theoretical knowledge to understand and develop strategic business techniques. The collective and team working exercises will create exciting and tangible processes to develop a detailed knowledge of leadership and management. The EDSML will allow you to take the next steps in becoming a recognised strategic leader in your chosen field.

KEY FACTS

- Price: £7000
- Price including Internship - £8500
- Duration - 1 year
- Intakes - Monthly
- Small class sizes
- Enrolment fee - £250
- Guaranteed admission from LCIBS's programmes

Methodology

The EDSML (Extended Diploma of Strategic Management and Leadership) is designed to offer the critical business knowledge and skills to operate in an international environment at higher management and leadership roles. The Strategic Management and Leadership qualification creates nexus between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. Learning is enhanced when the learners can apply their own knowledge, skills and enthusiasm to a subject. The programme is delivered by a combination of face-to-face sessions and learner driven activities and provides learners with the knowledge, understanding and skills that they need to prepare for employment.
We can confidently say that upon completion of the EDSML, you will be ready for the challenges of contemporary business and for advanced degrees such as MBA's if you wish to study further before entering the workplace.

Entry requirements

- Recognised undergraduate degree or 5 years relevant work experience
- At least 18 years old at time of enrolment
- IELTS must be 6.5 and above - each component of the test must be 6.5 and above

APPLY NOW

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> "
> My employer is extremely pleased with my overall knowledge, since my 6 years of IT combined with my business administration skills really did boost my chances of being able to move up into a different level in my career. We plan to expand our division to integrate a team of software personnel and my boss had sounded to me the possibility that I will be heading up that division. I better hurry and read up on those Management case studies! So, as you can see, I really have benefited immensely from the course I completed at LCIBS and I am very grateful to the college and the staff for having helped me through it.
> "
>
> **Aruni Fernando, Sri Lanka**

Modules

Corporate Communications Strategies

Developing Strategic Management and Leadership Skills

Managing Financial Principles and Techniques

Professional Development for Strategic Managers

Project Development and Implementation for Strategic Managers

Strategic Change Management

Strategic Human Resource Management

Strategic Marketing Management

Strategic Planning

Strategic Supply Chain Management and Logistics

Accredited by:

edexcel

Internships

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> "
> Here at LCIBS we don't stand still, the programme continuously evolves to utilise leading edge curriculum delivery and integrate contemporary business practice. As a core member of the teaching team, I have seen programme participants enhance professional knowledge, develop real skills and greatly improve confidence. Importantly, they have secured high profile managerial positions on the strength of this programme. Alternatively, they have gone on to establish their own businesses or gain further study credentials with a Masters. As a qualified Professional Executive Coach with many years business and international teaching experience, you can believe me when I say this programme does exactly what is says on the can. It is a great choice for aspirational business leaders.
> "

David Greenshields, Associate Dean

MBA Top-Up

Master of Business Administration Top-Up - Level 7

LCIBS has the honour of running here in London the UBIS MBA Top-up. This programme is based on current educational trends in business education and has been developed to meet the demand of the job market, advance careers of our graduates, and contribute to professional knowledge and competence in the business field.

KEY FACTS

- Price - £7500
- Price including Internship - £9000
- Duration - 12 months
- Finance focused programme
- Intakes - Jan, Mar, May, July, Sep, Nov
- Enrolment fee - £250
- Guaranteed admission from LCIBS's EDSML programme

About UBIS University

UBIS University is an internationally accredited, private Swiss university located in Geneva, Switzerland and offers Bachelor (dual Swiss/U.S.) and Master degrees in Business Administration and International Relations. UBIS currently enrolls students and program participants from over 40 different countries with 99% of the student body coming from outside Switzerland. Our students have a choice of studying at our urban campus in Geneva, close to the UN and the business center or studying 100 % online, which offers more flexibility in reaching their study goals.

The UBIS MBA program is based on current educational trends in conjunction with real world issues. The program has been developed to meet the demands of the job market by enabling students to contribute their knowledge and competence to all aspects of business under the guidance of Professors with extensive professional experience. More over, the program gives students an opportunity to have applied business education within a dynamic, multicultural learning environment while building and expanding their professional network- helping to advance the career of our graduates.

Course Description

In receiving your MBA Top-up from an international university, you will meet many people from different countries. This allows you to cast your networking net much further and wider than most students getting a Master's in Business Administration from a local school. Thousands of jobs await the right applicant from an international business school.

A global education shows that you adapt well to change and will have no trouble dealing with new business paradigms.

You will:
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- learn how to build confidence
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Entry requirements

- Proof of completed Level 6 & Post Graduate Diploma courses
- English Level – CEFR B2 level or IELTS must be 6.0 and above - each component of the test must be 6.0 and above

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Modules

RES-601	Research Methodology
ECO-601	International Economics
FIN-601	Corporate Finance
FIN-602	Financial Markets and Institutions
MGT-603	Entrepreneurship
MGT-606	Corporate Social Responsibility
RES-602	Research Thesis

Program consists of 6 modules plus research thesis. Courses are taken 2 at a time in 6-week terms. Small class sizes help ensure maximum student - instructor interaction.

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Prof. Philippe Laurent, Dean of University of Business and International Studies

admissions@lcibs.org

Undergraduate Courses (Levels 4 & 5)

Undergraduate Courses (Levels 4 & 5):
- Certificate
- Diploma
- Higher National Certificate (HNC)
- Higher National Diploma (HND)

Advertising and Promotion in Business (Level 4)
The effective use of advertising and promotion is a fundamental requirement for any business seeking to succeed in the modern business world. As they progress through the unit, learners will build up their understanding of advertising and promotion, which they can use to plan an integrated promotional strategy for a business or product.

The unit introduces learners to the wide scope of marketing communications and how the communications process operates. It includes a study of current trends and the impact that ICT has had on marketing communications. Learners will explore the marketing communications industry and how it operates. They will also develop some knowledge of how the industry is regulated to protect consumers.

Advertising and the use of below-the-line techniques are core components in the development of an integrated communications strategy. This unit covers both in detail. Learners will be introduced to the theory, as well as the practice, that is fundamental to understanding advertising and below-the-line techniques and how they can be used to their greatest effect.

On completion of this unit learners will be able to plan an integrated promotional strategy for a business or product. This will include budget formulation, creative and media selection, and how to measure the effectiveness of their plan.

Aspects of Contract and Negligence for Business (Level 4)
The unit introduces the law of contract, with a particular emphasis on the formation and operation of business contracts. Learners are encouraged to explore the content of these agreements and then develop skills relating to the practical application of business contracts, including offer, acceptance, intention, consideration and capacity. Relevant case law examples will be covered. Learners will consider when liability in contract arises, the nature of the obligations on both sides of the contract, and the availability of remedies when a contract is not fulfilled in accordance with its terms.

Additionally, the unit will enable learners to understand how the law of tort differs from the law of contract and examine issues of liability in negligence relating to business and how to avoid it.

Business Decision Making (Level 5)
In business, good decision making requires the effective use of information. This unit gives learners the opportunity to examine a variety of sources and develop techniques in relation to four aspects of information: data gathering, data storage, and the tools available to create and present useful information.

ICT is used in business to carry out much of this work and an appreciation and use of appropriate ICT software is central to completion of this unit. Specifically, learners will use spreadsheets and other software for data analysis and the preparation of information. The use of spreadsheets to manipulate of numbers, and understanding how to apply the results, are seen as more important than the mathematical derivation of formulae used.

Learners will gain an appreciation of information systems currently used at all levels in an organisation as aids to decision making.

