

<b>Module code</b>	RGL503	<b>Level</b>	5
<b>Module title</b>	London Global City: Business and Enterprise	<b>Credit value</b>	12
<b>Programme(s) on which the module is taught</b>	Study Abroad and Summer School	<b>ECTS Credits</b>	6
		<b>Notional learning hours</b>	120

### 1. Pre-requisite modules

None

### 2. Module aims and objectives

London is a long recognized world-leader in the creative and cultural industries but also within enterprise and commercial industries such as Banking and Finance, Professional services, Digital and Technology, Hospitality and Luxury Retail.

This module is designed to allow students to explore the special 'London' nature of business, and the characteristics of entrepreneurship. They will be challenged to identify the key factors involved in developing and growing businesses.

The module also aims to stimulate thinking around what makes London a global city and why being in one of the world's top global cities is important for enterprise activity. Students will be encouraged to understand what attracts entrepreneurs and businesses to London and how the city supports and encourages enterprise, and innovation.

The module will aim to develop in students a clear perspective of business models, frameworks and concepts that can be applied to various enterprise and commercial sectors that operate successfully in London.

Overall the classes will combine time spent in the classroom with visits to different enterprise and business in and around London. The interactive blended learning approach will aim to provide knowledge and insight into key sectors.

### 3. Learning outcomes

#### A) Knowledge and understanding

*Upon successful completion of this module the students will be able to:*

- A1. Demonstrate awareness of key aspects of a global city from multiple perspectives but with a clear with a focus on enterprise and business practices.
- A2. Demonstrate an understanding of current approaches to enterprise support and how these affect the way business start-up or expansion is encouraged.

## **B) Skills**

*Upon successful completion of this module the students will be able to:*

- B1. Analyse simple case problems and scenarios to provide sound insights.
- B2. Evaluate and apply a range of information sources about business and enterprise practices.
- B3. Be an independent and self-critical learner whilst demonstrating creative and innovative ways of interpreting evidence.

## **4. Indicative content**

The module will introduce students to a range of examples of typical business sectors which illustrate the diversity of opportunities available for entrepreneurs in a global city. In particular students will be challenged to see how innovative interpretations of traditional business models or ideas can lead to new ventures, extensions or enhancements of existing businesses.

Concepts, examples, ideas and models from the following themed list will be explored in detail;

- Banking and financial services
- Hospitality and events: hotels and restaurants, members' clubs, societies, sport
- Professional services: law, insurance and accountancy services, consultancy
- Luxury retail management and marketing

The areas above will form the core themes of the module as they are all prominent in the business life of London.

## 5. Learning and teaching methods

This module will be taught through a blend of seminars, workshops, guest speakers and industry visits. Learning through visits and guest speakers is a key focus of the learning and teaching method. In-class sessions, workshops and industry visits will cover each topic and sector and this will be delivered through an interactive learning experience where debate and discussion will be stimulated.

The format and learning materials will be circulated in advance so that students can familiarise themselves with the topic in preparation for discussion and visits. Students will be encouraged to work in groups and individually to meet the learning outcomes.

An example of the way that a visit will be incorporated into the learning methods of the module is a 'Field trip to Canary Wharf' to investigate the financial services business district.

The aims of the trip would be;

- To allow students to interact, question and observe business, and how it is supported (such as via the required transport infrastructure), activity in one or more key sectors identified by the module
- To give students the opportunity to investigate how a relatively new business area in a global city has developed and continues to develop
- To allow students to reflect on the opportunities and 'niches' for innovative business ideas and entrepreneurs to support businesses and those who work in them
- Provide the students with guidance and up to date material for one or more of their module assessment tasks

This trip would be pre-prepared by students researching the Canary Wharf area on-line to encounter the history and diversity of businesses clustered within the Canary Wharf complex. (Students interested in socio/cultural history could also prepare a review of how the area has been developed since 1990, from wasteland to thriving commercial district).

