Level 7
Postgraduate Diploma in Business Administration

Qualification Specification 2017/18

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QUALIFICATION RATIONALE

Level 7 Postgraduate Diploma in Business Administration is designed to provide in depth knowledge and understanding of the various aspect of business management and administration. It provides a rich collaborative learning experience where learner exchange views with other participants, interact with research active tutors, and are challenged to become a reflective manager.

This qualification provides continuous professional development (CPD) to senior managers where learners evaluate their past, present and future performance. Learners will develop their view of management through team work, group interaction, case studies, business simulation and work based learning and reflection. Drawing on personal experience and applying their newly acquired skills and knowledge are key elements of the programme. The course equips learners to be a confident, creative, and capable manager, well versed in all management and administration functions, with the flexibility to see situations from a fresh perspective. This course builds on a critical perspective that enables learners to explore their leadership styles, understand their strengths and weaknesses, and consider a variety of approaches to change.

Level 7 Postgraduate Diploma in Business Administration also provides its learners the realistic and appropriate career related guidance for early 21st century employment markets. Moreover, Level 7 Postgraduate Diploma in Business Administration creates an opportunity for learners to complete their MBA degree from the UK recognised University at the dissertation phase ("Masters Stage").

AIMS AND OBJECTIVES

Business Leaders cannot longer afford to continue doing business without critical skills necessary for success. The primary aim of this programme is to develop a range of appropriate knowledge, values, skills and competencies sufficient to enable you to operate and manage effectively within domestic and international markets.

This course provides knowledge of applications and in depth analysis in preparation for careers in business administration, product management, strategic planning, financial management and control as well as marketing entrepreneurship.

This programme covers a wide range of modern issues and develops the critical, analytical and technical skills needed by senior management staff. Moreover, EBMA's postgraduate diploma offers and provides careers related guidance and support to postgraduate students which are

- Positive, constructive and helpful
- Practical
- Realistic
- Impartial and client centred
- The Level 7 Postgraduate Diploma in Business Administration is a respected qualification and honoured as a valid pathway toward the Master of Business Administration (MBA).

At the end of the course, a graduate is expected to be able to:

- Critically analyse an industry and a specific firm within an industry.
- Make use of different aspects of business models in making managerial decisions.
- Utilise statistical analysis to assess product demand conditions
- Perform financial analysis to assess an organisation's financial condition
- Communicate effectively both verbally & non-verbally for a variety of objectives and audiences.
- Think laterally, critically, innovatively, creatively, and to make connections among diverse fields of study in analysing business problems.
- Apply the skills towards complex problem analysis, decision-making and in the application of modern strategic management methods relevant to the field of business administration
- Explain and apply analytical constructs to business problem solving.
- Develop and present innovative solutions to complex supply chain and logistic problems
- Appreciate the values of social responsibility, legal and ethical philosophy in business, and corporate governance through the analysis and symposium of relevant articles and real business cases
- Perform team work and leadership skills.
- Design organisations to make and implement specific business decisions under given performance requirements.
- Perform various business activities necessary for managerial posts that satisfy market demand.
- Engage in environmental activities that demonstrate his/her environmental awareness

COURSE STRUCTURE

The overall structure of the course is based on 9 mandatory modules that cover a number of topics relating to learning outcomes. Each unit has the equivalency of 15 credits. Learners will be invited to attend lectures and workshops that will introduce the subject matter.

Learners must complete all units successfully and achieve 135 credits before the Diploma can be issued. Total Qualification Time (TQT) to complete the full qualification is 1350 hours. While, Guided Learning Hours (GLH) refers to the amount of study undertaken by learners under the direction of their tutors and it includes tutorials, seminars, workshops, directed research, project or assignment.

It is expected that a learner will need to complete following TQT against each unit to complete the full Level 7 Postgraduate Diploma in Business Administration.

Unit Code	Unit Title	TQT	Credits
BA3031	International Marketing Management	150	15
BA3032	Organisational Development and Change	150	15
BA3033	Financial Management	150	15
BA3034	International Business Strategy	150	15
BA3035	Operations and Supply Chain Management	150	15
BA3036	Human Resource Management	150	15
BA3037	Research Methods of Managers	150	15
BA3038	Entrepreneurship and Business Development	150	15
BA3039	Business and Sustainability	150	15

ENTRY REQUIREMENT

The Qualifications have been designed to be accessible without artificial barriers that restrict access and progression. Entry to the Qualifications will be through centre interview and the candidates will be expected to hold the following:

- Learners who possess Qualifications at Level 6 and/or;
- Learners who have work experience in the business sector and demonstrate ambition with clear career goals;

In certain circumstances, students with considerable experience but no formal Qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the programme.

REQUIREMENTS FOR THE LEARNER – REGISTRATION

Registration is a process where a learner intends to complete units towards the achievement of qualification. We look forward to welcoming you as a registered student of our qualification.

It is your responsibility to ensure that you are a 'registered candidate'.

Who are registered candidates?
You are a registered candidate only if:-

- EBMA allocates you a unique registration number
  And your registration information is verifiable online.

How to become a registered candidate?
If you are not a registered candidate, you should consider yourself as 'High Risk' category learner with lots of disadvantages as compared to Registered Candidate. Therefore, you should register yourself as soon as possible by submitting Registration Form and supporting documents to EBMA. Follow simple steps:-

- Download Learner Registration Form
- Complete all sections and submit to info@ebma.org.uk

Can I get registration via my study centre?
Yes, your centre is fully authorised to register you with EBMA. However, it is your responsibility to ensure that you are a registered candidate and your registration details are verified online.

When to Register?
You can register yourself before starting EBMA course with approved centre or during your study with approved centre. If you delay your registration, you may pay an extra fee to register yourself with EBMA or we may not accept your registration.

Register Online
You can register Online by visiting the page
http://www.ebma.org.uk/apply-for-registration.html

REQUIREMENTS FOR THE CENTRE

Resources

Centres should provide following resources to learners:

- Study resources to learners e.g. Journals, Articles, EBooks, and Study Handbooks.
- Suitable premises or online learning, teaching and assessing platform
- Career guidance and advice.

Head of the Centre Roles and Responsibilities

This section gives details of the requirements and responsibilities of each role involved in the assessment and examination process. You will need to identify suitable member of staff to fill each role described below:-

- The head of centre is the person responsible for ensuring that the overall management of the centre including services, reputation, and maintaining the quality assurance standards of qualifications and assessments.
- Head of centre must have a secure email address to login to web-portal and for all correspondence with .
- Head of the centre is responsible to ensure that the centre will demonstrate its on-going fulfilment of the centre recognition criteria over time and across all qualifications. Centres will be given the opportunity to present evidence of the on-going suitability and deployment of their processes and systems to carry out the required functions as per centre agreement. The centre agreement clearly explains the centre role to maintain compliance with centre agreement.
- In the case of suspected malpractice or maladministration, the head of centre must report incident to at the earliest opportunity all suspicions or actual incidents of malpractice.

Centre Contact / Coordinator Roles and Responsibilities

The Centre coordinator is responsible for ensuring that the management, administration and quality assurance systems for all qualifications and assessments are properly maintained throughout the centre and that communication between and centre is efficient and effective. Centre coordinator must have a secure email address to login to web-portal and for all correspondence with . Centre coordinator must inform about any changes within the Centre.

