



BSc Hons

International Business Management

Part I

Programme Handbook

2021 / 2022

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Information correct at time of writing.

Modules and course structure are subject to change

Introduction

Congratulations and welcome to the BSc (Hons) International Business Management degree at Lancaster University Management School (LUMS). You are now a student of not just one university, but two! On this course you will be regarded both as a Lancaster student and as a student of your partner institution - NEOMA Reims, ESB Reutlingen, UCSC Piacenza, ICADE Madrid, NEU Boston or UDLAP Puebla - each of which is a LUMS partner in the exclusive International Partnership of Business Schools (IPBS).

It is important to note that you will follow the regulations of both Lancaster University for the BSc (Hons) International Business Management and those of the partner institution for their degree. These will differ in terms of regulations relating to assessment, examinations, the classification of the degree and other areas, so please make sure that you are clear about both sets of regulations. You can find these regulations at:

[Lancaster University regulations](#)

The Management School has a lot to offer including tailored careers and placement advice, teaching and research quality, the opportunity to join a number of business and management related societies, excellent student support from departments, as well as facilities to enable you to work individually as well as in groups.

Our vibrant community within the Management School will expose you to a variety of opportunities and expose you to a multicultural environment in which we hope you will thrive and learn. The International Business Management team are there to help you throughout your time here and support is available through a variety of sources in the University. You will have the opportunity to meet the Programmes Officer of the International Business Management programme and the Undergraduate Team in induction week.



Kostas Amiridis

International Business Management Programme Director

Hello and Welcome!

I am the Programmes Officer for the International Business Management Undergraduate degree and your main point of contact throughout your years here at Lancaster University. I am here to help you with any questions and queries you may have. I can help with queries about module choices and your degree, direct you to support services that are available to you, point you in the direction of careers advice, or assist with any other issues you may encounter, whether they are degree related or not. I may not always have the answer to your query, but I'm here to point you in the direction of someone who does!

I very much look forward to meeting you and hope that you will say hello and meet the rest of the undergraduate team. I encourage you to take advantage of all that the Management School and Lancaster University has to offer and wish you the best of luck as you start your journey on the International Business Management degree.



Alison Currie, UG Programmes Officer

I am your first point of contact if you are having any problems with your course or need to ask a course related query. You can contact me on the email address below.

Email: lumsugmngt@lancaster.ac.uk

Key Contacts



Kostas Amiridis
International Business Management Programme Director

Email – k.amiridis@lancaster.ac.uk

Microsoft Teams – [contact me via teams](#)

Office – B05, Charles Carter Building



Muntasir Alam
Academic Advisor for 1st Year Students

Email: m.alam1@lancaster.ac.uk

Teams: **Contact Via Teams**

I will be your academic tutor during your studies at Lancaster University Management School. I have recently joined the University as a Teaching Associate in the Department of Entrepreneurship and Strategy after completing my PhD from the University of Liverpool. Before joining Lancaster, I served other higher education institutions in different capacities and have long teaching experiences.

An academic tutor is assigned to every undergraduate student at Lancaster University to support students during their studies with the University. As your Academic Tutor, I will be available for a one-to-one consultation to discuss any academic-related questions/concerns you may have. These include but are not limited to assisting with selections of modules, monitoring your progress, providing support for career planning, providing information on University academic standards and quality regulations and signposting and referring you to other services available in the University.

In addition to the one-to-one consultation appointments, I also plan to run group sessions in thematic areas that will help you get the most out of your studies. If you have a particular topic that you would like me to address in my sessions this year, please do not hesitate to let me know.

During your time at Lancaster, challenges to meet higher academic standards will be more rigorous than ever before. But be rest assured, you will get all the support you need to help you progress and reach your potential. I look forward to getting to know you all and wish you every success during your stay here at Lancaster.



Alison Currie
UG Programmes Officer

Office : A5, Management School

Email – lumsugmngt@lancaster.ac.uk

Book a digital appointment with me [here](#)

Book an in-person appointment with me [here](#)

I will be available Monday, Tuesday and Friday, 10am – 3pm, in-person via the office, and digitally through Microsoft teams and emails. Wherever possible, I would encourage you to make an appointment in advance using the links above, before dropping by the office, to ensure that I'm available and to avoid long waiting times. However, I will be open for drop-ins.

On Wednesdays and Thursdays, I will only be available digitally, for meetings through Teams and emails. The office will still be open if you would like to discuss something in person; one of our colleagues will be happy to help.

The primary task of the experienced and enthusiastic team who run the Business Management office is to ensure that you enjoy your studies. If you have any problems with your work, your programme tutors, personal matters, or with any other aspect of your experience at Lancaster or your degree programme, you can contact your Undergraduate Programmes Officer. He will be able to point you in the right direction, as well as offer support, guidance and advice where appropriate. Details of all the student support services, who can assist you are here: [Current Students | Lancaster University](#)






The Module Co-ordinators are Emily Thorley and Mel Bakey and are your first point of contact for any Management (MNGT) Module related questions or problems, such as timetables, seminar/workshop/tutorial groups, and assignment submissions.

E-mail: lumsugoffice@lancaster.ac.uk

The University also uses an online communication centre for queries and support, called Connect Lancaster. If you don't know the answer to a question about your life or studies, ask Connect Lancaster. It contains the answers to many frequently asked questions, and will direct you towards webpages with more information if necessary. This is immediate, and quicker than trying to contact a member of staff! You can also contact a team directly through Connect, for example the college wellbeing teams. This is great if you don't know who to speak to, or how to contact them. For simple questions we recommend trying Connect first. **For any programme related queries however, we strongly recommend you contact our office directly using the methods above, rather than through Connect.**

Partner Institution Contacts

You are also welcome to contact the course director of your partner institution:

Name	University Logo	Email Address
Frederic Beaumont		Frederic.beaumont@neoma-bs.fr
Rolf Daxhammer		Rolf.Daxhammer@Reutlingen-University.de
Carmen Escudero Guirado		cescudero@icade.comillas.edu
Laura Zoni		laura.zoni@unicatt.it
Manuel Francisco Suarez Barraza		manuel.suarez@udlap.mx

Each of the Course Directors normally visits us before Christmas and occasionally again in the spring. They will want to meet you and talk to you. However, given the current situation with travel due to Covid, these sessions will probably be held via a Microsoft Teams Call. These are important opportunities for you to find out more about your partner institution and your third and fourth years of study.

LUSIPBS

LUSIPBS stands for 'Lancaster University Society for the International Partnership of Business Schools' which is run by BSc International Business Management students. Please do get involved - it will be really worth it. You will find that these students will be an invaluable source of advice concerning courses, work placements, campus, social life etc. The society has contacts with the equivalent societies at NEOMA, ESB, UCSC and ICADE, so you will be able to contact students there as well.

The Academic Year

Term Dates: Academic Year 2021 - 2022

Arrivals Weekend: 02 October – 03 October 2021

Welcome Week: 04 October 2021 - 08 October 2021

Michaelmas Term: 08 October 2021 – 17 December 2021

Christmas Vacation: 18 December 2021 – 13 January 2022

Lent Term: 14 January 2022 – 25 March 2022

Easter Vacation: 26 March 2022 – 21 April 2022

Summer Term: 22 April 2022 – 01 July 2022

Exam Periods

The main examination periods are:

- Part 1 (1st year) Weeks 7 to 9 of the summer term
- Part 2 (2nd, 3rd and 4th years) Weeks 4 to 7 of the summer term
- Resits (Part 1 and Part 2) Third week of August

***Please note that some exams may be scheduled outside of these dates. You MUST be available for examination periods, even if you are on an internship/placement you must attend the Lancaster Campus for your examinations. Your employer will be obliged to release you for this essential aspect of your studies. You should budget for associated travel and other costs.**

Expectations

In order to help you excel during your time here, there are a few expectations we have on you as a student.

