# London Business School

# ELECTIVE PROPOSAL PROCEDURE

This document outlines the elective approval process to be followed by Faculty who wish to propose a new elective. This includes proposals for any of the following:

- Introducing an elective course that is completely new to the portfolio
- Re-introducing an elective that was placed on sabbatical for a duration of over three years
- Changing the number of sessions of an existing elective (e.g. expanding a 5-session elective to 10 sessions)
- Re-introducing an elective that was removed due to a lack of teaching resources

The following document must be completed for any of the above proposals:
1. Elective Proposal Form

If you have any queries on this process, please contact the Elective Planning Group Secretary, Lea Bure – lbure@london.edu

## 1. PROPOSING AN ELECTIVE

1.1. During the Elective Review (2012) the decision was made that electives should be viewed as a cohesive portfolio and that this portfolio should have a purpose. Therefore, when designing a new elective, you might find it helpful to bear in mind the defined purpose of the elective portfolio, as well as the overall vision of the School.

### 1.1.1. *Elective Portfolio Purpose:*
*Our elective portfolio provides students with a tailored path through their degree and should form the foundations for their chosen career and support them in their initial employment. It should embed the leading-edge knowledge of our Faculty and leverage the expertise of our community and, in doing so, showcase what constitutes the distinctiveness of a London Business School degree.*

## 2. HOW TO SUBMIT

2.1. Proposals for new electives are considered and approved in two stages:

   i.   By the originating Subject Area and Subject Area Chair
   ii.  By the Elective Planning Group following Degree Education (DE) consultation

2.2. Final approval for new electives is granted by the Elective Planning Group (EPG), which is chaired by the Deputy Dean (Degree Education and Digital Learning). The membership of the EPG is made up of: all Subject Area Chairs (or delegated representative), the DE Executive Director, Operations, DE Executive Director, Experiential Learning, Director, Central Services, Deputy Director, Central Services (Secretary) and a DE programme representative.

## 3. TIMELINE

3.1. To be considered for inclusion in the 2026-27 elective portfolio <u>all proposals for new electives (using the elective proposal form), must be received by no later than **15 December 2025**. No extensions of this deadline will be granted.</u>

## 4. PROCESS FOR APPROVAL

4.1. Proposals for new electives should be discussed initially by the originating faculty member(s) with their Subject Area colleagues and the Subject Area Chair.

4.2. The Elective Planning Group will ensure that all proposals are reviewed by the DE Programme Directors and Career Leads, who will advise on their potential popularity with students and will offer comment on how the proposed elective fits with others within the current portfolio. The Executive Directors will review how the proposals fit into the strategic plan.

4.3. Once the proposal is received by the Elective Planning Group, they will assess;
   a. the intended objectives, academic content and assessment methods proposed in the Elective Proposal Form
   b. the degree to which the course showcases faculty research (in line with the defined purpose of the elective portfolio)
   c. the extent to which the course provides skills and frameworks that support career and employment perspectives (in line with the defined purpose of the elective portfolio and the School's vision)
   d. the extent of links with any companies/practitioners
   e. the sustainability of the course
   f. links and overlaps with existing courses

4.4. The Elective Planning Group may request additional information from the originating faculty member on occasion.

4.5. Following consideration of the elective the Elective Planning Group will take one of the following courses of action:

   a. approve the elective for inclusion in the elective portfolio
   b. suggest that it is put forward for consideration at a later date
   c. refer the elective back to the originating faculty/subject area for further consideration including recommendations for collaboration with other subject areas where appropriate
   d. decline the request to launch the elective.

4.6. If there is insufficient space to accommodate all new courses that the Elective Planning Group wishes to approve, then new courses can be approved in principle with their inclusion in the portfolio delayed until the following year, as noted in Section 1, Item 3 of the "EPG Portfolio Build Process & Guidance."

4.7. The decision of the Elective Planning Group is final and feedback will be provided to the originating faculty member and/or subject areas, where appropriate.

