



SEVERN  
BUSINESS  
COLLEGE

**EBMA Level 5 Advanced Diploma in  
Business Administration**

**Course Handbook**



## Qualification

EBMA Level 5 Advanced Diploma in Business Administration

## Level

5

## Guided Learning Hours

960

## Total Qualification Time Hours

2400

## Credit Value

240

## Aim of the Course

The EBMA Level 5 Advanced Diploma in Business Administration meets the needs of those wanting to gain a qualification which provides a firm grounding in business administration and a basis for further academic study.

This course focuses on the functional areas of management and administration within an organisation and how those disciplines integrated at the operational level, linking with the overall corporate strategy to achieve short, medium and long term objectives. It identifies the key characteristics of managing information systems, business analysis techniques, internal and external business structures, management control, financial management and management behaviour. It aims to develop learners' critical thinking and problem solving skills.

## Assessment

Assessment is through practical assignments, with no exams - to more accurately reflect the real working environment.

## Course Structure

EBMA Level 5 Advanced Diploma in Business Administration			
Unit number	Units	Unit level	Unit credit
1	Designing Administrative Information Systems	4	20
2	Management Behaviour	4	20
3	Financial Analysis	4	20
4	Business Strategy	4	20
5	Company Law	4	20
6	Managing Projects	4	20
Unit number	Units	Unit level	Unit credit
7	International Business	5	20
8	Enterprise Development and Business Planning	5	20
9	Managerial Finance	5	20
10	Strategic Management and Leadership	5	20
11	Macroeconomics	5	20
12	Human Resource Development	5	20

## Assessment Grades

Marks Ranges %	Marking Criteria
80 -100	<b>Distinction:</b> All learning outcomes are achieved. All assessment criteria are met at a outstanding level.
60-79	<b>Merit:</b> All learning outcomes are achieved. All assessment criteria are met at a good level.
40-59	<b>Pass:</b> All learning outcomes are achieved. All assessment criteria are met at a satisfactory level.
0-39	<b>Fail:</b> All learning outcomes are not achieved. All assessment criteria are not met.
No Marks	Plagiarism

## UNIT SPECIFICATIONS

### Unit Title

Designing Administrative Information Systems

**Level**

4

**Guided Learning Hours**

80

**Learning Time Hours**

200

**Credit Value**

20

**Unit aim**

The aim of this module is to introduce learners to the concepts of data, information and knowledge. It also aims to allow learners to be able to design, develop and implement an information system.

**Learning outcomes and assessment criteria**

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Understand the term 'data', 'data collection', 'data analysis.'	1.1. Describe how firms use data; 1.2. Discuss the differences between primary and secondary data; 1.3. Understand the term 'relevancy', 'transition', 'correlation' and 'dissemination' and 'transparency' in relation to data; 1.4. Identify the programs you can use to record data; 1.5. Identify how to create a database.
2. Identify the process of system development.	2.1. Explain the purpose and benefits of information systems to meet organisational requirements. 2.2. Explain common life cycle models for systems development. 2.3. Identify security requirements for systems development. 2.4. Evaluate technical, economic and operational feasibility of the system. 2.5. Explain how to identify problems in an information system and analyse them.
3. Design data storage solutions for information systems.	3.1. Identify common methods of storing data. 3.2. Implement a logical data storage system in physical hardware. 3.3. Identify limitation of data storage model.
4. Manage and monitor an information system.	4.1. Describe ways to maintain and updating an information system. 4.2. Identify information to be monitored and suggest ways to do so. 4.3. Provide training on the use of information system. 4.4. Design manual to provide on-going support to users. 4.5. Monitor the use of information system. 4.6. Collect feedback on the performance of an information system and analyse them for further development to meet the organisation need.