Business Environment (Level 4)
Organisations have a variety of purposes that depend on why they were established. Some operate for profit, whilst others do not. Organisations structure themselves and operate in ways that allow their objectives to be met. Every organisation has a range of stakeholders whose interests need to be satisfied, but stakeholders have competing interests that may be hard to reconcile.

Businesses operate in an environment shaped by the government, competitors, consumers, suppliers, and international factors. Learners will understand that some influences on the business environment are direct and clear, for example taxation policies on corporate activities. Other influences are less clear, perhaps coming from the international arena and sometimes with only an oblique impact on the national business environment.

It is within this business environment that organisations function and have to determine strategies and a modus operandi that allow them to meet their organisational purposes in ways that comply with the relevant legal and regulatory frameworks. In addition, business markets take various forms and the structure of a market enables an understanding of how organisations behave. In this unit learners will consider how different market structures shape the pricing and output decisions of businesses, as well as other aspects of their behavior.

Business Ethics (Level 5)
Most businesses today are concerned about the impact of their activities on the business environment. Ethical concerns and greater consumer awareness have resulted in many businesses promoting their social values to ensure competitive advantage. Business ethics embraces corporate social responsibility and ethics relating to accounting practices, marketing, human resource management, and production.

In this unit learners will examine the theoretical roots to the background and growth of business ethics. They will look at the different types of ethical issues a business needs to consider and how the development of ethical values impacts on business behaviour. It is important for learners to appreciate how taking an ethical stance affects businesses both internally and externally, including the effects on stakeholders. Learners will explore the social implications of business ethics for a wide range of business activities that affect the organisation itself and the external environment. This will include the ethical stance behind topical issues such as whistle blowing, employment practices, advertising to children, environmental awareness and using new technologies such as genetic modification of food.

Learners will also examine how an individual's ethical stance impacts on the moral relationship between employer and employee, as well as considering the ontractual responsibilities of both parties. This unit will give learners the opportunity to research how a business responds to ethical concerns and assess the extent to which its activities affect its behaviour, whilst ensuring business objectives are met.

Business Events Management (Level 4)
This unit allows learners to develop and practise their knowledge, understanding and skills as administrators or managers by examining the administrative functions within organisations. The unit is about preparing and coordinating operational plans and managing time effectively and developing self to meet the needs of an organisation. The unit investigates the roles and responsibilities of key people within the organisation helping to meet its objectives.

Learners will find out to how to manage events or activities. They will have the opportunity to investigate and participate in the running of an event in which they will take a major role in managing a range of key resources. This is a practical unit

which will prepare learners for a management role in any organisation whether large, medium or small.

Business Strategy (Level 5)
One of the aims of this unit is to build on learners' existing knowledge of the basic tools of business analysis such as PESTLE and draw it together so that the learners think strategically.

Learners will be introduced to further analysis tools needed for the process of Strategic planning. They will be able to assess the significance of stakeholder analysis and carry out an environmental and organisational audit of a given organisation.

Learners will learn how to apply strategic positioning techniques to the analysis of a given organisation and prepare and present a strategic plan based on previous analysis. They will also learn how to evaluate possible alternative strategies such as market entry, substantive growth, limited growth or retrenchment and then justify the selection of a strategy for a given organisation.

Finally, learners will assess the roles and responsibilities for strategy implementation and analyse estimated resource requirements for the implementation of a new strategy for a given organisation. Learners will then be able to evaluate the contribution of specific, measurable, achievable, realistic and time constrained (SMART) targets for the achievement of strategy implementation in a given organisation.

Communicating Effectively in Public Relations (Level 4)
Producing effective communications is the primary focus of public relations professionals. Key messages must be delivered accurately and in a format that is easily understood by the target audience. It is, therefore, imperative that public relations professionals who produce written communications, such as news or press releases, activity reports or presentations, are able to write properly and to deliver verbal presentations effectively.

Learners will produce evidence to show that they can create effective news releases and other written outputs within realistic timescales. 'Effective' in this instance means that the pieces of writing convey the message accurately in the agreed format and within the set timescale to meet target audience's needs.

Learners must also produce evidence that, throughout the process, they can communicate effectively with target audiences, internal and external, both directly and through third parties, such as media organisations, opinion formers and opinion leaders

Contemporary Hospitality Industry (Level 5)
Learners will explore the dynamic characteristics of hospitality, concentrating on current topical issues and future trends and developments, building a range of skills including research and the analysis of information, justification of ideas, evaluation and critical thinking.

This unit introduces learners to the scope, scale and diversity of hospitality. It establishes a framework for the industry, using agreed definitions and the Standard Industrial Classification of the industries that encompass hospitality. Centres and their learners may reasonably wish to adopt a national perspective for this unit; however, it is also important for learners to consider local and international aspects to gain a comprehensive and balanced view.

Learners are expected to be knowledgeable about particular businesses, their names, brands and the industries with which they are associated. Learners will examine different forms of business ownership and structure. This will create an opportunity to research contemporary issues and recent developments affecting the industry. It will also allow learners to analyse and evaluate breaking news and unexpected developments.

Learners will investigate the nature and changing situation of hospitality staff. They will examine staff roles and responsibilities in a range of contexts and explore aspects of staff employment. The skills required to recognise and predict future trends and developments likely to affect hospitality operations and management will also be developed. The trends may have an internal industry focus or concentrate on external factors including legislation, political, technical, economic and environmental influences. Learners will gain an awareness of the organisations and professional bodies associated with the hospitality industry.

Contemporary Issues in Marketing Management (Level 5)
The role of marketing as a business function is increasingly viewed as an integral constituent of overall corporate strategy as organisations have become more aware of the need to develop long-term relationships with their customers.

The marketing industry has widened its scope to include non-traditional Organisations such as those in the public and voluntary sectors. In this unit learners will examine how marketing theory is applied in not-for-profit organisations.

Services management, and therefore marketing, has been recognised separately since the 1970s. This unit also looks at the special approaches that service industry businesses need to adopt in a rapidly changing environment.

Ethical and social considerations have become increasingly important to all businesses and learners will investigate the impact this is having on marketing.

Contemporary Issues in Travel and Tourism (Level 4)
This unit allows learners to develop research skills within the context of a travel and tourism topic of personal interest which may not be covered elsewhere on the qualification programme.

The unit introduces learners to current issues and trends in the travel and tourism sector. Throughout the research and investigation of current issues and trends in the travel and tourism sector learners will develop understanding of how the sector responds to change and the impacts of change on the travel and tourism sector.

The unit has a practical focus that enables learners to develop the skills required before undertaking small-scale projects. Learners should be able to justify their choice of issue prior to exploring the issue in some depth. Throughout the research and investigation learners will develop knowledge and understanding of particular key issues within the sector.

Corporate Environmental and Social Management (Level 5)
Businesses are increasingly realising that they need to go beyond, within the law, performance of their main functions. This realisation has been given impetus by increased worldwide emphasis on sustainable development.

This unit, after exploring the interactions between human activity and the environment and the development of concepts of sustainable development, allows learners to develop an understanding of the advantages of a proactive response to social and environmental issues and how this can be managed effectively within the organisation.

Customer Service (Level 4)
This unit introduces learners to the principles and objectives of customer service, with a focus on business and services operations, for example hospitality, sports, and travel and tourism.

The unit will help learners develop an understanding of the nature of a customer service culture and the principle of quality service in the business and services management environment.

The units will help learners to appreciate how important information gathered from customers is and its relevance to improved delivery of services.

Employability Skills (Level 5)
All learners at all levels of education and experience require honed employability skills as a prerequisite to entering the job market. This unit gives learners an opportunity to assess and develop an understanding of their own responsibilities and performance in, or when entering, the workplace.