The visit itself would ideally incorporate a short meeting with one or more businesses in the area alongside a discussion with the Canary Wharf development corporation, followed by students researching the typical needs of those working in the vicinity and how they are provided for currently. Depending on the time of the visit the students may be asked to report back with ideas in small groups on what new or innovative events for workers in Canary Wharf could be offered as a small 'pop up' business ventures, e.g. summer street food, entertainment, concierge services, 'London' commemorative gifts and souvenirs etc.

<b>12 credit module – 120 learning hours</b>	
<b>Directed learning</b>	<b>36 hours</b>
Seminars (including visits)	36
<b>Collaborative Learning</b>	<b>9 hours</b>
Tutorials (1:1 and group)	9
<b>Self-directed learning</b>	<b>75 hours</b>
Preparation for class	25
Self-study after class	20
Preparation for assessments	20
Assessment	10
<b>Total</b>	<b>120</b>

## 6. Assessment and relative weightings

### Assessment 1: (50%) Report

Students will produce an individual written report that demonstrates original research in their chosen sector. They will choose an organisation that makes up part of the module field trips/experiential learning. The report would include further research into the organisation, (typically a SWOT analysis) and include ideas about how the organisation capitalises on London as a global city of business and enterprise (1500 words).

### Assessment 2: (50%) Video presentation / reportage

In pairs or small groups, students will create and present a 7-10 minute video reportage on an issue of their choice related to one of the enterprise and business themes. The task requires students to research the issue and present their findings and conclusions in a professional and engaging way.

Both tasks will help to promote the students' awareness of key contemporary challenges facing business and enterprise London. Furthermore, it builds on their ability to engage in research related to current and future issues/trends and cultivate their ability to critique and analyse data drawing on a wide range of sources.

## 7. Mapping of assessment tasks for the module

<b>Assessment tasks</b>	<b>A1</b>	<b>A2</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>
Report	x	x	x	x	
Video presentation / reportage	x		x	x	x

## 8. Key reading

### Books

Kynaston, D. (2012) City of London the History, London, Vintage

Massey, D. (2007) World City, London. Polity Press

Sassen, S. (2001) The Global City: New York, London, Tokyo, Princeton University Press

### Indicative selected secondary reading

Beech, J. (2014), The Business of Events Management, London, Pearson

Chevalier, M. and Gutsatz, M. (2012), Luxury Retail Management, how the world's top brands provide Quality Product and Service Support, Singapore, John Wiley

Burns, P. (latest edition), Entrepreneurship and Small Business: Start-up, Growth and Maturity, Palgrave Macmillan

Cokins G, (2010) Performance Management: Integrating Strategy Execution, Methodologies, Risk and Analysis

Van Assen, M. (2008) Key Management Models: The 60+ Models Every Manager Needs to Know. Harlow: Financial Times Series

### Websites

RBA Information Services, Support for SMEs (Small & Medium Sized Enterprises); available at: [www.rba.co.uk/sources/sme.htm](http://www.rba.co.uk/sources/sme.htm)

UK government policy publications for enterprise activity in the UK and London; available at: [www.gov.uk/policies/enterprise](http://www.gov.uk/policies/enterprise)

Centre for research on UK cities and their global impact; available at: [www.centreforcities.org](http://www.centreforcities.org)

Foundation focused on innovation and ideas: available at: [www.nesta.org](http://www.nesta.org)

[www.euromonitor.com](http://www.euromonitor.com)

[www.culturalenterprise.com](http://www.culturalenterprise.com)

### Journals

SAGE Research Journals

The International Journal of Entrepreneurship and Innovation

Journal of Management Studies

<b>Module code</b>	TBC	<b>Level</b>	5
<b>Module title</b>	London's Global City: The Creative Industries	<b>Credit value</b>	12
<b>Programme(s) on which the module is taught</b>	Study Abroad and Summer School	<b>ECTS Credits</b>	6
		<b>Notional learning hours</b>	120

### 1. Pre-requisite modules

none

### 2. Module aims and objectives

London is a global headquarters for the cultural and creative industries, and a world leader in performance, design and media. This module offers students the opportunity to look behind the scenes of the city's cultural institutions and creative outlets, in order to understand how they have contributed to its identity and economy as a global city.