**Supplementary texts and readings:**

- HOMBURG, V. (2008). Understanding e-government: information systems in public administration. London, Routledge.
- HOFFER, J. A., RAMESH, V., & TOPI, H. (2013). Modern database management. Boston, Pearson.
- FERREIRA, E. J., ERASMUS, A. W., & GROENEWALD, D. (2009). Administrative management. Lansdowne [South Africa], Juta Academic.
- Contemporary Issues in Database Design and Information Systems Development edited by Siau, Keng

**UNIT SPECIFICATIONS****Unit Title**

Management Behaviour

**Level**

4

**Guided Learning Hours**

80

## Learning Time Hours

200

## Credit Value

20

## Unit aim

The aim of this module is to introduce learners to the basics of management, its principles and the methods of effective management techniques. It introduces key concepts and ideas, and learners will be able to critically analyse these concepts and ideas to improve an organisation.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Define and explain individual differences in personality, values and attitude in the organisations.	1.1 Distinguish between personality, values and attitude, and why they are important in contemporary organisations; 1.1. Explain how personality and situational strength interact to influence behaviour in organisational settings; 1.2. Describe important personality traits and their implications for behaviour; 1.3. Identify the different types of values; 1.4. Discuss the similarities and differences in cultural values; 1.5. Examine the ethics of spirituality at work; 1.6. Discuss the effects of job satisfaction and organisation's commitment; 1.7. Differentiate between person-organisation, person- group and person-job fit approaches to the selection.
2. Describe the conceptual framework of management, its characteristics, needs and the importance of management, management levels and managerial skills.	2.1. Define management and its characteristics; 2.2. Discuss the components and nature of management; 2.3. Discuss principles, needs and the importance of management principles; 2.4. Discuss professionalization of management and its impact on individual behaviour; 2.5. Discuss the scope or branches of management, management levels and managerial skills; 2.6. Discuss the roles and responsibilities of managers and agency theory.
3. Discuss organisation in context, various trends in organisational design and organisation structure.	3.1. Critique various trends in organisational design to determine whether they are likely to enhance or impede the performance of the organisation; 3.2. Build an organisational structure that incorporates new incentives for positive action; 3.3. Balance the systematic needs of the organisation with the needs of the individual for meaningful authority, autonomy and responsibility; 3.4. Distinguish between good design and high fashion in managerial debates over new ideas;
4. Understand motivation at work, motivational process and behaviour, and practical issues associated with motivational principles to the management of performance at work.	4.1. Distinguish between motivational processes, motivated behaviour and performance; 4.2. Describe how the job context can influence work motivation; 4.3. Understand how a range of process theories of motivation can be used to predict employee behaviour at work; 4.4. Identify a range of practical issues associated with applying motivational principles to the management of performance at work.
5. Explain the organisational culture and climates in behaviour management	5.1. Discuss organisational culture and its characteristics; 5.2. Distinguish between a weak and strong form of culture within an organisation; 5.3. Explain the types, creation and maintenance of culture; 5.4. Describe the factors affecting organisational climate and how to develop a sound organisational climate.
6. Understand role and purpose of Groups for effective decision making, advantages and disadvantages of group decision making.	6.1. Discuss the nature of decision making and behaviour in group decision making; 6.2. Describe assets and liabilities of group problem solving and decision making; 6.3. Describe the characteristics of decision making and decision making process; 6.4. Discuss the advantages and disadvantages of group decision making; 6.5. Discuss the positive and negative aspects of group decision making; 6.6. Discuss the leadership role in Group decision making.

## Supplementary texts and readings:

- CARMICHAEL, J. (2011). Leadership and management development. Oxford, Oxford University Press.
- MULLINS, L. J., & CHRISTY, G. (2016). Management and organisational behaviour. Harlow, England ;New York, Pearson.
- MURRAY, P., MURRAY, P., POOLE, D., & JONES, G. (2006). Contemporary issues in management and organisational behaviour. South Melbourne, Vic, Thomson Learning

## UNIT SPECIFICATIONS

### Unit Title

Financial Analysis

### Level

4

### Guided Learning Hours

80

### Learning Time Hours

200

### Credit Value

20

### Unit aim

The aim of this module is to introduce learners to the basics of management, its principles and the methods of effective management techniques. It introduces key concepts and ideas, and learners will be able to critically analyse these concepts and ideas to improve an organisation.

### Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Understand the budget, format on a budget, its components and functions of the overall management of a business.	1.1. Differentiate between accounting and finance; 1.2. Describe the purpose of an operating budget for planning, operating and controlling in a management environment; 1.3. Discuss signs of budget ineffectiveness, and improvement to the budgeting systems; 1.4. Discuss budget tracking and maintenance of effective business.
2. Understand the purpose of investment in long term Assets and Capital Budgeting process.	2.1. Describe the term 'capital budgeting' and the role of investment in an organisation; 2.2. Discuss the use of capital budgeting, including life cycles of business; 2.3. Understand the Present Value and Future Value concept; 2.4. Discuss the term 'inflation and interest rate' for calculating budgeting appraisal; 2.5. Discuss the use of forms and the capital budgeting models; 2.6. Discuss the control system, types of fraud and keys to eliminate controls.
3. Identify the importance of cash flow, cash flow budget, and indications of cash flow problems	3.1. Discuss different types of financial statements within an organisation; 3.2. Discuss the importance of cash flow statements and its linkage with the balance sheet; 3.3. Calculate the cash budget and problems associated with cash flow statement; 3.4. Distinguish net cash flow and cash budget.
4. Identify the role of financing, its purpose, ways/sources of financing for new or existing businesses.	4.1. Discuss the working capital and why cash flow statements are important for calculating working capital; 4.2. Discuss the importance of financing with zero working capital and zero fixed assets; 4.3. Discuss the types of financing, including private placement of stock, swapping stock for expenses, stock warrants and stock subscriptions; 4.4. Describe the ways to obtain a bank loan; 4.5. Describe the sources of debt financings, types of loan arrangements and restrictions on loans; 4.6. Describe the conditions that a borrower should seek before taking out a loan.
5. Discuss the financial analysis,	5.1. Describe risk analysis and capacity utilisation in evaluation of the operation of

including risk, capacity utilisation and breakeven concept.	the business; 5.2. Calculate price, quantity, and breakeven sales; 5.3. Forecast sales and quantity by using breakeven concept.
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### Supplementary texts and readings:

- SUBRAMANYAM, K. R. (2014). Financial statement analysis. New York, McGraw-Hill Education.
- CHARTERED INSTITUTE OF MANAGEMENT ACCOUNTANTS. (2008). Financial analysis. London, BPP Learning Media.
- HILLIER, D., ROSS, S. A., WESTERFIELD, R., JAFFE, J. F., & JORDAN, B. D. (2016). Corporate finance. New York, N.Y., McGraw-Hill Education.

## UNIT SPECIFICATIONS

### Unit Title

Business Strategy

### Level

4

### Guided Learning Hours

80

### Learning Time Hours

200

### Credit Value

20

### Unit aim

Aim of this unit is to introduce learners about the strategic reflections on the major issues on business development and planning. Learners will be able to understand the process of strategic planning, formulation and implementation of a strategy.

### Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Be able to understand the process of strategic planning and formulation	1.1. Define term strategy, missions, visions, goals and objectives. 1.2. Explain the needs for strategy development for business growth. 1.3. Explain planning techniques to develop a strategy for an organisation. 1.4. Review issues involved in the strategic planning and development process. 1.5. Conduct an environmental analysis for a given organisation.
2. Be able to understand the process of strategy evaluation and selection.	2.1. Identify main stages in the evaluation of a strategy for a given organisation. 2.2. Identify issues involved in the selection process of a strategy for a given organisation. 2.3. Select an appropriate strategy for a given organisation.
3. Be able to implement a chosen strategy.	3.1. Identify roles and responsibility for implementation process of a strategy. 3.2. Identify system, process and resource requirement to implement a new strategy. 3.3. Draw a project timeline and set target to implement a strategy. 3.4. Review and monitor performance of a chosen strategy implementation.

### Supplementary Text and Reading:

- International Business Strategy John Ellis, David Williams Jun 1995, Paperback, 384 pages ISBN13: 9780273607120
- Cases In Environmental Management And Business Strategy Richard Welford Paperback, Jan 1994 ISBN13: 9780273603139
- Business Strategy: an introduction, Professor David Campbell, David Edgar, George Stonehouse
- Strategy: Create and Implement the Best Strategy for Your Business (Harvard Business Essentials) Harvard Business Essentials (1 Jul 2005)

## UNIT SPECIFICATIONS

**Unit Title**

Company Law

**Level**

4

**Guided Learning Hours**

80

**Learning Time Hours**

200

**Credit Value**

20

**Unit aim**

The aim of this unit is to introduce learners to the economic functions of the company as a legal nature and structure for a business.

