



# ***PROGRAMME SPECIFICATIONS***

## **HIGHER DIPLOMA**

**in**

## **BUSINESS ADMINISTRATION**

**AND**

## **GENERAL STUDIES**

<b>Review Date</b>	<b>Head of Review Team</b>	<b>Approved by</b>	<b>Amendment Made</b>
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## **BASIC COURSE DATA**

Originating Institution(s):	London Examinations Board
Course Title(s):	Higher Diploma in Business Administration and General Studies
Award:	Higher Diploma in Business Administration and General Studies
Awarding Body:	London Examinations Board
Mode/Study Pattern:	(i) Blended (ii) Online (iii) Fully Taught
Duration for completion:	Maximum 3 years
Start Date:	August 2021
Proposed Annual Intake:	4 semesters per year

# **1 INTRODUCTION**

The continual growth and development in the 21st century require an accompanying increase in the supply of competent knowledge workers to operate business organisations. The above development has led to an increasing demand for management education and development programmes with certification either from universities or professional bodies from entry to leadership levels.

## **1.1 Programme Aims**

This Higher Diploma in Business Administration and General Studies is designed to provide a more in depth understanding and application of business administration to equip learners who are keen to take up employment in the business sector. Those who are keen to further their education can progress on to gain entry and acceptance into the final year of selected American Degree programmes or the final year of UK and European Bachelors or Cycle 1 Degrees.

## **1.2 Programme Learning Outcomes**

On completion of this programme, learners will be able to:

- (a) Demonstrate an in depth understanding of management theories, current issues of management, the development of conceptual frameworks to guide their application within organizations operating in an increasingly global and competitive environment.
- (b) Demonstrate and apply critical skills enabling the investigation and evaluation of valid and relevant management issues and practices.
- (c) Demonstrate command of a range of competencies relevant to cross- border management, including inter-cultural awareness and understanding; and
- (d) Demonstrate a coherent body of knowledge on economic, ethical, environmental, legal, political, sociological and technological factors together with their effects at local, national and international levels upon the strategy, behaviour and management of organisations.
- (e) Acquire a more holistic education with wider knowledge and applications in the area of social sciences and humanities

# **2 PROGRAMME & CURRICULUM STRUCTURE**

## **2.1 Structure**

The Higher Diploma in Business Administration and General Studies accrues 360 UK credits (102 US credits) over 16 core Units and 10 Elective Units.

As a guide for American students:

- 10 UK credits = 3 US credits
- 15 UK credits = 4.5 US credits

As a guide for EU students:

- 10 UK credits = 5 ECTS credits
- 15 UK credits = 7.5 ECTS credits

Each Mandatory Unit will carry 15 UK credits and each elective will carry 10 UK credits:

### **Mandatory Units**

Unit 1 – Managerial Accounting

Unit 2 – Marketing Management

Unit 3 – Operations Management

Unit 4 – Intercultural Management

Unit 5 – International Business Environment

Unit 6 – People and Organisation

Unit 7 – Internet Marketing

Unit 8 – Managing People

Unit 9 – Business Accounting

Unit 10 – Business Economics

Unit 11 – Principles of Marketing

Unit 12 – Principles of Management

Unit 13 – Business Numeracy and Finance

Unit 14 – Information Systems in Business.

Unit 15 – Business English

Unit 16 – Business Law.

### **Elective Units (choose 10)**

Unit 17 - College Composition

Unit 18 - Academic writing

Unit 19 - College Algebra

Unit 20 - Introduction to Sociology

Unit 21 - Introduction to Psychology

Unit 22 - Introduction to Communication

Unit 23 - Introduction to Environmental Studies

Unit 24- Human Geography

Unit 25 - Introduction to Politics

Unit 26- Media and Culture

Unit 27- Consumer Behaviour

Unit 28- Entrepreneurship

## **2.2 Overview of the Programme Structure**

- (a) All students undergo an online induction workshop, which is not assessed and aimed at acquiring e-learning skills for the use of the Online Learning portal and E library. In addition, academic expectations, regulations, and the concept of independent learning are also covered, and the induction will be delivered through a pre-recorded video.
- (b) There are 16 Core units of 15 credits each and a requirement to complete 10 elective units of 10 credits each.
- (c) To complete the programme and gain the Higher Diploma in Business Administration and General Studies award, students must also successfully complete and earn a total of 360 UK credits (102 US credits).
- (d) Each semester will be delivered over duration of 12 weeks where the cycle of delivery will follow a prescribed unit planner for a full academic year.
- (e) In each semester, students are recommended to undertake 2 core units and 2 electives for a total of 50 UK credits (15 US credits)
- (f) Those who are unable to fully complete the Higher Diploma in Business Administration and General Studies qualification can receive certificate and transcripts with the credits earned at Level 4 and 5 of QCF.
- (g) Students earn the following exit awards from London Examinations Board should they not complete the Higher Diploma in Business Administration and General Studies:
  - Extended Diploma in Business Administration on completion of 120 UK credits comprising core modules.
  - Higher Diploma in Business Administration on completion of 240 UK credits comprising 16 core modules.
- (h) Students are required to complete their Higher Diploma in Business Administration and General Studies in maximum of 36 months from the time of enrolment as a student.

## **2.3 Delivery Mode**

- (a) **Mode A:** Fully taught mode - Each taught unit will not have a total of less than 12 hours of face-to-face lectures and tutorials per module. Online access to the Unit Leader is also available.
- (b) **Mode B:** Blended Learning mode - Each taught unit will have a total of 12 hours of face-to-face lectures and 18 hours of online tutoring and online interactions with the Unit Leader.
- (c) **Mode C:** Fully Online mode - Each taught unit will have a total of 18 hours of Online Learning, tutorials and interactions with the Unit Leader. Pre-recorded video lectures for each unit will be provided.

## **3 ADMISSION CRITERIA FOR ENTRY**

An applicant may be admitted on the basis of evidence to suggest that he/she will be able to fulfil and benefit from the objectives of the programme and achieve the standard required for the award.

### **3.1 Summary of Entry Requirements**

No prior knowledge is required. Applicants should normally be at least 16 years old and students should possess a General Certificate of Secondary Education (GCSE) with a minimum of 3 subject passes of grade 4 and above. Other equivalent qualifications will be accepted.

### **3.2 Advanced Standing / Exemptions / Credits Transfer (APL)**

Consideration for the above for students admitted onto the programme may be considered either at the beginning of a programme, or beyond the beginning of a programme, through an assessment of that student's prior learning, whether certificated or un-certificated. The process for making such a decision is known as the Accreditation of Prior Learning (APL) is a matter of academic judgment exercised by the appointed panel considering applications and approvals of APL.

Where cohorts of students are to be admitted with advanced standing on a regular basis, the arrangement should be subject to an Academic Progression Agreement.

## **4 TEACHING AND LEARNING STRATEGIES**

Central to the philosophy of the programme is the desire to produce independent and thinking learners who can use their theoretical knowledge creatively in a variety of contexts, bringing to bear initiative, and application of knowledge and skills acquired through their learning and development.

### **4.1 Approach**

Student centred learning will be strongly encouraged and developed. Action Learning, Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning strategies.



Online Learning, case analysis and self-directed learning resources will be available to support the delivery and attainment of the intended learning outcomes.

The programme will, therefore, “progress significantly beyond the delivery of subject knowledge” and will incorporate knowledge and learning, discourse and informed dialogue, and self-development. It should be noted that the focus will be on facilitating learning rather than teaching and, in this respect, the strategy is designed to facilitate the “deep learning” attributed to a more active participation and self-exploration and discovery of knowledge by students.

