



Programme Title	<b>Bachelor of Science (BSc) Business Administration</b>
Awarding Bodies	<b>London School of Business and Finance</b>
Level of Award <sup>1</sup>	<b>MQF Level 6</b>
Professional, Statutory and Regulatory Bodies Recognition	
Credit Structure <sup>2</sup>	<b>BSc. (Honours) 210 ECTS   BSc. 180 ECTS</b>
Mode of Attendance	<b>Full-time and Part-time</b>
Standard Length of Programme <sup>3</sup>	<b>42 months full-time 72 months part-time</b>
Intended Award	<b>Bachelor of Science (BSc.) Business Administration</b>
Named Exit Awards	<p><b>Qualification 1:</b> BSc (Honours) Business Administration with duration of 3.5 years in Full-time (5 years total registration time) and 6 years in Part-time (6 years total registration time).</p> <ul style="list-style-type: none"> <li>• General Pathway: all core modules in years 1, 2 and 3 + 1 core and 1 elective in year 4</li> </ul> <p><b>Qualification 2:</b> BSc Business Administration 180 credits: all modules from the first three years and 30 credits in Year 4. Duration of BSc Business Administration is 3 years in Full-time (5 years total registration time) and 5 years in Part-time (6 years total registration time).</p> <p><b>Qualification 3:</b> Undergraduate Higher Diploma in Business Administration– 120 credits (duration of 2 years)</p> <p><b>Qualification 4:</b> Undergraduate Diploma in Business Administration– 60 credits (duration of 1 year)</p>

Entry Requirements<sup>4</sup>**Academic entry requirements:**

- Students will need to have the equivalent of GCE A/AS Level 240 UCAS points, as outlined by LSBF Malta on a country-by-country basis, plus English at B2 level (IELTS 5.5 with 5.5 in all components). Students with level 3 International qualifications can be accepted directly into first year since we cannot calculate their UCAS points.

Students can be granted access directly on year 2 or year 3 of the programme if they hold qualifications equivalent to Level 4 and Level 5 respectively. These can be HNC (Higher National Certificate) and HND (Higher National Diploma) and similar. The qualifications will have to be in a related subject and the exemptions will be mapped and confirmed by the Admissions and Academic Board. Each case will be assessed individually.

**English language requirements:**

- IELTS 5.5 or equivalent or
- High school in English or
- Bachelors completed in English or
- 2 years of work experience in an English-speaking environment (upon approval by admissions board)

Applicants who do not meet the academic criteria may be considered based on post-secondary level education and working experience under certain circumstances, subject to review from the LSBF Academic Admissions Board.





Delivering Institution	London School of Business and Finance
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This definitive record sets out the essential features and characteristics of the Bachelor of Science (BSc.) Business Administration Programme. The information provided is accurate for students entering level 6 in the 2024-2025 academic year.

### **Programme Summary**

The purpose of this programme pathway is to provide students with knowledge and understanding of the key aspects of business and management relevant to organisations in the modern world. In doing so, it also seeks to instil in them, through the learning experiences offered, many of the skills and competences which allow for effective managerial behaviour in today's complex organisations and turbulent business environments. The curriculum, learning and teaching strategy are specifically focused on ensuring students are "work ready" at the point of graduation.

The programme pathway operates on a 10-credit or 20-credit modular structure over three semesters. All taught modules are semester based and are worth 10 or 20 credits, which is indicative (respectively) of 250 or 500 hours of learning, comprised of student contact, independent study and assessment. Project modules carry 15 credits each, which is indicative of 375 hours of learning, comprised of student contact, independent study and assessment. All BSc (Hons) Business Administration students will need to complete 2 project modules. This programme is studied online over three academic years.



The programme structure for part-time students is seen below:

Programme structure (Part-Time)			
Term	Module Code	Module Title	Status
Term 1 (12 weeks)	MGT1030	Organisational Behaviour	Core
Term 2 (12 weeks)	FIN 1010	Quantitative Methods	Core
Term 3 (12 weeks)	FIN1040	Microeconomics	Core
Term 4 (12 weeks)	MKT1010	Introduction to Marketing	Core
Term 5 (12 weeks)	LAW1010	Business Law	Core
Term 6 (12 weeks)	FIN1020	Introduction to Finance	Core
Term 7 (12 weeks)	MGT2010	Information Management Systems	Core
Term 8 (12 weeks)	MGT2070	Human Resource Management	Core
Term 9 (12 weeks)	FIN2021	Statistics	Core
Term 10 (12 weeks)	FIN2010	Financial Accounting	Core
Term 11 (12 weeks)	FIN2060	Corporate Finance	Core
Term 12 (12 weeks)	FIN2020	Operations Management	Core
Term 13 (12 weeks)	MKT3052	International Marketing	Core
Term 14 (12 weeks)	MGT3050	Cross-Cultural Management & Contemporary Issues	Core
Term 15(12 weeks)	RSH3000	Research Methods	Core
Term 16 (12 weeks)	PRO3090	Project Management	Project
Term 17 (12 weeks)	PRO3062 / PRO3030	Global Business Management / Governance and Ethics	Project