The person undertaking this role:-

- Have relevant experience and expertise in assessment management and quality assurance;
- Possess the necessary authority and time to ensure that management, assessment, administration and internal quality assurance procedures are implanted correctly and consistently across the centre;
- Have a regular contact with teachers, assessors and internal moderators;
- Liaise closely with staff members within the centre to provide guidance and instructions provided by ;
- Inform for any risk that could have an adverse effect in the delivery of qualifications and assessments;
- Register learners with in accordance with registration policy;
- Ensuring invoices are paid within agreed terms;

- Ensuring centre staff attend standardisation events and participate in Continuous professional development trainings.
- Sufficient and effective support is available to centre staff (e.g. teachers, assessors and moderators) for the confirmation of decisions of assessors and internal moderation;
- Ensuring appropriate record is maintained within the centre to comply with centre agreement and to facilitate on-going awarding organisation visits.
- Ensuring security arrangements for confidential information are accordance with security policy.
- Ensure administration of assignments are accordance with instructions for coursework;
- Ensure certificates issued by are securely stored prior to issue to learners;
- Ensure all general correspondence with is disseminated promptly to all relevant people within the centre.

Internal Quality Assurer (IQA) Roles and requirements

Internal Quality Assurers must have a secure email address to login to web-portal and for all correspondence with .

Internal Quality Assurers will monitor assessment activities and provide feedback to assessors, coordinate standardisation and provide guidance to assessors.

Internal moderators are expected to provide appropriate feedback to assessors whether unit assessed are:

- **Authentic**:- the work is learner's own work;
- **Valid**: the evidence meets all assessment criteria and all learning outcomes;
- **Reliable**: evidence is consistent and generates outcomes that would be replicated were the assessment repeated;
- **Current**: up to date evidence is used;
- **Sufficient**: enough work is available to justify credit value and to enable assessors to make a consistent and reliable judgements about learner's achievement;
- **Comparable**: evidence is comparable in standard between assessments within a unit or qualification, between learners of the same level, between different assessors, site/centres and comparable over time;
- **Manageable**: the assessment places reasonable demands on learners;
- **Fair and minimises bias**: assessments are fair to all learners irrespective of their characteristics (age, gender, race etc.).

Internal moderators must meet the following requirements –

- Demonstrate sufficient and current understanding of the qualifications to be internal moderated, and know how they are applied in the relevant sector area(s) concerned, to the satisfaction of . Moderators must demonstrate occupational competence in all the mandatory units and a significant proportion of the optional units in qualifications.
- Internal moderators must have one of the following qualifications:-
  - D34/V1
  - Level 4 Award in the Internal Quality Assurance of Assessment Process and Practice
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
- Demonstrate their continuing professional development to ensure they are up to date with moderation practices in their sector and developments in the qualifications they moderate/verify.

- Have a thorough understanding of the National Occupational Standards for the qualification at the unit(s)/level(s) they are moderating.

Assessors' Roles and Requirements

- The primary role of assessors is to assess learners' performance and/or related knowledge in a range of tasks and to ensure that they competence/knowledge demonstrated meet the requirements of standards.
- Assessors' must have a secure email address to login web-portal.
- Assessors must have following occupational competence –
    - Provide current evidence of competence, knowledge and understanding in the areas to be assessed, to the satisfaction of . This will normally be achieved through demonstrating competence in the role which is to be assessed, which may be recorded in organisation training records. Alternatively, this can be demonstrated by relevant experience and continuing professional development which may include achievement of qualifications relevant to the areas being assessed.
    - They must have an accredited assessor qualification e.g. A1, D32 and/or D33 or related qualification in assessment that has been mapped to the national occupational standards for assessment.
    - Demonstrate their continuing professional development to ensure they are up to date with assessment practices in their sector area of expertise and developments in qualifications they assess.
    - Have full and current understanding of the units of assessment and requirements of the qualifications being assessed.

Assessing Learners' Evidence

- The Assessor will make valid assessment judgement on learners' work according to the expectations from a learner for the assessment at a particular level. Assessors will record their judgements using the **Unit Assessment Form.**
- Each unit is made of learning outcomes and assessment criteria. The centre will apply a range of assessment methods to require the learner to produce the evidence to meet all assessment criteria in a unit. Once the learner will produce evidence, the Assessors will make judgements that learner has fully achieved/not achieved (on the basis of Pass/Fail criteria) the expected assessment standard specified by the assessment criteria related to the learning outcomes in a unit of 's qualification.
- To assess the learners' work, the Assessor must make valid assessment judgement that the learners meet/not meet the expected assessment standard specified by the assessment criteria related to the learning outcomes at the Postgraduate level. Such expectations from learners for assessment will be based on the learner's following demonstration as specified in the Postgraduate Level Descriptor:-

    - Research
    - Focus on the assessment task to achieve Learning Outcomes
    - Use of Literature
    - Subject Knowledge and Understanding
    - Analysis, Argument and Reflection
    - Clarity of Expression and Academic Style
    - Integration of Theory and Practice
    - Organisation and Presentation

- Personal and Professional development

Postgraduate level Descriptor

At this level, EBMA expects assessors' judgement must be based on the learner's following demonstration:-

Knowledge (where the learner can)	Understand different theoretical and methodological perspectives and how they affect the area of study or work. Demonstrate an understanding of specialised knowledge on the basis of original thinking and/or research and/or critically analyse, interpret and evaluate complex information, concepts, ideas and theories to produce modified conceptions.
Skills (where the learner can)	Be critical, innovative and highly specialised in problem solving skills to develop new knowledge and procedures and to integrate knowledge from different fields
Competence (where the learner can)	Be highly specialised in management techniques, tools, tasks, processes and approaches and capable of leading and managing complex, unpredictable data and information, where relevant, proficient to manage for the work and roles of others.

Teachers’ Roles and Responsibilities

Teacher roles are to prepare learners for the assessment for a qualification, engage learners with classroom and group discussion or presentation, and motivate them.

Teachers are responsible for ensuring that:-

- They are qualified to deliver units/qualification.
- They have teaching related qualification.
- Obtain guidance, feedback and support from to provide extra ordinary guidance to learners.
- Visit centre portal on daily basis to see any instructions, and to obtain any guidance or support for effective delivery of qualifications.
- Plan the delivery of unit/qualification to meet eh needs of leaners and syllabus outcome.
- Design lecture and use information technology tools in the development of slides, notes or handouts.
- Provide guidance to learners about the assessment of units/qualification.
- Be familiar with the centre policies and procedures.
- Do not discriminate learners during centre internal assessment or marking of assignment.
- Make sure that learners’ performance is updated in learner logbook accurately and fairly.
- Liaise with centre assessors and internal moderator to ensure that learners’ assessment meets the requirements of and to provide constructive and supportive feedback to learners so that they meet the assessment standards.
- Prepare lesson plan and scheme of work to ensure that relevant topics are covered while teaching learners.
- Make sure that learners are aware about the reasonable adjustment or special consideration policies and procedures that they will not be given any disadvantage during their assessment.
- Encourage learners to register with on time.
- Do not perform malpractice or maladministration activity within centre which can create risk for qualifications.
- Attend meeting of teachers or assessors within centre and provide feedback to .
- Provide feedback to about units/qualification.
- Do not discriminate learners and provide equal opportunity to all learners during your teaching activities within the centre.
- Report any malpractice or maladministration activity going on within the centre to .
- Attend training sessions/programmes provided by for your continuous professional development.
- Liaise with centre staff (i.e. head of centre) for resources for the delivery of units/qualifications.

Teachers' Requirements

We expect teachers to be ***occupational competence*** to teach qualifications.

Teachers must hold qualification and training:-

- A postgraduate degree in a relevant subject sector (or equivalent)
- Membership of a relevant professional body or relevant teaching qualification.

