

Level 5 Advanced Diploma in Business Administration



Qualification Specification

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QUALIFICATION OVERVIEW

The 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 the 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 essential 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.

At the end of this programme, learners will be able to,

- Develop administrative skills to manage information systems within the organisation.
- Develop problem-solving techniques and critical thinking skills in a business situation.
- Demonstrate an understanding of the internal structure and external relationship for companies doing business at an international level.
- Demonstrate an understanding of the management control and planning.
- Examine the concept of entrepreneurship including behaviours, processes and skills relate to small business and enterprise.
- Manage budget and perform financial analysis to the organisations for effective decision making.
- Manage complex issues in the organisation to improve management practice.
- Perform environmental analysis for strategic marketing decision making to implement the strategy.
- Develop managerial and leadership skills to manage team performance.
- Gain knowledge about the advanced economic literature and legal systems in which business operate.
- Develop, test, implement and monitor a new project within an organisation.
- Understand human resource techniques and tools to manage employees' performance and retention.
- Apply research methodologies for effective decision making.
- Develop an ability to analyse information and to identify a research question and to apply advanced research techniques and tools to create new literature which is justifiable and measurable.

WHY EBMA ADVANCED DIPLOMA IN BUSINESS ADMINISTRATION

EBMA Level 5 Advanced Diploma in Business Administration offers and provides careers related guidance and support to students which are

- Positive, constructive and helpful
- Practical
- Realistic
- Impartial and client centred
- Progression onto Top UP BA (Hon) degree at UK recognised University (Visit the link to see arrangements <http://www.ebma.org.uk/university.html>)
- Progression onto EBMA Level 6 Graduate Diploma in Business Administration Leading to MBA at an advanced level or Certificate stage in Business related masters' qualification.

The Advanced Diploma in Business Administration provides range of knowledge and skills relating to international business, entrepreneurship, management and leadership, finance, marketing, business law, sales force management and research methods for managers. Graduate can utilise these skills to find a good and well paid job in all areas of management and administration.

ARTICULATION AND PROGRESSION



BA (Hons) International Business Top Up

EBMA Level 5 Advanced Diploma in Business Administration is recognised by the University of South Wales for entry onto its BA (Hons) International Business Top Up degree (Direct Entry onto its Final Year).

UK, EU and Non-EU (International) students are eligible to apply directly to the University.

Students must have at least 65% marks (Merit)

Further information, please visit

<http://www.southwales.ac.uk/courses/ba-hons-international-business-top-up/>



BA (Hons) Business Management Top Up

EBMA Level 5 Advanced Diploma in Business Administration is recognised by the York St John University for entry onto its BA (Hons) Business Management Top Up degree (Direct Entry onto its Final Year).

UK, EU and Non-EU (International) students are eligible to apply directly to the University.

Further information, please visit

<https://www.yorksj.ac.uk/study/undergraduate/courses/top-up->

[degrees/business/business-management/](#)



BA (Hons) Business Management and Finance Top Up

EBMA Level 5 Advanced Diploma in Business Administration is recognised by the York St John University for entry onto its BA (Hons) Business Management and Finance Top Up degree.

UK, EU and Non-EU (International) students are eligible to apply directly to the University.

Further information, please visit

<https://www.yorks.ac.uk/study/undergraduate/courses/top-up-degrees/business/business-management--finance/>

COURSE STRUCTURE

The overall structure of the course is based on 12 mandatory modules that cover a number of topics relating to learning outcomes. Each unit has the equivalency of 20 credits.

Learners must complete all units successfully and achieve 240 credits before the Diploma can be issued. Total Qualification Time (TQT) to complete the full qualification is 2400 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 six units from Group 1 and six units from Group 2 to achieve the full Level 5 Advanced Diploma in Business Administration.