## **5 ASSESSMENT STRATEGY**

### **5.1 The Assessment Aims**

The aim of the assessment strategy is to identify formal practices and procedures for assessing and appraising the performance of the Higher Diploma in Business Administration and General Studies students to enable judgments and decisions to be reached concerning:

- (a) The progression of students through the programme.
- (b) How well students have met the programme learning outcomes through the combination of the individual unit learning outcomes.
- (c) The provision of feedback information to students concerning their performance and how they adhered to the generic assessment criteria and the unit-specific assessment criteria.
- (d) The award of credits for individual units.
- (e) The granting of the Higher Diploma in Business Administration and General Studies award; and
- (f) The granting of interim awards should the student fail to complete the programme but successfully completes specific elements.

The underpinning principles which drive the assessment strategies adopted for this programme are the profile of the target students and the programme itself (its philosophy and associated learning outcomes).

The section below summarises the varied assessment tasks or instruments which will be employed in assessing the different programme learning outcomes.

### **5.2 Articles / Assignments**

Written assignments are designed to allow students to demonstrate understanding of the unit, which students must then apply to an issue concerned with that particular subject area in their own organisation, or one with which they are familiar. Students are either required to identify a process, task or problem which they must describe, analyse and discuss. The assignments provide a regular assessment process, which tests the following:

- (a) knowledge;

- (b) critical and analytical faculties;
- (c) planning skills;
- (d) organising ability; and
- (e) report writing skills.

Students are requested to adhere to precise written instructions laid out in the Unit document to produce an academic article/essay on a selected area conforming to standards expected of good academic writing.

### **5.3 Case Studies**

Selected case studies may be incorporated into the assessment of units.

### **5.4 Simulation**

Often students will be assessed via scenario and simulation types of tasks related to the intended learning outcomes.

### **5.5 Multiple Choice Questions**

The purpose of multiple-choice questions is to measure candidate ability with regard to a broader content area for a given unit of study.

### **5.6 General Assessment Criteria**

Each unit in the programme has specific learning outcomes. There are however some general criteria that will be applied. In assessing a student's work, the following factors will be used for guidance:

- (a) An effectively organised and directed response to the question posed.
- (b) An appropriate range of relevant material applied to the work environment.
- (c) The ability to evaluate critically all arguments.
- (d) The ability to justify in a coherent manner point identified and conclusions reached.
- (e) An acceptable standard of literacy.
- (f) Adherence to any specified word length.
- (g) Compliance with instructions.

### **5.7 Generic Assessment Criteria**

To provide feedback to students, the following grading scale will be used for all assessed elements.

**Distinction: 70% or over**

An outstanding piece of work incorporating and integrating both original and secondary sources with a high standard of presentation. The work addresses the brief as set in full. A creative response demonstrating a thorough understanding, analysis and judgment of the central issues. There is extensive coverage balanced with careful selection and organisation of material. There is substantial evidence of relevant wider reading, which is accurately referenced following the Harvard Referencing Style.

**Merit: Between 60% and 69%**

A good response to the assignment, well-structured and presented incorporating relevant information. The work addresses the brief as set in full. In-depth understanding of salient issues and evidence of wide reading, which is accurately referenced following the Harvard Referencing Style. Extensive analytical coverage with confident and balanced selection and organisation of material. May however lack synergy in places with some important ideas not being fully explored.

**Pass: Between 50% and 59%**

An acceptable answer that covers the majority of the key issues but may not be sufficiently complete to develop a full understanding of the situation. The brief has been addressed, although some area might not be as fully developed as others. Consideration of the academic underpinning and practical application of material may be limited, perhaps providing only partial consideration of the issues. The analysis is generally adequate but may be overly descriptive in places, lacking critical analysis and displaying limited evidence of the application of wider reading. Material is referenced in an adequate fashion, although some of the detail might be incorrect.

**Fail: less than 50%**

Work contains errors, omissions or poorly expressed ideas; in some cases, these omissions may be fundamental. The assessment brief is not addressed to a material extent, either as a whole or in significant dimensions. Lacks an adequate theoretical and conceptual base thereby failing to identify the key issues and possibly demonstrating a basic misunderstanding of the brief. The structure is not always clear possibly due to the student's own lack of understanding. There is no clear line of argument, with passages not being adequately linked and explained. There is little or no evidence of wider reading. Sources used are inappropriate or are poorly referenced.

**6 ACADEMIC REGULATIONS**

The programme will be governed by the following regulations stipulated in this programme handbook.

**6.1 Credits for a Higher Diploma in Business Administration and General Studies**

Students should have completed and successfully passed all 16 core and 10 elective units with a total of THREE HUNDRED AND SIXTY (360) CREDITS.

**6.2 Grades, Graded Point Average and Final Award Classifications**

The Table below sets out the classification bands will apply.

<b>Master in Logistics&amp; SCM Degree Classification</b>	<b>Final Grade classification (Aggregate of All Modules)</b>
Distinction	70% or above
Merit	60% - 69%
Pass	50%-59%
Fail	49% or below

#### **6.4 Resits**

The Board of Examiners may, at its discretion, permit students who fail in a unit to make good that failure by resubmitting the unit assignment (and each resit shall be subject to an additional charge).

**Note:** All resits will have to be undertaken within 2 months after the release of the results of the previous term. Dates will be announced by LEB along with the release of the results.

A student who resits a unit or element of a unit is normally required to achieve a mark of 50% for that unit or element unless the Board of Examiners sets alternative minimums as part of the resit conditions.

A maximum of two resits are permitted for a given unit after which the student will be required to withdraw from the programme.

Only in exceptional circumstances will the Board of Examiners permit a student to resit a particular unit more than twice.

#### **6.5 Special Provision for Upgrading Classifications**

The Board of Examiners may in its absolute discretion allow Students to improve their overall classification by giving Students the opportunity to resit Units in an attempt to attain a higher overall classification. The maximum number of resits allowed per Unit is two (and each resit shall be subject to an additional charges).

#### **6.6 Failure to Submit Course Work, Deferment**

Failure to submit the required course work within the due date, without prior authorisation may be interpreted as failure in that element of assessment and a zero mark will be recorded.

Deferment of unit assessment is only allowed with valid reasons and students will need to apply for deferment at least 10 days prior to the assessment submission due date.

#### **6.7 Compensation**

Where a student marginally fails one unit the Board of Examiners may exceptionally exercise its discretion and compensate the failure. The Board of Examiners is authorised to allow compensation in a unit provided the overall aggregate marks for the unit to be compensated is

not less than 45% and where one of the assessed components is not less than 40% (for units where there are 2 assessed components).

Only THREE (3) compensated pass can be granted by the Board of Examiners.

With their discretionary powers, the Board of Examiner can grant additional compensation to a student under special circumstances.

### **6.8 Illness or Withdrawal**

Where a student's performance has been adversely affected by illness or other unforeseen circumstances, duly authenticated by evidence and made known to the Programme Manager and presented to the Board of Examiners, the Board of Examiners may exercise its discretion in a manner appropriate to the case.

The Board of Examiners may agree to set aside the results of the assessment(s) affected by these circumstances and, the student may be offered the opportunity to retake the assessment(s) on the next available occasion, as if for the first time.