Teachers must hold following experience:-

- Must have suitable expertise to deliver a relevant subject.
- Previous teaching experience.
- Experience of enhancing learners experience in the relevant subject.
- An ability to support students throughout their journey towards the achievement of the qualification.
- Relevant industry, management or commercial experience;

Teachers must hold following knowledge, awareness and ability-

- Knowledge of Regulated Qualification Framework or equivalence;
- Knowledge of Equal Opportunity Issues;
- Ability to use MS Office applications such as Excel, PowerPoint and word.
- Commitment to team working and able to motivate others.
- Excellent organisational and administrative skills.

ASSESSMENT

- The methods for assessing student performance can be broadly summarised under coursework by following instructions for coursework. Both categories of assessment tool have particular functions within the learning experience of students and can be used to evaluate different aspects of learning outcomes.
- Learners are required to develop an assignment of each unit minimum 1500 words in length. Assignments are important part of learners' work at the Centre. There are strict rules about:-
    - **plagiarism** – using another person's words out of a book/ journal article/ conversation/ lecture without formally acknowledging it,
    - **referencing** - how to reference and refer to another person's work in your written work so you avoid plagiarism,
    - **word length** of essays and reports,
    - **Presentation and style** of a report, including the style of language used, and
    - Learners are required to sign a **declaration of authentication** to confirm that the work is their own and that any assistance given and/or sources used have been acknowledged.
- All learning outcomes must be assessed using assignment appropriate to the assessment of knowledge, understanding and skills. The Qualifications within this suite are vocational because they support a Learner's career progression. Assessments will contain a question strand for each of the given unit's Learning Outcomes. The assignment tasks will address the LO (Learning Outcome) and AC (Assessment Criteria) requirements. Within assignments there will always be requirements for Learner's to engage with important and relevant theory that underpins the subject area
- There must be valid, sufficient, and authentic evidence of all the assessment criteria.
- Submitted assignments should be marked by an assessor. In order to pass a unit, a learner must achieve 50% marks in each assignment.
- Assessors must plan, gather and then assess learner's evidence according to Postgraduate level descriptors' requirements and on the basis of Pass/Fail criteria. These should be made available for internal moderation to the centre Internal Quality Assurer (IQA).
- Assessors must plan, gather and then assess learner's evidence according to Postgraduate level descriptors' requirements and on the basis of Pass/Fail criteria. These should be made available for internal moderation to the centre Internal Quality Assurer (IQA).
- EBMA External Quality Assurer (EQA) undertakes external moderation to monitor the assessment, internal moderation processes within the centre to make sure the assessment remains fit for purpose, and that the assessment process and practices by the centre continue to meet assessment standards requirements.

ENQUIRIES AND APPEALS

EBMA is committed to ensure all Learners are provided with fair assessment, accurate and correct results.
This policy aims to support those who wish to raise an enquiry or make an appeal. This policy applies to Learners and Centres and it is to be used in the following circumstances:

- to enquire about results of assessments;
- to enquire about decisions on Reasonable Adjustments and Special Considerations;
- to enquire about decisions and any actions to be taken following a malpractice or maladministration investigation.

A Learner or Centre must initially follow the Enquiry process. If dissatisfied with the result of an Enquiry they may then pursue an Appeal.

Both Learner and Centre Enquiries and Appeals are taken seriously by .

We will

- Acknowledge Enquiries within 5 working days after the Enquiries Form has been received at 's office; and issue an invoice.
- Do all necessary checks and reply to any Enquiries within 15 working days of receiving an Enquiry.
- Accept an Appeal from an individual Learner or a Centre after the Enquiries process has been completed.
- Acknowledge an Appeal within 5 working days after the Appeal Form and fee has been received at 's office; and issue an invoice.
- Investigate the Appeal and reply with the outcome within 20 working days.

We will consider an appeal based on:

- the enquiry process that has been completed;
- the grounds for the appeal provided by the Centre or Learner;
- the timescale of the application.

We will

- Provide reason(s) for an appeal if it is rejected.
- Amend original results or decisions where appropriate, informing the Learner and Centre.
- Review Centre arrangements where appropriate.

Please note that the findings of 's appeal process will be final.

If you are a Learner
Enquiries and appeals about any of the above matters should be raised in the first instance with the Centre following their Enquiries and Appeals policy and procedure.

If you are a Centres
You must

- Have an Enquiry and Appeals policy and procedure.
- Give Learners a copy of the Centre's Enquiries and Appeals Policy.
- Investigate and report on any Enquiries or Appeals from Learners.
- Make sure that the result and advice given to the Learner is accurate and complete.
- If a Centre finds an incorrect result has been given they must tell .

Centres must keep information and evidence on Enquiries and Appeals and provide this when asked for by . A Centre may also make an Enquiry for themselves or on behalf of a Learner(s). The Enquiry Form must be used.

Complaints
If the individual Learner or Centre is dissatisfied the Appeal process they should follow 's Complaints Procedure.

QUALIFICATION SYLLABUS

Level 7 Postgraduate Diploma in Business Administration is a 135-credit programme comprising nine units. All units in the qualification have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, assessors, tutors, and those responsible for monitoring standards. Each unit has following sections;

Unit aim

Aim indicates the general direction or orientation of a unit, in terms of its content and sometimes its context within a programme.

Unit level

Level describes of what a learner is expected to achieve at the end of a level of study. Levels are hierarchical stages that represent increasingly challenging learning to a learner.

Guided learning hours

Guided learning hours (GLH) are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials, and supervised study in; for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements.

Unit code

Each unit is assigned a unique code that appears with the unit title of the qualification.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credit can only be awarded in whole numbers. Learners will be awarded credit for the successful completion of whole units to achieve the qualification.

Learning outcomes

These are statements of what a learner is expected to know, understand or be able to do at the end of the unit and of how that learning will be demonstrated. Unlike aim, they are couched in terms of what the learner is expected to learn.

Assessment criteria

These are statements that indicate, in more detailed manner than the learning outcome, the quality of performance that will show that the learner has reached a particular standard that is reflected in the learning outcome.

The assessment method

The assessment method is often confused with assessment criteria. It is a task that is undertaken by learners that is the subject of assessment. It provides the context for assessment criteria.

Teaching strategy

Teaching strategy is the support that needs to be given to learners to enable them to achieve the learning outcomes. There is recognition that the learning may be achieved without the involvement of teaching.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. The content provides the range of subject material for programme of learning and specifies the skills, knowledge and understanding required of the unit.

Unit 01: International Marketing Management			
Unit Aim	It provides students with knowledge of the theory, concepts, issues and practice of international marketing. It identifies processes, contexts and influences associated with international marketing strategies, develops students' appreciation both of strategies and plans for different economies and of the implications, monitoring and control of the international marketing process.		
Level	**7**	**Credit Value**	**15**
GLH	**40**	**Unit Number**	**BA3031**
Learning Outcomes **The learner will**		**Assessment Criteria** **The learner can**	
1. Be able to investigate control mechanism in an organisation operating globally.		1.1. Explore alternative organisational design that companies use to manage their complex and far-flung operations effectively. 1.2. Analyse the criteria for choosing an appropriate organisation structure. 1.3. Critically investigate the strategic alternatives for achieving organisational goals 1.4. Identify an appropriate organisational structure to support the globalisation. 1.5. Assess the importance of developing and maintain effective relationship within an organisation.	
2. Be able to examine the role of pricing, product and advertisement planning in strategic decision making		2.1. Critically analyse a framework for international pricing process. 2.2. Examine the elements involved in price quotation and consideration of alternative methods of payment. 2.3. Analyse major elements of managing a customer orientation 2.4. Identify product-related issues and suggest conceptual business approaches for handling them. 2.5. Examine the development of advertising programmes for foreign market.	
3. Be able to demonstrate an ability to formulate and access international marketing strategies		3.1. Evaluate the suitability of international marketing strategies, including standardisation, the market entry options and product policy. 3.2. Compare and contrast strategies for export in international market. 3.3. Critically evaluate the economic, political, demand - related, cultural and risk related issues facing by the organisations entering to international markets and assess their implications for marketing strategies. 3.4. Analyse Porter's 'five forces' model of industry competition	
4. Be able to understand an appropriate		4.1. Critically evaluate the importance of	

international marketing segmentation for target market and product positioning	market segmentation for product positioning 4.2. Identify the techniques and criteria for market segmentation 4.3. Evaluate marketing strategies towards market segmentation 4.4. Identify the value of target market identification and apply segmentation process to position the product of the organisation.
5. Be able to understand critical emerging issues in international marketing	5.1. Examine eight key processes of excellent supply chain management 5.2. Analyse customer behaviour issues in international markets through marketing research 5.3. Conduct an environmental risk analysis of an international market.