Unit Code	Group 1 – Level 4 Diploma Level	Level	Credits	TQT
BA2011	Designing Administrative Information Systems	4	20	200
BA2016	Management Behaviour	4	20	200
BA2018	Financial Analysis	4	20	200
BA2040	Business Strategy	4	20	200
BA2041	Company Law	4	20	200
BA2042	Managing Project	4	20	200
Unit Code	Group 2 – Level 5 Advanced Diploma Level	Level	Credits	TQT
BA2021	International Business	5	20	200
BA2022	Enterprise Development and Business Planning	5	20	200
BA2023	Strategic Management and Leadership	5	20	200
BA2024	Macroeconomics	5	20	200
BA2025	Human Resource Development	5	20	200
BA2026	Managerial Finance	5	20	200

ENTRY REQUIREMENT

Learner(s) must fulfil the following criteria to be allowed entry to EBMA Advanced Diploma;

- Qualifi / EBMA Level 3 Diploma in Business Innovation and Entrepreneurship or
- Higher Secondary School Certificate/A Level or
- Any qualification equivalent to one of the above

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 their 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 Distinction, Merit, Pass and 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 EBMA Level 5 Advanced Diploma Level. Such expectations from learners for assessment will be based on the learner's evidence in the following area in line with generic marking criteria:-
 - 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

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 the needs of learners 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 2000 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 40% marks in each assignment.
- Assessors must plan, gather and then assess learner's evidence according to advanced diploma level descriptors' requirements and on the basis of following **generic marking 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.

GENERIC MARKING CRITERIA

The following table explain the generic marking criteria that should be used by the assessor to assess all candidates' work.

Distinction

Possible Evidences for Marking	Distinction (70% and above) All unit outcomes achieved at an excellent/outstanding level
1. Research Define a research issue; adapt and explain suitable methodology; appreciate a contribution towards research project	Extensive exploration and skills evident in definition of research problem, selection and rationale for methodology; may implicitly or explicitly critique established research methodology
2. Focus of Assignment and Achieving Learning Outcomes Work on the assignment topic and focus is clear to meet the learning outcome of such assignment.	A sharply defined focus that is sustained throughout. Perceptive understanding of the topic. Learning outcomes fully met
3. Use of Literature Use of literatures from the creditable sources with references; bibliography and references are placed in appropriate format to support evidences.	A sophisticated integration of theory/research from the literature, own views and application. Clear insight of the field of enquiry
4. Subject Knowledge and Understanding Understanding the application of subject knowledge, understanding and underlying principles.	Knowledge showing considerable depth and insight and is at the forefront of the subject in the field, where appropriate be able to propose original ideas or hypothesis.
5. Analysis, Argument and Reflection Examination and interpretation of resources	Analysis is probing and supported by pertinent evidence. The argument is detailed, perceptive and sophisticated. Conclusions are reflective, subtle and thought provoking. Evidence of originality
6. Clarity of Expression and Academic Style Academic writing skills, language and expressions	A sophisticated and reflective style. Critical and convincing expression, presented with references subtly integrated in the text
7. Integration of Theory and Practice Relationship between theory and practices is integrated, informed and presentation of work.	Inter-relate theory with practice in creative and innovative ways even to the extent of reforming theory
8. Organisation and Presentation Clarity of purpose, skills in the selected field, sensitive to the needs of diverse audience.	Complex information organised and presented in an academically and convincing emerging style
9. Personal and Professional development Management of learning through reflection, planning, self-direction, subject engagement and commitment.	Strong sense of commitment and motivation to personal and professional development which is clearly communicated and evidenced.

Merit

Possible Evidences for Marking	Merit (60% - 69%) All learning outcomes achieved at a good level
1. Research Define a research issue; adapt and explain suitable methodology; appreciate a contribution towards research project	Well informed, well-articulated research issue; demonstrate skills in relevant research practice; able to develop rationale of choice of research methodology
2. Focus of Assignment and Achieving Learning Outcomes Work on the assignment topic and focus is clear to meet the learning outcome of such assignment.	A clear focus that is sustained throughout. Learning outcomes met competently
3. Use of Literature Use of literatures from the creditable sources with references; bibliography and references are placed in appropriate format to support evidences.	Clear knowledge demonstrated of current research. Considered use of literature in the work to support own views
4. Subject Knowledge and Understanding Understanding the application of subject knowledge, understanding and underlying principles.	Systematic and effective understanding and coherent and detailed knowledge ideally informed by related field of study. Acknowledges limits of knowledge
5. Analysis, Argument and Reflection Examination and interpretation of resources	Critical analysis a consistent feature. A balanced argument with carefully selected evidence. Appropriate and relevant conclusions beyond the immediate context
6. Clarity of Expression and Academic Style Academic writing skills, language and expressions	A reflective and academic style of writing. The language used is sharp, clear and expressive
7. Integration of Theory and Practice Relationship between theory and practices is integrated, informed and presentation of work.	Integrates theory and practice in an informed and comprehensive way
8. Organisation and Presentation Clarity of purpose, skills in the selected field, sensitive to the needs of diverse audience.	A strong sense of systematic, logical development. Presentation is mature with an emerging personal style
9. Personal and Professional development Management of learning through reflection, planning, self-direction, subject engagement and commitment.	Takes all responsibility for own learning and development through purposeful analysis and learning, supported by well-defined evidences.