Where a student's performance, conduct or attendance indicates that they are unlikely to complete the course on which they are engaged, the Board of Examiners may require the student to withdraw from the programme.

### **6.9 Duration**

The Board of Examiners have the right to terminate any student who does not successfully complete all the requirements of the programme within 36 MONTHS for the Higher Diploma in Business Administration and General Studies programme taken from the date of commencement on the programme unless prior extensions had been granted by the Board of Examiners.

### **6.10 Academic Irregularities**

The Board of Examiners will have the right to fail part or all of the assessments of any student found guilty of cheating, plagiarism, and collusion, falsifying data or impersonation (one person impersonating another to gain unfair advantage).

Students will be required to undertake that material submitted for assessment is their own unaided work. Training will be provided in academic conventions for acknowledging the ideas or quotations from the work of others.

In cases of suspected plagiarism or cheating the student will be interviewed by the Programme Leader and the findings will be reported to the Board of Examiners, which will decide the appropriate penalty. The work concerned may be set aside or marked down. In serious cases, a student may be required to withdraw from the programme.

### **6.11 Students Appeals**

Students do not have any right of appeal against the academic judgment and processes relating to grading and conferment of awards by the academic and examination board.

## **6.12 External Examiners/Verifiers**

At least one External Examiner/Verifier will be appointed. Appointments will normally be for three years but may be for longer periods.

The External Examiner(s)/Verifier(s) may see any of the assessed work submitted including examination scripts, course work and dissertations.

External Examiners/Verifiers will be subject to the Assessment Regulations above and in particular no recommendation for the conferment of an award may be made without the written consent of the approved External Examiner(s)/Verifier(s). On any matter which the External Examiner(s)/Verifier(s) have declared a matter of principle, the decision of the External Examiner(s)/Verifier(s) shall either be accepted as final by the Board of Examiners or shall be referred to the Academic Board. Any unresolved disagreement between External Examiners/Verifiers shall be referred to the Academic Board.

## **6.13 Plagiarism**

Plagiarism is where a student incorporates another person's work by unacknowledged quotation, paraphrase, imitation or other device in any work submitted for progression towards or the conferment of an award in a way, which suggests that it is the student's original work.

Where a person has reasonable grounds to suspect plagiarism and judges that it substantially affects the submitted work it is the responsibility of that person to inform the student's Centre Representative in writing of the nature of the suspicion and to provide relevant supporting evidence.

It is the responsibility of the person or persons assessing the submitted work to complete the marking and record any action taken in the event of suspected plagiarism.

### **It is the responsibility of the Programme Leader to:**

- (a) Notify the student concerned in writing at the earliest appropriate time after a case of plagiarism has been alleged and include a copy of a written statement made by any person, remind the student of an External Examiner's/Verifier's right to require a viva voce examination, inform the student of the procedures to be followed before the Board of Examiners meets to consider the case and to invite him or her to submit a written statement to it by a given deadline;
- (b) Inform the Academic Board that the Board of Examiners will be considering a case of suspected plagiarism; and
- (c) Cause any necessary investigation to be conducted as a matter of urgency and ensure that the Board of Examiners receives all information pertinent to its consideration of the case.

### **In a case of suspected plagiarism, it is the right and duty of the Board of Examiners to:**

- (a) Receive all information pertinent to the case in written form or verbal evidence including the submitted work itself;
- (b) Seek further advice where appropriate; and

- (c) Confirm or reject the accusation of plagiarism; determine its recommendation where it confirms the case according to the circumstances and severity of the case.

**The Board of Examiners may recommend that:**

- (a) The case constitutes plagiarism, and that the student fails with or without the right of resubmission;
- (b) The submitted work fails. It will then be the responsibility of the Board of Examiners to determine whether or not this failure in assessment can be compensated for in the light of the student's overall performance or whether or not the student will be required to retake part or all of the elements for progression towards or the conferment of the award;
- (c) The student be penalised by a reduction in the mark for this assessment and/or classification of the award. The Board of Examiners shall then agree a mark and/or classification; and
- (d) The student be issued with a formal reprimand in writing and a copy of this lodged in the student's file.

After a meeting of the Board of Examiners it will be the responsibility of the Programme Leader to inform the student.

#### **6.14 Extension Requests**

It is important that students adhere to the stated deadlines, otherwise the assessment process becomes unnecessarily cumbersome, and students can become overburdened by the end of the course. In exceptional cases of short- term difficulty, an extension may be granted. Note that pressure of work or 'running out of time' are not normally considered sufficient justification for an extension. It is the student's responsibility to foresee, plan for and effectively manage the pressures of the course and work.

#### **6.15 Extension Request Procedures**

- (a) Requests for extensions must be submitted to the Centre Representative (for modes A and B) and Programme Leader (for mode C) a minimum of 10 days prior to the submission deadline, for consideration by the Programme Manager. Only one extension is allowed for each unit.
- (b) Evidence should be provided if an extension request is submitted.
- (c) If the request is accepted, then it is normal for a one-week extension to be granted.

#### **6.16 Non-Submission of Assignment**

Failure to hand in the assignment for any reason and without prior approval of the Programme Leader will result in the student's work being penalised in accordance with the Academic & Assessment Regulations governing the conduct of the Higher Diploma in Business Administration and General Studies programme. Please note the following:

## **6.17 Automatic Unit Enrolment**

All newly registered and continuing students are automatically enrolled for the units, and:

- (a) Once enrolled for the unit it is compulsory to submit the course work on / before the given deadline.
- (b) The Deferment Form (DF) along with the evidence must be submitted 10 days prior to the submission due date to the Centre Representative (modes A and B) / Programme Leader (mode C) if the student wishes to apply for a deferment / extension.
- (c) Work which is submitted after the designated deadline is deemed late.
- (d) If an approved DF has been submitted by the original assignment deadline, and the work is received before the extended deadline indicated on the DF, the work will be marked with no limitation of the grade available.
- (e) If the submitted work is late but within 7 days of the deadline, and there is no approved DF, the work is assessed but the highest mark available is the minimum pass mark of 50. There is no entitlement to feedback although feedback may be offered.
- (f) There is no entitlement to submit late after an agreed submission extension.
- (g) If the work is tendered without an approved DF more than 7 days after the deadline, it is not marked and the student is considered absent and having failed that unit / component.
- (h) Absent is recorded if neither the course work nor the DF is submitted.

## **7 CORE UNITS SPECIFICATIONS**

### **7.1 Managerial Accounting**

#### **Learning Outcomes**

Upon completion of this unit, learners will be able to:

- (a) Discuss the concepts of planning and control and how the management accountant can assist the management process now and in the future;
- (b) Select the costing systems that are most appropriate for a given business situation;
- (c) Analyse the impact on management planning and control systems have on managerial behaviour and the organisation's accounting system; and
- (d) Construct, analyse and present a set of budget statements for a range of budget types (fixed, flexible, zero based).

#### **Indicative content / areas of study**

- (a) Cost Accounting Fundamentals: This is an introductory unit which deals with the role of management accountants in the planning and control process. The section covers



some of the basic concepts used in management accounting such as the way costs can be classified and reported.

- (b) **Cost Information for Decisions:** This section deals with how costs are accumulated or allocated to specific products or services within different types of cost systems. This will enable students to decide which particular costing system would be most appropriate for a given business situation.
- (c) **Tools for Planning and Control:** Section three requires you to use your knowledge of costs and systems to prepare, analyse and present budget statements of an organisation. Students will also explore the behavioural implications of budgetary systems. This section also contains a discussion of the contemporary approach to cost control.