Teaching Methods

The unit is dedicated to the development of decision-making skills: theoretical material will introduce the concepts and tools useful in structuring and solving international marketing problems and case studies will provide an opportunity for those concepts and tools to be employed in practice. A range of learning and teaching methods will be employed including lectures, directed readings, videos and class discussions.

Topics of Study:

Main topics of study include:

- Organisational Design and structure, Organisational Goal operating globally, Marketing Environment and globalisation
- International marketing
- Situation Review and Environment Analysis – SWOT analysis and Planning tools
- International Marketing Mix
- The potential market assessment;
- Segmentation
- Marketing Research
- The global strategic position; PESTEL, Porter Fiver Forces Analysis
- Building and sustaining the global position;
- The international marketing plan;
- Country selection/target market, branding, Positioning
- Marketing Issues in emerging Market

Recommended Reading

Readings from the journals are provided for each topic on the programme. Recommended Resources are mentioned on EBMA website

Supplementary texts and readings:

Essential Guide to Marketing Planning, 2nd Edition, Marian Burk Wood, Jun 2010

McDonald, M. (2007) “Marketing Plans: How to prepare them, how to use them”, (6^{th} Edition), Butterworth-Heinemann, oxford

Doole, I. and Lowe, Robin., (2004) “International Marketing Strategy”, (4^{th} Edition), Thomson

Learning.

International Marketing Management Text and Cases

U C Mathur, SAGE Publications Pvt. Ltd

ISBN: 9780761936404

Global marketing management, 7th Edition

Warren J. Keegan, Mark C. Green

Prentice Hall, 2002

Global strategic management, 2008, Gerardo R. Ungson, Yim-Yu Wong

Handbook of research in international marketing, Subhash C. Jain, Edward Elgar Publishing, 2003

H. Muhlbacher, H. Leihs and L. Dahringer (2006) (3rd ed.), International

Marketing, a global perspective, London: Thomson

D. West, J. Ford and E. Ibrahim (2006), Strategic Marketing, Oxford University Press.

S Hollensen (2004) (3rd ed.), Global Marketing: A decision-oriented approach, London: Financial Times Prentice Hall.

G. Albaum (2004) (5th ed.), International Marketing and Export Management, London: Financial Times Prentice Hall.

S. De Bura, R. Fletcher and L. Brown (2004), International Marketing: An SME Perspective, London: Financial Times Prentice Hall.

C.W. Hill (2007) (6th ed.), International Business. Competing in the global marketplace, New York: McGraw Hill/Irwin.

Unit 02: Organisational Development and Change			
Unit Aim	The main aims of the course are to provide students with an opportunity to familiarise themselves with aspects of theory relating to organisational behaviour and organisational change; to explore how organisational change can influence, and be influenced by, organisational behaviour; to critique a number of change strategies; to apply what they learn to their own managerial situation.		
Level	**7**	**Credit Value**	**15**
GLH	**40**	**Unit Number**	**BA3032**
Learning Outcomes **The learner will**		**Assessment Criteria** **The learner can**	
1. Be able to evaluate the significance of organisational change for planning and development.		1.1. Define vision, objective and core value of an organisation. 1.2. Critically evaluate global changes and mega trends in 21st century that effect organisation in development and planning. 1.3. Describe the nature and purpose of strategic planning and its importance to an organisational change and development 1.4. Critically evaluate the culture of an organisation and its impact to an organisational change.	
2. Be able to examine the philosophies, values, assumptions and ethical issues associated with organisational paradigms from a change management perspective.		2.1. Critically describe elements of an organisational behaviour including types, social environment, quality of work life and motivation 2.2. Critically analyse key paradigms of of organisational change and its impact on managerial role. 2.3. Evaluate value organisational theory as a tool for understanding behaviour in organisations 2.4. Describe the relationship between developments in organisational theory and organisational behaviour	
3. Be able to evaluate the process of organisational development		3.1. Discuss the issues of entering and contracting process of organisational development 3.2. Differentiate diagnostic and open system models and their importance from individual level to organisational level for development process. 3.3. Critically evaluate the process of collecting and analysing diagnostic information that include diagnostic relationship, methods for collecting data, sampling, techniques for analysing data and feedback.	
4. Be able to analyse the importance of managing and motivation people in		4.1. Explain emotional reactions to change, resistance and traumas experienced in	

the change process	the change process and psychological barriers to change 4.2. Identify the model for leading change process within an organisation. 4.3. Identify major learning-based and process-based perspectives on motivation in organisational change and development.

Teaching Methods

A number of methods will be employed in order to facilitate student learning. Examples include seminars, talks by visiting speakers, experiential exercises, case analyses, small group discussion and a practical project. The emphasis is on learning (as opposed to teaching), so opportunity will be provided for the interchange of information and knowledge between students. Assessment is designed to enhance the learning of practising managers.

Links with the rest of the Diploma Programme

As students will appreciate only too well, growing numbers of private, voluntary and public sector organisations are operating in a context of environmental turbulence and uncertainty. It follows then, that all aspects of management have to be conducted against this backdrop. Thus managers need to understand theory which can help elucidate change, the dynamics of change and that change influences, and is influenced by, the behaviours of organisational stakeholders.

Topics of Study

Visions, objective and core values of an organisation

- The essence of organisational change; reasons and change drivers including globalisation
- Organisational change theory
- Organisational Paradigm Theories – Theory X & Y, McKinsey's 7S, Autocratic, Custodial, Supportive, Collegial Models of Organisational Behaviour, Kottler's 8 Step Model
- Individual differences
- Strategic organisational change: the role of leadership, learning, motivation (Learning based and process based motivation) and productivity
- Implementing change and its potential human impacts

Recommended Reading

Burnes, B (2004) Managing Change, 4th edition, FT/Prentice Hall

French, R, Rayner, C, Rees, G and Rumbles, S (2008) Organizational Behaviour, John

Wiley and Sons Ltd

Quick, J C and Nelson, D L (2009) Principles of Organizational Behaviour, 6th edition, SouthWestern

Senior, B and Fleming, J (2006) Organizational Change, 3rd edition, Prentice Hall

Kehoe, D and Alston, D (2007), Leading and Managing Change, McGraw-Hill Education

Cummings, G. T, and Worley, G, C (2008), Organisational Development and Change, 9th Education, Cengage Learning