**Learning outcomes and assessment criteria**

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Be able to understand the nature and policy development in company law.	1.1. Define the key concept of a corporation's personality and its associated attributes. 1.2. Identify and analyse key issues in company law. 1.3. Identify UK current legislation in the registration and commencement of a corporation. 1.4. Identify the strengths and weaknesses of the current state of Company Law
2. Be able to understand the constitution of a company.	2.1. Identify the requirements of memorandum and article of association for a limited company. 2.2. Collect information from sources and conduct discussion to apply the requirements for memorandum and the Article of Association. 2.3. Draw up the article of association. 2.4. Assess the law on issues of shares, class rights and dividends and to capital maintenance.
3. Be able to identify the difference between shareholders and directors.	3.1. Identify duties and powers of shareholders. 3.2. Identify duties and powers of a director. 3.3. Assess difference between a director and a shareholder. 3.4. Explain rules on different types of meetings.
4. Be able to understand the charges and insolvency.	4.1. Discuss the law on minority protection. 4.2. Identify the rights of directors and shareholders. 4.3. Explain the duties and powers of a liquidator and the order of payment of creditors. 4.4. Discuss the rights on liquidation.

**Supplementary Text and Reading:**

- Company Law by Brenda Hannigan (14 May 2009)
- Company Law by Brenda Hannigan (2012)
- Company Law Concentrate: Law Revision and Study Guide by Lee Roach
- Q & A Revision Guide: Company Law 2012 and 2013 (Law Questions & Answers) by Steve Judge (12 Jan 2012)
- Understanding Company Law by Alastair Hudson (17 Aug 2011)

**UNIT SPECIFICATIONS****Unit Title**

Managing Projects

**Level**

4

## Guided Learning Hours

80

## Learning Time Hours

200

## Credit Value

20

## Unit aim

The aim of this unit is to introduce principles, plan and implementation process of a project management to learners. Learners will be able to draw their personal and professional experience to manage projects in effective and efficient manager for an organisational development.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Be able to understand principles of project management.	1.1. Define the importance of a project management in an organisation. 1.2. Identify and analyse success and failure factors of an organisation. 1.3. Compare different systems of managing project. 1.4. Identify main principles for managing a project.
2. Be able to plan and management of a project implementation.	2.1. Draft a project initiation for your chosen organisation. 2.2. Assess risk factors associated with project planning. 2.3. Develop risk contingency plan for project implementation. 2.4. The project plan and discuss with key stakeholders. 2.5. Implement the project, according to plan.
3. Be able to monitor and review performance of project implementation.	3.1. Apply project monitoring techniques to monitor the project. 3.2. Review success and evaluate the outcomes of the project. 3.3. Present the review report of implementation to stakeholders. 3.4. Make a recommendation for project improvement.

## Supplementary Text and Reading:

- Project Management by Dennis Lock (27 Sep 2007)
- Project Management: How to Plan and Deliver a Successful Project (StudyMates) by Vicky Billingham (30 Jul 2008)
- Project Management (Collins Business Secrets) by Matthew Bachelor (29 Apr 2010)
- A Practical Guide to Risk Management by Thomas S. Coleman (8 Jul 2011)
- Project Management (Essential Managers) by Peter Hobbs (2 Feb 2009)
- Project Management: The Managerial Process by Erik W. Larson and Clifford F. Gray (1 Jul 2010)

## UNIT SPECIFICATIONS

### Unit Title

International Business

### Level

5

### Guided Learning Hours

80

### Learning Time Hours

200

### Credit Value

20

### Unit aim

This course aims to introduce learners to current debates, theories and practices in the field of International Business.

### Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Be able to understand the challenges in International Business	1.1. Define the objectives and importance of doing International Business 1.2. Analyse the participants and global perspective of International Business 1.3. Identify values and cultural differences that encourage cross cultural management and training
2. Be able to understand the relationship between theories of International Trade and International Investment	2.1. Assess the importance of international trades and its benefits 2.2. Discuss the concept of Mercantilism and its impact on international trade 2.3. Discuss the concept presented by Adam Smith's Theory of Absolute Advantage 2.4. Analyse the concept presented David Ricardo and the Theory of Comparative Advantage 2.5. Explain Raymond Vernon ideas of the Product Life Cycle Theory of Trade relating to the origin, development, maturity and declining stages of products that are traded globally
3. Be able to understand the monetary system in the International Areas	3.1. Explain the international transactions and role of Balance of Payments 3.2. Assess the role and impact of the foreign exchange market in the monetary system of international trade 3.3. Review the International Monetary System (IMS) role in regulation for an organisation trading globally and in setting standards for gold
4. Be able to understand the impact of International Economic Integration, and risk analysis in strategy development	4.1. Assess the key features of globalisation and impact of it in economic 4.2. Illustrate an idea of economic integration in Europe, America and among the developing countries, benefits of integration and its objectives, 4.3. Assess the risks of political forces, social, cultural, technological, economical and legal forces for an organisation trading globally in strategy development and implementation process e.g. PESTEL analysis 4.4. Analyse the strategic planning process in a global, multicultural environment
5. Be able to understand issues, objectives, and strategies for an organisation to entering and doing business in the International Market	5.1. Explain the main concerns and issues for an organisation to go into the international market. 5.2. Evaluate foreign market entry strategies 5.3. Evaluate international logistics and transportation issues related to foreign market entry and creating innovation through logistic and supply chain management 5.4. Discuss the ethical dilemmas and social responsibility politics effecting the organisational intention to do business globally 5.5. Analyse supply chain techniques and management of resources by JIT and Lean Thinking approaches

### Supplementary Text and Reading:

- International Business, 6/E Ricky W Griffin, Michael Pustay ISBN-10: 0137153732 ISBN-13: 9780137153732 Prentice Hall, 2010
- Verbeke, A (2009) International Business Strategy, Cambridge University Press, Cambridge
- Managing Business Process Flows, 3rd Edition International Edition Ravi Anupindi, Sunil Chopra, Sudhakar Deshmukh, Jan Van Mieghem, Eitan Zemel Prentice Hall, 2011
- International Business: Global Edition, 13th Edition John Daniels, Lee Radebaugh, Daniel Sullivan Prentice Hall, 2011
- International Business with MyIBLab, Global Edition, 6th Edition John Wild, Kenneth Wild Prentice Hall, 2011
- International Business The New Realities: International Version, 2nd Edition S. Tamer Cavusgil, Gary Knight, John Riesenberger Prentice Hall, 2011

## UNIT SPECIFICATIONS

### Unit Title

Enterprise Development and Business Planning

### Level

5

### Guided Learning Hours

80

### Learning Time Hours

**Credit Value**

20

**Unit aim**

This course aims to introduce learners with key concepts of entrepreneurship, and small business development.

**Learning outcomes and assessment criteria**

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
1. Be able to understand the concept of entrepreneurship. 2	1.1. Discuss principal contributions towards understanding entrepreneurship and business ownership 1.2. Analyse the main factors that determine the extent of entrepreneurship, and the nature of the process and its impact on enterprise development 1.3. Explain the personality attributes, characteristics and motivation of small firm owners and managers, recognising the importance of the distinction between ownership and management and its effect on business growth
2. Be able to understand the role of individuals in small business startups	2.1. Discuss how small business founders impact the business world as a whole. 2.2. Describe the importance of an entrepreneurial orientation. 2.3. List the triggers that encourage new business formations. 2.4. Compare and contrast various types of small business supports.
3. Be able to understand the business idea generation skills and initial evaluation of that idea	3.1. Describe a systematic means for examining skills in order to generate new business ideas. 3.2. Explain how to use gap analysis to examine potential business ideas 3.3. Discuss the elements of opportunity analysis. 3.4. Analyse how to choose a business.
4. Be able to understand the importance of an external analysis of new business plan to gain competitive advantage	4.1. Discuss how to create a profile of the target customers for a new business. 4.2. Explain how to categorise competitors of the new business using external analysis. 4.3. Explain how to construct competitive maps. 4.4. Differentiate between those elements of the business which provide a competitive advantage and those that do not.
5. Be able to understand business mission, strategy analysis and design	5.1. Discuss how mission statements guide a new business. 5.2. Apply a resource-based analysis approach to gain a true competitive advantage. 5.3. Determine a strategy to match the new business mission.
6. Be able to understand the importance of financial statements and accounting techniques for enterprise development and business planning	6.1. Assess the fundamental importance of cash flow analysis. 6.2. Prepare a cash flow statement and a budget. 6.3. Discuss how to conduct sales forecasting 6.4. Evaluate key financial issues that are involved at start-up of business.