### Teaching and Learning Strategy

- (a) Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning-assessment strategies.
- (b) Self-directed learning resources will be available to support the delivery and the appropriate assessment tools / tasks will be used to assess the intended learning outcomes.

**Mode A:** Fully taught mode - Each taught unit will not have a total of less than 12 hours of face to face lectures and tutorials per module. Online access to the Unit Leader is also available.

**Mode B:** Blended Learning mode - Each taught unit will have a total of 12 hours of face to face lectures and 18 hours of online tutoring and online interactions with the Unit Leader.

**Mode C:** Fully Online mode - Each taught unit will have a total of 18 hours of Online Learning, tutorials and interactions with the Unit Leader.

### Assessment

Assessment Weighting:      Assignment 1 - 50% (1600 - 1800 words)

Assignment 2 - 50% (1600 - 1800 words)

### Resources

- (a) Customised Unit Materials provided by LEB.
- (b) Online resources on LEB Online Learning Portal.
- (c) Saylor Academy, Managerial Accounting, Creative Commons Version 1.0, 2019.
- (d) Mitchell Franklin, Patty Graybeal & Dixon Cooper, Managerial Accounting, 2019, Openstax.

## 7.2 Marketing Management

### Learning Outcomes

Upon completion of this unit, learners will be able to:

- (a) Evaluate and challenge prevailing marketing theories;
- (b) Discuss, develop and analyse marketing strategies; and
- (c) Develop, analyse and present marketing plans and reports.

### Indicative content / areas of study

- (a) Marketing Planning Theories and Models.
- (b) Situation Analysis.
- (c) Marketing Strategies and Programmes.
- (d) Marketing Organisation and Control.
- (e) Formulating a Marketing Plan.

### Teaching and learning strategy

- (a) Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning-assessment strategies.
- (b) Self-directed learning resources will be available to support the delivery and the appropriate assessment tools / tasks will be used to assess the intended learning outcomes.

**Mode A:** Fully taught mode - Each taught unit will not have a total of less than 12 hours of face-to-face lectures and tutorials per module. Online access to the Unit Leader is also available.

**Mode B:** Blended Learning mode - Each taught unit will have a total of 12 hours of face-to-face lectures and 18 hours of online tutoring and online interactions with the Unit Leader.

**Mode C:** Fully Online mode - Each taught unit will have a total of 18 hours of Online Learning, tutorials and interactions with the Unit Leader.

### Assessment

Assessment Weighting:	Assignment 1 - 50% (1600 - 1800 words)
	Assignment 2 - 50% (1600 - 1800 words)

### Resources

- (a) Customised Course Materials provided by LEB.

- (b) Online resources on LEB Online Learning Portal.
- (c) Philip Kotler and Kevin Keller, “Marketing Management” 15<sup>th</sup> Edition, 2016
- (d) Svend Hollensen, “Marketing Management” 3rd Edition.2016, Pearson Education

### **7.3 Operations Management**

#### **Learning Outcomes**

Upon completion of this unit, learners will be able to:

- (a) recognise the importance of effective operations management to an organisation.
- (b) Identify the input–process–output framework, the extensions of it, and apply them to a wide range of operations.
- (c) examine the types of transformation processes occurring within operations.
- (d) examine, maintain and improve the necessary conditions for productive work.
- (e) examine the content of an operations strategy and the decisions involved.

#### **Indicative content / areas of study**

- (a) What is Operations Management?
- (b) Operations and Strategy – including possible contractual/partnership relationships.
- (c) Operations Performance Objectives.
- (d) Managing Process Design.
- (e) Managing Quality.
- (f) Managing Capacity.
- (g) Managing Materials.
- (h) Managing Work and Work Systems.
- (i) Managing Change.

#### **Teaching and learning strategy**

- (a) Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning-assessment strategies.
- (b) Self-directed learning resources will be available to support the delivery and the appropriate assessment tools / tasks will be used to assess the intended learning outcomes.



- (c) Rules of the “social game”.
- (d) Intercultural Leadership Management.
- (e) Intercultural Communication.
- (f) Social and Intercultural Competence.
- (g) Intercultural Conflict and Negotiation Management.
- (h) Global Human Resource Management.

### **Teaching and learning strategy.**

- (a) Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning-assessment strategies.
- (b) Self-directed learning resources will be available to support the delivery and the appropriate assessment tools / tasks will be used to assess the intended learning outcomes.

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### **Assessment**

Assessment Weighting:      Assignment 1 - 50% (1600 - 1800 words)  
   Assignment 2 - 50% (1600 - 1800 words)

### **Resources**

- (a) Customised Course Materials provided by LEB.
- (b) Online resources on LEB Online Learning Portal.
- (c) Helen Deresky, International Management - Managing Across Borders and Cultures, 8th Edition Prentice-Hall, 2014.
- (d) Marie-Joëlle Browaeys & Roger Price, Cross Cultural Management, 2<sup>nd</sup> Edition, 2017 Prentice Hall.

## **7.5 International Business environment**

### **Learning Outcomes**

Upon completion of this unit, learners will be able to:

- (a) Understand the context in which international business takes place.
- (b) Distinguish what differentiates international from domestic business.
- (c) Research the international business environment and understand the actors and their interaction in it; and
- (d) Apply knowledge and skills needed to develop solutions and challenges present in the international business environment.

### **Indicative content / areas of study**

- (a) Introduction to and overview of the international business environment.
- (b) The cultural environment.
- (c) The political and legal environment.
- (d) The economic environment.
- (e) Government and parasternal influences on trade and investment.
- (f) Corporate trade and investment issues and international marketing.
- (g) Business-government relations.
- (h) The international financial environment, currency and capital market issues.
- (i) International market selection.

### **Teaching and learning strategy**

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### **Assessment**

Assessment Weighting:      Assignment 1 - 50% (1600 - 1800 words)

   Assignment 2 - 50% (1600 - 1800 words)

### **Resources**

- (a) Customised Course Materials provided by LEB.
- (b) Online resources on LEB Online Learning Portal.
- (c) Warnock Davies, The International Business Environment, 2016, CRC Press.
- (d) The Saylor Foundation, International Business, Creative Commons, Version1.0, 2017.

## **7.6 People and Organisation**

### **Learning Outcomes**

Upon completion of this unit, learners will be able to:

- (a) Analyse the effect to psychological and social process on process on individual and group behaviour;
- (b) Demonstrate the ability to incorporate insights of various influential theories of management and Organizational behaviour in work situations;
- (c) Diagnose the cause, consequences, and implication of Organizational decisions and actions to bring about improvements in the organization; and
- (d) Learn how Organisational change affects all aspects of the organization from the individual to the group to the structure and culture of organisation.

### **Indicative content / areas of study**

#### ***Introduction***

- Management: An applied Behavioural Sciences Approach. Managing in rapidly changing world.
- Challenging and Opportunities for Organizational Behaviour.

#### ***The individual***

- Personality, Principles, and Ethics. The importance of Learning.
- Motivation.
- Stress Management.

### ***The group Teamwork. Leadership.***

- Power and Politics. Conflict and Negotiation.