Led by a team of academic experts and contributors to the creative industries, students will be introduced to theories and concepts relating to both the creative practices, and their relationship with urban cultures, within the context of globalization. Students will then explore London's cultural highlights through participatory experiences and creative challenges. Finally, they will follow up a creative area of their interest in more depth in a final project.

### 3. Learning outcomes

#### A) Knowledge and understanding

*Upon successful completion of this module the students will be able to:*

- A1 Demonstrate understanding of the ways in which the creative industries have contributed to London's cultural identity on both a local and international stage.
- A2 Articulate the elements and contexts that define and distinguish these creative industries, outlets and media products.

#### B) Skills

*Upon successful completion of this module the students will be able to:*

- B1 Research and critically appraise relevant theories, concepts and practices and show evidence of ability to make connections and comparisons with other articulations.

B2 Evaluate and draw upon a range of sources and conceptual frameworks appropriate to the research area.

B3 Organise and manage supervised, self-directed projects.

#### 4. Indicative content

Through lectures, activities and field visits, in museums, workshops, studios, commercial spaces, media outlets and performance spaces, the module will take a thematic approach to where creativity and communication is situated, and understand the significance of place to identity.

Subjects and visits will be drawn from:

- Fashion houses and costume design archives,
- Interior Design Space and Urban space
- Theatre, film, dance and performance spaces and events
- Media, Advertising and Public Relations outlets
- Photographic outlets, spaces and archives

An example of the way that a visit will be incorporated into the learning methods of module is a 'Field trip to National Theatre or Royal Court' to investigate London as a world capital of performance.

The aims of the trip would be

- to look at how the complex world of government subsidy, commercial production, private patronage and controversial lottery money has enabled London to become the capital of world performance, producing ground-breaking new writing, and creating new narratives for a diverse city.
- to explore how, in a post Brexit Europe, it will rebuild its image

This trip would follow these indicative steps:

- Field visit: backstage at the National Theatre or Royal Court, with possible 'Script in a Day' workshop
- Reading: Play text, reviews, arts council background material and other related critical texts
- Follow up Seminar: Analysis of experiences from class visit and play, reflecting on specific and general aspects of theatre in global London

## 5. Learning and teaching methods

The module will be taught through visits, lectures, activities and research. Students will have readings to prepare for a topical session led by a subject specialist, followed by a related experiential learning activity. Students will be asked to make connections between the subjects and experiences in follow-up group discussions. Deeper learning on a final piece of research will draw on creative, research, reflective and cognitive skills.

<b>12 credit module – 120 learning hours</b>	
<b>Directed learning</b>	<b>36 hours</b>
Seminars (including visits)	36
<b>Collaborative Learning</b>	<b>9 hours</b>
Tutorials (1:1 and group)	9
<b>Self-directed learning</b>	<b>75 hours</b>
Preparation for class	25
Self-study after class	20
Preparation for assessments	20
Assessment	10
<b>Total</b>	<b>120 hours</b>

## 6. Assessment and relative weightings

### Assessment 1 (50%): Media Diary

Students will reflect on the creative industries' topics and visits using a creative form of presentation. The media diary will focus on the influence of London, by and on the creative areas and outlets. Submission, with regular entries, in blog, vlog, video, photo-diary or other creative format.

### Assessment 2 (50%): Research project

Students will carry out a research project on one cultural or creative industry, individually investigating an angle in depth and producing a 1500-word report.