You are expected to be available for attendance between 9.00 a.m. and 7.00 p.m. (UK time) on all weekdays during term time.

Your working week during term time is expected to consist of approximately 40 hours of study. This includes lectures, tutorials, seminars, workshops, and practicals (depending on your subjects), as well as private study including reading through and understanding the lecture notes, further reading of published materials, completion of coursework, group work, preparation for exams and tests, etc. You may also be given work to complete during vacations. This means that, although you may only have a few contact hours a week, you are expected to do independent reading and research in your own time. Unlike many people's experience at school or college, Universities focus much more on independent learning and your active participation. Therefore, a lot of what you will learn will come from your own reading, directed by your lecturers and tutors. This is one of the things new students struggle the most with! So it's good to make this a habit early on. This will be an essential skill as you move into Part II.

You are also expected to attend **ALL** compulsory sessions. We obviously understand that unforeseen circumstances and illness do happen! In those cases it's very important you do what you can to catch up on any missed work. If you are having any problems that are affecting your ability to attend, whether they are financial, personal or academic, please speak to **someone in the Business and Management team, or your College Welfare Advisor**, as there are many avenues of help and support that we can offer, provided that we are aware of your circumstances. You can raise any issue or concern with the wellbeing team via the ConnectLancaster portal.

Student attendance and engagement will be monitored and the Department will be in touch if we have concerns about any aspect of your attendance/engagement. The full engagement policy can be accessed [here](#).

Getting Started

1. Read the **Programme Structure and Part I subjects sections** in this handbook before the enrolment day. The rest of the guide should be read through sometime during the first two weeks of the Programme and referred to when necessary after that.
2. Once you have registered, make sure to check your timetable. There may be updates to your timetable during term, so make sure to check this regularly. Make sure you have no timetable clashes for your workshop, seminar/tutorial groups. Changes in seminar/tutorial and workshop groups are normally only allowed if they clash with a lecture or teaching commitments in other departments. If you discover you have a clash after registering for your Part I Programme, changes will be dealt with by the Programme Coordinators.

Workshops and seminar/tutorials start in the first week of term

3. Please refer to the **Ready for LUMS** Moodle page: [Course: Ready for Your Management School](#) for updates and information.
As well as the **International Business Management** Moodle page: [Course: Department of Business and Management](#) where you will find electronic copies of handbooks and also useful information about your programme and the UG Office.
4. Check your Lancaster e-mail account **daily** as all correspondence will be sent to that account. You will miss out on important information if you do not.

Internships

As part of this degree you must undertake an internship of 8-12 weeks during the Summer vacation in Year 1 and Year 2.

Year 1 Internship

At the end of **Year 1**, we expect you to undertake some form of work experience lasting 8-12 weeks. Ideally, this will be in an environment where you would like to work when you graduate, but we understand that this is not always possible, particularly for first years because of the requirements of UK employers. However, key skills such as communication skills, customer relations and team working can be developed in many different settings including office work, retail, hospitality and tourism. For first year students, the important outcome is not where you work but what skills you develop, therefore we expect that most types of work experience will meet our requirement.

For non-UK students it is a requirement that English is the main language of the work place, but we do not insist that the placement should be in the UK. However, it should not be in the country of the partner institution.



Year 2 Internship

At the end of **Year 2** we expect students to undertake a more structured career-related internship for 8-12 weeks. Many national and multi-national companies in the UK offer a formal summer internship as part of their graduate recruitment programme. These are advertised widely and the application process is often CV > application form > psychometric test > assessment centre > interview. Most of the companies use these internships as a means of identifying future talent for their graduate programme and you will be given real responsibility during your internship. You may choose to work in a company without a structured internship programme, perhaps one that you arrange through your own contacts. This is absolutely fine as long as the work is of a challenging nature and that you are developing your skills and potential.

In both year one and year two, the work experience/internship must be discussed with, and approved by, the LUMS placements team, to support you in obtaining your internship. They run various workshops, drop-in sessions and one-to-one appointments for CV writing, application forms, assessment centres, interviews and much more. Please speak with Juliet Huntington, Placements and Internship Management or contact her via email: j.huntington1@lancaster.ac.uk. You can also find out more information by visiting the website below.

[LUMS Careers Website](#)

Part I Programme Structure

BSc International Business Management Year 1 148 Credits

Michaelmas Term

- Introduction to Management (MNGT110)
- Introduction to Financial Accounting (ACF111)
- Preparation for Internship (MNGT140)

Lent Term

- Introduction to Business Analytics (MNGT130)

Lent and Summer Term

- Management, Organisations & Work: Key Issues & Debates (OWT101)

Summer Term

- Introduction to Management (MNGT 110)
- Revision and Exams
- 8-12 Week Work Placement Over Summer Break

Across the Whole Year

- Introduction to Marketing (MKTG101)

***OR**

- Principles of Economics (ECON102)

**If you take Marketing in Year 1, you will take Economics in Year 2 and vice versa*

Across the Whole year

Language Module i.e. FREN100/SPAN100/GERM100/ITAL100 or FREN101/SPAN101/GERM101

Compulsory Part I Modules

MNGT110 Introduction to Management

MNGT110 is an introductory module on various Management-related degrees. We are aiming at providing you with a broad - but necessary - overview of different topics and themes in the subject area, setting the foundation for further, more detailed studies further on. In essence, we are providing you with a bigger picture of what Management and Leadership are all about.

MNGT130 Introduction to Business Analytics

The aims of MNGT 130 are to give an introduction to probability and statistics and to impart a familiarity with useful computer tools. The module lasts for the Lent term only. The statistical topics covered include basic data analysis and presentation, probability and the use of some important probability distributions, index numbers, and an introduction to regression.

ACF111 Introduction to Financial Accounting for Managers

This module, aimed at non-specialists, offers an introduction to the analysis and use of published financial statements. It places the preparation of financial statements in context and examines the financial environment within which businesses operate. It assumes no previous knowledge of accounting.

OWT101 Management, Organisations & Work: Key Issues & Debates

In this module, some of the perspectives on organisation and management as developed by social science are considered and applied to organisational questions. This module is specialised, but enables students from generalist degrees, such as Business Management, to appreciate the organisational parameters and dynamics within which managers and others have to function.

ECON102 Principles of Economics

Providing a thorough introduction to the discipline of Economics, this module is divided into two parts. The first part covers microeconomic analysis, including the theory of demand, costs and pricing under various forms of industrial organisation, and welfare economics. Many applications of theoretical models are examined. The second part focuses on macroeconomic analysis, including national income analysis, monetary theory, business cycles, inflation, unemployment, and the great macroeconomic debates.