It considers the skills required for general employment, such as interpersonal and transferable skills, and the dynamics of working with others in teams or groups including leadership and communication skills.

It also deals with the everyday working requirement of problem solving which includes the identification or specification of the 'problem', strategies for its solution and then evaluation of the results through reflective practices.

Employee Relations (Level 5)
The term 'employee relations' has replaced that of 'industrial relations' Industrial relations are generally recognised as relations between an employer and a collective workforce, typically through a recognised union. Employee relations means the relationship between an employee and employer, and this is largely controlled by legislation and is being revised and updated continuously. It is important for learners to appreciate how good employee/employer relations contribute to the success and effectiveness of a business. In this unit they will investigate how cooperation between employers and employees leads to the development of good working relations against a changing background.

The success of a business often relies on its relationships with its employees. Learners will investigate and explore different types of industrial conflict and the procedures for resolving this. It is important that learners are aware of change and keep up to date with developments in dispute procedures in relation to employment law.

Legislation and EU directives play a major role in employee relations and learners will examine how these are applied in organisations. It is important that organisations have procedures in place for collective bargaining, and learners will examine how these procedures are managed and implemented properly to avoid disputes. This unit will give learners the opportunity to study the most up-to-date employment legislation and investigate how employment involvement techniques affect human resource management.

Food and Beverage Operations Management (Level 4)
This unit introduces learners to the practical aspects of food and beverage production and service. Because of the nature of their job, hospitality managers need to have basic levels of practical skills, enabling them to work effectively within different kitchen and restaurant environments. Managers may need to work in kitchen and restaurant environments to support operational staff in times of need or to establish themselves as credible team players.

Learners will develop understanding of a range of food and beverage production and service systems. Learners will undertake an investigation of staffing implications for different systems and businesses to inform system comparisons. Learners will study menu planning and recipes suitable for different industry contexts. They will also investigate the importance of financial processes including, purchasing options, costing of

raw materials and commodities, and different selling price models.

Learners will develop their understanding of the processes involved in planning and developing recipes and the factors that determine menu compilation for a variety of customer groups. Learning from this unit is demonstrated in the planning, implementation and evaluation of a food and beverages service for a hospitality event. Ultimately, learners will be able to transfer and apply their expertise to different food production and service situations within the hospitality industries.

The effective use of planning, coordination and communication skills will be emphasised and developed to underpin the work of the unit. The ability to demonstrate learning, with confidence, in a food and beverage operation, is an important feature of this unit.

Financial Accounting and Reporting (Level 4)
It is essential for the success of any business that it has good financial control and record keeping. Lack of effective control, planning and recording can ultimately lead to poor financial results. Owners and managers need to be able to recognise the indications of potential difficulties and take remedial action when required.

The unit considers the current regulations governing financial reporting, the formats of financial statements and the purpose of these statements for different users.

Learners will use records to complete financial statements. They will consider various categories of business income and expenditure and use cash flow forecasts, monitoring and adjusting for the effective management of cash flow. They will measure financial performance using a profit and loss account and balance sheet and analyse the profitability, liquidity and efficiency of a business through the application of ratio analysis.

Financial Systems and Auditing (Level 5)
In this unit learners will develop skills to evaluate the accounting systems of a business, using both computerised and manual records, and apply fundamental concepts. Learners will also analyse the management control systems of a business and evaluate their effectiveness, particularly in terms of controls and safeguards against error and fraud.

This unit will also enable learners to develop audit skills by contributing to the planning and performance of an audit and the preparation of an audit report.

Heritage and Cultural Tourism Management (Level 4)
This unit looks at heritage and cultural management and its role within the travel and tourism sector. Throughout the unit learners will gain an awareness of definitions of heritage and culture, the organisations involved in the management of heritage and the different types of ownership.

This unit will provide an in-depth understanding of the growth and development of the heritage and cultural industry. Learners will also be able to look at potential conflicts within the industry and the influence of technology. Learners will also be expected to investigate the role and scope of interpretation within this sector and its impact on participants and management

Human Resource Management (Level 4)
Recruiting and retaining staff of the right caliber contributes to the achievement of organisational purposes. Staff must make a valued contribution to the work of the organisation. Eventually they will leave, more often than not because they find alternative employment or retire. Occasionally, however, employment has to be terminated. This unit considers how human resource management deals with these aspects of working. However, the focus of human resource management has moved beyond personnel management towards a more proactive

approach that, in addition to the traditional roles associated with staff management, also considers how to get the best people and the best out of people so that they work in roles and ways that are closely aligned to organisational objectives. This often leads to the assertion by many senior managers that 'Our employees are our most valuable resource'.

Human resource management takes place against a background of organisational needs, policies and procedures that are themselves shaped by legal and regulatory requirements. The unit therefore gives consideration to the national and European legislation that has, for example, seen the introduction of a range of anti-discriminatory legislation, the significance of which can be seen regularly in high profile and often very expensive court cases. Organisations with effective human resource management policies, processes and practices will have committed, skilled employees who contribute effectively to the organisation. In competitive business contexts this is a significant contribution to maintaining a competitive advantage.

Human Resources Development (Level 5)
Human resource development contributes to the overall success of an Organisation through providing learning, development and training opportunities to improve individual, team and organisational performance. Training and development affects everyone in the organisation and it is appropriate at every level from office junior to senior executive. Learning is complex and this unit explores the related theories and their contribution to the process of transferring learning to the workplace. It is important, therefore, for learners to appreciate that all staff should be encouraged to develop their skills and knowledge to achieve their potential and. in doing so, enable the organisation to meet its strategic objectives.

Learners need to appreciate that successful organisations recognise that their training programmes need to be planned and managed. All training has a cost to the organisation and managers need to be able to provide training programmes within their training budgets. Through planning and designing a training and development event, this unit aims to develop knowledge and understanding of these key areas. Learners will examine how to identify training needs across the organisation, as well as understand how government- led vocational and general training initiatives contribute to Managers need to devise appropriate ways of assessing or measuring the impact of staff training. The process of managing the training cycle is important to an organisation. If it is well managed, staff will have the correct of up-to-date skills and knowledge that will allow them to perform their jobs effectively.

International Marketing (Level 4)
This Unit develops learners' understanding of marketing in an international context. Learners will explore methods used for identifying foreign markets beyond domestic and EU borders and the importance of identifying and choosing appropriate distribution channels for foreign market entry.

Learners will also consider the process of international marketing planning and apply this to a specific product range. Finally, learners will investigate the practical and ethical aspects of international marketing decision making.

Management Accounting (Level 5)
In this unit learners will study how cost data is collected, analysed and processed in to information to support the management decision making process. Learners will also consider different costing and budgeting systems and budgetary planning and control. Learners will look at how to prepare budgets and then compare budgeted figures to actual business results. Once variances have been identified, learners will recommend corrective action to be taken.

Learners will explore, assess and decide upon alternative cost and volume proposals in order to identify maximum profit level.

Management Accounting: Costing and Budgeting (Level 4)
This unit looks at the cost information, both current and future, of businesses. It looks at how cost data is collected, compiled and analysed, and processed into information that is useful for business managers. Learners will have the opportunity to apply these principles to practice.

The unit then deals with budgetary planning and control. It looks at how to prepare forecasts and budgets and to compare these to actual business results. Learners will again have practical experience of this.

Finally, the unit considers different costing and budgetary systems and the causes of resulting variances, together with the possible implications and the corrective action the business will need to take.

Managing Business Activities to Achieve Results (Level 4)
This unit focuses on the effective and efficient planning and management of business work activities. It gives learners with understanding and skills needed to design and implement operational systems to improve their effectiveness and efficiency and achieve the desired results for the business.