**Supplementary Text and Reading:**

- Small Business, Entrepreneurship and Enterprise Development Graham Beaver Prentice Hall, 2002
- Essentials of Entrepreneurship and Small Business Management, 5/E Thomas W Zimmerer, Norman M. Scarborough, Doug Wilson ISBN-10: 0132294389 ISBN-13: 9780132294386 Prentice Hall, 2008
- Effective Small Business Management, 10th Edition International Version Norman Scarborough Prentice Hall, 2011
- Cases in Entrepreneurship and Small Business Management 8th Edition Kirk Heriot Prentice Hall, 2005
- Small Business and Entrepreneurship David Storey, Francis Greene Prentice Hall, 2010
- Entrepreneurship 4th Edition Peggy Lambing, Charles Kuehl Prentice Hall, 2006

**UNIT SPECIFICATIONS****Unit Title**

Managerial Finance

**Level**

5

**Guided Learning Hours**

80

## Learning Time Hours

200

## Credit Value

20

## Unit aim

This unit aims to provide an understanding of finance with an emphasis on applications that are vital for corporate managers.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Be able to understand the importance of financial theory to managerial decision making	1.1. Analyse the importance of financial theory for sound business decisions. 1.2. Assess the importance of ethics in financial management. 1.3. Review the relationships among firms, financial institutions, and financial markets.
2. Be able to understand financial statement analysis for managerial decision making	2.1. Discuss the major financial statements that firms must prepare and provide to the public 2.2. Differentiate between book (or accounting) value and market value 2.3. Explain how taxes influence corporate managers' and investors' decisions 2.4. Demonstrate how to use a firm's financial statements to calculate its cash flows 2.5. Discuss the differences between time series and cross-sectional ratio analysis
3. Be able to understand the financial concept of Time Value of Money (TVM)	3.1. Create a cash flow time line and compute the future value of money. 3.2. Discuss how to apply Rule 72 to calculate PV of one year Future cash flow 3.3. Compute the rate of return realised on selling an investment. 3.4. Identify, interpret and calculate IIR, MIRR and NPV methods for decision making process
4. Be able to understand valuation methods for managerial decision making including stock, price and cash flow models	4.1. Interpret and calculate dividend discounted model (DDM) for valuing a stock 4.2. Calculate and interpret the common stock using constant-growth models (CGM) 4.3. Explain the limitations of dividend discounted model and Gordon growth model 4.4. Analyse the use of price earning model (P/E) for valuing a stock.

## Supplementary Text and Reading:

- Principles of Managerial Finance, 12/E Lawrence J. Gitman, San Diego State University ISBN-10: 0138011230 ISBN-13: 9780138011239 Prentice Hall, 2009
- Principles of Managerial Finance, Brief 6th Edition Lawrence Gitman, Chad Zutter Prentice Hall, 2011
- Business Accounting and Finance Tony Davies, Ian Crawford Prentice Hall, 2011
- Financial Times Handbook of Corporate Finance A Business Companion to Financial Markets, Decisions, and Techniques, 2nd Edition Glen Arnold Prentice Hall, 2010
- Determining Value Valuation Models and Financial Statements Richard Barker Prentice Hall, 2001
- The Financial Times Guide to Corporate Valuation, 2nd Edition David Frykman, Jakob Tolleryd Prentice Hall, 2010