### ***The organisation***

- Work Design and Technology
- Organisational Culture
- Organisational Change

### **Teaching and learning strategy**

- (a) Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning-assessment strategies.
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### **Assessment**

Assessment Weighting:          Assignment 1 - 50% (1600 - 1800 words)  
  Assignment 2 - 50% (1600 - 1800 words)

### **Resources**

- (a) Customised Course Materials provided by LEB.
- (b) Online resources on LEB Online Learning Portal.
- (c) Robbins, Stephen P & Timothy Judge, Organisational Behaviour, 18th Edition, 2017 Pearson Education.
- (d) University of Minnesota, Organisation Behaviour, 2017, UM Publishing.



## 7.7 Internet Marketing

### Learning Outcomes

Upon completion of this unit, learners will be able to:

- (a) Identify the key components of marketing strategy and evaluate the extent to which digital technologies change existing marketing models.
- (b) Examine how new models and strategies can be applied to effectively use digital technologies.
- (c) Analyse the impact digital technologies have on consumer behaviour; consumer research and customer relationships.
- (d) Identify best practice in designing the digital customer experience online.
- (e) Demonstrate how Social Media Marketing can be successfully employed.

### Indicative content / areas of study

#### *Digital Marketing Fundamentals*

- The Digital Environment: Online market place analysis & models. The rate of environment change. Social Factors, Legal and ethical issues of internet usage. Technological factors, Economic Factors and Political Factors
- Strategic Marketing Objectives: Setting objectives, what can your digital presence accomplish?
- The Digital Marketing Mix: The 4 P's revisited; Services marketing mix and a final P for Partnerships Digital Consumers
- The Digital Consumer: Online information processing; online buying process; researching the digital consumer
- The Relationship: Relationship marketing, Database marketing, e-CRM

#### *Digital Marketing Mix: IMC Owned, Paid and Earned*

- Paid: Planning, Managing & optimising campaigns. SEM/ SEO SEM / SEO Defined AdWords Overview. Google Online Marketing Challenge. Affiliate Marketing and online partnerships, Email, Interactive Display Advertising and Real Time Bidding.
- Earned: Using Social Media; Viral and WOM in action.
- Owned: Your Website, Website Design and Build, Initiation of website projects, Designing the user experience, Developing & Testing of Content, Online Retail merchandising.

#### *Digital Marketing Strategy*

- Goals of interactive marketing communications, Goal Setting & Tracking, Campaign

Insight Budgeting & Selecting the Digital Mix, Integration into overall plan.  
Performance Management

### **Teaching and learning strategy**

- (a) Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning-assessment strategies.
- (b) Self-directed learning resources will be available to support the delivery and the appropriate assessment tools / tasks will be used to assess the intended learning outcomes.

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### **Assessment**

Assessment Weighting:      Assignment 1 - 50% (1600 - 1800 words)

  Assignment 2 - 50% (1600 - 1800 words)

### **Resources**

- (a) Customised Course Materials provided by LEB.
- (b) Online resources on LEB Online Learning Portal.
- (c) Dave Chaffey & Fiona Ellis Chadwick, Digital Marketing, 7th Edition, 2019, Pearson Education
- (d) Larson& Draper, Internet Marketing Essentials, Creative Commons., 2018

## **7.8 Managing People**

### **Learning Outcomes**

**Upon completion of this unit, learners will be able to:**

- (a) Explain the importance of human resources and their effective management in organizations.
- (b) Analyze the key issues related to administering the human elements such as motivation, compensation, appraisal, career planning, diversity, ethics, and training.
- (c) Demonstrate understanding of the implications of HR decisions on the workforce and the organisation.

- (d) Develop a critical awareness and understanding of current theory and good practice in the management of people.

### **Indicative content / areas of study**

- (a) Introduction to people management, the importance of the human resource to effective organisational performance; the distinction between specialist HR and line management responsibilities.
- (b) HRP, flexibility, recruitment and selection.
- (c) Managing reward, performance & conduct.
- (d) Employee development.
- (e) Managing health & safety, managing stress.
- (f) Diversity management.
- (g) Generating commitment through involvement.
- (h) Employee relations.
- (i) Contemporary issues.

### **Teaching and learning strategy**

- (a) Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning-assessment strategies.
- (b) Self-directed learning resources will be available to support the delivery and the appropriate assessment tools / tasks will be used to assess the intended learning outcomes.

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### **Assessment**

Assessment Weighting:             Assignment 1 - 50% (1600 - 1800 words)  
   Assignment 2 - 50% (1600 - 1800 words)

### **Resources**

- (a) Customised Course Materials provided by LEB.

- (b) Online resources on LEB Online Learning Portal.
- (c) University of Minnesota, Human Resource Management, 2016. University of Minnesota Library Publishing.
- (d) Michael Armstrong, Armstrong's Handbook of Human Resource Management Practice, 2020, Kogan Page

## **7.9 Business Accounting**

### **Learning Outcome**

**Upon completion of this unit, learners will be able to:**

- (a) Practice the basic concepts of accounting and comply with accounting regulatory and legal framework.
- (b) Comprehend basic steps of the recording process in the accounting cycle
- (c) Prepare various accounts for transactions including relevant financial statements.
- (d) Apply the important practice of internal control

### **Indicative contents**

- (a) Basic Accounting Concepts
- (b) The Accounting Equation
- (c) Analyzing Transactions: Journalizing and Posting
- (d) Accounting Cycles
- (e) Accounting for Merchandising Business
- (f) Prepare Accounts for Transactions
- (g) Prepare Financial Statements for Single Entity
- (h) Accounting Systems and Internal Controls
- (i) Cash and the Internal Control
- (j) Bank Reconciliation.

### **Teaching and Learning Strategy**

- (a) Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning-assessment strategies.
- (b) Self-directed learning resources will be available to support the delivery and the appropriate assessment tools / tasks will be used to assess the intended learning outcomes.

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### **Assessment**

Assessment Weighting:        Mid Term Examination- 50%

  Final Examination- 50%.

### **Resources**

- (a) Customised Unit Materials provided by LEB.
- (b) Online resources on LEB Online Learning Portal.
- (c) Frank Wood & Sangster, Business Accounting, 13th Edition, 2015, Pearson
- (d) Robert Kemp, Financial Accounting, 3rd Edition, 2014, Pearson

## **7.10 Business Economics**

### **Learning outcomes**

#### **Upon completion of this unit, learners will be able to:**

- (a) Acquire relevant knowledge on how economics decision can be made in managing and making management decision pertaining to price-output-cost behaviour of firms aimed at profit maximisation with or without government trade policies or other measures such as monetary and fiscal policies.
- (b) Analyse how the market determines both prices of final goods and services as well as prices/cost of factors of production.
- (c) Evaluate the limitations of the free market which lead to market failures and its impact on prices, efficiency of market operations and economic welfare and how the government can response to market failures.
- (d) Analyse how macroeconomic forces at work in an open economy determines the level of business economic activities including its impact on the equilibrium national income, economic growth, employment level, balance of payments as well as on the general price level.

### **Indicative content / areas of study**

- (a) How markets work for determining prices of final goods and services as well as factors of production

- (b) Market failures and the economics of the public sector
- (c) Firm behaviour and the organization of industry
- (d) The determination of macro-economic variables
- (e) National Income Determination
- (f) International trade and balance of payments
- (g) The trade cycles and economic activities fluctuations

### **Teaching and learning strategy**

- (a) Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning-assessment strategies.
- (b) Self-directed learning resources will be available to support the delivery and the appropriate assessment tools / tasks will be used to assess the intended learning outcomes.