## 5. COLLABORATIVE ELECTIVES

5.1. For electives offered in conjunction with a partner institution the same process will be followed, subject to final ratification by the relevant partnership board.

**ELECTIVE PROPOSAL FORM GUIDANCE**

**1a. COURSE TITLE**

**1b. Subject Area**

**2.  RATIONALE:**
Please give a rationale for the proposed course, including how it fits with the defined elective portfolio purpose and the School's vision, which students it might be the most beneficial for (e.g. career path, concentration, etc.), specific skills and frameworks that would support career and employment perspectives, appeal to potential employers, etc.

**3.  FACULTY BIO**
In his section, please give the students some background on yourself. It does not need to be an extensive overview.

**4. COURSE SUMMARY**
This section needs a course rationale to inform the students what the course is about, any key areas that will be covered, aims of the course and if there are any pre-requisites.

This course is aimed at:
If you are tailoring your course towards a particular market, or you think it would be particularly useful for a certain career path or concentration, please highlight this here.

**5.LEARNING OUTCOMES**
This section should explain what the student will be able to demonstrate they have learned when they complete the course. As a rough guide, three to five learning outcomes is usually enough.

Please bear in mind that learning outcomes should be measurable, and therefore should relate directly to the assessment in the overview below.

Example learning outcomes:
- You will be able to critically evaluate key theories in corporate finance
- You will be able to demonstrate an advanced understanding of how theory works in practice

**6.  ASSESSMENT**

**6a. Assessment Overview**
Electives form part of the students' degree requirements and as such a minimum of 50% of the total course assessment must be based on individual performance. Grades will follow a grading curve, see the Academic Quality Manual for more guidance.
Please outline more detailed assessment information here. A short summary of what the student will be expected to do is fine, although you can include as much detail as you wish. For example:

### Final Exam
Your final exam will be an online, time-restricted exam of 2 hours & 30 minutes plus an additional 15 minutes upload/download time. The exam will be available in a 6-hours window, between 12:00 – 18:00 on a date tbc. The exam will test your understanding of the sources of value creation in shareholder activistm and how to identify financial distress and assess options for resolving it.

### Group Report
You will be expected to work in groups of three to produce a 2000 word report that demonstrates your understanding of how the theory works in practice.

### Class Participation and Attendance
You are expected to attend all classes for this course, and actively contribute to dicussions. You will find it helpful to read the preparatory case studies before each session.

### Weekly quiz
Although you don't have to pass this element, it is recommended that you complete the weekly quizzes to support your ongoing learning of the course content.

## 6b. Assessment and Learning Outcomes
Please explain in a sentence or two how this assessment regime is related to the learning objectives, as specified above (this could be indicated by the content or focus of the assessment method).

## 6c. Requirements to pass the course:
According to the current Academic Regulations in order to successfully pass a course, students must achieve the following:

**In order to successfully pass the course, students must achieve the following:**
- a minimum of 50% overall; and
- a minimum of 50% across the weighted average of individual component/s excluding class participation.
- Satisfy any attendance requirements where applicable

## 6d. Additional assessment requirements for passing:
If there are any additional components a students must pass in order to pass the courses, please details these.

## 7. READING LIST AND COURSE MATERIALS

## 7a. Reading List
**At proposal stage, this reading list may be indicative only, if required.**

Please specify any essential or recommended reading. If you have any book queries please contact the Acquisitions Manager, Digital Learning, Tracey Ellis: tellis@london.edu

**7b. Case Studies and Course Materials**
With regards to case studies and course materials, please give a general breakdown of the proportions from different regions (ex. North America, Europe, Africa, Latin America, India, China or Asia).