Learners are encouraged to consider the importance and interrelationship of business processes and the implementation of operational plans, together with quality systems and health and safety, in achieving satisfactory results.

Managing Communications, Knowledge and Information (Level 4)
This unit recognises that communications do not automatically take place effectively in organisations and that both information and work-based knowledge is often insufficient when decisions are made. Learners will look at how managers can improve the planning of their communications processes as well as their communication skills. Learners will understand why managers need to adopt a more inclusive approach to stakeholders affected by the decisions they make and why they need to network on a more structured basis. The unit also looks at how managers can make the information and knowledge they gain accessible to other parts of the organisation.

The unit is designed to develop learner understanding of the interaction between communications, knowledge and information. It also covers how IT systems can be used as a management tool for collecting, storing, disseminating and providing access to knowledge and information.

Managing Financial Resources and Decisions (Level 4)
This unit is designed to give learners a broad understanding of the sources and availability of finance for a business organisation. Learners will learn how to evaluate these different sources and compare how they are used.

They will learn how financial information is recorded and how to use this information to make decisions for example in planning and budgeting.

Decisions relating to pricing and investment appraisal are also considered within the unit. Finally, learners will learn and apply techniques used to evaluate financial performance.

Managing Human Resources (Level 4)
This unit sets the scene by looking at the different theoretical perspectives of human resource management and exploring the differences in these approaches. A variety of changes in the labour market, and the increasing demand from employees for a more manageable work-life balance, has seen the development of

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much more flexible working practices. This has been the case in all sectors of the economy and in all organisations irrespective of their size or the nature of their business. Some workers have a statutory right to flexible hours and all workers can ask their employer to accommodate their needs in terms of a more flexible pattern of working. This unit examines a variety of flexible working models and looks at practical methods that have evolved in many organisations to meet the needs of employers and employees.

Some elements of the unit require an awareness of the legislative framework which determines the nature and scope of human resources policies and practices. However, the unit does not require detailed knowledge of health and safety or equal opportunities legislation. It examines the practical impact of this legislation on human resources policies and practices. New approaches are explored, including the implications for human resources management of the shift from equal opportunities to managing diversity in the workplace.

The unit explores the different methods of performance management. It examines issues that may affect performance at work, such as ill health and absenteeism and will develop learner understanding of counselling and human resources practices that support employee welfare in the workplace.

Marketing Intelligence (Level 4)
This unit explores buyer behaviour and how this is influenced by a range of factors and situations. Learners will explore the marketing research process and assess the importance of different types of information. The approach is practical and learners will learn how to prepare and present a research proposal, assess the reliability of market research findings, and use secondary sources of data.

Learners will then develop the skills needed to assess trends and carry out competitor analysis. Finally, learners will consider customer relationship management and how to assess levels of customer satisfaction. The unit seeks to combine a sound theoretical framework with the development of useful business skills.

Marketing Planning (Level 5)
Effective planning is essential for any marketing activity to ensure that an organisation realises its marketing objectives. Without planning, marketing activity can be inappropriate and waste resources and opportunities.

This unit introduces learners to different ways of auditing, to looking at how internal and external factors can influence marketing planning for an organisation, in order to build up a picture of the marketplace.

Learners will gain an understanding of the main barriers to marketing planning, the effects of barriers, and how these can be avoided or overcome.

Ethical issues in marketing are important in terms of how an organisation and its products are perceived by customers and employees, and can affect the overall ethos and ultimate success of the organisation. This unit will enable learners to investigate and examine how exemplar organisations have been affected by ethical issues, how they deal with them, and how ethical issues should be taken into account when developing marketing plans.

On completion of this unit learners will be able to produce a marketing plan for a product, a service or an organisation that is realistic, in terms of objectives and resources, and effective in terms of the current situation in the marketplace.

Marketing Principles (Level 4)
This is a broad-based unit which gives learners the opportunity apply the key principles of marketing. Firstly, the unit looks at the

definitions of marketing, and what is meant by a marketing orientation and the marketing process.

Next, learners consider the use of environmental analysis in marketing and carry out their own analyses at both macro and micro levels. They will also investigate the importance of market segmentation and how this leads to the identification and full specification of target groups. Learners then consider buyer behaviour and positioning.

The unit looks at the main elements of both the original and the extended marketing mix. This includes an introduction to the concept of the product life cycle, new product development, pricing strategies, distribution options and the promotion mix.

Finally, learners will develop their own marketing mixes to meet the needs of different target groups. This includes considering the differences when marketing services as opposed to goods. A range of other contexts is examined including marketing to businesses instead of consumers and the development of international markets.

Operating and Managing a Sport and Leisure Facility (Level 4)
The ongoing challenge for a sport and leisure manager is to bring all the aspects of running a facility into harmony and to try to keep them there. That means being able to manage routine and non-routine tasks and ensure that the facility's resources are working as best they can for staff.

For larger and more diverse facilities this can mean a mix of retail, events, wet and dry activities, indoor and outdoor locations and surrounding parking or play areas need to have plans for use in place and to be monitored to see if they are meeting customer needs. The unit takes learners through aspects of planning, implementing and monitoring, and the manager's central role in controlling these aspects.

The understanding and skills covered in the unit should by nature be transferable to many contexts and help to establish good knowledge of best working practices for sport and leisure, whether they are in swimming pools, outdoor centres, sports stadia or leisure centres.

The technology, staffing, resources and activities may differ from one facility to another but the principles of good operations management will still apply. Everything from design, layout, capacity and maintenance planning to quality assurance, scheduling, inventory and supplies management can come under the umbrella term of operations management.

Organisations and Behaviour (Level 4)
This unit focuses on the behaviour of individuals and groups within organisations. It explores the links between the structure and culture of organisations and how these interact and influence the behaviour of the workforce. The structure of a large multi-national company with thousands of employees worldwide will be very different from a small local business with 20 employees. The way in which an organisation structures and organises its workforce will impact on the culture that develops within the organisation. This system of shared values and beliefs will determine and shape the accepted patterns of behaviour of an organisations workforce. The culture in organisations that differ in size, for example, or are from different sectors of the economy can be very different.

The structure and culture of an organisation are key factors which contribute to motivating the workforce at all levels of the organisation. The Japanese were instrumental in developing a culture of 'continuous improvement through teamwork' in their manufacturing industry. This culture has now been exported around the world and encapsulates the way in which structure and culture contribute to patterns of behaviour in the workplace.

Personal and Professional Development (Level 5)

This unit is designed to enable learners to assess and develop a range of professional and personal skills in order to promote future personal and career development. It also aims to develop learners' ability to organise, manage and practise a range of approaches to improve their performance as self-directed learners in preparation for work or further career development.

The unit emphasises the needs of the individual but within the context of how the development of self-management corresponds with effective team management in meeting objectives.

Learners will be able to improve their own learning, be involved in teamwork and be more capable of problem solving through the use of case studies, role play and real-life activities.

Research Project (Level 5)

This unit is designed to enable learners to become confident using research techniques and methods. It addresses the elements that make up formal research including the proposal, a variety of research methodologies, action planning, carrying out the research itself and presenting the findings. To complete the unit satisfactorily, learners must also understand the theory that underpins formal research.

The actual research depends on the learner, the context of their area of learning, their focus of interest and the anticipated outcomes. The unit draws together a range of other areas from within the programme to form a holistic piece of work that will make a positive contribution to the learner's area of interest. Learners should seek approval from their tutors before starting their research project.