The structure will resemble the one below for full-time students:

Programme structure (Full-Time)			
Term	Module Code	Module Title	Status
Term 1 (12 weeks)	MGT1030	Organisational Behaviour	Core
Term 1 (12 weeks)	FIN 1010	Quantitative Methods	Core
Term 2 (12 weeks)	FIN1040	Microeconomics	Core
Term 2 (12 weeks)	MKT1010	Introduction to Marketing	Core
Term 3 (12 weeks)	LAW1010	Business Law	Core
Term 3 (12 weeks)	FIN1020	Introduction to Finance	Core
Term 4 (12 weeks)	MGT2010	Information Management Systems	Core
Term 4 (12 weeks)	MGT2070	Human Resource Management	Core
Term 5 (12 weeks)	FIN2021	Statistics	Core
Term 5 (12 weeks)	FIN2010	Financial Accounting	Core
Term 6 (12 weeks)	FIN2060	Corporate Finance	Core
Term 6 (12 weeks)	FIN2020	Operations Management	Core
Term 7 (12 weeks)	MKT3052	International Marketing	Core
Term 7 (12 weeks)	MGT3050	Cross-Cultural Management & Contemporary Issues	Core
Term 8 (12 weeks)	RSH3000	Research Methods	Core
Term 8 (12 weeks)	PRO3090	Project Management	Project
Term 9 (12 weeks)	PRO3062 / PRO3030	Global Business Management / Governance and Ethics	Project

*\*BSc Business Administration students follow the same programme structure as BSc Honours with the exception of the project modules, which they do not complete.*

In order for students to progress they must achieve a minimum average of 40%.







The target students for the BSc. Business Administration programme are adult professionals who have substantive experiences in the field of business and administration. The target age groups include 19-65+ years of age.

The language of instruction is English.

There are various positions that one can apply for after complementing the BSc. Business Administration which include; but are not limited to the following;

- Financial Analyst
- Investment Advisor
- Business Owner
- Executive Manager
- Accountant
- Auditor
- Banker
- Investment Manager
- Budget Analyst
- Public Finance Officer

The BSc. Business Administration programme enables students to develop broad knowledge in the desired area, the programme pathway is offered with an emphasis on applying the knowledge developed in real life situations through case studies or working in and with real organisations.

### **Programme Aims**

The programme pathway also aims to develop an entrepreneurial mindset and offers opportunities for students to develop and launch new businesses. Additionally, students acquire a wide range of skills and competences useful for dealing competently with real-life, practical problems. The programme pathway will focus on the ability to think critically and will, therefore, enable students to analyse and evaluate solutions to complex, real-life problems.

In particular the programme pathway aims are as follows:

- Develop tactical business capabilities, including analysis and interpretation of data, critical evaluation of management theories, selection and synthesis, reasoned argument, and research and decision-making.
- Enhance problem-solving, critical thinking and reasoning skills in the evaluation of the body of knowledge and research relating to business and the business environment for applying theory and theoretical models to practical situations.
- Develop effective management, technical, numerical, communication, and research skills to apply to organisations effectively.
- Analyse different domains of business knowledge and the different perspectives brought to bear in the study and practice of management. This includes an appreciation of the management and leadership theories that underpin best practices.
- To prepare students for graduate employment, research, further study and lifelong learning by developing their intellectual, practical and key (transferable) skills.