**8. TEACHING METHODS**
In this section, please specify which teaching methods will be used on this course.

Teaching/contact hours: This would usually be 27.5 hours for an 11 credit course
Suggested independent study hours: This would usually be 96.25 hours for an 11 credit course

The following teaching methods will be used on this course:
Select any which you are intending to use.

| | |
|---|---|
| Lecture(s) | ☐ |
| Guest Speaker(s) | ☐ |
| Seminar(s) | ☐ |
| External Visit(s) | ☐ |
| Project(s) | ☐ |
| Other (please specify below) | ☐ |

**8a. Guest Speakers**
Please give details for any guest speakers, external visits or projects involved in the course. Subject Area Managers should be consulted regarding speaker cost guidelines.

**9. COURSE STRUCTURE**
**At proposal stage, the course structure may be indicative only, if required.**

Please outline the course structure, including session details, cases and pre-readings.
For example:
    Class 1 will cover xxxxxxxxx. You will need to read case study 1 for this class.

If you chose to include detailed session information, please consider omitting specific dates and times in case of scheduling amendments- it is not always spossible to update the printed course outline in light of this.

**10. PEDAGOGIC INNOVATION**
Please outline any pedagogic innovation in the course.

**11. EMPLOYMENT LINKS:**
Please give information on the extent of any potential links with companies/practitioners.

**12. CONCENTRATION:**

Please note if any you believe the course is suitable for any of the existing MBA or MiF concentrations. For details of the concentrations, please contact the relevant Programme Director or Academic Director.

## 13. FORMAT:

Please select the format(s) in which the course can be taught from the list below. Formats are fixed and cannot be changed:

| ELECTIVE FORMATS | DESCRIPTION | SESSION TIME |
|---|---|---|
| Day Regular (full-time friendly) | 10 weeks - 1 session per week | Mon - Fri S1/ S2/ S3 |
| Eve Regular (both full and part-time friendly) | 10 weeks - 1 session per week | Mon – Fri S4 |
| 5 Week 1 (full-time friendly) | 5 weeks - 2 sessions per week (1st half of term) | Mon/Weds or Tues/Thurs - S1/S2/S3/S4 |
| 5 Week 2 (full-time friendly) | 5 weeks - 2 sessions per week (2nd half of term) | Mon/Weds or Tues/Thurs - S1/S2/S3/S4 |
| Block Week (part-time friendly) | 5 days - 2 sessions each day | Mon – Fri S1 & S2 |
| Modular (part-time friendly) | Bi-weekly for 5 weeks - 2 sessions per day | Friday S1 & S2 /<br><br>Saturday - S1 & S2 /<br><br>Thurs S4 & Fri S3 |
| Modular Blended (EMBA friendly) | 40% of sessions delivered in-person, 40% live online and 20% asynchronous. | Two options:<br>Option A1:<br>- Week 1 Fri S1&S2 in person<br>- Weeks 3/5/7/9 Fri S2 online<br>- Week 11 Fri S1&S2 in person<br>- Equivalent of 2 sessions asynchronous.<br><br>Option A2:<br>- Week 1 Sat S1&S2 in person<br>- Weeks 3/5/7/9 Sat S2 online<br>- Week 11 Sat S1&S2 in person<br>- Equivalent of 2 sessions asynchronous. |

## 14. RESOURCES:

Please give any information on potential resourcing implications for this course, including any additional costs, timetabling requirements, IT requirements, etc. Subject Area Managers should be consulted regarding non-teaching cost guidelines.

## 15. OTHER

This space is free for you to include any additional information which is relevant to this course.

**ADDITIONAL GUIDANCE**

In addition to this guidance, you may also find it helpful to review the documents listed below. Please contact the Head of Quality Assurance, Karen Harris, should you wish to receive copies of either:

**Framework for Higher Education Qualifications (FHEQ) for Master's degrees.**
You may find this useful, as the FHEQ outlines general skills and knowledge our students are expected to demonstrate on completion of their degree.

**Subject Benchmark Statement for Master's Degrees in Business and Management**
You may find this useful, as the Subject Benchmark Statement outlines what Business and Management specific skills, knowledge and techniques, our students are expected to demonstrate on completion of their degree, in order to be awarded a Master's from the School. It may be particularly helpful when setting learning outcomes and assessment.