## UNIT SPECIFICATIONS

### Unit Title

Strategic Management and Leadership

### Level

5

### Guided Learning Hours

80

### Learning Time Hours

200

### Credit Value

20

## Unit aim

This course aims to introduce learners an essential overview of the field of management. Learners will gain valuable knowledge and skills that can be used to improve their management techniques in the areas of leadership, communication, change management, people performance and project planning.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Understand the concept of management, its functions and skills required for managers	1.1. Discuss the sources of competitive advantage for a company. 1.2. Explain how the functions of management are evolving in today's business environment. 1.3. Compare how the nature of management varies at different organisational levels. 1.4. Discuss the skills you need to be an effective manager.
2. Be able to understand the impact of the external environment to an organisational culture	2.1. Describe how environmental forces influence organisations. 2.2. Explain why managers and organisations should attend to economic and social developments. 2.3. Discuss how an organisation's culture affects its response to its external environment.
3. Be able to understand the managerial role in planning, designing and implementation of strategies for effective decision making	3.1. Analyse the steps in making "rational" decisions. 3.2. Describe how to make decisions in a crisis. 3.3. Assess the basic steps in any strategic planning process. 3.4. Discuss how companies can achieve competitive advantage through business strategy. 3.5. Discuss how to implement an effective strategy.
4. Be able evaluate the importance of International Management for an organisation doing business globally	4.1. Discuss how the world economy is becoming more integrated than ever before. 4.2. Analyse the various entry modes that organisations use to enter overseas markets. 4.3. Explain how companies can approach the task of staff overseas operations. 4.4. Analyse different ways in which cultural differences across countries influence management.
5. Be able to understand leadership role, personality and the importance of leadership in the management of utilisation of resources in an organisation	5.1. Explain how a good vision helps to be a better leader. 5.2. Identify sources of power in organisations. 5.3. Assess personal traits and skills of effective leaders.
6. Be able to understand the importance of technology and Innovation for competitive advantage	6.1. Review the types of processes that spur development of new technologies. 6.2. Identify how technologies proceed through a life cycle. 6.3. Analyse ways to manage technology for competitive advantage. 6.4. Discuss the elements of an innovative organisation. 6.5. Assess characteristics of successful development projects

## Supplementary Text and Reading:

- Management, 10/E Stephen P. Robbins, Mary Coulter ISBN-10: 0132090716 ISBN-13: 9780132090711 Prentice Hall, 2009
- Strategic Management & Business Policy: Achieving Sustainability, 12/E Thomas L. Wheelen, David L. Hungerm, David Hunger ISBN-10: 0136097391 ISBN-13: 9780136097396 Prentice Hall, 2010
- Study Skills for Business and Management Students Paul Ramsay, Pat Maier, Geraldine Price Prentice Hall, 2010
- Strategic Management and Competitive Advantage Concepts: International Version 4th Edition Jay Barney, William Hesterly Prentice Hall, 2011
- Business Information Management Improving Performance Using Information Systems 2nd Edition Dave Chaffey, Gareth White Prentice Hall, 2010
- Strategic Management & Business Policy International Edition 12th Edition Thomas Wheelen, David Hunger Prentice Hall, 2010

## UNIT SPECIFICATIONS

### Unit Title

**Level**

5

**Guided Learning Hours**

80

**Learning Time Hours**

200

**Credit Value**

20

**Unit aim**

Macroeconomics studies the economy as a whole, looking beyond individual markets to examine the impact of policies and economic shocks at the national and international levels. This course aims to introduce learners with key concepts of economic growth processes and business cycles at advanced level.