***OR**

MKTG101 Introduction to Marketing

This module serves as an introduction to the theory, tools and techniques of Marketing. A broad range of topics will be considered in this year including, for example, relationship marketing, services marketing, international marketing, communications, including advertising, marketing planning and strategy etc. The current structure aims to introduce a new topic in each of the teaching weeks during the Michaelmas and Lent terms. Throughout the year, you will be asked to consider how theory works in practice, by examining your own experience of marketing as well as contexts obtained from the press and broadcast media. Part of your learning will be based on coursework; much of this will involve working in groups. Some of the Marketing applications you encounter in the first year will serve as an introduction to further studies in the subject.

***Remember if you take Marketing in Year 1, you will take Economics in Year 2, and vice versa**

DELC100/101 Language Module

UK students will study the language of their programme link unless they are already very proficient, in which case they can choose another language (French, German, Spanish, Italian, Chinese). Non-UK students study a language of their choice that is not their own language.

These modules are not the standard modules taken by other Lancaster students - you will be taking just the language component of a standard course and not the cultural studies element.

Language courses are delivered and administered from the Department of Languages and Cultures (**DLC**) in Bowland College North (BN).

Your first points of contact for any problems, questions or queries with your language modules are:

Name	Role	Email Address
Laura Wilkinson	Language Dept Part I Co-ordinator	l.wilkinson3@lancaster.ac.uk
Brigitte Theunissen- Hughes	Language Dept Part II Co-ordinator	b.theunissen- hughes@lancaster.ac.uk

Part II Programme Structure

BSc International Business Management Year 2 (150 Credits)

Michaelmas Term

- Data Analysis for Management (MNGT213)

Michaelmas OR Lent Term

- Management for Business Decisions (ACF213)
- Introduction to Finance (ACF263)

Michaelmas AND Lent Term

***Remember if you took Marketing in Year 1, you will take Economics in Year 2, or vice versa**

- Management and Consulting: Practice & Critique (MNGT200)
- Marketing Fundamentals (MKTG222) + Marketing Management Essentials (MKTG227)

***OR**

- Introduction in Economics for Managers (ECON224) + Further Topics in Econ for Managers (ECON225)
- 1 DELC 30 credit Language Module you would continue with the language you studied in your first year (or two 15 credit LUMS modules of choice if bilingual)

Lent Term

- 1 LUMS 15 credit option

Summer Term

- Revision Sessions & Exams
- 8-12 weeks Work Internship over Summer Break

Compulsory Modules Year 2

MNGT213 Data Analysis for Management (15 Credits) Lent

The purpose of this course is to provide students with an introduction to statistical techniques and their applications in the context of business and management problems. In addition, the course is designed to develop students' abilities to make effective use of computer software for data analysis. The following topics are covered: descriptive statistics, probability, probability distributions, sampling, estimation, hypothesis testing and regression analysis.

ACF213M/L Management Accounting for Business Decisions (15 Credits) Michaelmas or Lent

This course offers an introduction to the use of management accounting information for management purposes. This includes an examination of cost-volume profit analysis, the concepts of direct and indirect costs, and various costing methods. The importance of budgets to organisations and their impact on performance are also discussed. It assumes a basic understanding of financial accounting, but no previous knowledge of management accounting is required.

ACF263M/L Introduction to Finance (15 Credits) Michaelmas or Lent

This module offers an introduction to Finance. It covers the financial environment (assets, markets, intermediaries), capital investment appraisal, an overview of the risk/return trade-off and the cost of capital.

MNGT200 Management and Consulting: Practice and Critique (30 Credits) Michaelmas & Lent

The course aims to provide understanding about contemporary management practice through the window of consultancy, and is therefore directly relevant as preparation for the work placement and/or years abroad. Students examine the analytical skills needed and used by consultants and how consultancy interventions take place. The course looks at who consultants are and the major themes in consultancy practice today, and critiques the industry and process which aims to lead to improvements in management practice. This is tackled theoretically and through a series of practical activities, culminating in a major client project that provides a unifying perspective.

MKTG222 Marketing Fundamentals (15 Credits) Michaelmas

The module offers an introduction to the fundamentals of marketing. Over the 10 week period the students will be introduced to the core concepts in marketing, such as marketing orientation, customer behaviour, market segmentation, market research, product, price, branding, distribution systems, and marketing communications.

AND

MKTG227 Marketing Management Essentials (15 Credits) Lent

The module aims to provide students with the opportunity to deepen their understanding of marketing management, its conceptual frameworks and techniques. This is achieved through a programme of lectures and facilitated seminars where students apply and adapt these frameworks and techniques in a wide range of business contexts. Students work in small teams for both seminar tasks, which focus on real world case studies, and the coursework assessment which takes the form of a professional marketing proposal. Topics covered include Channel Strategy, Consumer Behaviour, Marketing Communications, Brands & Brand Management, International Marketing Strategy and Business-to-Business Marketing.

***OR**

ECON224 Topics in Economics for Managers (15 Credits) Michaelmas

This course provides an introduction to microeconomics for students majoring in business-related degrees and covers a range of important topics for understanding the economic foundations of business and the business applications of economics. The course covers the principal elements necessary to understand consumer and firm behaviour, including: choice and resource allocation; consumer behaviour and the determinants of demand; firm production decisions, cost curves and the determinants of supply; the concept of market equilibrium, efficiency and the objectives and impacts of taxes and subsidies; the analysis of key types of market structure – competition, oligopoly and monopoly – their implications for efficiency (prices, consumption and profits) and an introduction to strategic behaviour; market ‘failure’ and why not all markets are efficient – covering ‘externalities’ such as pollution and education; and an introduction to labour markets.

AND

ECON225 Further Topics in Economics for Managers (15 Credits) Lent

The course is designed for business major students looking to understand the macroeconomic environment, the influence of macroeconomic policies / trends on economic activities, and who are seeking tools, concepts, and models to guide their decision-making. The course examines business cycles, interest rates and inflation, monetary and fiscal policies, the balance of payments, exchange rates, trade deficits and the national debt, the issues and role of the financial sector in the economy.

Language Modules

Please see below details of the 2nd year Language modules you will be required to take:-

1 st Year	2 nd Year
SPAN 100	SPAN200i/SPAN201i
SPAN 101	SPAN200/SPAN201
GERM 100	GERM200i/GERM201i
GERM 101	GERM200/GERM201
FREN 100	FREN200i/FREN201i
FREN 101	FREN200/FREN201
CHIN 100	CHIN200/CHIN201

Optional Modules Year 2

Accounting and Finance

ACF211 Accounting Information Systems & Auditing (15 Credit) Michaelmas

This module provides an overview of the design and main features of accounting information systems (AIS). It introduces methods used by business to meet the financial information needs of external parties and management and includes systems used for collecting, recording and storing transactions data, internal controls and effective design of AIS. It also provides an introduction to auditing, explaining why audit independence is a key factor in this profession. The module also examines some specific topics in auditing and relates these to the AIS syllabus, including materiality, going concern and the formulation of audit opinions.

ACF212 Principles of Financial Accounting (15 Credits) Lent

This module examines some of the main features of financial reporting by UK companies, the associated regulatory requirements and the conceptual bases of these (UK Companies Acts and international accounting standards). Also examined are specific reporting topics of current interest and concern, including the basics of consolidated accounting.

ACF214 Principles of Finance (15 Credits) Michaelmas or Lent

This module covers project evaluation methods, risk, return and the cost of capital (including the capital asset pricing model), corporate financing (including dividend policy and capital structure) and an introduction to options.