**Bachelor of Science (BSc.) Business Administration Programme Learning Outcomes**

A. Knowledge, understanding and skills

**(i) Knowledge and Understanding: Students**

**Completing the programme will be able to:**

- a) Critically evaluate the impact of organisational behaviour and macroeconomic factors on business strategies.
- b) Analyse the role of financial and marketing strategies in global business environments.
- c) Apply and assess corporate governance and legal frameworks to manage organisational risks, support long-term profitability, and enhance overall business performance.
- d) Evaluate cross-cultural management strategies and their influence on international business operations, with a focus on sustainability.
- e) Apply quantitative methods and research techniques to inform decision-making and improve outcomes across various business functions and strategic areas.
- f) Assess the interconnections between operations management and financial management, and other strategic business functions to drive organizational growth, profitability and efficiency.
- g) Apply research methods to support evidence-based decision-making in finance, investment, and broader business strategies.
- h) Analyse the role of international marketing and cross-cultural management, and other global strategies in driving business expansion and competitiveness in diverse markets.
- i) Develop strategies for managing business projects that integrate principles of project management, global business practices, and /or governance, ethics to achieve financial and operational objectives.

**(ii) Skills:**

**Students completing the programme will be able to:**

- a) Design business strategies that integrate organisational behaviour, marketing, and financial principles.
- b) Develop marketing strategies that align with business objectives. Implement international marketing strategies and cross-cultural management techniques in global business.
- c) Apply quantitative analysis and financial reporting skills to enhance business decision-making.
- d) Advise on legal and governance-related business decisions to ensure compliance and ethical integrity.
- e) Conduct operations management analysis to optimise business processes and supply chains.
- f) Use financial and operational insights to develop strategies for international business growth.
- g) Advise on management of international projects and their alignment with business strategies using governance principles.
- h) Present research-based business strategies using quantitative and project management insights.



### Programme Design

The design of this programme has been guided by the UK Quality Code for Higher Education.

- The UK frameworks for higher education qualifications provide definitive points of reference for UK higher education providers when designing courses. They also provide a context in which qualifications can be reviewed and developed.
- Qualifications are determined by level and academic credit. Level descriptors and academic credit values allow providers to accurately describe and market their qualifications in a consistent manner. Not only are they tools for securing threshold academic standards nationally, they allow valid comparisons to be made with qualifications in other nations which enables student mobility.
- Feedback from key stakeholders/sources and multidisciplinary research allow developers to craft relevant and innovative courses of study. Sources of feedback for course design may include internal and external specialists, prospective, current and past students, employers and PSRBs. The incorporation of a systematic, relevant and stimulating assessment strategy, which enables course and module learning outcomes to be met, is also a key consideration for course design and development.



## Programme Structure

The Bachelor of Science (BSc.) Business Administration comprises modules at level 6.

Module Specifications for each of these modules is included within the student handbook, available to students on-line at the beginning of each academic year.

Level	Module	Credits	Module Type
<b>Year 1</b>			
6	Organisational Behaviour	10	Compulsory
6	Quantitative Methods	10	Compulsory
6	Microeconomics	10	Compulsory
6	Introduction to Marketing	10	Compulsory
6	Business Law	10	Compulsory
6	Introduction to Finance	10	Compulsory
<b>Year 2</b>			
6	Information Management Systems	10	Compulsory
6	Human Resource Management	10	Compulsory
6	Statistics	10	Compulsory
6	Financial Accounting	10	Compulsory
6	Corporate Finance	10	Compulsory
6	Operations Management	10	Compulsory
<b>Year 3</b>			
6	International Marketing	20	Compulsory
6	Cross-Cultural Management & Contemporary Issues	20	Compulsory
6	Research Methods	20	Compulsory
<b>Year 4</b>			
6	Project Management	15	Compulsory
6	Global Business Management	15	Elective
6	Governance and Ethics	15	Elective

For BSc Business Administration students need to complete all modules from the first two years and 60 credits in Year 3.





## Awards

**Qualification 1:** BSc (Honours) Business Administration with duration of 3.5 years in Full-time (5 years total registration time) and 6 years in Part-time (6 years total registration time).