Rooms Division Operations Management (Level 4)

The unit examines the role of the rooms division within the management of a hospitality operation, the operational elements that comprise the rooms division and how these are deployed by management to maximise both occupancy and rooms revenue. Learners will gain understanding of the role of the front office as the 'nerve centre' of customer activity with network communication links within and to other departments. They will also gain understanding of the management of housekeeping services.

Learners will be able to identify trends and technologies which impact on rooms division operations and effectively utilise a computerised operating system within the rooms division.

Sales Planning and Operations (Level 5)

Selling is a key part of any successful business, and most people will find that they need to use sales skills at some point in their working life – if only to persuade or win an argument. For anyone who is interested in sales as a professional career it pays to understand the basics of selling, to practice, and plan. This unit will introduce learners to the theory of selling and sales planning, and give them the opportunity to put their personal selling skills into practice.

The unit starts with an overview of how personal selling fits within the overall marketing strategy for a business. Learners will be taken through the main stages of the selling process, and be expected to put them to use. Once they are confident about the selling process, learners will investigate the role and objectives of sales management. This is knowledge that can be applied to a wide range of organisations.

Finally, learners will be able to start planning sales activity for a product or service of their own choice – this is another valuable skill that is transferable to many different situations learners may find themselves in as they move into employment or higher education.

Sport and Leisure Industry (Level 4)

In this unit learners will examine the expansion and influence of the sport and leisure industry over the last ten years, as well as the relationships between the different partners within the industry.

Learners will gain an understanding of the meaning of sport and leisure, participation trends and explanations for differences in participation. They will consider the structure of the leisure industry including the private, public and voluntary sectors. Learners will also consider the impact of time distribution on sports participation, the economics of professional team sports and measurement of performance.

Learners will be expected to look at how the political environment influences the sport and leisure industry, as well as the role of both government and government agencies. Learners will also evaluate the implementation of government policy at a local level. Learners will explore the significance of key impacts and current issues that affect the sport and leisure industry using relevant economic, social, cultural and environmental theories. Learners will be expected to prepare management strategies to meet these impacts and issues at a local level.

Taxation (Level 5)

Learners will understand the need for taxation and may already be familiar with the calculation and collection of income tax through the Pay as You Earn system applied to employees.

The unit introduces learners to the UK tax environment and explores the administration and collection of taxation in the UK and the duties of the tax practitioner.

The unit gives learners the skills needed to understand and compute the calculation of income tax for both individuals and businesses Learners will then consider the liability for and computation of corporation tax and capital gains tax.

Travel and Tourism Sector (Level 4)

This unit will provide learners with an understanding of the global environment within which the travel and tourism sector operates. The unit examines the historical evolution of tourism, the current structure of the tourism sector, the external influences on tourism and the impact tourism has on host communities and the environment.

Learners will also undertake an investigation of international and national policies and assess their influence on the tourism sector. The effects of political change on the sector's operation will also be examined.

Understanding Public Relations (Level 4)

It is important for new entrants to the public relations industry to have a clear grasp of the role that the industry plays in contemporary business and public life. This unit is a background to all the other units in the programme and also the foundation of ongoing understanding of the rapidly changing role of public relations.

In this unit, learners will consider the different definitions of public relations and its relationship to corporate communications and marketing. Learners will cover the types of activities public relations professionals undertake and the different types of organisations in which they work, giving them an understanding of the size and structure of the industry as a whole and current employment trends.

Learners will also learn about the tactics used in traditional public relations as well as newer tactics adopted in the areas of digital communications and social media. An important part of the unit is the aspect of constraints, both legal and ethical. This unit is knowledge based and learning is likely to be developed from a wide range of sources.

Understanding the Use of Public Relations in Issues and Crisis Management (Level 5)

Crises are an ever-present risk to individuals and organisations and come in many guises from high profile accidents to product recall. They can have devastating effects ranging from loss of revenue to loss of reputation. Learners will cover the importance of
identifying and managing issues to prevent them escalating into a crisis.

Public relations professionals are an essential part of the process of managing a crisis to reduce the impact and potential damage. Learners will cover the issue of what crises are, how plans are used to prepare for the management of crises and the strategies and tactics that public relations professionals use to manage communications during the event and to protect and promote reputation during and following the event

Visitor Attraction Management (Level 4)

This unit gives learners a broad understanding of the nature, development and management of visitor attractions.The unit highlights the range and importance of visitor attractions within the tourism sector and allows learners to explore the development process for establishing a new visitor attraction.

The unit then explores the different types of visitor, their impacts and various theories of tourist motivation, which should aid the management of a visitor attraction. Key issues of visitor attraction management will also be investigated. Learners will explore the techniques available to managers of visitor attractions and how they can be used to achieve sustainability.

Work-based Experience (Level 5)

A significant amount of learning can be achieved by carrying out practical activities in a workplace. Learning may be enhanced by taking a more formal approach to work-based activities – by planning, carrying out the activities and reflecting on the benefits of the activities to the business and to the learner.

This unit is designed to allow flexibility of study for part-time and full-time learners. It is expected that learners will be supervised in the workplace in addition to the supervision provided by their academic supervisor.

Learners will have the opportunity, supported by their supervisors, to negotiate and perform activities which will allow them to fulfil the assessment criteria for this unit. They will recognise the scope of what they have achieved by recording evidence from carrying out the activities. They will also gain maximum benefit by reflection on and evaluation of the work they undertake.

Working with and Leading People (Level 5)

An organisation's success depends very much on the people working in it, and recruiting the right people is a key factor. Organisations with effective recruitment and selection processes and practices in place are more likely to make successful staffing appointments. In competitive labour markets this is a major advantage that well-organised businesses will have over their competitors. It is important, therefore, for learners to appreciate that the processes and procedures involved in recruitment and selection to meet the organisation's human resource needs are legal. This unit aims to develop learner knowledge and understanding of the impact of the regulatory framework on the recruitment process.

There are many benefits for both the individual and the organisation of working in teams for both the individual and the organisation, most importantly that the task is carried out better and more efficiently. An understanding of team development and the leadership function is crucial when working with others. A motivated workforce is more likely to be efficient and can contribute to the long-term profitability of the business.

In this unit learners will examine these key areas and appreciate how an effective team leader can motivate and develop individuals within teams.

Sometimes when people work in teams they have their own types of communication, which can affect others and cause conflict or tension. In this unit learners will have the opportunity to develop their own leadership skills as well as building on the skills and knowledge needed to manage and lead people and teams in an organisation. Learners will explore ways to manage teams and individuals as well as motivating staff to perform better whilst meeting the aims of the organisation.

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Undergraduate Degree Courses (Level 6)

Bachelors of Business Administration Top Up (BBA)

Accounting I (ACCT 101)
This course introduces the basic business transaction patterns, and how they are processed through the accounting cycle. It will include double-entry accounting applying the accrual basis, the elements of Income Statements and Balance Sheets, and end-of-period closing entries. These concepts will be developed through exercises involving hypothetical sole proprietorships using QuickBooks accounting software.

Accounting II (ACCT 102)
This course extends the concepts of Accounting I to cover procedures for larger or more complex business entities. It will introduce Special Journals, Corporate Accounting, and end-of-year adjustments for Fixed Assets, Receivables, and Inventory
.
Capstone Project (RES 480)
The purpose of the Capstone Project/Activity is to provide students with an opportunity to integrate knowledge and skills acquired throughout the courses of their Degree Programs. It is designed to validate students' abilities to apply learning from many courses to a practical project/activity, either within their workplaces or within their communities or personal lives. This Capstone Project/Activity is a final outcome assessment. It should integrate the students' course work so that its scope can be used to assess the varied competencies achieved during the students' programs of study. As such, it requires students to show how they use the concepts from a minimum of five courses from their Degree Programs. In addition to the specific subject related competencies, the students' written communication skills will be demonstrated in this project/activity.