Economics

ECON207 Microeconomic Analysis (15 Credits) Michaelmas

This module covers key concepts from microeconomic theory and discusses how they underpin consumer and firm decision-making. The course starts with an overview of consumer choice, paying particular attention to the decomposition of price changes. The module also looks into firm behaviour under differing market structures, different pricing strategies firms with market power might choose to employ and the welfare implications of these.

This material relating to consumers and producers is brought together under the general equilibrium framework and the material is extended to examine concepts such as the social welfare function. In the latter part of the course, attention moves to strategic behaviour and includes material on a game theoretic approach. The course also covers the importance of hidden information and hidden action. The material also discusses issues related to the modern business organization. For example various models of auctions – eBay being arguably the most famous – are discussed. The course concludes by examining externalities, public goods, rent seeking and policy. Again, these issues are of core importance in today's world covering as they do pollution (and associated global warming) and who should pay for defence.

Pre-requisite – ECON 102 – cannot be taken in the same year as ECON 224

ECON208 Macroeconomic Analysis (15 Credits) Lent

This course studies macroeconomics with particular emphasis on the international financial sector, and the effects of monetary and fiscal policy. It explains the implications of macroeconomic policy changes for the international business environment. Topics include the national income accounts, economic growth, foundations of aggregate demand and aggregate supply, demand management policy, inflation and unemployment, demand management in an open economy, international parity conditions, consumption and investment decisions, the government budget constraint, and the monetary policy transmission mechanism.

Pre-requisite – ECON 102 – cannot be taken in the same year as ECON 224

ECON212 Introduction to Econometrics (15 Credits) Lent

This course provides an introduction to the theoretical concepts and applications of econometrics. Econometrics techniques taught include bivariate regression, multiple regression and two stage least squares. The importance and relevance of statistical and diagnostic testing is emphasised in the context of

econometrics applications. Students are introduced to the statistical package Stata, the understanding of which is an integral part of the course.

Pre-requisite – ECON 102 and MNGT 213

ECON228 Game Theory (15 Credits) Michaelmas

This course aims to familiarise students with strategic decision making and develop analytical skills which can be used in different strategic situations. Students will be provided with the knowledge, understanding and skills required to set up and to solve models as a means of analysing economic problems using game theoretical tools. By the end of this course, students should be able to engage in abstract thinking by extracting the essential features of complex systems to facilitate problem solving and decision-making. As well as being able to apply appropriate mathematical techniques to the analysis of both micro and macro - economic phenomena.

Pre-requisite – ECON 102 – cannot be taken in the same year as ECON 224

ECON229 Applied Economics (15 Credits) Michaelmas

The course aims at enhancing the ability for logical and structured problem analysis, the ability to present clearly technical subjects, and their ability to assess real-life economic issues relating them to their studies. Topics covered include poverty and inequality, the economics of crime and the financial crisis.

Pre-requisite – ECON 102 – cannot be taken in the same year as ECON 224

ECON231 Economic Inequality (15 Credits) Lent

This course aims to expand the knowledge of the students on the topic of inequality and its connection with the macroeconomy. The course will familiarise the students with both the measurement and data analysis of inequality and the underlying theory and a brief introduction to policy solutions. The course aims to stimulate critical thinking by examining theory and directly applying it to real-world examples and data. The target is to use a tractable approach to explain key topics on inequality such as income inequality, wealth inequality and inequality between factors of production.

Pre-requisite – ECON 102 and MNGT 213

Entrepreneurship, Strategy & Innovation

ENS207 Entrepreneurship: Discovery & Practice (15 Credits) Michaelmas

The module will develop an introductory understanding of key areas of entrepreneurship as well as introducing you to experience a range of entrepreneurial skills (creativity, identifying opportunities, accessing resources, creating value) to enable you to understand key aspects of the entrepreneurial process. These skills will be transferable to many contexts, whether you wish to open your own business, be entrepreneurial in your career, or for working within Government or social enterprises.

ENS210 Entrepreneurial Mindset (15 Credits) Lent

Building upon Entrepreneurial Learning theories, this course prepares you to understand the core dimensions of an entrepreneurial mind set and guides you to find and assess opportunities, seek answers, gather resources and implement solutions regardless of your specific context or institutional constraints.

ENS211 Business Start-up (15 Credits) Lent

This module aims to advance knowledge of entrepreneurship by experiencing aspects of the business start-up process through project-based activities. It aims to help you understand your own enterprise skills and develop the ability to communicate new business ideas using opportunity business models in the context of business start-up.

All 7.5 credit modules must be taken with a second 7.5 credit module

ENS212 Selling and Negotiation for Entrepreneurs (7.5 Credits) Michaelmas weeks 1-5

Being able to sell is an important skill for anyone pursuing an entrepreneurial career, whether this be to start their own business, or whilst working within an existing organization. This course will focus on two key areas. The first will be to understand what makes a good sales pitch and how to craft a powerful story that persuades customers or colleagues about the benefits of your venture (or project or idea) and also about yourself and your team. Second, you will have a first-hand opportunity to experience selling and to work on refining your sales pitches.

ENS214 Networking for Entrepreneurship (7.5 Credits) Michaelmas weeks 1-5

The purpose of this course is to introduce you to the importance of networks for entrepreneurship. At the same time, the course will outline key ideas and concepts underpinning networks / networking for

entrepreneurship. Based on these key ideas, you will have an opportunity to practice and develop your own networking skills.

ENSI215 Funding for Entrepreneurial Ventures (7.5 Credits) Michaelmas weeks 6-10

This module will provide you with an insight into the funding process for new ventures or projects. Topics will include funding sources, as well as the challenges and strategies for funding. A variety of funding sources will be discussed, including bank loans, venture capital and crowdfunding. The module will focus on what makes a good case for funding and the challenges that you might face. The module will also integrate practice which will help you develop skills that will be valuable in your future career.

ENSI216 Product & Service Innovation (7.5 Credits) Michaelmas weeks 6-10

The objective of this course is to equip you to meet the challenge in managing product and service innovation processes, especially in the small business environment. The aim is to inspire your enthusiasm and understanding of innovation and encourage the practice of tracking and evaluating the impact of innovations vital to anyone in business. These include building motivation, developing a critical and active approach to learning as well as developing ability to link understanding of contemporary innovation to theory.

Marketing

MKTG232 Advertising (15 Credits) Michaelmas

The overall aim of this course is to develop an appreciation and understanding of the fast-moving and multi-faceted world of advertising from both a theoretical and managerial perspective. This course will focus on advertising within the private sector and will cover a number of contemporary issues in advertising, including social and ethical issues, international advertising and advertising regulation. On completion of this course, students should be able to demonstrate a clear understanding of advertising theory, strategy and execution.

Pre-requisite – MKTG101 – cannot be taken in the same year as MKTG222

MKTG233 Digital Marketing (15 Credits) Michaelmas

The module gives students a unique opportunity to engage with leading-edge industry-driven and academic questions driving digital marketing. The module aims to stimulate students' thinking and understanding around such questions as: How can we create data-driven, effective digital marketing campaigns? How does

the consumer decision-making journey change in a digital space? How does digital technology transform marketing strategy in a business-to-consumer and business-to-business context? Why do so many companies fail in managing cyber-risk despite having cybersecurity measures in place? Apart from engaging with academic perspectives on digital marketing strategy, the students practice real-life integrated digital campaign planning using the industry-leading global data analytics software ComScore. This software is not available to undergraduates in other UK universities and provides a prime opportunity to apply the theoretical and practical knowledge of digital marketing. An industry speaker will provide input to ensure that this remains an industry relevant module.