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### **Assessment**

Assessment Weighting:	Assignment 1 - 50% (1600 - 1800 words)
	Assignment 2 - 50% (1600 - 1800 words)

### **Resources**

- (a) Customised Course Materials provided by LEB.
- (b) Online resources on LEB Online Learning Portal.
- (c) John Sloman, Economics, 10th Edition, 2018, Pearson Prentice Hall
- (d) Libby Rittenberg and Timothy Tregarthen, Principles of Microeconomics, 3rd Edition, 2018, Flatworld.

## **7.11 Principles of Marketing**

### **Learning outcomes**

**Upon completion of this unit, learners will be able to:**

- (a) Identify the differing nature of customer needs and wants within a chosen marketing environment;
- (b) Recognise the important role of market segmentation, pricing, targeting and positioning process in a firm's sustained success;
- (c) Analyse the marketing environment; and
- (d) Understand the marketing planning process and marketing.

### **Indicative content / areas of study**

- (a) Marketing Definition and Marketing Orientation.
- (b) The Marketing Environment.
- (c) Overview of Marketing Planning.
- (d) Behaviour.
- (e) Marketing Research and Information Systems.
- (f) Market Segmentation, Targeting and Positioning.
- (g) Introduction to Marketing Mix.
- (h) Creating Customer Value.

### **Teaching and learning strategy**

- (a) Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning-assessment strategies.
- (b) Self-directed learning resources will be available to support the delivery and the appropriate assessment tools / tasks will be used to assess the intended learning outcomes.

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## **Assessment**

Assessment Weighting: Mid Term Exam (MCQ) – 50%

Assignment - 50% (1600-1800 words)

## **Resources**

- (a) Customised Course Materials provided by LEB.
- (b) Online resources on LEB Online Learning Portal.
- (c) Kotler P & Armstrong, Principles of Marketing, 18<sup>th</sup> Edition, 2018, Pearson.
- (d) University of Minnesota, Principles of Marketing, 2016. University of Minnesota Library Publishing.

## **7.12 Principles of Management**

### **Learning outcomes**

**Upon completion of this unit, learners will be able to:**

- (a) Identify and differentiate the managerial functions;
- (b) Apply and use the concept of management functions; and
- (c) Analyse the environment and use it in management activities.

### **Indicative content / areas of study**

- (a) Introduction to Management.
- (b) Organisation and Environment.
- (c) Foundation of Planning.
- (d) Planning Tools.
- (e) Organizational Structure and Design.
- (f) Communication in Organisation.
- (g) Leadership.
- (h) Managerial Control.

### **Teaching and learning strategy**

- (a) Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning-assessment strategies.



- (b) Self-directed learning resources will be available to support the delivery and the appropriate assessment tools / tasks will be used to assess the intended learning outcomes.

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### **Assessment**

Assessment Weighting:            Mid Term Exam (MCQ) – 50%

Assignment- 50% (1600 - 1800 words)

### **Resources**

- (a) Customised Course Materials provided by LEB.
- (b) Online resources on LEB Online Learning Portal.
- (c) Robbins, S. P, Management, 15th Edition, 2018, Prentice Hall
- (d) William Chuck, Principles of Management, 8th Edition 2016, Cengage.

## **7.13 Business Numeracy and Finance**

### **Learning outcomes**

**Upon completion of this unit, learners will be able to:**

- (a) knowing the techniques and the basic mathematical tools commonly used in the solution of problems of economic and financial nature.
- (b) using such techniques and tools to formalize and solve problems.
- (c) Apply financial mathematics in calculating and preparing forecast relating to cash flow, working capital requirements to facilitate better decision making.
- (d) Evaluate financial investment and financing of assets alternatives and thereby help in minimizing the risk and maximizing the return.

### **Indicative content / areas of study**

- (a) Mathematical Formulae
- (b) Basic Algebra
- (c) Data Analysis and Presentation

- (d) Correlation and Time Series
- (e) Pearson's correlation coefficient
- (f) Business Computation
- (g) Cash Flow, Working capital management and short-term financing
- (h) Sources of short-term financing
- (i) Cash and marketable securities management
- (j) Accounts receivable management.

### **Teaching and learning strategy**

- (a) Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning-assessment strategies.
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### **Assessment**

Assessment Weighting:        Mid Term Exam (MCQ) – 50%  
    Assignment - 50% (1600 - 1800 words)

### **Resources**

- (a) Online resources on LEB Online Learning Portal.
- (b) Mik Wisniewski, Quantitative Methods for Decision Makers, 8th Edition, 2016, Pearson Education.
- (c) Robert Parrino & David S. Kidwell (2015). Fundamentals of Corporate Finance, John Wiley.



## **Resources**

- (a) Customised Course Materials provided by LEB.
- (b) Online resources on LEB Online Learning Portal.
- (c) John Thill & Courtland Bovee (2017), *Excellence in Business Communication*, Prentice Hall, London.
- (d) Blanche Ettinger & Edda Peretto (2015), *Business English*, Prentice Hall, London.

### **7.15 Information System for Business**

#### **Learning outcomes**

**Upon completion of this unit, learners will be able to:**

- (a) Apply the use of IT/IS applications to facilitate business process;
- (b) Identify the current technology trends and IT;
- (c) Help the organization to evaluate and purchase a new system that is high quality and consistent with business goals; and
- (d) Identify the needs of organizations in order to develop the information vision, IT architecture and strategic operational plans.

#### **Indicative content / areas of study**

- (a) Introduction: Business and Information Technology.
- (b) Organizations and Information Technology Support.
- (c) Managing Organizational Data and Information.
- (d) Functional and Enterprise System.
- (e) Strategic Information Systems and Reorganization.
- (f) Implementing IT: Ethics, Impacts and Security.

#### **Teaching and learning strategy**

- (a) Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning-assessment strategies.
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### **Assessment**

Assessment Weighting:           Assignment 1 - 50% (1600 - 1800 words)

  Assignment 2 - 50% (1600 - 1800 words)

### **Resources**

- (a) Customised Course Materials provided by LEB.
- (b) Online resources on LEB Online Learning Portal.
- (c) Laudon, Kenneth C, Essentials of Management Information Systems, 13<sup>th</sup> Edition, 2018, Pearson International Edition.
- (d) McNurlin Sprague Bui, Information Systems Management, 8<sup>th</sup> Edition, 2016, Pearson Education

## **7.16 Business Law**

### **Learning outcomes**

**Upon completion of this unit, learners will be able to:**

- (a) Identify the main sources of commercial/ business law in which behavior within society is regulated.
- (b) Understand the meaning and applications of the different provisions of the law of contract in business transactions including standard and exemption clauses, conditions and warranties, remedies and breaches of contract.
- (c) Identify relevant employment law provision which governs the employer and employee relationships.
- (d) Application of the appropriate laws relating to the financing and management of companies limited by shares

### **Indicative content / areas of study**

- (a) Introduction to the Concept and Sources of Law
- (b) Offer and Acceptance
- (c) Consideration
- (d) Other Essentials of a Contract

- (e) Contents of a Contract
- (f) Void, Voidable and Unlawful Contracts
- (g) Discharge of Contracts
- (h) Employment Law
- (i) Company Administration
- (j) Finance and Management of companies

**Teaching and learning strategy**

- (a) Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning-assessment strategies.
- (b) Self-directed learning resources will be available to support the delivery and the appropriate assessment tools / tasks will be used to assess the intended learning outcomes.