## 7. Mapping of assessment tasks for the module

<b>Assessment tasks</b>	<b>A1</b>	<b>A2</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>
Media diary	x	x		x	
Research project	x		x	x	x



## 8. Key reading

### Books

Massey, D. (2007) *World City*, London. Polity Press

Sassen, S. (2001) *The Global City*: New York, London, Tokyo, Princeton University Press

### Extracts from these sources

Amirsadeghi, H. & Eisler, M. (2015) *London Burning: Portraits from a Creative City*, Thames and Hudson

Anheier, H.K. & Isar, Y.R. (2010) *Cultures and Globalization, Cultural Expression, Creativity and Innovation*, Sage

Hesmondalgh, D. (2012) *The Cultural Industries*, Sage

Kong, L. (2010) *Creative Economy, Global City: Globalizing Discourses and the Implications for Local Arts*, Sage

Scott, A.J. (2000) *The Cultural Economy of Cities: Essays on the Geography of Image-producing Industries* (Published in association with *Theory, Culture & Society*) Sage

Scott, A.J. (2008) *Social Economy of the Metropolis: Cognitive-Cultural Capitalism and the Global Resurgence of Cities*, OUP: Oxford.

### Articles

Bird, M (2014) Sorry, New York, But London Is Actually The World's Real Capital City

Available at: <http://uk.businessinsider.com/sorry-new-york-london-is-the-world-capital-city-2014-10?r=US&IR=T>

Bound, R (2016) Is London still the cultural capital of the world?

Available at: <https://monocle.com/radio/shows/culture-with-robert-bound/258/>

Greater London Assembly (2017) 20 facts about London's culture.

Available at <https://www.london.gov.uk/what-we-do/arts-and-culture/vision-and-strategy/20-facts-about-london%E2%80%99s-culture>

Jones, D (2016), Move over, New York: Why London is the greatest city, BBC Culture

Available at: <http://www.bbc.com/culture/story/20160509-move-over-new-york-why-london-is-the-worlds-greatest-city>

Sujic, D (2017) Why London is Europe's design capital

Available at: <http://edition.cnn.com/2016/09/07/design/deyan-sudjic-london-design-museum/>

World Cities Culture Forum (2015) World Cities Culture report 2015

Available at: <https://www.theguardian.com/cities/2017/jan/23/post-brexit-london-economic-self-sabotage> and <http://www.worldcitiescultureforum.com/cities/london>

Polis, LSE (2016) London is Dreaming of London: Culture and Identity in the Capital

Available at: <http://blogs.lse.ac.uk/polis/2013/11/15/london-is-dreaming-of-london-culture-and-identity-in-the-capital/>

<b>Module code</b>	RGL501	<b>Level</b>	5
<b>Module title</b>	London Global City: Culture, History and Society	<b>Credit value</b>	12
<b>Programme(s) on which the module is taught</b>	Study Abroad and Summer School	<b>ECTS Credits</b>	6
		<b>Notional learning hours</b>	120

### 1. Pre-requisite modules

None

### 2. Module aims and objectives

London is a complex world centre influential on a global scale, yet a lived space encompassing a myriad of localities, peoples, experiences and histories. The purpose of this module is to launch the student on a journey of discovery to explore and read the rich tapestry that is the modern city: how it came to be, how it is expressed, how it works (and how it occasionally does not work). Focusing on experience and research as a means to understanding the metropolis, a team of experts and guest speakers will guide students through a series of thematic projects focused on a variety of materials and artefacts including written texts, films, historical evidence, music, art, and sociological studies supported by visits to places, spaces, neighbourhoods, museums, and guided walks and explorations.

### 3. Learning outcomes

#### A) Knowledge and understanding

*Upon successful completion of this module the students will be able to:*

- A1. Demonstrate an understanding of the development of London as a world city through a historically contextualised analysis of its people, places, and representations.
- A2. Articulate and define the trends, social developments and cultural artefacts that have made London a world city with reference to appropriate critical studies.

#### B) Skills

*Upon successful completion of this module the students will be able to:*

- B1. Research and critically appraise cultural theories and practices and show evidence of ability to make connections and comparison with other articulations.
- B2. Evaluate and draw upon a range of sources and conceptual frameworks appropriate to the research area.
- B3. Organise and manage supervised, self-directed projects.