**Learning outcomes and assessment criteria**

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Be able to understand economic concepts and measurements.	1.1. Compare the characteristics of market-based economies, mixed economies, and planned economies. 1.2. Assess the basic economic problem of scarcity. 1.3. Compare and contrast the Macroeconomic Schools of Thought.
2. Be able to understand supply and demand analysis to examine how price is established within a market.	2.1. Explain the difference between demand and supply. 2.2. Analyse the concept of demand shortage and surplus by illustration of demand and supply graph. 2.3. Analyse the concept of supply shortage and surplus by illustration of demand and supply graph. 2.4. Calculate the equilibrium rate of interest by the Money Market graph.
3. Be able to understand different types of economic and financial data to extract useful information for optimal decision-making.	3.1. Identify the relationship between diminishing marginal returns and the shape of the short run average cost curve 3.2. Assess the difference between the GDP at factor cost and the GDP at basic prices. 3.3. Explain the role of inflation rate, interest rate, national income and personal income towards country economy 3.4. Review the usefulness of time series analysis, economic and financial data prediction
4. Be able to apply the tools of analysis to predict the economic consequences of various events.	4.1. Predict how economic events lead to demand shifts or supply shifts, and how shifts change equilibrium price and quantity. 4.2. Predict how macroeconomic events lead to aggregate demand shifts or aggregate supply shifts, and how shifts change the equilibrium price level and output level. 4.3. Predict the macroeconomic consequences of changes in government spending, taxes, or the money supply.

**Supplementary Text and Reading:**

- Macroeconomics, 11/E Robert J. Gordon, Prentice Hall, 2009
- Macroeconomics: International Edition, Glenn Hubbard, Anthony O'Brien, Matt Rafferty Prentice Hall, 2011
- Macroeconomics, International Version 12th Edition, Robert J Gordon Prentice Hall, 2011
- Macroeconomics Global Edition 3rd Edition, Glenn Hubbard, Anthony O'Brien Prentice Hall, 2011
- Principles of Macroeconomics with MyEconLab Global Edition 10th Edition Karl E. Case, Ray C. Fair, Sharon Oster Prentice Hall, 2011
- Macroeconomics Principles, Applications and Tools 7th Edition Arthur O'Sullivan, Steven Sheffrin, Stephen Perez Prentice Hall, 2011

**Unit Title**

Human Resource Development

**Level**

5

**Guided Learning Hours**

80

**Learning Time Hours**

200

**Credit Value**

20

**Unit aim**

This unit aims at introducing the student with the basic principle in the management and development of human resources, importance of organisational culture and nature of the labour market, job analysis, recruitment, task planning, motivating employees, development of abilities through practical training, on the job training.

**Learning outcomes and assessment criteria**

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Be able to know the importance of Human Resource development in an organisation	1.1. Identify the importance of developing Human Resource the organisation. 1.2. Discuss how technological developments are affecting human resource management. 1.3. Explain the main branches of government, which regulate human resource management.
2. Be able to understand HR policies in recruitment and selection process	2.1. Discuss the concept of equality of opportunity in relation to the recent Equality Act. 2.2. Explain employers' duties under the Occupational Safety and Health Act. 2.3. Assess ways employers promote worker safety and health. 2.4. Identify how to develop effective Human resource policies in the process of recruitment, selection and human resource development.
3. Be able to understand the importance of employee development after selection	3.1. Identify the importance of training within the organisation to promote employee development. 3.2. Compare widely used training methods. 3.3. Summarise how to implement a successful training program. 3.4. Describe training methods for employee orientation and diversity management.
4. Be able to know how to motivate, retain and improve the workforce within the organisation.	4.1. Assess how to improve employee performance. 4.2. Identify how organisations use assessment of personality type, work behaviours, and job performance methods to plan employee development. 4.3. Identify the best possible method to motivate and retain the employee within the organisation.

**Supplementary Text and Reading:**

- Fundamentals of Human Resource Management, 4th Edition Raymond Andrew Noe, John R. Hollenbeck, Barry Gerhart, Patrick M. Wright, Prentice Hall, 2011
- Introducing Human Resource Management 6th Edition Margaret Foot, Caroline Hook Prentice Hall, 2011
- Human Resource Management 8th Edition Derek Torrington, Stephen Taylor, Laura Hall, Carol Atkinson Prentice Hall, 2011
- Human Resource Management: A Contemporary Approach, 6th Edition Julie Beardwell, Tim Claydon Prentice Hall, 2010
- Human Resource Management International Edition David Lepak, Mary Gowan Prentice Hall, 2009

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