Pass

Possible Evidences for Marking	Pass (50% - 59%) All learning outcomes achieved at a threshold level
1. Research Define a research issue; adapt and explain	Can define a research problem or question and explain the potential contribution

suitable methodology; appreciate a contribution towards research project	towards research topic and apply appropriate research methodology
2. Focus of Assignment and Achieving Learning Outcomes Work on the assignment topic and focus is clear to meet the learning outcome of such assignment.	Some sense of focus and mostly sustained. Learning outcomes met superficially
3. Use of Literature Use of literatures from the creditable sources with references; bibliography and references are placed in appropriate format to support evidences.	Some knowledge of the extent of the literature. Key authors cited. Critical reading and research connected to argument
4. Subject Knowledge and Understanding Understanding the application of subject knowledge, understanding and underlying principles.	Knowledge is accurate and currently within the field and applied appropriately.
5. Analysis, Argument and Reflection Examination and interpretation of resources	Key issues raised although not fully explored. A sense of argument with some evidence. Awareness of different stances. Valid conclusions
6. Clarity of Expression and Academic Style Academic writing skills, language and expressions	Generally clear and coherent. Academic in style
7. Integration of Theory and Practice Relationship between theory and practices is integrated, informed and presentation of work.	Appropriately Integrates theory with practice
8. Organisation and Presentation Clarity of purpose, skills in the selected field, sensitive to the needs of diverse audience.	A clear discernible style and structure. Presentation is confident and competent
9. Personal and Professional development Management of learning through reflection, planning, self-direction, subject engagement and commitment.	Demonstrate capability of continue to advance their knowledge and understanding and to development new skills to a high level.

Fail

Possible Evidences for Marking	Fail (0 – 49%) Unit learning outcomes not achieved
1. Research Define a research issue; adapt and explain suitable methodology; appreciate a contribution towards research project	Little or no evidence of appropriate research methodology and / or sources of information and references to inform the planning of research project.
2. Focus of Assignment and Achieving Learning Outcomes Work on the assignment topic and focus is clear to meet the learning outcome of such assignment.	Focus is ill defined and failed to meet learning outcomes

3. Use of Literature Use of literatures from the creditable sources with references; bibliography and references are placed in appropriate format to support evidences.	Some knowledge of literature base and evidence of reading, although limited to descriptive use only
4. Subject Knowledge and Understanding Understanding the application of subject knowledge, understanding and underlying principles.	Some knowledge and understanding but superficial and inaccurate.
5. Analysis, Argument and Reflection Examination and interpretation of resources	Generally descriptive. Argument not developed and/or illogical, drawing on a limited evidence base. Observations are superficial/not always relevant. Weak conclusions
6. Clarity of Expression and Academic Style Academic writing skills, language and expressions	Expression unclear or simplistic with little evidence of academic style of expression
7. Integration of Theory and Practice Relationship between theory and practices is integrated, informed and presentation of work.	Appreciates the relationship between theory and practice but limited application
8. Organisation and Presentation Clarity of purpose, skills in the selected field, sensitive to the needs of diverse audience.	A discernible structure but links are sometimes tenuous. Presentation does not always support the study. Conventions often not followed
9. Personal and Professional development Management of learning through reflection, planning, self-direction, subject engagement and commitment.	Consistent lack of evidence of reflection or planning for learning. Little or no awareness of personal strength and weakness in the related field.