#### 4. Indicative content

Taught across 12 weeks, the first 9 weeks will explore the following themes:

- World City
- People
- Places and things

Each of the themes above will be supported by an initial collection of materials and artefacts which might include written texts, music, visual art, reports and studies, localities, objects, photographs, films etc. that reflect the city's international and multicultural histories and cultures. Students will be invited to explore, interpret and analyse the material with their tutor, supplemented by short lectures and panel discussions with academics from across the Humanities and Social Sciences bringing a range of disciplinary perspectives into debate with each other.

The module tutor will help students pull the material together and explore links between the three themes. This nine week section will culminate in the production of a research poster and presentation (A3 poster plus 10 minute presentation) at a class conference attended by all students and assessed by the multidisciplinary teaching team.

In the final three week section of the programme, students will be supported in class to research and explore their own thematic project within London. They will assemble their own collection of materials which they will analyse and comment upon for final assessment, e.g. '100 Years of Brick Lane'; 'Building and Growth 1660-2000'; 'Windrush London: Culture and Migration since 1945'; 'Transport and Change: Moving the Modern City'.

#### 5. Learning and teaching methods

The ethos of the module will be on problem-based learning introducing students to multidisciplinary research within an integrative methodology. Study visits to applicable museums, archives, and locations such as The Museum of London, The London Metropolitan Archives, The Victoria & Albert Museum, The National Gallery, and Brick Lane will be incorporated into the module to support learning.

##### 12 credit module – 120 learning hours

<b>Directed learning</b>	<b>36 hours</b>
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Seminars (including visits)	36
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<b>Collaborative Learning</b>	<b>9 hours</b>
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Tutorials (1:1 and group)	9
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<b>Self-directed learning</b>	<b>75 hours</b>
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Preparation for class	25
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Self-study after class	20
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Preparation for assessments	20
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Assessment	10
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<b>Total</b>	<b>120 hours</b>
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## 6. Assessment and relative weightings

### Assessment 1 (50%): Poster and Presentation

Individual research poster and presentation (A3 poster plus 10 minute presentation) on one of the topic areas covered in the module at a class conference attended by your classmates and assessed by the multidisciplinary teaching team.

### Assessment 2 (50%): Project Report

Students will research and explore individually their own thematic project and produce a 1500-word report. Thematic project within London in the form of a commentary and analysis of collection of primary materials. If the primary materials include text-based artefacts, this is not included in the word count, only the commentary and analysis.

## 7. Mapping of assessment tasks for the module

Assessment tasks	A1	A2	B1	B2	B3
Poster & Presentation	x	x	x	x	
Project Report	x	x	x	x	x

## 8. Key reading

### Books

Massey, D. (2007) *World City*, London. Polity Press

Sassen, S. (2001) *The Global City: New York, London, Tokyo*, Princeton University Press

### Indicative selected secondary reading

Beaumont, M. (2010) *Restless Cities*, London: Verso

Brunsdon, Ch. (2007) *London in Cinema: The Cinematic City since 1945*, London: British Film Institute

Du Noyer, P. (2010) *In the City: A Celebration of London Music*, London: Virgin Books

Eade, J. (2001) *Placing London: From Imperial Capital to Global City*, London: Berghahn Books

James, M. (2015), *Urban Multiculture: Youth, Politics and Cultural Transformation in a Global City*, London: Palgrave Macmillan

Lewis, J.E. (2008) *London: the Autobiography*, London: Constable

Manley, L. (2011) *The Cambridge Companion to the Literature of London*, Cambridge: CUP

Porter, S. (2014) *London: A History in Paintings & Illustrations*, London: Amberley Publishing

White, J. (2008) London in the Twentieth Century: A City and Its People, London: Vintage

### **Indicative websites**

The London Metropolitan Archives:

<https://www.cityoflondon.gov.uk/things-to-do/london-metropolitan-archives/Pages/default.aspx>

The Museum of London

<http://www.museumoflondon.org.uk/museum-london>

The Literary London Society/The Literary London Journal

<http://literarylondon.org/the-literary-london-journal/>