Pre-requisite – MKTG101 – cannot be taken in the same year as MKTG222

MKTG234 Social Media Marketing (15 Credits) Lent

This module will offer students the chance to explore various forms of online consumer engagement in the context of digital marketing and online consumer culture. Students will develop awareness and gain insights into a diverse range of topics such as social media marketing, mobile marketing, augmented reality, online consumption environments, virtual identities and online consumer behaviour, online consumption experiences, and the rise of virtual economies amongst others. Students will also be exposed to the latest online research methods used for understanding the digital consumer such as online observation techniques and web-based interviews. Module will also explore current and potential trends in the digital environment.

Pre-requisite – MKTG101 – cannot be taken in the same year as MKTG222

Management Science

MSCI203 Managing Business Information Systems (15 Credits) Michaelmas

This module provides an introduction to the use and impact of information, communication and integrated technology systems on business and organisations. It focusses not on technical specifications, but rather on managerial and business implications of using these systems. The module addresses: benefits gained by adopting ICT systems; basics of a taxonomy of the different forms of IT system; characteristics of data and information; how organisations plan and obtain new or improved systems; strategic planning, selection, and delivery of new systems; risks to the business and approaches to achieve successful implementation. The course provides the business foundation for other more specialised or technical topics in Information Systems.

MSCI206 Introduction to Enterprise Resource Planning Systems (15 Credits) Lent

Enterprise systems and integration solutions are essential to every modern enterprise. Also, businesses that acquired and implemented ERPs in the 1990s and early 2000s are dealing with the upgrades for years to come. ERPs are booming in China as well as many developing countries. More recently, Cloud and Software as a Service (SaaS) are opening a new range of integration solutions for the businesses. Therefore, irrespective of a specific technology (e.g. SAP), all students graduating from a business school should acquire preliminary knowledge about enterprise systems and the integration they provide for companies. This course aims to familiarise students with the notion of integration and the ways companies can respond to their integration needs. Most importantly, it provides students with the opportunity to gain hands-on experience with an ERP system and run a virtual dairy company using the SAP system).

This module has a quota, so spaces may not always be available, you will be placed on the waiting list

Pre-requisite – MSCI203 and can be taken in the same academic year

MSCI231 Operations Management (15 Credits) Michaelmas

Operations Management is a core managerial discipline for all kinds of operation – from private sector manufacturing through to public sector services. It is applicable to any of the organized processes that underpin the modern world: transportation, the generation of energy, retailing, the production of goods, the provision of medical and educational services, etc. Many areas of management have strong connections with OM, so an understanding of its main principles is relevant to those taking any other LUMS major. A large part of OM is analytical: structuring, measuring and reaching logical conclusions about operations problems - such as congestion, shortage, error and failure. Part of it is constructive: being able to design processes and put together plans that systematize, coordinate and improve work. The course reflects this combination, and includes both qualitative and quantitative methods.

MSCI224 Techniques for Management Decision Making (15 Credits) Lent

Quantitative techniques based on mathematics and statistics can be extremely powerful tools in helping to solve organisational problems. Therefore, they are widely used in practice. This module introduces and explains the business situations in which such techniques can be applied and shows how to use these techniques and interpret their results to make better business decisions. Hence, the course is particularly relevant for careers in general management, accountancy, consultancy, and business analysis.

The following techniques will be introduced in this course: Network Analysis, Linear Programming, Decision Analysis, Forecasting and Simulation. These five techniques are part of the scientific discipline known as Management Science, or Operational Research. Emphasis will be put on not only on how to apply a technique, but also its benefits and limitations to understand when (and when not) to apply it.

MSCI242 Spreadsheet Modelling for Management (15 Credits) Michaelmas

Many organisational recruiters have identified a number of skills and knowledge they want to see from a prospective employee. Top in the priorities are spreadsheet modelling, problem structuring, statistics, and project management.

On MSCI242 students will be introduced to Microsoft Excel 2016 and the basics of dynamic model building, including skills such as data handling, filtering and analysis, using functions, charting, plus advanced techniques such as optimisation, simulation, and the use of Visual Basic for Applications (VBA) to automate models and construct decision support models. The course will make extensive use of case-studies and workshop-orientated learning tasks.

MSCI251 Project Management Tools and Techniques (15 Credits) Michaelmas

This course aims to introduce project management methods in a way which links to the life cycle of a typical project from the early project definition and planning stages, through project monitoring and control, to hand-over and post-project review. The course will introduce a range of practical techniques which are used for the planning, scheduling and controlling of projects. Attention is also given to the people management aspects of this activity: especially to communication, team working and the role of the project manager. Project management is an expanding field which offers exciting and challenging career opportunities.

No matter what type of activity you work in, project management skills are vital and this course provides a clear and comprehensive introduction to this area. Project management concepts and techniques are explained which will be of use in many situations as organisations of all kinds increasingly need to manage complex changes.

MSCI331 Data Mining for Direct Marketing and Finance (15 Credits) Lent

The field of data mining (also known as intelligent data analysis) brings together real large-scale datasets and algorithms from statistics, machine learning and computational intelligence that can work efficiently with real-world datasets. MSCI331 provides an introduction to the fundamental methods and approaches from

the interrelated areas of data mining, statistical/ machine learning, and intelligent data analysis. It covers the entire data analysis process, starting from the formulation of a project objective, developing an understanding of the available data and other resources, up to the point of statistical modelling and performance assessment. The course extends the concepts of statistical model building and the models from the introductory statistics modules (like MSCI212) towards methods from machine learning and artificial intelligence.

Pre-requisite – MNGT213

Organisation, Work & Technology

OWT221 Organisational Psychology (15 Credits) Michaelmas

This course is concerned with major theories in social and organisational psychology and related social sciences that have guided the organisation and design of work. The first part of the course will focus on psychological approaches to the understanding of work with emphasis upon individual personality and motivation. The second part will focus on leadership, group processes and social identity in the workplace.

In this module students should develop an understanding of the importance of the role of psychology in the development of people management techniques and practices. They will also develop an understanding of the historical development of psychology, with specific reference to the relevance of psychological expertise to the effective management of organisations.

OWT223 Human Resource Management (15 Credits) Michaelmas

The module introduces and analyses Human Resource Management as a complex cultural phenomenon. The overall aims are (a) to give you a good understanding of the sphere of Human Resource Management, and (b) to explore how elementary functions of HRM unfold, and why they do so in certain ways nowadays compared to, say, thirty years ago. Participants should develop an ability to understand in some depth the origins of HRM, its constitutive cultural elements, and the underlying cultural logic of HRM practices. HRM is a complex domain reflecting conceptions of work, life and our understanding of ourselves in the 21st Century. The module will investigate the relationships between multiple (and often contradictory) discourses and techniques which make up HRM. OWT.223 examines aspects of recruitment and selection, of performativity, performance management and self-actualisation as key expressions of how work is culturally

organised in contemporary organisations. You should be aiming to learn in what historical circumstances 'HRM' emerged in the managerial vocabulary, how it became defined as a programme for 'managing people', and how it operates as a cultural system of managerial action.