Contemporary Management Practices (MGMT 221)*
This course is designed to examine both the functions of management (planning, organizing, leading, controlling) and the aspects of business (marketing, finance, production). Students will address a current issue facing management today with consideration given to the external factors affecting business.

Export Procedures & Practices (BUSN 310)
This course will provide students with the basic body of knowledge and mechanics needed to successfully undertake and explore avenues of exporting. A description of the essentials as well as the parameters of exporting will be given. The course applies to an entrepreneurial export situation, to businesses expanding through foreign sales, and to companies simply trying to improve the operations of an existing export department. An emphasis on finance acquaints the student with frequent financial problems in foreign exchange.

International Banking and Finance (MGMT 420)
This is a course designed to give the student an overview of international banking and finance. Topics covered include the international dimensions of finance, foreign exchange rates, international sources of funds, international banking regulations, and the contrast between European, Asian, and American Banking.

International Business Law (BUSN 301)
This course introduces the student to the principles of public and private international law. It addresses the legal problems of doing business in developed, developing and non-market countries, together with the economic and political issues that commonly arise.

International Business Management (MGMT 303)
This course provides a survey of international business management in the context of the increasing economic interdependence of nations. Theories of international business are examined in conjunction with strategic planning, intercultural factors, foreign management techniques, and political risk analysis. The activities of multinational enterprises in home and host countries are also examined.

Operations and Project Management (MGMT 427)
This course examines the direction and control of processes that convert resources into goods and services. It deals with the broad areas of system design, operation, and control. Further, it focuses on the definition, planning, implementation, and evaluation of discrete projects.

MGMT 305 Organizational Communications*
This course examines written and oral communication in business. Topics include: effective organization and writing of correspondence, memoranda, reports, research proposals; interpersonal communication with fellow workers and supervisors; planning, conducting and participating in meetings and oral presentation.

Performance Measurement and Evaluation (MGMT 411)
This course will discuss basic quality measurement and performance issues The course emphasizes process control concepts, metrics, and strategies for improvement. Current techniques such as total quality management, six sigma balanced scorecard, and others are covered.

Principles of Economics (ECON 201)
This course covers an introduction to both microeconomic and macroeconomics. It introduces students to economic theories, methods, and principles with an emphasis on the development of critical thinking skills and the analysis of controversial issues in the field. Macroeconomic topics include: national income and product; saving, consumption and investment; income determination; money supply and deposit creation; monetary and income analysis and alternative economic theories. Microeconomic topics include: supply and demand; utility; cost analysis; long-run supply; profit maximization; competition; production theory; pricing of factor inputs; interest; international trade and current economic problems.

Purchasing and Materials Management (MGMT 330)
This course examines the aspects of acquisition and material management. Students examine the functional roles of those individuals having the functional roles of those individuals having responsibility in this area. The course includes discussion of acquisition law, operations management, pricing, negotiations, and logistics.

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Post Graduate Level Courses (Level 7)

Post Graduate Level Courses (Level 7)
- Certificate in Strategic Management and Leadership (CSML)
- Extended Diploma in Strategic Management and Leadership (EDSML)

Corporate Communication Strategies (Level 7)
Organisations today need to plan their communication systems to ensure up-to-date information, knowledge and awareness are always available to all who need them. A corporate communication strategy is the outcome of a strategic thinking process where senior communicators and managers take strategic decisions to identify and manage corporate communications and communicate them to stakeholders.

With or without a formal communication strategy, every organisation communicates with its audience in one way or another. However, to ensure effective relationships with key stakeholders, every corporate organisation requires a dynamic plan that allows it to strategically relate with its customers as well as other key internal and external stakeholders.

Communication is crucial to organisational effectiveness as it is the basis for maintaining pace and of ensuring that change can happen at all levels. It is through the management of sound and coordinated systems of communication that an organisation can integrate its various parts to ensure workforce harmonisation and achieve awareness of its performance.

Effective corporate communication is closely related to the success of the organisation. An organisation's reputation, survival and success rests on its ability to communicate with the public as well as its own employees and stakeholders. When effective corporate communications strategies are incorporated into a business structure, regardless of the size of the organisation, the ability to achieve global communication will be strengthened.

Corporate communication is closely linked to business objectives and strategies. It is the processes an organisation uses to communicate all its messages to key stakeholders. It encodes and promotes a strong corporate culture, a coherent corporate identity, an appropriate and professional relationship with the media, and quick, responsible ways of communicating in a crisis. It is essential if organisations are to inform and influence external stakeholders, including their customers, and harness the efforts of all internal stakeholders towards the successful accomplishment of organisational objectives.

This unit gives learners an opportunity to look into the design of a communication system within an organisation such as their own workplace, one to which they are seconded, or through an appropriate case study.

Developing Strategic Management and Leadership Skills (Level 7)
The main aim of this unit is to investigate how current thinking on leadership influences an organisation's planning to meet current and future leadership requirements. Learners will gain an insight into the current thinking on leadership from an organisational perspective. They will examine the links between strategic management and leadership, particularly the skills a leader needs to support organisational direction. The unit will help learners understand the impact of management and leadership styles on strategic decisions in differing situations, through examining the competences and styles of successful leaders.

Applying management and leadership theories and models to specific situations will enable learners to assess their impact on organisational strategy. The unit will draw on a selection of established principles, including the influence of emotional

intelligence on leadership effectiveness. This will enable learners to assess how organisations can plan to meet current and future leadership requirements.

This unit gives an organisational perspective, but it offers learners an insight into how it can contribute to development of their strategic management and leadership skills through assessing requirements for their current or future job roles and measuring these against relevant National Occupational Standards. Learners will develop analytical and long-term planning skills through the use of case studies and research.

Finally, this unit will enable learners to research a range of management and leadership development methods and evaluate their in meeting the skills requirements for effective leadership.

Managing Financial Principles and Techniques (Level 7)
Organisations operate in a very competitive and continually changing environment where effective decision making is crucial if an organisation is to survive or even be profitable. An important resource for decision making is financial information and it is important for managers to be able to interpret, analyse and evaluate this information effectively.

This unit will give learners a foundation in financial principles and techniques relevant to the strategic management process. It encourages learners to explore the nature of cost-based financial data and information, the impact of the budgeting process on the organisation, and the development of cost reduction and management procedures and processes. It also focuses on the management of these costs through the use of forecasting, appraisal and financial reporting procedures. One of the main objectives of this unit is for learners to develop the confidence to apply, analyse and evaluate financial and cost information.

Learners will develop the ability to judge the sources, nature, accuracy and completeness of cost-based information and influence others to make decisions that are based on well-researched options. These important decision-making skills will be enhanced further through the use and validation of forecasting techniques, the consideration of financial statements and making judgements on the validity of information sources used in the decision-making process.

Learners will also apply strategies associated with determining sound management information with reference to sources of funds, the potential investment of resources and the interpretation of financial statements.

Learners will study issues of cost, responsibility and control in the contexts of management accounting and the management process. This unit gives learners the opportunity to enhance their competency in the construction, review and evaluation of cost-based financial information, and introduces them to the analysis and control or reduction of costs in a range of situations.

Professional Development for Strategic Managers (Level 7)
This unit is designed to enable learners to take responsibility for their learning and development needs to gain the personal and professional skills needed to support the strategic direction of an organisation. Learners can achieve this through analysing their current skills and preparing and implementing a personal development plan.