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**Assessment**

Assessment Weighting:	Assignment 1 - 50% (1600 - 1800 words)
	Assignment 2 - 50% (1600 - 1800 words)

**Resources**

- (a) Customised Course Materials provided by LEB.
- (b) Online resources on LEB Online Learning Portal.
- (c) Ewan MacIntyre, Essentials of Business Law, 5th Edition, 2015 Pearson.
- (d) Henry R. Cheeseman, Contemporary Business Law, 8th Edition, 2015, Pearson.

## **8 ELECTIVE UNITS SPECIFICATIONS**

### **8.1 College Composition**

#### **Course synopsis**

Focuses on developing reading and writing skills appropriate to academic discourse. Integrates the writing process, rhetorical modes, and library skills into writing assignments related primarily to nonfiction readings. This course introduces students understand and master several common modes to support college level writing.

#### **Learning outcomes**

**Upon completion of this course, learners will be able to:**

- (a) Understand the expectations for reading and writing assignments in college courses.
- (b) Understand and apply general strategies to complete college-level reading assignments efficiently and effectively.
- (c) Recognize specific types of writing assignments frequently included in college courses.
- (d) Understand and apply general strategies for managing college-level writing assignments.
- (e) Determine specific reading and writing strategies that work best for you individually.

#### **Indicative content / Areas of study**

- (a) Introduction to Writing
- (b) Reading and Writing in College
- (c) Developing Study Skills
- (d) Becoming a Successful College Writer
- (e) Developing Paragraphs: Separating Ideas and Shaping Content
- (f) Rhetorical Modes
- (g) The Writing Process: How Do I Begin?
- (h) Writing Essays: From Start to Finish
- (i) Writing a Research Paper and Avoiding Plagiarism
- (j) Refining Your Writing: How Do I Improve My Writing Technique?
- (k) Referencing Systems include APA, MLA and Harvard Referencing system

## **Teaching and learning strategy**

- (a) Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning- assessment strategies.
- (b) Self-directed learning resources will be available to support the delivery and the appropriate assessment tools / tasks will be used to assess the intended learning outcomes.

## **Assessment**

Assessment Weighting: Assignment 1- 20% (800-1000 words)

Assignment 2- 30%. (1000-1200 words)

Assignment 3- 50% (1500- 1600 words)

## **Learning Resources**

- (a) Customised Course Materials provided by LEB.
- (b) Alexandra Glynn, Kelli Hallsten-Erickson& Amy Jo Swing, A Guide to College Composition, 2018, Open Textbook Library.
- (c) Charlene Gill, Essential Writing Skills for College and Beyond, 2014, Penguin Publishing.

## **8.2 Academic Writing**

### **Course synopsis**

The course is organised to provide maximum hands-on practice for students. Skills are developed from writing at the paragraph level, through organizing the various sections of an essay, to discussing statistics and describing charts.

This course is divided into four parts:

- 1) The Writing Process
- 2) Elements of Writing
- 3) Accuracy in Writing
- 4) Writing Models

### **Learning Outcomes**

Upon completion of this course, learners will be able to:

- (a) Plan and structure your writing effectively.
- (b) Paraphrase, summarise, synthesise and use quotations to reference correctly from your sources.



- (c) Use academic language appropriately and effectively in written work.
- (d) Produce essays with appropriate content.
- (e) Use appropriate writing strategies for your purposes.
- (f) Employ critical writing strategies to convey your evaluation of information and ideas  
1.obtained from your sources

### **Indicative Content/ Areas of Study**

#### **1. Writing Process**

- (a) Background to Writing
- (b) Developing Plans from Titles
- (c) Evaluating a Text
- (d) Understanding Purpose and Register
- (e) Selecting Key Points
- (f) Note-Making
- (g) Paraphrasing
- (h) Summary Writing
- (i) Combining Sources
- (j) Planning a Text
- (k) Organising Paragraphs
- (l) Organising the Main Body
- (m) Introductions
- (n) Conclusions

#### **2. Writing Elements**

- (a) Cause and Effect
- (b) Cohesion
- (c) Comparisons
- (d) Definitions
- (e) Discussion

- (f) Examples
- (g) Generalisations
- (h) Numbers
- (i) References and Quotations Numbers
- (j) Style
- (k) Visual Information

### **3. Accuracy in Writing**

- (a) Adverbs
- (b) Articles
- (c) Conjunctions
- (d) Modal Verbs
- (e) Nouns and Adjectives
- (f) Punctuation
- (g) Tenses

### **4. Writing Models**

- (a) Formal Letters
- (b) CVs
- (c) Designing and Reporting Surveys
- (d) Comparison Essay
- (e) Discursive Essay

### **Teaching and learning strategy**

- (a) Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning- assessment strategies.
- (b) Self-directed learning resources will be available to support the delivery and the appropriate assessment tools / tasks will be used to assess the intended learning outcomes.

## **Assessment**

Assessment Weighting: Assignment 1- 20% (800-1000 words)

Assignment 2- 30%. (1000-1200 words)

Assignment 3- 50% (1500-1600 words)

## **Learning Resources**

- (a) Customised Course Materials provided by LEB.
- (b) Stephen Bailey, Academic Writing, 2006, Nelson Thornes.
- (c) R. R Jordan, Academic Writing Course, 3<sup>rd</sup> Edition, 2009 Pearson Education.

## **8.3 College Algebra**

### **Course synopsis**

This course is designed to strengthen and increase the understanding of basic algebraic concepts before a student undertakes advanced study in mathematics. Topics include algebra of the real numbers, algebraic, exponential, and logarithmic functions and their graphs, systems of equations, inequalities, and absolute value.

### **Learning Outcomes**

**Upon successful completion of this course, students will:**

- (a) Define, represent, and perform operations on real and complex numbers.
- (b) Recognize, understand, and analyze features of a function.
- (c) Recognize and use algebraic (field) properties, concepts, procedures (including factoring), and algorithms to combine, transform, and evaluate absolute value, polynomial, radical, and rational expressions.
- (d) Identify and solve absolute value, polynomial, radical, and rational equations. 5. Identify and solve absolute value and linear inequalities.
- (e) Model, interpret and justify mathematical ideas and concepts using multiple representations.

### **Indicative Content/ Areas of Study**

- (a) Algebra Fundamentals
- (b) Real Numbers and Absolute Value
- (c) Operations with Real Numbers
- (d) Square and Cube Roots of Real Numbers

- (e) Algebraic Expressions and Formulas
- (f) Rules of Exponents and Scientific Notation
- (g) Polynomials and Their Operations
- (h) Solving Linear Equations
- (i) Solving Linear Inequalities with One Variable
- (j) Graphing Functions and Inequalities
- (k) Solving Linear Systems
- (l) Polynomial and Rational Functions
- (m) Radical Functions and Equations
- (n) Solving Equations and Inequalities
- (o) Exponential and Logarithmic Functions
- (p) Sequences, Series, and the Binomial Theorem

### **Teaching and learning strategy**

- (a) Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning- assessment strategies.
- (b) Self-directed learning resources will be available to support the delivery and the appropriate assessment tools / tasks will be used to assess the intended learning outcomes.

### **Assessment**

Written Examinations

Mid Semester examination: 50%

End semester examination: 50%

### **Learning Resources**

- (a) Customised Course Materials provided by LEB.
- (b) Jay Abramson, College Algebra, 2015, Open Text Library
- (c) Tom Carson & Jill E. Jordan, Elementary and Intermediate Algebra, 4<sup>th</sup> Edition 2015, Pearson Education

## **8.4 Introduction to Sociology**

### **Course synopsis**

In this Introduction course it will investigate society and human interactions, the connections between our personal experiences and our social environment. The theoretical and conceptual frameworks developed by sociologists will be examined. Sociological terminology as it forms the basis of the discipline will be explored. Students will learn and be encouraged to think critically and sociologically on a vast array of societal issues concerning families, crime, race/ethnicity, and social class, for example. Together, we will explore the world around us through a sociological lens.