UNITS AND THE QUALIFICATION GRADING CRITERIA

Individual units and the overall qualification are graded as Fail, Pass, Merit and/or Distinction.

In terms of certification, this means that learners will receive a Credit Certificate of their results showing the grades of each unit successfully completed, plus the Certificate to recognise the level of achievement.

Unit Grading Criteria

Percentage	Grade	Explanation
80-100	Distinction	All learning outcomes are achieved. All assessment criteria are met at an outstanding level.
60-79	Merit	All learning outcomes are achieved. All assessment criteria are met at a good level.
40-59	Pass	All learning outcomes are achieved. All assessment criteria are met at a satisfactory level.
0-39	Fail	All learning outcomes are not achieved. All assessment criteria are not met.

Qualification Grading Criteria

Grade	Explanation
Distinction	Majority of Unit grades are achieved at an outstanding level.
Merit	Majority of Unit grades are achieved at a good level.
Pass	Majority of Unit grades are achieved at a satisfactory level.

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

Unit Format

All units in the EBMA Level 5 Advanced Diploma in Business Administration have a standard format. The unit format gives 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/module, 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.

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: Designing Administrative Information Systems			
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.		
Level	4	Credit Value	20
GLH	80	Unit Number	BA2011
Learning Outcomes The learner will		Assessment Criteria The learner can	
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 terms '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 organisation 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 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 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 information system and analyse them for further development to meet organisation need.	
Learning and Teaching Methods			
A range of learning and teaching methods will be employed including lectures, directed readings, case studies, group discussions and presentations.			

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 02: Management Behaviour			
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.		
Level	4	Credit Value	20
GLH	80	Unit Number	BA2016
Learning Outcomes The learner will		Assessment Criteria The learner can	
1. Define and explain individual differences in personality, values and attitude in the 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 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 commitment. 1.7. Differentiate between person-organisation, person-group and person-job fit approaches to selection.	
2. Describe the conceptual framework of management, its characteristics, needs and importance of management, management levels and managerial skills.		2.1. Define management and its characteristics; 2.2. Discuss components and nature of management; 2.3. Discuss principles, needs and 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 organisational structure.		3.1. Critique various trends in organisational design to determine whether they are likely to enhance or impede 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 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. Identify 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 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.
Learning and Teaching Methods A range of learning and teaching methods will be employed including lectures, directed readings, case studies, group discussions and presentations. 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 03: Financial Analysis			
Unit Aim	The aim of this module is to introduce learners to the basics of financial 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.		
Level	4	Credit Value	20
GLH	80	Unit Number	BA2018
Learning Outcomes The learner will		Assessment Criteria The learner can	
1. Understand the budget, format of a budget, its components and functions to 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 role of investment in an organisation; 2.2. Discuss the user 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 including risk, capacity utilisation and breakeven concept.	5.1. Describe risk analysis and capacity utilisation in evaluation of operation of the business; 5.2. Calculate price, quantity and breakeven sales; 5.3. Forecast sales and quantity by using breakeven concept.
Learning and Teaching Methods A range of learning and teaching methods will be employed including lectures, directed readings, case studies, group discussions and presentations. 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 04: Business Strategy			
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.		
Level	4	Credit Value	20
GLH	80	Unit Number	BA2040
Learning Outcomes The learner will		Assessment Criteria The learner can	
1. Be able to understand the process of strategic planning and formulation.		1.1. Define terms strategy, missions, visions, goals and objectives. 1.2. Explain the needs for strategy development for business growth. 1.3. Explain planning techniques to develop 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 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.	
Learning and Teaching Methods A range of learning and teaching methods will be employed including lectures, directed readings, case studies, group discussions and presentations. Supplementary texts and readings: 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 05: Company Law			
Unit Aim	Aim of this unit is to introduce learners to the economic functions of company as a legal nature and structure for a business.		
Level	4	Credit Value	20
GLH	80	Unit Number	BA2041
Learning Outcomes The learner will		Assessment Criteria The learner can	
1. Be able to understand the nature and policy development in company law.		1.1. Define the key concept of a corporation 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 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 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 rights on liquidation.	
Teaching Methods			
A range of learning and teaching methods will be employed including lectures, directed readings, case studies, group discussions and presentations.			
Supplementary texts and readings:			