OWT226 Management Knowledge, Data and Information Systems (15 Credits) Lent

This module examines several of the transformations that have arisen in contemporary organisations as a result of the introduction and use of information systems. In order to consider how information systems have been implicated in these transformations, this course will focus on three themes:

- Knowledge Management and Information Communication Technologies (ICTs)
- Informational devices and their mobilities
- The ethical dimensions of managing information and information systems

Each of these themes have been important in the study of the role of information systems within organisations. For each theme, one or more cases and/or readings will be introduced and discussed in detail over the course of ten two-hour interactive lectures. This will enable students to (1) familiarise themselves with key historical and contemporary developments, (2) to explore the challenges that the introduction of different forms of information systems may pose, and (3) to consider the scope for management action in response to these challenges. Students are required to produce an assessed group presentation and to sit an exam in the summer. The aim of both the lectures and these forms of assessment is to enable students to develop techniques, methods of analysis and research expertise relating to the place of information systems in contemporary organisations. By the end of the course, students should have enhanced their understanding of relevant theoretical and practical issues that arise, as well as having developed their critical and analytical skills.

OWT228 The Changing Role of Management (15 Credits) Lent

In OWT 228 we look at the changing role and position of management and managers in organisations and society. Much of the modern analysis of management emphasises a change in forms of management control from traditional authority through vertical hierarchical forms to ones which are more horizontal and look to incorporate employees into the organisation and its goals in ever closer ways. This happens for example through attempts to align employees' identities, emotions and interests with commitment to the organisation: the much discussed 'capturing of hearts and minds'. Another aspect of this is the manipulation of meaning in order to facilitate this identification of employee and organisation, usually discussed as the 'corporate culture' movement. Together these can be taken as two significant aspects of modern

management - the management of meaning and the management of identity - which feature little in traditional management texts that emphasise management as the co-ordination of tasks and the control and deployment of resources.

However, it is important to see management and managers within the light of organisation analysis. Managers are not the autonomous agents they are often portrayed, first because they are also employees themselves (although they are in the position of formally representing the interests of capital), and second, they are also subject to organisational structures, cultures and power relations – they can be hired and fired. Perhaps especially in the light of managerial control designed around commitment, integration and identification with the organisation, managers are tied in by the very control strategies that they themselves are promoting. However, as we shall see, there are also important tensions between the changing context of management and these forms of control which can lead to unintended consequences such as ‘impression management’ and various forms of resistance.

Thus this module focuses on how management is a social process, and what this means for the lived experience of ‘doing management’, as well as how management is inherently contextual: as the conditions internal and external to organisations change, so too does the role of management.

In relation to academic content, on completion of the module the student should be able to:

- a) Identify trends in the changing context of management, including both the environment of the organisation and changes at the level of the organisation;
- b) Discuss management as a social process, rather than simply as a technical or rational activity;
- c) Explain the ‘identity work’ that managers are involved in as part of their role, on both themselves as managers and with other employees;
- d) Better understand day-to-day organisational experience as it relates to management.

OWT229 Business Ethics (15 Credits) Lent

In this module, we will seek to accomplish two interrelated tasks: a. explore the moral foundations of business and management, and b. investigate the ethos of contemporary capitalism. Our inquiries will centre around some of the key questions that sustain current debates on business ethics: Do managers or organisations have moral duties and responsibilities? What constitutes the character of a good or a bad manager? What is the relationship between business and society? Is profit, free competition or private property good or bad? Can organisations contribute to a fair or just society? These questions will provide

the basis for a systematic, interdisciplinary and critical study that will help you develop your ability to identify, review and respond to the various ethical dilemmas and complex moral situations that will inform your future professional lives.

OWT234 Management and International Organisations (15 Credits) Lent

This module introduces key debates relating to management in international organisations. Beginning with fundamental questions about purpose and organisation, and then proceeding to explore questions about impacts on economy and society, the module provides a critical and analytical approach to understand international organisations in a range of sectors.

Students will experience a mix of lecture, seminar and group activities. Assessment will involve both coursework and examination (the former likely to be a consultancy report/case exercise or similar). On completion of the module students will be able to analyse the factors affecting the operation and impacts of international organisations, in both developed and developing world contexts.

For more details search for modules in the [Course Handbook](#)

Progression & Pass Grades

PROGRESSION FROM PART I TO PART II – Passing Part I is a necessary pre-requisite for proceeding to Part II. **All subjects must be passed** (even the subjects that you do not intend to study in Part II) before you can progress to Part II.

You must achieve an aggregation score of 9.0 in the coursework element and 9.0 in the exam element of each module, with an overall aggregation score of 10.3 for each module to progress to part II

[[MARP 2020-21](#) Undergraduate Assessment Regulations; 4.2]

If you fail to qualify to proceed, all students will usually be offered the option to resit failed modules as an external candidate in the following summer, or to retake their first year

PART II – **You must** achieve an overall aggregation score of 9.0 (coursework and exam combined) in each module

Learning Support in LUMS

Learning development in LUMS: resources to support your undergraduate studies

You can find full details about academic support and study advice in LUMS on the [LUMS Learning Development Moodle site](#)

The Learning Development team in LUMS



Rebecca Howarth
UG Learning Developer



Dr Ruth Byrne
UG Learning Developer



Dr Helen Berrington
Maths & Stats Learning Developer



Dr Helen Hargreaves
EAP Learning Developer

The LUMS Learning Development team offer a range of support to help you make the most of your studies and develop as an effective and independent learner. Our provision includes one-to-one appointments, workshops, English Language discussion groups, peer mentoring schemes and online study materials. The Learning Developers you may see as a LUMS undergraduate are Rebecca Howarth, Dr Ruth Byrne, Dr Helen Berrington and Dr Helen Hargreaves. Rebecca and Ruth specialise in academic writing and study practices, Helen Berrington in Maths and Statistics and Helen Hargreaves in using English for Academic Purposes (EAP).

You can find full details about academic support and study advice in LUMS on the [Learning Development LUMS Moodle](#).

Academic skills development on your programme

Many academic programmes offer **tailored sessions or support modules** to help you make the transition to undergraduate study – do check your handbook/Moodle and make the most of these opportunities.

The LUMS Learning Developers also run a workshop series during Michaelmas, Lent and Summer terms on a range of topics such as essay writing, using English in your academic studies, referencing and preparing for exams. For more details see the [Learning Development LUMS Moodle](#).

The Academic Writing Zone

The Academic Writing Zone is a friendly space where you can discuss your academic writing one-to-one with a trained peer writing mentor (a postgraduate or final year student). We open in week 4 and hope to provide a blend of online and face-to-face appointments.

Our mentors are trained to help you develop effective strategies for managing the writing demands of your course. They don't help you with subject content, or proofread your work, but you can discuss your assignments with them and get feedback on your writing. You can also discuss issues such as: getting started on an assignment, improving the clarity of your writing, the different types of assignments, structure and style, referencing and citation, and much more.

For more details, and to book an appointment with a writing mentor, go to the [Learning Development LUMS Moodle](#).

One-to-one tutorials and drop-ins

Ruth and Rebecca offer one-to-one tutorials for students who are referred by a member of staff; please contact learningdevelopmentlums@lancaster.ac.uk to arrange an appointment.

If you have a question about writing or other aspects of study, you can also come along to one of our regular **drop-in sessions** in B38a in LUMS and speak to one of the Learning Developers - no need to book. For times, and information about alternative online options, see the [Learning Development LUMS Moodle](#).