Unit 03: Financial Management			
Unit Aim	This unit enables students to appreciate and understand the financial issues faced by an organisation's management and the activities undertaken by an organisation to have effective financial management. It examines relevant issues including financial strategy, debt and equity management, the key drivers of shareholder value, corporate governance and asset portfolio management.		
Level	**7**	**Credit Value**	**15**
GLH	**40**	**Unit Number**	**BA3034**
Learning Outcomes **The learner will**		**Assessment Criteria** **The learner can**	
1. Be able to understand theories that underlie current thinking in accounting, finance and investment.		1.1 Identify the role of finance function within a business 1.2 Discuss why shareholder wealth maximisation is considered to be the most appropriate. 1.3 Explain how risk and ethical considerations influence the pursuit of shareholder wealth maximisation 1.4 Critical analyse John Maynard Keynes' financial theory under investment towards uncertainty. 1.5 Discuss Adman Smith's economic case against usury and criticism of it by the English classical political economists in the management of financial resources.	
2. Be able to apply financial techniques and tools to aid decision making in business strategy and planning		2.1. Analyse different sources of finances available to an organisation and role of financial manager in utilisation of these sources 2.2. Calculate organisation cost of capital to evaluate capital projects. 2.3. Critically examine the role of working capital in identifying and evaluation of credit control process.	
3. Be able to perform financial statements analysis for critical judgement and discrimination in the resolution of complex problematic situations.		3.1. Differentiate the financial reporting within an organisation and identify the ways in which financial statements help a business that is growing fast. 3.2. Critically analyse sales forecast and its importance to the preparation of projected financial statements 3.3. Analyse the use of sensitivity analysis, Break even analysis, Monte Carlo & Decision Tree for managerial decision making. 3.4. Calculate major categories of financial ratios that can be used to perform financial analysis.	
4. Be able to understand the main sources of debt and equity finance for businesses.		4.1. Explain the main sources of debt finance available from the financial markets 4.2. Analyse factors that motivate corpora-	

	tions to raise more capital and identify correlations between new stock issuing announcement and stock price 4.3. Analyse the effect of leverage on the market (Modigliani & Miller) and on return. 4.4. Critically evaluate the considering factors and appropriate level of debt financing for a firm and its effect on working capital to company.
5. Be able to understand the main types of investment appraisal techniques and to undertake a financial evaluation exercise to determine the most suitable project given any set of circumstances	5.1. Critically evaluate the importance of Economic Value Added (EVA) to investment managers 5.2. Evaluate the diversification process to reduce risks by using the Capital Asset Pricing Model (CAPM). 5.3. Discuss the principles, benefits and limitations of the following different methods of investment appraisal to the complex information provided by an organisation: payback, accounting rate of return, net present value (NPV), internal rate of return (IRR), Marginal internal rate of return (MIRR) 5.4. Calculate EVA and MVA to illustrate the present value relationship between them, 5.5. Critically evaluate the concept of EVA to build actively efficient portfolios.

Teaching Methods

The course will involve a range of pedagogical styles. Each topic will be introduced with a lecture. Small group activities will be used to engage students with the subject material and their peers to provide a deep learning experience.

Course Coverage

- Financial environment: Firms' objectives, asymmetric information (lemons problem) and
- markets, stakeholders, agency theory, and shareholder wealth maximisation
- Corporate governance
- Financial Theories (John Maynard's Financial Theory towards uncertainty, Adam Smith Economic Theory & Criticism)
- Financial Techniques and Tools in strategic development and planning
- Financial Statement Analysis (income statement, Cash Flow Statement, Balance Sheet)
- Investment appraisal: techniques: PB, ROCE, NPV & IRR
- Investment appraisal: applications
- Financing (debt and Equity)

- The dividend decision

Recommended Reading

Watson, D. and Head, A. (2006), Corporate Finance: Principles and Practice, 4th Edition, Prentice Hall.

Pike, R. and Neale B, (2006), Corporate Finance and Investment: Decisions and Strategies 5th Edition, Prentice Hall.

Glynn, Murphy, Perrin & Abraham, (2008) Accounting for Managers Thomson 4th Edition

Antrill, P., & Mc Laney E., (2008) Accounting and Finance for Non-Specialists. FT Prentice Hall-6th edition

Dyson, J., (2007) Accounting for Non-Accounting Students. Pitman – 7th Edition

Vaitilingham, R. (2006) The Financial Times Guide to Using the Financial Pages – 5th Edition

Holmes, G, Sugden A, and Gee P., (2004) Interpreting Company Reports and Accounts. FT Prentice Hall 9th Edition.

Collier, P. (2006) Accounting For Managers – Interpreting Accounting Information for Decision Making. Wiley – 2nd Edition

Antrill, P., & Mc Laney E., (2005), Management Accounting for Decision Makers. FT Prentice Hall-4th edition

Drury, C. (2005) Management Accounting For Business. Thomson Learning – 3rd edition

Gowthorpe, C (2005) Business Accounting & Finance for Non-Specialists Thomson Learning 2nd Edition

<table>
<tr><th colspan="4">Unit 04: International Business Strategy</th></tr>
<tr><td>Unit Aim</td><td colspan="3">This course aims introduce learners to current debates, theories and practices in the field of International Business.</td></tr>
<tr><td>Level</td><td>7</td><td>Credit Value</td><td>15</td></tr>
<tr><td>GLH</td><td>40</td><td>Unit Number</td><td>BA3035</td></tr>
<tr><td colspan="2">Learning Outcomes
The learner will</td><td colspan="2">Assessment Criteria
The learner can</td></tr>
<tr><td colspan="2">1. Be able to understand the nature, scope and process for strategic business management and planning in organisations doing business globally.</td><td colspan="2">1.1. Critically analyse and appraise the need for strategic management in global environment
1.2. Evaluate strategic development process for strategic business management and planning
1.3. Critically analyse the different levels of strategy and their relationship with tactical and operational decision making.</td></tr>
<tr><td colspan="2">2. Be able to identify the impact of International environment forces on an organisation.</td><td colspan="2">2.1. Describe the impact and influence of the external environment to an organisation and identify its link with strategy formulation process.
2.2. Critically use PESTEL, PEST and STEEP techniques to assess external environment of the organisation.
2.3. Critically evaluate the use of Porter’s Diamond’s five forces model.
2.4. Analyse the use of scenario planning approach to forecast environmental change.</td></tr>
<tr><td colspan="2">3. Be able to understand the impact of present economic recession in an internal analysis to an organisation business strategic planning and development</td><td colspan="2">3.1. Identify the features and core purposes of SWOT analysis
3.2. Analyse the turbulence of environmental change and the impact on strategy dynamics
3.3. Critically discuss the present economic recession to an organisation’s core areas of specialisation and identify the needs of re-formulisation strategy.</td></tr>
<tr><td colspan="2">4. Be able to understand missions, objectives, proposes and strategies process to organisations and industries at national and international context.</td><td colspan="2">4.1. identify the capabilities that allow organisations to design missions, objectives to achieve competitive advantage
4.2. Evaluate appropriate strategies for emerging, maturing and declining competitive positions
4.3. Assess the influence of corporate governance and regulations.</td></tr>
<tr><td colspan="2">5. Be able to appreciate coherent and persuasive arguments for the adoption of innovative strategies for a range of business and organisational situations</td><td colspan="2">5.1. Analyse the effect of future challenges on strategic management and development
5.2. Identify and critically evaluate strategic choice to evaluate an organisation trad-</td></tr>
</table>

	ing globally. 5.3. Critically analyse the choice to strategy in action for example enabling success, organisational structure, resourcing and control 5.4. Evaluate environmental issues that cause recession in 21st century and impact of it in strategy implementation

Teaching Methods

Course comprises both lecture-style and discussion formats. The latter may include discussion of readings, case study analyses, class debates, etc. All classroom-based teaching and learning will be interactive with preparation and participation being essential. Individual study and reading outside of class time is also a fundamental requirement.