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 06: Managing Project			
Unit Aim	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 project in effective and efficient manager for an organisational development.		
Level	4	Credit Value	20
GLH	80	Unit Number	BA2042
Learning Outcomes The learner will		Assessment Criteria The learner can	
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. Plan the project 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 recommendation for project improvement.	
Teaching Methods A range of learning and teaching methods will be employed including lectures, directed readings, case studies, group discussions and presentations. Supplementary texts and readings: 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 07: International Business			
Unit Aim	This course aims introduce learners to current debates, theories and practices in the field of International Business.		
Level	5	Credit Value	20
GLH	80	Unit Number	BA2021
Learning Outcomes The learner will		Assessment Criteria The learner can	
1. Be able to understand 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 Product Life Cycle Theory of Trade relating to 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 risks 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 politics forces, socio-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 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
Teaching Methods A range of learning and teaching methods will be employed including lectures, directed readings, videos and class discussions. Discussion Guidelines Students must be proactive in reading the following Journals throughout the week and sharing their thoughts and summaries with the class and the tutor. Financial Times Supplementary texts and readings: 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 08: Enterprise Development and Business Planning			
Unit Aim	This course aims to introduce learners with key concepts of entrepreneurship, and small business development.		
Level	5	Credit Value	20
GLH	80	Unit Number	BA2022
Learning Outcomes The learner will		Assessment Criteria The learner can	
1. Be able to understand the concept of entrepreneurship.		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 start-ups		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.
Teaching Methods Teaching and learning are usually undertaken in lectures supported by smaller group seminars, workshops, tutorials and practical. Extensive use is made of information technology and other teaching innovations. Supplementary texts and readings: 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 09: Managerial Finance			
Unit Aim	This unit aims to provide an understanding of finance with an emphasis on applications that are vital for corporate managers.		
Level	5	Credit Value	20
GLH	80	Unit Number	BA2026
Learning Outcomes The learner will		Assessment Criteria The learner can	
1. Be able to understand the importance of financial theory for 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 statements 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, MIIR 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 Gorden growth model 4.4. Analyse the use of price earning model (P/E) for valuing a stock.	
Teaching Methods			
A range of learning and teaching methods will be employed including lectures, directed readings, case studies and class discussions.			
Supplementary texts and readings:			

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 10: Strategic Management and Leadership			
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.		
Level	5	Credit Value	20
GLH	80	Unit Number	BA2023
Learning Outcomes The learner will		Assessment Criteria The learner can	
1. Understand the concept of management, its functions and skills requirement 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 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 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 staffing 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.	

	tive 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
Teaching Methods A range of learning and teaching methods will be employed including lectures, directed readings, and class discussions. Supplementary texts and readings: 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 11: Macroeconomics			
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 cycle at advanced level.		
Level	5	Credit Value	20
GLH	80	Unit Number	BA2024
Learning Outcomes The learner will		Assessment Criteria The learner can	
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.	
Teaching Methods			

A range of learning and teaching methods will be employed including lectures, directed readings, videos and class discussions.

Discussion Guidelines

Students must be proactive in reading the following Journals throughout the week and sharing their thoughts and summaries with the class and the tutor.

- World economics Journal at <http://www.world-economics-journal.com/>
- The Economist Journal at <http://www.economist.com/countries/Britain/>

Supplementary texts and readings:

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 12: Human Resource Development			
Unit Aim	This unit aims at introduction the student with the basic principle in management and development of human resources, importance of organisational culture and nature of labour market, job analysis, recruitment, task planning, motivating employees, development of abilities through practical training, on the job training.		
Level	5	Credit Value	20
GLH	80	Unit Number	BA2025
Learning Outcomes The learner will		Assessment Criteria The learner can	
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 employees development after selection		3.1. Identify the important 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 motive and retain the employee within the organisation.	
Teaching Methods			

A range of learning and teaching methods will be employed including lectures, directed readings, and class discussions.

Supplementary texts and readings:

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