### BSc (Hons) Business Administration

Module Code	Module Title	MQF Level	Year	ECTS	Core/ Elective	Assessment Regime		Semester
						Coursework%	Practical %	
MGT1030	Organisational Behaviour	5	1	10	Core	100%		S1
FIN 1010	Quantitative Methods	5	1	10	Core	100%		S1
FIN1040	Microeconomics	5	1	10	Core	100%		S2
MKT1010	Introduction to Marketing	5	1	10	Core	100%		S2
LAW1010	Business Law	5	1	10	Core	100%		S3
FIN1020	Introduction to Finance	5	1	10	Core	100%		S3
MGT2010	Information Management Systems	5	2	10	Core	100%		S1
MGT2070	Human Resource Management	5	2	10	Core	100%		S1
FIN2021	Statistics	5	2	10	Core	100%		S2
FIN2010	Financial Accounting	5	2	10	Core	100%		S2
FIN2060	Corporate Finance	5	2	10	Core	100%		S3
FIN2020	Operations Management	5	2	10	Core	100%		S3
MKT3052	International Marketing	6	3	20	Core	100%		S1
MGT3050	Cross-Cultural Management & Contemporary Issues	6	3	20	Core	100%		S2
RSH3000	Research Methods	6	3	20	Core	100%		S3
	Choice of any 2 project modules below:							
PRO3090	Project Management	6	4	15	Core	100%		S1
PRO3062	Global Business Management	6	4	15	Elective	100%		S1
PRO3030	Governance and Ethics	6	4	15	Elective	100%		S1

BSc. (Hons) - 210 ECTS - all core modules in years 1,2 and 3 + 1 core and 1 elective in year 4

BSc (Non-Hons/ Ord)- 180 credits: all core modules in years 1, 2 and 3



**Qualification 2:** BSc Business Administration

180 credits: all modules from the first three years and 30 credits in Year 4. Duration of BSc Business Administration is 3 years in Full-time (5 years total registration time) and 5 years in Part-time (6 years total registration time).

**Qualification 3:** Undergraduate Higher Diploma in Business Administration– 120 credits (duration of 2 years)

**Undergraduate Higher Diploma in Business Administration**

Module Code	Module Title	MQF Level	Year	Credits	Core/Elective	Assessment Regime		Semester
						Coursework%	Practical %	
MGT1030	Organisational Behaviour	5	1	10	Core	100%		S1
FIN 1010	Quantitative Methods	5	1	10	Core	100%		S1
FIN1040	Microeconomics	5	1	10	Core	100%		S2
MKT1010	Introduction to Marketing	5	1	10	Core	100%		S2
LAW1010	Business Law	5	1	10	Core	100%		S3
FIN1020	Introduction to Finance	5	1	10	Core	100%		S3
MGT2010	Information Management Systems	5	2	10	Core	100%		S1
MGT2070	Human Resource Management	5	2	10	Core	100%		S1
FIN2021	Statistics	5	2	10	Core	100%		S2
FIN2010	Financial Accounting	5	2	10	Core	100%		S2
FIN2060	Corporate Finance	5	2	10	Core	100%		S3
FIN2020	Operations Management	5	2	10	Core	100%		S3

**Qualification 4:** Undergraduate Diploma in Business Administration– 60 credits (duration of 1 year)

**Undergraduate Diploma in Business Administration**

Module Code	Module Title	MQF Level	Year	Credits	Core/Elective	Assessment Regime		Semester
						Coursework%	Practical %	
MGT1030	Organisational Behaviour	5	1	10	Core	100%		S1
FIN 1010	Quantitative Methods	5	1	10	Core	100%		S1
FIN1040	Microeconomics	5	1	10	Core	100%		S2
MKT1010	Introduction to Marketing	5	1	10	Core	100%		S2
LAW1010	Business Law	5	1	10	Core	100%		S3
FIN1020	Introduction to Finance	5	1	10	Core	100%		S3



## **Programme Delivery**

LSBF implements a continuous review of the curriculum for each programme so that any new developments within the discipline are incorporated to ensure that the curriculum meets external requirements and the latest academic standards. Innovation in teaching and learning is strongly encouraged and it is considered essential that the organisation demonstrates that it meets standards expected at national level.

The approach to learning activities is one of flexibility and adaptability to be able to respond to the diverse student needs and not only deliver the underpinning theories but also demonstrate applicability and relevance in the external environment. To achieve this, a range of learning methods are used including video presentations, case studies, active student participation, teamwork, and other forms of independent and guided learning to enable reflection and self-discovery. Programme Leaders play a key role in the curriculum review process and are regularly invited to ensure that the link between theory and practice is demonstrated.

It is considered that the reflective and testing element of the learning process is a valuable dimension in the knowledge acquisition process and facilitates the integration of such knowledge.

## **Programme Delivery Content**

### **7. Dynamic Videos**

LSBF's delivery provides engaging visual content by utilising HD-quality studio production and animated infographics to highlight the key theories for each individual Bit (short video tutorial of up to 3-4 minutes in length). This combination presents a highly effective medium of communication to students, especially visual learners.