If you would like to discuss your use of English in your academic writing or other areas of study, Helen Hargreaves offers 45 minute 1-to-1s in the library supported learning area (or online if needed). Find out more on the [English Language Development Moodle](#).

LUMS Leading Lights

If you are a first year student, you may be enrolled on LUMS Leading Lights. This scheme matches first year students with a mentor who will support their transition into Higher Education. Most places have now been allocated, but if you would like to apply for a mentor or have any questions about the scheme please email lumsleadinglights@lancaster.ac.uk.

LUMS Maths & Stats Hub (MASH)

LUMS MASH supports LUMS undergraduate students to develop their maths and stats learning. Dr Helen Berrington and the team offer various activities (including drop-ins, bookable appointments, workshops, Maths boot camps and online resources) that will help you develop your maths and stats skills. Whatever your level of knowledge in maths and/or stats, LUMS MASH provides opportunities to realize your potential, improve your understanding of the quantitative aspects of your degree and maximize your achievements in maths and stats.

If you wish to learn more about MASH including opening times, ways to book a tutorial and a calendar with upcoming events, visit the [LUMS MASH Moodle](#) or the MASH website www.lancaster.ac.uk/mash

English Language Discussion Groups

The Learning Development team run friendly, informal discussion groups each week for students to practise their language skills, build vocabulary and develop fluency and confidence. In person discussion groups take place in the library supported learning area and online discussion groups via Teams. Enrol on the [English Language Development Moodle](#) for more information about the groups and other language-related opportunities.

Library resources



Andy Holgate and **Caroline Gibson** are the Faculty Librarians for LUMS and a great source of support for you. You can email Andy or Caroline on facultylibrarians@lancaster.ac.uk or visit [their library web page](#).

You may also want to look at this [guide on how to search for books, journal articles and much more](#), and at [the Library YouTube Channel](#) for useful videos. See also the [Business & Management guide](#) which will help you find specific resources such as specialist databases, market research, statistics etc.

Study guides – recommended books

All are available as e-books from the University library.

- Gillet, A., Hammond, A. & Martala, M. (2010) [Inside track to successful academic writing](#). 1st ed. Welwyn Garden City: Pearson Education UK
- Cottrell, S. (2013) [Study skills handbook](#). 4th ed. Basingstoke: Palgrave Macmillan.
- Crème, P., & Lea, Mary R. (2008) [Writing at university: a guide for students](#). 3rd ed. Buckingham: Open University Press.
- McMillan, K. & Weyers, J.D.B. (2006) [The smarter student: skills and strategies for success at university](#) Harlow: Pearson Prentice Hall

Useful websites on study, academic practices and writing

- [The LUMS Referencing Guide](#)

- [The LU Study blog](#) with tips and advice from Lancaster students
- [The Using English for Academic Purposes](#) (UEFAP) website
- [The Manchester University Academic Phrasebank](#): - worth a close look
- [Learning Development website](#)

Careers and Employability



The challenges of today's business world are evident to all, but so are the opportunities. Here in LUMS we have a dedicated Careers Team to provide our students with personalised advice, guidance and coaching to help them take advantage of the career options that come their way. Whether our students are focused on achieving a specific goal, need support making impressive applications or exploring new career paths that have opened up during their degree there are regular drop-in sessions and private appointments available for longer consultations.

Our degree schemes are intensive and will challenge students to perform at the peak of their abilities. Many degree programmes have integrated, tailored career development workshops. These help students to craft an effective CV/application, practice psychometric tests, research the job market and undertake mock interviews and assessment centres. There are also a range of business games, competitions and skills development workshops led by the team and employers to encourage, energise and excite students about their career possibilities.

We understand that improving your employability is one of the key reasons for doing a degree and we believe in providing students with exposure to professional businesses and employers. We organise over 100 career events every year with visitors coming from organisations such as: Accenture; Aldi; Bank of England; Deloitte; Google; HSBC; Johnson and Johnson; KPMG; IBM; PriceWaterhouseCoopers; Unilever. The very close links that we have with the LUMS Alumni Team mean that we can often put students in contact with LUMS alumni in various companies for advice and an understanding of the recruitment process and the organisation. Whatever our students want to do and wherever they want to work the LUMS Careers team are here to make that ambition a reality.

Can I get 1:1 careers support?

Yes, our dedicated team of careers advisers are available to help you with any aspect of your career development. All our advisers are also available for private consultations which you can book online.

Do you have graduate employers visiting LUMS?

Every year we host over 100 career and employability events in the school with employers visiting from a wide variety of backgrounds. Employers who visit us on a regular basis include: Aldi; BAE; Deloitte; HSBC; IBM; KPMG; PwC and Unilever.

Is there support for postgraduate study applications?

Our careers team will be very happy to assist you with applications to postgraduate courses both here at Lancaster and at other institutions in both the UK and abroad. The team will be able to talk you through your application and provide guidance on your personal statement and any additional application documents that you may be required to produce.

I don't know what I want to do when I graduate, how can you help me?

The careers advisers here in LUMS are here to support you through the entire process. Most new students do not know what they want to do when they graduate but will eventually develop some idea or preference by attending employer talks; presentations by the careers team and also through 1:1 guidance sessions.

Do you provide support for overseas job searches?

We are very pleased to support and assist with your global job search. We host events throughout the year looking at careers around the world and we have a dedicated “Global Zone” in the careers space exclusively for this topic. All of our careers advisers will be happy to discuss the options available to you and assist you in your global job search.

Can you put me in contact with people currently working in industry?

As a careers team we work very closely with our alumni department and have a valuable network that our current students can use to contact alumnus within companies for information and advice. These career contacts can provide you with invaluable advice about their professional roles, the company recruitment process and information about the organisation they work for.

[LUMS Careers Website](#)

Learning Online@Lancaster

Some students may be choosing to start their first term online, due to issues surrounding the pandemic. We are also closely following government guidance, and are ready to move teaching online if this is required. In some cases, some modules have continued with aspects of online learning, where they found this was beneficial and preferred by our students! With that in mind, a guide was created to help students adjust to online learning where or if necessary.

This document will help you to understand what is required when it comes to online study. It contains some advice on how you can make the most of your learning in a blended and online format.

Blended learning - what it is

Blending learning combines asynchronous and synchronous learning opportunities to develop and enhance your understanding of a subject while providing you with flexible opportunities to learn, engage with your fellow classmates and with lecturers.

*Synchronous learning / learning in the moment**

When we talk about synchronous learning, we mean both in person (i.e. in the classroom) and live, online face-to-face discussions. These will usually be seminars, tutorials, office hours and other live support given by faculty. Synchronous learning also includes group study sessions and meetings that you arrange independently with your group or teammates. These are often valuable for discussing new and/or complex ideas and concepts, and of course for working on any group projects.

**It's worth noting you'll have many moments where you learn 'in the moment'. You may be reading a text or having a discussion and suddenly get an 'aha' moment, where ideas connect and become clear to you. In these moments, take a written or mental note of what you've learned for later.*

Asynchronous learning / learning over time

When we talk about asynchronous learning, this can include you conducting research for your subject through reading text, listening to podcasts and watching videos. Asynchronous learning can also include

times when you take part in online discussions over a few days and undertake any other independent learning by yourself. Think about

For you, as a student, blended learning will allow you to use your device (e.g. mobile phone, laptop or home or work-based desktop) at times and places convenient to you. Engaging with blended learning will also further develop your **independent learning** and **critical thinking abilities**.