This unit highlights the importance of seeking feedback from others to improve performance by continuously reviewing learning needs. The development of appropriate personal and professional skills will allow learners to cope with demanding responsibilities and career progression.

Learners will conduct a skills audit to evaluate the strategic skills they need to meet current and future leadership requirements and

then use it to identify their preferred learning style. This will also inform the structure of a personal development plan.

Evidence for this unit needs to be generated continuously throughout the qualification, enabling learners to take ownership of their development needs. Learners will need to demonstrate that they have a regularly updated and realistic personal development plan that fits with their preferred learning style.

This unit will also enable learners to evaluate the effectiveness and impact of their learning against the achievement of strategic goals and their chosen career path.

Project Development and Implementation for Strategic Managers (Level 7)

As the rate of change escalates, it is important for organisations to not just hold their place in the market but to plan to move ahead. This unit recognises the importance to managers of having project management skills and the relevant expertise to enable this to happen.

The purpose of this unit is to give learners an opportunity to integrate all the knowledge from their programme of learning by developing a project in which they plan and implement a new product, service or process.

Learners need to take a full and active role in all aspects of the project, and the selection of an appropriate management issue is crucial to success. Learners will cover a full range of management activities and roles, including resource and people management and implementation of change. The result needs to be a substantial report in a style appropriate for consideration by senior management.

Strategic Change Management (Level 7)

Alvin Toffler's famous comment 'There is only one constant today and that is change' was made some decades ago, but now change itself is changing at a fast rate. The phenomenal pace of change in countries such as China and India is impacting on older, established economies in the western world. With such change comes uncertainty and insecurity. Organisations, even those in the public sector where 'steady state' was ever the watchword, can no longer sit back. All organisations are being increasingly challenged by change. Consequently, they need to understand the issues that drive the need for change in their own organisations. This means that organisations need to have a proactive approach to strategic change management.

Strategic change management is most effective when an organisation actively seeks the participation of all relevant stakeholders. A change management strategy will be effective only if it has the support of all stakeholders. If they are to have a sense of ownership, stakeholders need to have the opportunity to contribute to the development of the change strategy.
Strategic change impacts on the human resources structure of the organisation and this often means a restructuring of the workforce or changes in working practices.

Almost inevitably, change will generate resistance from some, particularly those who feel that the change will have no positive benefits for them. Other people may resist change simply because they prefer the status quo. Organisations need to ensure that they have strategies in place to manage resistance to change and this should be part of the overall model that they adopt for managing the change. Once in place, progress towards change will need to be monitored.

Learners will develop an understanding of the models of strategic change and the role that stakeholders play in this process. They will then examine the need for change in a selected organisation and plan the implementation of a model for change.

Strategic Human Resource Management (Level 7)

Strategic human resource management is concerned with the management of human resources in ways that support an organisation's strategy and contribute to the achievement of organisational goals. It takes a long-term perspective on how human resources can be matched to organisational requirements and considers broader matters such as the quality and commitment of the human resource to an organisation.

Human resource planning provides the mechanisms through which organisations can ensure that they have sufficient staff of the right quality now and in the future to enable their successful functioning. Issues such as the recruitment of staff, the retention of staff, developing staff and succession planning, as well as downsizing and relocation, need to be accommodated in human resource plans.

The nature of the changing business environment requires adaptable strategic human resource plans. Organisations have a range of human resources policies that explain how human resources are managed. In many cases, there is a legal or regulatory requirement that insists on the existence of these policies. In other instances, organisations may wish to demonstrate good corporate practice in matters relating to employment.

The structure and culture of organisations affects human resource management. The publication of lists of companies that are good employers indicates how structure and culture affect personnel and how the perceptions of other parties are shaped by how employees feel about working for particular organisations.

Organisations that are good employers are more likely to attract and keep good staff. By examining human resource management, learners will understand how human resource strategy and policies enable personnel to work in ways that contribute to the overall effectiveness of organisations in both the short and long term.

Strategic Marketing Management (Level 7)

Marketing is at the core of business. Outperforming the competition requires solid marketing knowledge and precise marketing decision making. An organisation's positioning, and the positioning of its products and services, depend on the formulation and implementation of intelligent and well-informed strategic marketing plans.

All organisations operate in a dynamic marketplace. Competition, consumers, technology and market forces constantly redefine the way organisations operate.

Staying competitive means that organisations need to continuously adjust and adapt their customer approach to meet changing needs and expectations. This is increasingly important with the globalisation of markets and the rapid increase in competition from emerging nations such as China, India and Brazil. In today's markets, it is imperative that organisations focus on establishing, developing and adjusting their strategic marketing plans if they are to remain competitive.

Strategic marketing is a way of focusing an organisation's energies and resources on a course of action that can lead to increased sales and dominance of a targeted market. A strategic marketing strategy combines product development, promotion, distribution, pricing, relationship management and other elements of marketing. It identifies an organisation's strategic marketing goals, and explains how they will be achieved, ideally within a designated timeframe.

Without a strategic marketing plan, organisations can waste resources, miss opportunities or, in a worse case scenario, threaten their own survival. Strategic marketing executives have

up-to-date knowledge of competitive dynamics and know how to integrate marketing strategy into an overall business strategy.

Strategic marketing management provides a comprehensive examination of all the major components of marketing strategies and their integration into organisations. It is the basis for continued success in highly competitive markets.

Strategic Planning (Level 7)
A Chinese proverb states that if you are planning for one year, grow rice. If you are planning for 20 years, grow trees. If you are planning for centuries, grow men. This unit focuses on how organisations undertake strategic planning and its importance in a fast changing, turbulent marketplace. Learners will understand why it is important to develop a strategic vision and mission, establish objectives and decide on a strategy. Strategy and strategic plans map out where the organisation is headed, its short- and long-range performance targets, and the competitive moves and internal action required to achieve targeted business results. Learners will understand that a well-constructed strategic plan is essential for organisations to cope with industry and competitive conditions.

In this unit, learners will discover how important it is for an organisation to understand what is happening in their external environment and how the environment is changing. This will then enable learners to review an organisation's existing business plans, using appropriate tools and techniques. Having explored the competitive environment, learners will understand how to develop strategic options using modelling tools and then develop a strategic plan, giving due consideration to the core values, vision and mission of the organisation. Learners will then look at planning the implementation of a strategic plan and the creation of monitoring and evaluation systems to measure progress.

Strategic Supply Chain Management and Logistics (Level 7)
This unit focuses on how the concept of supply chain management and logistics is based on the idea that every product that reaches an end user represents the combined effort of multiple organisations which make up the supply chain and that until recently, most organisations paid attention to only what was happening within their own business. Few organisations understood, much less managed, the entire chain of activities that ultimately delivered products to the final customer. This resulted in ineffective supply chains.

In this unit, learners will develop the knowledge that, today, many organisations realise that effective management of supply chain activities can lead to increased customer value and achieve sustainable competitive advantage. Supply chain activities cover everything from product development, sourcing, production and logistics, to the information systems needed to coordinate these activities.

Learners will discover that the organisations that make up the supply chain are 'linked' through physical and information flows. Physical flows involve the transformation, movement and storage of goods and materials and are the most visible piece of the supply chain. Of equal importance are information flows as they allow the various supply chain partners to coordinate their long-term plans and control the day-to-day flow of goods and materials up and down the supply chain.
This unit will give learners an understanding of the key drivers in the creation of an integrated supply chain – the principal aim of many organisations.

Graduate Degree Courses (Level 7)

Masters in Business Administration Top Up (MBA)

Corporate Finance (FIN-601)
This course looks at the realities of finance within a corporate entity. Capital investment decisions are reviewed in more detail, with an emphasis upon risk analysis. Additional topics include the management of cash and working capital, and
the valuation of companies. The course makes extensive use of case study analysis to link classroom teaching with corporate realities, and also to provide students with additional experience of making presentations.