The building blocks of LSBF's videos are as follows:

α) Script – All original Bits video content is written by industry experts who condense a wealth of information into a concise learning segment. The scripts are structured in a manner that facilitates effective learning by adhering to three basic principles:

- i. Tell the learner what they will learn in the Bit
- ii. Familiarise the learner with what the Bit is and provide an example
- iii. Provide a summary of the Bit for the learner



b) Recording – recording is conducted in LSBF’s state-of-the-art studios using a roster of professional presenters with past experience at leading broadcasting networks such as the BBC.

c) Infographics – LSBF’s video content combines the presenter’s delivery with visually engaging infographics designed by the content creators to help visually explain the core theoretical framework of each topic.

## **2. Flash cards**

Flash cards are electronic pdf files, which complement the videos by highlighting key points and providing a transcript of the video recording for the student to read. The flash cards are a very effective tool for revision, and a key medium of retention for learners who absorb information more effectively through reading.

## **3. Scenarios, Case Studies and Online Discussion Forums**

Scenarios are an integral part of the supplementary material for each Bit. Based on case-study style learning methods, Scenarios allow students to apply theory within a simulated real-world context, which particularly benefits kinaesthetic learners. The goal here is to enhance the learner’s understanding of the theory in relation to a specific context or situation.

Online discussion forums facilitated by the professors will be offered in each unit to engage students and apply theory to practice in relation to the scenarios and case studies to build upon theoretical concepts.

## **4. Synchronous Live Lectures, Seminars, Workshops and Tutorials**

Regular synchronous/ live sessions in the form of online lectures, seminars, workshops and tutorials are conducted regularly which allow students to interact with their tutors and each other in real time and understand the concepts in greater depth.

## **5. Virtual Office Hours**

Virtual office hours provide university students with the opportunity to connect with their instructors or academic advisors online. These sessions are typically held via video conferencing or chat platforms, allowing students to ask questions, seek guidance on coursework, discuss assignments, or clarify concepts in a flexible and convenient way. Designed to accommodate diverse schedules, virtual office hours ensure students can access personalised support and foster engagement in a remote or hybrid learning environment.

The teaching methods adhere to Universal Design for Learning (UDL) methods. This is ensured via the following means:

- 1) Asynchronous lectures and recordings are provided in high-quality formats, with adjustable streaming options to accommodate varying internet connection speeds.
- 2) All asynchronous lectures and recordings are equipped with subtitles to support students with specific needs.





- 3) Flashcards are available as an alternative learning tool for students who prefer or require a different format than recorded lectures.
- 4) Modules offer a variety of formative tasks, blending independent work with collaborative activities, tutor-led discussions, and peer-to-peer interactions in online forums.
- 5) To enhance the "classroom experience," students are encouraged to connect outside the LSBF learning platform, fostering collaboration, peer support, and the sharing of experiences.
- 6) The modules have a global focus, incorporating case studies from diverse contexts, reflecting our international student body and aligning with our strategy to promote diverse cultural perspectives.

The content of the modules will be regularly reviewed to incorporate new pedagogical approaches, advancements in theory, and current knowledge. This ongoing process aims to ensure the materials remain relevant and reflect contemporary trends, providing students with up-to-date learning resources that align with developments in the field.

### Programme Assessment

The Assessment strategy is level-specific, reflecting the style of assessment deemed fit for assessing students at level 6 and is underpinned by the programme learning outcomes as follows:

#### Assessment Profile Assessment

Assessments range from:

- individual case study analysis
- group oral presentations
- group poster presentations
- preparing a business strategy plan
- consultancy project
- devising a business strategy
- individual reports
- reflective journals

All assignments are carefully designed to ensure that every learning outcome is comprehensively addressed and represented in a balanced and proportional way. This approach ensures that students are given equal opportunities to engage with, demonstrate, and apply the knowledge and skills outlined in the learning objectives. The distribution of content within each assignment is structured to reflect the relative importance and complexity of the learning outcomes, promoting a well-rounded understanding of the module's key competencies. Furthermore, assignments are regularly reviewed and updated to maintain alignment with the evolving learning needs of students and the overarching goals of the programme.

**Marketing Criteria**

The guidelines below reflect the standards of work expected at postgraduate level. All assessed work is marked by a faculty member, and a sample is then moderated by another member of staff. Any piece of work may be made available to the external examiner(s).

**Grading****First Class (70 – 100%)****Generic skills: Communication and Presentation**

Comprehensive and correctly structured assessment. Style of writing is very fluent and develops a coherent and logical argument. Excellent referencing.