Take time to create a community for learning

The community aspect of any course is very important. Take time to get to know others on your programme and modules on a deeper level that goes beyond 'Where are you from? What do you study?' It is our mutual interests and passions that often connect us more closely than the subject we are studying. Taking time to get to know others and create a community will make a difference to how you feel when you're working with your peers; and will be particularly valuable when it comes to having discussions and working together on tasks.

When discussing ideas, whether verbally or using written text, try to make your points clear and concise - be mindful of others who may find it overwhelming to read lengthy posts. Respect comments made by others. If you disagree with what is said, explain why you disagree. Perhaps check your understanding and ask them to explain their thinking.

Similarly, think about why you disagree and try to express your points in a way that will be understood by others with different views and experiences. One aim of your module is to develop your critical thinking skills, so take every opportunity to do this.

Do not suffer in silence - it is okay to say that you don't understand or to offer what you do understand, even if you know it is incomplete.

If you find a post provocative or if it upsets or irritates you, don't reply straight away but step back and give yourself time to think why you find it upsetting and whether there are other ways of understanding it. It is easy to misinterpret the comments and ideas of others on first reading.

Do not worry about spelling and grammar mistakes; and by the same token forgive others theirs!

Personal Responsibility and Timekeeping are key

Your learning will be flexible and more convenient as you will be able to create your own schedule for engaging with online learning activities. Of course, this means that you will need to be organised, creating your own schedule for learning from the live events in your timetable and incorporating the online activities available to you.

Another advantage to blended learning is that it allows you to better manage your learning opportunities around your work and family life, and during the times before and after face-to-face workshops.

The key way to be successful in blended learning is to take full responsibility for your own learning. Organise yourself. Pace yourself and schedule time for what is needed. If you know you are a slow reader or if you like time to think away from the screen, accommodate this in your plan. Be prepared to accept others who work in different ways and speeds. And always be kind to yourself and others.

All students at Lancaster University receive an Office 365 subscription. Therefore, we suggest that you use your University account and the Microsoft Outlook calendar to create and schedule times for live sessions, studying and meetings with your colleagues on your course. You can, of course, use another calendar of your choice – the most important thing is to become organized.

Tips for Learning Online

1. **Create a good study routine** – when managing your own learning it is very easy to get into bad habits. Developing a regular study routine from week 1 is critical to your success. This will keep you on track, ensuring you achieve all the tasks you need to in order to stay in control of your studies. Diarize your modules, study sessions and appointments and meetings with others.

A good general rule of thumb is to schedule at least 10 hours per week for each module you are taking. During this time you would be doing some or all of the following tasks:

- Watching pre-recorded lectures and other learning events scheduled in your module Moodle site
- Attending and contributing to in person/ face-to-face online live events
- Completing online activities
- Meeting with colleagues to work on group activities

- Doing reading and other required research/preparation
- Engaging in discussion boards and forums
- Compiling study notes
- Working on assessments

Map out a weekly plan for your learning. When are you at your best in the morning, the afternoon or the evening? This may be the best time of day to dedicate to your study. Make sure you include your live synchronous sessions in the plan as you will need to attend and contribute to these teaching events.

Make sure you manage your energy. Take regular breaks (5-10 mins every hour) when you take a break from all technologies. Notice when you are getting mentally fatigued, usually when your attention is easily distracted. It is more efficient to take breaks when this happens than to push through. Finally, plan a reward each day for when you have finished your work – for example meet a friend, do some exercise or cook something fantastic!

2. Practice and gain confidence using and navigating the online learning environment

Lancaster mainly uses Microsoft Teams and Moodle for online learning. Spend some time finding your way around these systems. Take the training available for these platforms. Complete your online profile, and work out how best to connect to live meetings on Teams and how to turn your camera and microphone on and off.

Moodle is effectively your online classroom where your lectures, learning materials, readings and activities will be placed, and where you will upload your assessment. Take some time to find your way around this system and work out which devices you have work best for watching the lectures and contributing to the discussion boards.

You will need to be checking your Teams and Moodle sites regularly for updates and messages. It would benefit you to make an assessment schedule for the year to ensure you know when you have to submit your coursework. This will help you to stay in control of your studies.

3. Make a dedicated study space & take notes as you learn

As well as thinking about when you will study, consider where you will study. Having a dedicated space which will help you to fully engage with your studies is really helpful.

Things to consider – do you have everything you need? This will include power and Wi-Fi; paper and writing materials; books etc). Is your study space uncluttered and quiet enough for you to focus? You may need to spend several hours each day studying, so make the space as comfortable as possible.

Whether you use a paper or digital notebook, taking notes while you learn is a key to your success. As part of the Office 365 subscription, you can use **Microsoft OneNote** to take notes across all of your devices; these notes are saved in the cloud and accessible whenever you have them synced onto your device and/or are connected to the Internet. Alternatively, you may wish to use a notetaking app on your computer that uses cloud storage, or a series of paper notebooks. The choice is yours. We do recommend making regular backups of any notes that you take and storing them in a secure place.

4. Ask for help

Whilst you may study online, you will not be ‘on your own’. Your lecturers and support staff will always be willing to help you with any questions you have. Make sure you reach out and ask questions as often as you have them. The best way to get in touch is via email, or if it is a general question about a module that your colleagues would benefit from, please post it on the relevant Teams or Moodle site.

5. Connect with your cohort as often as possible

Spending time working and studying online can feel a little strange for all of us. Make sure you dedicate time to connecting with friends and colleagues who are studying with you. This will help create a sense of belonging and provide support for you all.

You can use the University platforms to create your online community, or use others that you are most familiar with. Reach out to others and look to make new friends. This may be uncomfortable, but it will be of great benefit in the long term.

6. Take care of yourself

Get plenty of rest each night and try to prepare for sleep by avoiding your phone at least 30-60 minutes before you sleep. Eat regular meals. Take regular exercise, whether one or two walks per day, a bike ride, swim or gym session. Take regular breaks where you step away from the computer. Practice a hobby to shift your mind to something relaxing and/or that you find enjoyable or fun.

Points to note

During live face-to-face sessions, a laptop will likely benefit your learning by helping you to take notes, organize your reading and research and your time management generally.

If you only own a tablet, then please make sure you are fully comfortable with using it as opposed to a laptop computer as the differences can take some time to get accustomed to. Always make sure to have at the very least a pen or two and paper.

It is very important that you familiarise yourself with using Microsoft Teams and Moodle as these are the main platforms used by Lancaster University. You will need to keep an eye on your programme and module spaces on both Teams and Moodle for regular updates and discussions. You must ensure that you watch any pre-recorded lectures and do the activities needed before the live or face-to-face online seminars and tutorials.

Please note that the pre-recorded lectures and activities are the property of the University. Downloading these for use in other contexts or altering lectures to upload them to other sites will be a breach of the University's Student Discipline Regulations.

References:

Lorenzetti, J P (2011) The Benefits of Blended Learning Explained. Faculty Focus, 5 January 2011. Online: <https://www.facultyfocus.com/articles/blended-flipped-learning/the-benefits-of-blended-learning-explained/>

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Student Reps

Every year we elect new student reps to represent the student body for your cohort. It is through the student reps that your voice as a student is most loudly heard, as they are the go-between for the department and the student body. They put your opinions, issues and positive feedback forward to be discussed, and, where possible, changed.

You will be receiving more information about this role soon via your university email.