Course Coverage

- Introduction to Strategy – Strategic Direction and Focus
- Globalisation and Changing International Business Environment
- Strategic Partnerships
- Strategy in Non-Profits
- Managing External Environment and Strategic Change
- Strategic Options
- Strategy in Large Multi-nationals
- Economic Recession and Re-formulation of Strategy
- Diversification and Innovative Solutions
- Strategic Practice and How it is Evolving

Sample Assignment Report

1. Executive Summary - 1 pg distributed to class (include names)
2. Brief Overview of Case
3. Macro: PEST O/T Analysis
4. Industry Analysis (for each of the firm's businesses):
    - Porter's 5 Forces Analysis
    - Strategic Group Map Analysis
    - Major Competitor Analysis
    - Driving Forces Analysis
    - Key Success Factors Analysis
    - Overall Industry Attractiveness
5. Business Unit Analysis (for each of the firm's businesses):

- Porter’s Value Chain (S/W or if applicable ABC analysis)
- Financial Analysis: Investment Return, Financial Strength,

6. Management Performance
    - Firm’s Core Competencies, Core Products, End Products
    - Firm’s Sustainable Competitive Advantage
7. Mission Statement and Corporate Objectives
8. Overall Firm Attractiveness
9. Strategic Issue(s): Corporate Level; Business Level; Functional Level
10. Strategy Alternatives: Corporate Level, Business Level, Functional Level
11. Strategy Choices and Rationale
12. Appended Documentation i.e. graphs, tables, chart

Required Reading

Johnson G. & Scholes K. (2002); ‘Exploring Corporate Strategy’, sixth edition: Text &

Cases, Prentice Hall, Europe.

Johnson G. and Scholes K. (1999); ‘Exploring Corporate Strategy’, fifth edition: Text and

Cases, Prentice Hall, Europe

Barney, J.A. (2002) *Gaining and Sustaining Competitive Advantage*, Second Edition, New Jersey: Prentice Hall.

Bowman, C. and Faulkner, D. (1997) *Competitive and Corporate Strategy*, London: Irwin.

Graham, K. (2004) Strategic Factors: Develop and Measure Winning Strategy, Oxford: Butterworth-Heinemann.

Grant, R. M. (2008) *Contemporary Strategy Analysis: Concepts, Techniques, Applications,* 6th edition, London: Blackwell Business.

Hamel, G. and Prahalad, C. K (1994) *Competing for the Future*, Boston: Harvard Business School Press.

Hill, C. (2009) *International Business: Competing in the Global Marketplace*, McGraw-Hill.

Lynch, R. L., (2009) Corporate Strategy, Fifth Edition, Harlow: Financial Times Prentice Hall.

Mintzberg, H., Lampel, J, Quinn, J. and Ghoshal, S. (2003) *The Strategy Process: Concepts, Context and Cases*, Fourth Edition, New Jersey: Prentice Hall.

McNamee, P.B. (2008) *Strategic Management for MBAs*, Lulu.

McNamee, P.B. (1998) *Strategic Market Planning: A Blueprint for Success*, Chichester: Wiley.

Porter, M. E. (1980) *Competitive Strategy: Techniques for Analyzing Industries,* New York: The Free Press. (Revised editions: 1998, 2004).

Porter, M. E. (1985) *Competitive Advantage: Creating and Sustaining Superior Performance*, New York: The Free Press. (Revised editions: 1998, 2004).

Porter, M. E. (1990) *The Competitive Advantage of Nations,* London: Macmillan.

Thompson, A., Strickland, A. and Gamble, J. (2009) Crafting and Executing Strategy: Concepts and

Cases, 17th Edition, New York: McGraw-Hill Higher Education.

Wheelen, T. L. and Hunger, D. J. (2007), *Strategic Management and Business Policy,* 11th edition, New Jersey: Prentice Hall.

White, C. (2004) *Strategic Management*, Basingstoke: Palgrave Macmillan.

Journals

Long Range Planning

Harvard Business Review

Strategic Marketing Journal

California Management Review

Sloan Management Review

Business Week

Financial Times

Strategic Management Journal

Journal of Strategic Change

European Management Journal

Journal of Marketing Management

European Journal of Marketing

The Economist

Business and management web resources

FAME, Key Note reports, Mintel, IngentaConnect, Times, Financial Times, Independent, Guardian.

<table>
<tr><td colspan="4">Unit 05: Operations and Supply Chain Management</td></tr>
<tr><td>Unit Aim</td><td colspan="3">The aim of the programme is to provide postgraduate-level education in operations and supply chain management principles, theories and practice. This unit introduces the concepts of logistics and supply chain management. In the modern global marketplace, companies need to be efficient in relation to the movement of supplies and delivery of the final products. The unit explores issues in relation to logistics including value, managing lead time and techniques including just-in-time, and incorporating the role of technology in this process.</td></tr>
<tr><td>Level</td><td>7</td><td>Credit Value</td><td>15</td></tr>
<tr><td>GLH</td><td>40</td><td>Unit Number</td><td>BA3036</td></tr>
<tr><td colspan="2">Learning Outcomes
The learner will</td><td colspan="2">Assessment Criteria
The learner can</td></tr>
<tr><td colspan="2">1. Be able to investigate process and issues in the development of an efficient supply chain</td><td colspan="2">1.1. Critically identify the factors to raise flow management effectiveness and evaluate their activities to optimise business processes.
1.2. Explain the supply chain management pressure from increased global trade.
1.3. Identify issues of infrastructure in supply chain management process
1.4. Critically analyse the transportation issues for supply chain management and outline logistic approaches to solve them
1.5. Evaluate actions to resolve issues arising in the Supply Chain concerning; (a) Complexity (b) Unpredictability</td></tr>
<tr><td colspan="2">2. Be able to understand the need for achieving a fit between the operational and competitive strategies to implement performance system in supply chain</td><td colspan="2">2.1. Analyse the performance measurement and monitoring system to evaluate logistic performance strategies
2.2. Critically analyse domestic strategy and its difference from international strategy in supply chain management process
2.3. Describe logistic and operations measures to improve efficiency and effectiveness in supply chain.
2.4. Critically evaluate elements of performance i.e. of just in time (JIT) strategies, Pareto’s Law and utilisation of efficient consumer response (ECR) to implement performance system in supply chain</td></tr>
<tr><td colspan="2">3. Be able to understand customer relationship and the customer service dimension in supply chain management</td><td colspan="2">3.1. Critically analyse customer service as a link between logistics and marketing.
3.2. Differentiate in the political, legal, and economic environment influence desirability of relationship structures.
3.3. List steps that are used to ensure measurement ability to meet customer delivery times
3.4. Discuss different approaches that an organisation use to provide excellent cus-</td></tr>
</table>

	tomer service with an approach to retain them
4. Be able to apply knowledge of forecasting and inventory management theories and methodologies	4.1. Analyse inventory strategies to support operational requirements 4.2. Discuss physical inventory methods such as cycle counting, inventory recording and record accuracy. 4.3. Critically determine and monitor inventory performance measures and calculate them.
5. Be able to demonstrate warehousing and transportation options for business requirements	5.1. Critically evaluate various options for warehousing, distribution centres and modes of transportation 5.2. Describe legislation and regulations concerning storage and transportation of dangerous goods 5.3. Implement the process of best suitable approach to transportation options i.e. JIT and Lean Thinking
6. Be able to develop a global supply chain and operations perspective	6.1. Analyse how global competition influence supply chain and operations 6.2. Evaluate the importance of establishing and maintaining competitive edge at global market

Teaching Style
The course will be taught in an interactive style and will use 'real life' case studies and team-based activities to illustrate theories and concepts. Teaching media will be a series of lectures supplemented by participative and action learning employing syndicate-based case studies, analysis of scenarios, small group exercises and DVD and MPEG discussions. Reading from the text will provide a reference point.