**Knowledge & Understanding**

Demonstrates excellent knowledge of theory and provides critical theoretical underpinning. Very good interpretations and summarising of main themes.

**Analysis**

Excellent use of theoretical and conceptual models to guide analysis linked with a critical discussion of main themes. Clear evidence of application of a range of analytical skills with comprehensive understanding of concepts.

**Synthesis/ Creativity/ Application**

Logical presentation of themes with appropriate examples being demonstrated. Very good demonstration of synthesis. Models have been clearly applied to the argument.

**Evaluation**

Shows clear evidence of reflection and evaluation of the argument by providing a robust defence of the opinions presented in the assessment.

**Upper Second Class (60 -69%)****Generic skills: Communication and Presentation**

Well structured, follows appropriate format but some aspects of layout and referencing could be improved. Style of writing is fairly fluent. Good referencing.

**Knowledge & Understanding**

Wide range of knowledge demonstrated and evidence of good understanding of the topic. Ability to interpret and summarise succinctly.

**Analysis**

Very good use of the theoretical and conceptual models with good critical discussion. Has applied a range of analytical skills with greater independence and understanding of concepts.

**Synthesis/ Creativity/ Application**

Very good account of main themes with sound application. Good attempt at applying models to the argument. Fairly good attempt at synthesising the salient points.

**Evaluation**

Shows very good evidence of reflection and evaluation and a fairly cohesive defence of the argument .

**Lower Second Class (50 – 59%)****Generic skills: Communication and Presentation**

Good structure in most aspects but suffers from variations in quality and the layout contains some inadequacies. Style of writing is satisfactory. Referencing needs some improvement.

**Knowledge & Understanding**

Good range of knowledge demonstrated but with some room for improvement. Some understanding displayed of the topic.

Summary and interpretation are satisfactory.

**Analysis**

Use of theory and concepts limited in scope and depth but relevant. Application of analytical skills could be improved and there is a tendency towards description rather than application of concepts.



**Synthesis/ Creativity/ Application**

Good account of main themes with some attempt at application. Limited evidence of synthesis.

**Evaluation**

Shows some evidence of reflection but this could have been further developed.

**Pass (40 – 49%)**

**Generic skills: Communication and Presentation**

Generally good structure but may suffer from minor errors and omissions in layout and adequacy. Style of writing is sometimes unclear.

**Knowledge & Understanding**

Demonstrates basic knowledge and understanding of the subject matter and contains some inaccuracies. Summary and interpretation is limited.

**Analysis**

Use of theory and concepts lacks focus and depth. There is limited application of analytical skills in order to apply the principles and concepts.

**Synthesis/ Creativity/ Application**

Slightly limited account of the main themes with a basic attempt at application. Very less evidence of synthesis.

**Evaluation**

Shows limited evidence of reflection to include a cohesive defence argument.

**Fail (0 - 39%)**

**Generic skills: Communication and Presentation**

Very poor report which is incorrectly structured and contains major errors and omissions. Style of writing is descriptive, lacks coherence and fluency. Poor referencing.

**Knowledge & Understanding**

Very poor range of knowledge, research and interpretation of information that is subjective and lacks conceptual coherence. There is no clear identification, understanding or interpretation of main themes.

**Analysis**

Very poor use of theory and very little application of core concepts. Limited analysis and evaluation in relation to fundamental principles and concepts.

**Synthesis/ Creativity/ Application**

Very poor account of main themes with little or no application. No links between models and argument.

**Evaluation**

Shows little or no evidence of critical reflection and needs to be much more developed. There is no defence of the opinions presented.

**Final Grade**

The final grade is determined by a weighted average of the individual components. To pass, each component must have a score of at least 40%.



### ***Programme Team***

LSBF engages several layers of faculty. Programme Leader, Principal Lecturers, Senior Lecturers and Lecturers are contracted to teach for the organisation and have a wide range of responsibilities including content creation, programme teaching, dissertation supervision, assessment creation, grading, committee membership and leadership, partnership liaison, etc. Team members generally work remotely.

Communication and allocation of responsibility can be a challenge for management at times, but actions are coordinated by the Head of Academics and Programme Leader in coordination with heads of various departments. Almost 75% of the faculty have a PhD or doctoral degree and the rest have a relevant master's degree and extensive professional experience, which is the minimum requirement for the faculty to be able to teach on the programme.

### ***Tuition and Fees***

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Tuition Fee Policy.