Corporate Social Responsibility (MGT-606)
The course examines the increasingly important role of corporate social responsibility, recognizing the basic principles of ethical and responsible treatment for stakeholders, within the organization, the community and the environment. The rapid development of CSR as a concept – i.e., a better quality of life for everyone -- has made it an essential element of today's curriculum as it cuts across academic disciplines. Students will look at decision making processes in industry with regard to the need to balance business profits and returns on investment with the growing awareness in favor of more sustainable practices. The impact of businesses on communities in both the developed and less-developed countries will be examined,
as will the responsibility and governance of issues affecting the stakeholders. In addition, the importance of companies in developing socially responsible strategies will be examined. This will include case studies involving specific industries (e.g., oil & gas) and their ethical role in the integrated, globalized market.

Entrepreneurship (MGT-603)
This course examines the factors leading to the creation of new ventures, characteristics of the successful entrepreneur. Organizing and financing a new venture. Strategic Planning and writing a business plan.

Financial Markets and Institutions (FIN-602)
An examination of the flow of funds in the economy and of the role of financial intermediary's leads on to discussion of the principal types of financial institutions. The functions and responsibilities of central banks are discussed, together with the mechanism through which commercial banking is reviewed, with emphasis on the role of international commercial banks in the Euromarkets. The role of investment banks and their services to their corporate clients are studied, together with a look at the functions of private banks. The course ends with a description of "derivative" instruments and their uses.

International Economics (ECO-601)
A review of the development of trade theory from Ricardo to the present leads to discussion of the extent to which the theory describes the realities of international trade. Various national trade and development models – autarchy, import substitution and local content requirement policies – are critiqued. The widespread use of tariffs and of non-tariff trade barriers is explored, and this in turn leads to analysis of the relative lack of success of GATT and of the World Trade Organization,
particularly in the area of agricultural restrictions and price support. The course has a strong research focus, and students are required to prepare a paper and presentation on a current issue in world trade.

Research Methodology (RES-601)
This course provides an overview and motivation for the use of qualitative and quantitative research methods, including observation, interviewing, questionnaires and surveys, and the use of case studies. This course will provide students with the necessary background on research methodology in which to pursue their graduate research project.

Research Thesis (RES-602)
At the beginning of their MA studies, students will choose or be assigned to a research topic for their MA thesis or research project. Each student will work closely with a research advisor. During the duration of their studies at UBIS, they will work on their Research Project and are encouraged to apply assignments and information from their classes to the development of their research plan. They will meet with their advisor on an as-needed basis to ensure that they are progressing
in their project. The research work may be either internal or external (e.g., in the framework of an internship or at the student's workplace). The final result will be a major case study or a written thesis to be presented and defended prior to graduation.

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Fees 2015/2016

LONDON COLLEGE OF INTERNATIONAL BUSINESS STUDIES

Certificate / Diploma

- Business Administration
- Management
- Marketing
- Human Resources
- Accounting
- Public Relations
- Hospitality
- Travel & Tourism
- Sport & Leisure Management

Intakes	Level	Fee	Duration	Visa
Monthly	Certificate	£3500	3 months (Full Time)	STSV
	Diploma	£4500	6 months (Full Time)	STSV

Enrolment Fee of £250 applies to non UK/EU/EEA students.

Undergraduate Programmes

- Business Administration
- Management
- Marketing
- Human Resources
- Accounting
- Public Relations
- Hospitality
- Travel & Tourism
- Sport & Leisure Management

Intakes	Level	Fee	Duration	Visa
Varies (Monthly)	HNC / HND	£6000	1 year (Full Time)	Tier 4
	HNC+HND (Internship Included)	£11000*	2 years (Full Time)	Tier 4

Enrolment Fee of £250 applies to non UK/EU/EEA students.

*Discount available if paid in full prior to start date

BBA Top-Up (UBIS University)

UBIS UNIVERSITY

Intakes	Level	Fee	Duration	Visa
Jan, Mar, May July, Sep, Nov	Level 6	£7500*	1 year (Full Time)	Tier 4

Enrolment Fee of £250 applies to non UK/EU/EEA students.

*Special LCIBS scholarship price.

Postgraduate Programme

	Intakes	Level	Fee	Duration	Visa
Certificate in Strategic Management And Leadership	Monthly	Level 7	£3000	3 months (Full Time)	STSV
Extended Diploma in Strategic Management And Leadership	Monthly	Level 7	£7000	1 year (Full Time)	Tier 4

Enrolment Fee of £250 applies to non UK/EU/EEA students.

MBA Top-Up (UBIS University)

UBIS UNIVERSITY

Intakes	Level	Fee	Duration	Visa
Jan, Mar, May July, Sep, Nov	Level 7	£7500*	1 year (Full Time)	Tier 4

Enrolment Fee of £250 applies to non UK/EU/EEA students.

*Special LCIBS scholarship price.

Programme availability 2015/2016
(marked with the X)

	Sep 15	Oct 15	Nov 15	Dec 15	Jan 16	Feb 16	Mar 16	Apr 16	May 16	Jun 16	Jul 16	Aug 16	Sep 16	Oct 16	Nov 16	Dec 16
Cert Management	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Cert Marketing			X		X		X	X		X	X		X	X	X	X
Cert Human Resources			X	X	X	X	X	X	X	X	X	X	X	X	X	X
Cert Accounting					X		X	X					X	X	X	X
Cert Public Relations					X		X	X					X	X	X	X
Cert Hospitality					X		X	X					X	X	X	X
Cert Travel and Tourism					X		X	X					X	X	X	X
Cert Sport & Leisure Mngt					X		X	X					X	X	X	X
Dipl Management	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Dipl Marketing			X		X	X	X	X		X	X		X	X	X	X
Dipl Human Resources		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Dipl Accounting					X								X			
Dipl Public Relations					X								X			
Dipl Hospitality					X								X			
Dipl Travel and Tourism					X								X			
Dipl Sport & Leisure Mngt					X								X			
HNC Business	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HND in Business (Any concentration: Management, Marketing, Human Resources, Accounting, Public Relations, Hospitality, Travel & Tourism and Sport & Leisure Management)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
BBA Top-Up	X		X		X		X		X		X		X		X	
Certificate in Strategic Management and Leadership		X		X			X				X		X			X
Extended Diploma in Strategic Management and Leadership	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
MBA Top-Up	X		X		X		X		X		X		X		X	

Internships

Students can apply for internships in our listed programmes for the additional cost of £1500*

Anglo Educational Services (AES) is the College's partner helping to arrange unpaid internship placements for students in a variety of fields, giving you a hands-on experience of the UK's business culture. Their extensive network of contacts in all of London's major industries and sectors makes it possible for AES to provide students with the opportunity to gain the most skills and experience required from an internship.

Programme and Internship Application
Once your LCIBS application and internship form has been received by our LCIBS internship team, you will receive feedback to assist you with the process and ensure you are prepared to proceed. Our staff will contact AES who will then progress your internship application directly with you.

Choosing the organisation
There are many organisations out there, ready to offer students some great prospects. Don't overlook ones you've never heard of in favour of the big global names. It is in small organisations that you will most likely be asked to wear many hats and gain the most opportunities. Be open-minded and look for the right fit for your needs.

During your Internship
During your placement you will live like a Londoner, while experiencing what it is like to work in a business field. Your internship will serve as an anchor; you will build contacts in the industry, be mentored by an experienced professional and lay the foundations for your postgraduate career.