Course Coverage
Introduction to Operations Management and Organisational Competitiveness, Developing an Operations Strategy, Designing the Operations Management System, Managing the Supply Chain and Quality

Required Reading
D Bamford & P Forrester (2009) Essential Guide to Operations Management: Concepts and Case Notes, Wiley

Strategic supply chain management: the five disciplines for top performance
Shoshanah Cohen, Joseph Roussel
McGraw-Hill Professional, 2005

Operations and Supply Chain Management
F. Robert Jacobs, Richard B. Chase, Richard Chase
Edition 13
McGraw-Hill, 2010

Introduction to Operations and Supply Chain Management, 2007

2nd Edition Cecil Bozarth, Robert Handfield Prentice Hall Logistics and Supply Chain Management, 2008 Martin Christopher Pearson Education Limited

<table>
<tr><th colspan="4">Unit 06: Human Resource Management</th></tr>
<tr><td>Unit Aim</td><td colspan="3">Business organisations today face unprecedented challenges. Across virtually every area of the economy, managers are confronted with new conditions of rapid technological change, intense global competition and growing demands for social responsibility. These challenges are obliging organisations to redesign their internal structures and policies. New people management strategies are at the centre of these organisational changes. This course examines the character of these people management strategies in modern organisations.</td></tr>
<tr><td>Level</td><td>7</td><td>Credit Value</td><td>15</td></tr>
<tr><td>GLH</td><td>40</td><td>Unit Number</td><td>BA3036</td></tr>
<tr><td colspan="2">Learning Outcomes
The learner will</td><td colspan="2">Assessment Criteria
The learner can</td></tr>
<tr><td colspan="2">1. Be able to be aware of the basic concept, trends and role of Human Resource Management in an organisation</td><td colspan="2">1.1. Identify areas in which human resource management can support the goal of creating a high-performance work system.
1.2. Assess the role of employee empowerment in the modern organisation.
1.3. Summarise ways in which human resource management can support organisations expanding internationally.
1.4. Analyse how technological developments affect human resource development within business organisations.</td></tr>
<tr><td colspan="2">2. Be able to apply HR policies in recruitment and selection process</td><td colspan="2">2.1. Identify the role of Government agencies to enforce equal employment opportunity.
2.2. Describe ways employers can avoid illegal discrimination and provide reasonable accommodation.
2.3. Explain employers' duties under the Occupational Safety and Health Act.
2.4. Assess how employers promote worker safety and health.</td></tr>
<tr><td colspan="2">3. Be able to understand the concept of job analysis for recruitment process</td><td colspan="2">3.1. Assess the elements of a job analysis
3.2. Explain how organisations apply ergonomics to design safe jobs.
3.3. Assess human resources planning process to carry out the organisation's strategy.
3.4. Identify the labour demand for workers in various job categories.
3.5. Review the recruiter's role in the recruitment process.</td></tr>
<tr><td colspan="2">4. Be able to appreciate the process of selection and placement in Jobs</td><td colspan="2">4.1. Analyse the elements of the selection process.
4.2. Summarise the government's requirements for employee selection.
4.3. Compare the common methods used for selecting human resources.
4.4. Identify and evaluate major types of em-</td></tr>
</table>

	ployment tests. 4.5. Explain how employers carry out the process of making a selection decision.
5. Be able to know the importance of employees training after selection	5.1. Analyse training methods for employee orientation and diversity management. 5.2. Describe how to plan and implement an effective training programme. 5.3. Compare widely used training methods. 5.4. Evaluate the success of a training programme.
6. Be able to analyse the theory and practice related to the full range of Human Resource Management functions (learning, rewards, motivation, retain and performance)	6.1. Analyse five criteria for measuring the effectiveness of a performance management system. 6.2. Assess legal and ethical issues to analyse employee's performance. 6.3. Analyse methods to promote positive employee relations in the organisations. 6.4. Analyse how organisations meet the challenges of the glass ceiling, succession planning, and dysfunctional managers. 6.5. Assess how organisations contribute to employees' job satisfaction and retain key employees. 6.6. Review how organisations use assessment of personality type, work behaviours, and job performance to plan employee development.

Teaching Methods

The course uses a variety of teaching and learning methods, including lectures, case- studies and group work, to improve student awareness of the latest debates and state-of-the-art problem solving techniques associated with managing people in modern organisations.

Required Reading

Strategic human resource management, 2nd Edition

Randall S. Schuler, Susan E. Jackson

Wiley-Blackwell, 2007

Strategic Human Resource Management: A General Managerial Approach, 2/E

Charles R. Greer, Texas Christian University

Prentice Hall, 2001

Human Resource Management, 12/E, Gary Dessler, Prentice Hall

Framework for Human Resource Management, A, 6/E Gary Dessler Prentice Hall

Unit 07: Research Methods for Managers			
Unit Aim	This unit deals with principles of research including formulations of research questions, hypothesis and objectives. The unit will cover literature reviews, referencing, data collection using interviews and surveys, questionnaire design, statistical analysing using SPSS and developing statistical modules, qualitative data analysis inferences and conclusions from the analysed data. Analysis include factor analysis, regression analysis, discriminates analysis and logistic regression using SPSS.		
Level	**7**	**Credit Value**	**15**
GLH	**40**	**Unit Number**	**BA3037**
Learning Outcomes **The learner will**		**Assessment Criteria** **The learner can**	
1. A critical understanding of the different assumptions underlying research into the social sciences and the nature and status of research methodology.		1.1. Identify a research question. 1.2. Describe the process of social research. 1.3. Explain the criteria and limitation of research design. 1.4. Assess the criteria for reliability and validity for the measurement of research data. 1.5. Explain the features of good research design.	
2. An overview of the different debates and issues underlying the research process and how this relates to the specific methods they may select to conduct a study		2.1. Identify the relationship between philosophy and methodology within research texts. 2.2. Explicate the qualitative-quantitative debate of social science research. 2.3. Explore the nature of pluralism in research methodology. 2.4. Describe the qualitative approach to research design. 2.5. Describe the quantitative approach to research design. 2.6. Apply suitable approach to design research proposal.	
3. Critically review the collection, presentation and analysis of data to complete research project.		3.1. Perform literature review. 3.2. Create a sample of data from the findings. 3.3. Apply the suitable methods and statistical techniques to analyse data. 3.4. Present data and information from findings in suitable format to produce results. 3.5. Draw conclusions and recommendations from research findings	
4. Appreciate the quality issues associated with data handling		4.1. Explain the ethical issues of data handling. 4.2. Present guidelines for handling missing data while conducting research. 4.3. Critically review the importance of referencing system while recording data. 4.4. Investigate challenges and responses of handling social science data.	

Teaching methods

A variety of methods will be employed in order to facilitate student learning. These may include tutor-led lectures, practical sessions, talks by visiting speakers and small group exercises and discussion as well as formal presentations. The emphasis is on learning (as opposed to teaching), so opportunity will be provided for peer learning by encouraging the interchange of information and knowledge between students and thus student interaction and participation is strongly encouraged.

Links with the rest of the programme

This course is an integral part of the diploma programme. It is designed to equip students with the skills and knowledge to undertake an independent and original research project in an informed and rigorous manner.

Course Topics

Topics that will be covered in this course are outlined below. A more detailed teaching plan will be provided at the start of the semester.

- Issues relevant to the conduct of management research
- The philosophy of research design
- Reviewing literature critically
- Qualitative research, data collection methods and the analysis of qualitative data
- Quantitative research, data collection methods and the analysis of quantitative data
- Conducting literature searches

Assessment

Students are required to submit two assignments. The first will be a critical review of an academic article, while the second will be a research proposal which should provide the basis for the practical project and dissertation. Details of assignments, and dates for submission, will be discussed at the start of the course by tutor.

Required Reading

There are a number of useful general texts on Research Methods, including:

Bryman, A. (2008), Social Research Methods, (3rd ed), Oxford University Press.

Bryman, A. and Bell, E. (2007), Business Research Methods, (2nd ed) Oxford University Press.

Easterby-Smith, M., Thorpe, R. and Jackson, P. R. (2008), Management Research, (3rd ed), Sage Publications.

Fisher, C. (2004) Researching and Writing a Dissertation for Business Students, FT Prentice Hall

Saunders, M.N.K., Lewis, P and Thornhill, A. (2007), Research Methods for Business

Students, (4th edit), FT Prentice Hall.

Unit 08: Entrepreneurship and Business Development			
Unit Aim	This unit aims to provide learners with an understanding of the theory and practice of entrepreneurship in a range of organisational context. It also encourages learners to develop a critical appreciation of current academic debates on entrepreneurship and other closely related concepts.		
Level	**7**	**Credit Value**	**15**
GLH	**40**	**Unit Number**	**BA3038**
Learning Outcomes **The learner will**		**Assessment Criteria** **The learner can**	
1. Be able to identify the characteristics of the entrepreneur in relation to the organisational success and failure.		1.1. Analyse the main factors that determine the extent of entrepreneurship, and the nature of the process and its impact on enterprise development. 1.2. Assess the importance of an entrepreneurial orientation towards business success and failure in an organisation 1.3. Identify the personality attributes, characteristics and motivation of small firm owners and managers.	
2. Be able to identify skills required to generate new business ideas		2.1. Describe a systematic means for examining skills in order to generate new business ideas. 2.2. Identify how to use gap analysis to examine potential business ideas 2.3. Identify the elements of opportunity analysis. 2.4. Identify how to choose a business.	
3. Be able to perform external analysis of new business plan to gain competitive advantage		3.1. Create a profile of the target customers for a new business. 3.2. Assess how to construct competitive maps. 3.3. Differentiate between those elements of the business which provide a competitive advantage and those that do not. 3.4. Apply a resource-based analysis approach to gain a true competitive advantage.	
4. Be able to understand the importance of financial and accounting techniques for enterprise development and business planning		4.1. Assess the fundamental importance of cash flow analysis. 4.2. Prepare a cash flow statement and a budget. 4.3. Conduct the sales forecasting approach for new business planning. 4.4. Analyse key financial issues that are involved at start-up of business. 4.5. Identify the basics of funding a business.	
5. Be able to understand legal obligations and importance of rules and regulation to a new business		5.1. Identify the various legal forms of business in order to determine the best design for a proposed new business. 5.2. Identify how laws, rules, and regulations	

	benefit new businesses. 5.3. Evaluate the importance of copyrights, trademarks and patents to small business. 5.4. Assess the importance of insurance in the risk portfolio of the new business.

Teaching Methods

A variety of methods will be employed in order to facilitate student learning. These will include seminars, talks by visiting speakers and small group discussion. The emphasis is on learning (as opposed to teaching), so opportunity will be provided for peer learning by encouraging the interchange of information and knowledge between students. Assessment is designed to enhance the learning of potential entrepreneurs and practising managers.

Links with the rest of the programme

Increasingly it is recognised by academics, practitioners and policy makers that SMEs are becoming important in economic growth, job creation and regional and economic development. For many the power of entrepreneurship and its importance in maintaining a growing and thriving economy is unquestionable and indeed entrepreneurship has been described as the 'engine' driving the economy of most nations. As well as the positive impact that new business creation can have on an economy, the adoption of innovative and entrepreneurial practices in established organisations can enable such businesses to compete more effectively in a dynamic economy.

Course Topics

Topics that will be covered in this course are outlined below. A more detailed teaching plan will be provided at the start of the course.

- Entrepreneurship: Definitions and Concepts
- Entrepreneurship: Support and Government Policy
- Entrepreneurship and Innovation
- Access to Entrepreneurial Finance
- Opportunity Exploration and Assessment
- Legal Obligations, Rules and Regulations for New Business
- Business Planning
- Role of Human Resource and Marketing for New Business Development
- Research and Information for successful business

Required Reading

Strategic Entrepreneurship, 5/E

Philip A. Wickham, Teesside Business School, Prentice Hall, 2011

Essentials of Entrepreneurship and Small Business Management, 6/E

Norman M. Scarborough

Prentice Hall, 2011 Entrepreneurship: Successfully Launching New Ventures, 3/E Bruce R. Barringer, Duane Ireland Prentice Hall, 2010 Entrepreneurship, 10/E Steve Mariotti, Network for Teaching Entrepreneurship Prentice Hall, 2008 Entrepreneurship: Starting and Operating a Small Business w/ BizBuilder CD & Business Plan Pro Pkg. Steve Mariotti, Network for Teaching Entrepreneurship Prentice Hall, 2007 Small Business Entrepreneurship: An Ethics and Human Relations Perspective Lavern S. Urlacher, Huron University Prentice Hall, 1999 Cases in Entrepreneurship and Small Business Management, 8/E Kirk C. Heriot, Mercer University, Prentice Hall, 2006,

Unit 09: Business and Sustainability			
Unit Aim	Sustainability is increasingly being recognised as a critical challenge for society. It is also becoming an important business objective both in industry and government. This unit highlight the particular threats and opportunities presented to the business community as a result of the adoption of sustainable development priorities. This unit aims at developing the skills and knowledge of current sustainability issues in business responses.		
Level	**7**	**Credit Value**	**15**
GLH	**40**	**Unit Number**	**BA3039**
Learning Outcomes **The learner will**		**Assessment Criteria** **The learner can**	
1. Be able to explain the scale of the environmental and social improvement demand of business to deliver more sustainable business		1.1. Analyse five capital model of sustainability. 1.2. Critically evaluate business approaches to climate change. 1.3. Analyse how global environmentalism push sustainability on global scale.	
2. Be able to identify the strategic importance of life cycle assessment for business sustainability.		2.1. Evaluate different ways to formulate business strategy. 2.2. Analyse society, technology and resources to map opportunities for business sustainability. 2.3. Explain the use of sustainability life cycle assessment (SLCA) to assess the sustainability of products and to prepare inventory.	
3. Be able to evaluate potential contribution of key elements of environmental management systems to sustainable development.		3.1. Evaluate how environmental management systems improve organisation's performance. 3.2. Evaluate the process of development, planning and implementation of EMS model for the organisation. 3.3. Discuss the use of ISO standards for management, auditing, labelling and life cycle assessment of the organisation.	
4. Be able to analyse the role of leadership for business sustainability.		4.1. Identify leadership qualities for business sustainability. 4.2. Critically analyse the role of leadership for sustainable business development.	

Teaching and Learning Methods
Lecturers, presentations, case studies, debates and presentations.

Required Reading

Blackburn, W.R. (2007) The sustainability Handbook, Earthsscan, London

Hillary, R. (Ed) (2000) SMEs and the Environment: Business Imperatives, Greenleaf Publishing, Sheffield

Hawken, P. Lovins, A.B. and Lovins, L.H, (1999) Natural Capitalism: The Next Industrial Revoluation, Eartchscan Publications, London

Weizsacher, E.U., Hargroves, K., Smith, M.H, Desha, C. And Stasinopoulos, P. (2009) Factor Five: Transforming the Global Economy through 80% Improvements in Resource Productivity, Earthscan, London