### **Learning Outcomes**

**On completion of this course, students will be able to:**

- (a) Demonstrate understanding of fundamental sociological theories and concepts;
- (b) Explain the process of sociological research;
- (c) Discover and develop their own sociological imagination and apply it to societal issues;
- (d) Understand the ways in which social institutions are interdependent; and
- (e) Explore how social factors contribute to family, race/ ethnicity, social inequalities and efforts to create social change

### **Indicative contents/ Areas of Study**

#### **1.Introducing Sociology**

- (a) Sociology and the Sociological Perspective
- (b) The Sociological Perspective
- (c) Understanding Society
- (d) Theoretical Perspectives in Sociology

#### **2. The Basics of Social Life**

- (a) Culture
- (b) Socialization
- (c) Social Structure and Social Interaction
- (d) Groups and Organizations
- (e) Deviance, Crime, and Social Control

### **3. Social Inequalities**

- (a) Social Stratification
- (b) Global Stratification
- (c) Race and Ethnicity
- (d) Gender and Gender Inequality

### **4.Social Institutions**

- (a) Work and the Economy
- (b) Politics and Government
- (c) The Family

### **5.Social Change**

- (a) Population and Urbanization
- (b) Social Change and the Environment
- (c) Collective Behavior and Social Movements

### **Teaching and learning strategy**

- (a) Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning- assessment strategies.
- (b) Self-directed learning resources will be available to support the delivery and the appropriate assessment tools / tasks will be used to assess the intended learning outcomes.

### **Assessment**

Assessment Weighting: Assignment 1- 50% (1600-1800 words)

Assignment 2- 50%. (1600-1800 words)

### **Learning Resources**

- (a) Customised Course Materials provided by LEB.
- (b) Heather Griffiths, Nathan Keirns & Eric Strayer, Introduction to Sociology, 2<sup>nd</sup> Edition, 2015 Open Textbook Library.
- (c) Ken Browne, Introduction to Sociology, 5<sup>th</sup> Edition, 2020. Polity Press.

## **8.5 Introduction to Psychology**

### **Course synopsis**

This course introduces the concepts and theories of psychology and to their application to real life situations. Topics include history, research methods, sensation, perception, consciousness, stress and coping, learning, memory, motivation and emotions.

### **Learning Outcomes**

**On completion of this course, students will be able to:**

- (a) Understand and explain the basic concepts and theories of psychology.
- (b) Examine the main cognitive processes
- (c) Identify and explain both normal and abnormal dimensions of human behavior.
- (d) Examine individual differences on the basis of personality.
- (e) Apply psychological knowledge in daily life and education.

### **Indicative contents/ Areas of Study**

- (a) Psychology as a Science
- (b) The Evolution of Psychology: History, Approaches, and Questions
- (c) Brains, Bodies, and Behavior
- (d) Sensing and Perceiving
- (e) Consciousness, Body Rhythms, and Mental States
- (f) Growing and Developing Across the Lifespan
- (g) Learning
- (h) Remembering and Judging
- (i) Intelligence and Language
- (j) Emotions and Motivation: Happiness, Stress, Health, Eating, and Sex
- (k) Personality
- (l) Defining Psychological Disorders
- (m) Treating Psychological Disorders

## **Teaching and learning strategy**

- (a) Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning- assessment strategies.
- (b) Self-directed learning resources will be available to support the delivery and the appropriate assessment tools / tasks will be used to assess the intended learning outcomes.

## **Assessment**

Assessment Weighting: Assignment 1- 50% (1600-1800 words)

Assignment 2- 50%. (1600-1800 words)

## **Learning Resources**

- (a) Customised Course Materials provided by LEB.
- (b) Heather Griffiths, Nathan Keirns & Eric Strayer, Introduction to Sociology, 2nd Edition, 2015 Open Textbook Library.

## **8.6 Introduction to Communication**

### **Course synopsis**

This Introduction to Communication course introduces students to the theories and principles of speech communication from a wide range of perspectives. The evolution of communication theory is examined and foundational principles, such as the communication process, perception, verbal and nonverbal communication, and listening, are introduced. These principles are then applied to communication in interpersonal, small group, public, and organizational contexts. The dynamics of relationships, intercultural and gender communication issues, and conflict and negotiation are also explored, along with ethical issues inherent in the communication process. Discussions of current viewpoints related to interviewing, mass media, and new technologies present a contemporary view of the communication process.

### **Learning Outcomes**

**On completion of this course, students will be able to:**

- (a) Understand and apply knowledge of human communication and language processes as they occur across various contexts, e.g., interpersonal, intrapersonal, small group, organizational, media, gender, family, intercultural communication, technologically mediated communication, etc. from multiple perspectives.
- (b) Understand and evaluate key theoretical approaches used in the interdisciplinary field of communication. I.e., students will be able to explain major theoretical frameworks, constructs, and concepts for the study of communication and language, summarize the work of central thinkers associated with particular approaches, and begin to evaluate the strengths and weaknesses of their approaches.



- (c) Understand the research methods associated with the study of human communication, and apply at least one of those approaches to the analysis and evaluation of human communication.
- (d) Find, use, and evaluate primary academic writing associated with the communication discipline.
- (e) Develop knowledge, skills, and judgment around human communication that facilitate their ability to work collaboratively with others. Such skills could include communication competencies such as managing conflict, understanding small group processes, active listening, appropriate self-disclosure, etc.

**Indicative Contents/ Areas of Study**

- (a) Introduction to Communication Studies
- (b) Communication: History and Forms
- (c) The Communication Process
- (d) Communication Principles
- (e) Communication Competence
- (f) Communication and Perception
- (g) Verbal Communication
- (h) Nonverbal Communication
- (i) Listening
- (j) Interpersonal Communication Processes
- (k) Communication in Relationships
- (l) Culture and Communication
- (m) Preparing a Speech
- (n) Delivering a Speech
- (o) Informative and Persuasive Speaking
- (p) Public Speaking in Various Contexts
- (q) Small Group Communication
- (r) Leadership, Roles, and Problem Solving in Groups
- (s) Media, Technology, and Communication
- (t) New Media and Communication

### **Teaching and learning strategy**

- (a) Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning- assessment strategies.
- (b) Self-directed learning resources will be available to support the delivery and the appropriate assessment tools / tasks will be used to assess the intended learning outcomes.

### **Assessment**

Assessment Weighting: Assignment 1- 50% (1600-1800 words)

Assignment 2- 50%. (1600-1800 words)

### **Learning Resources**

- (a) Customised Course Materials provided by LEB.
- (b) University of Minnesota Publishing, Communication in the Real World: An Introduction to Communication 2016, Open Textbook Library.
- (c) John Fiske, Introduction to Communication Studies, 2011, Taylor& Francis Ltd

## **8.7 Introduction to Environmental Studies**

### **Course synopsis**

This course provides basic scientific knowledge and understanding of how our world works from an environmental perspective. Topics covered include: basic principles of ecosystem function; biodiversity and its conservation; human population growth; water resources and management; water, air and soil pollution; climate change; energy resources, and sustainability.

### **Learning Outcomes**

**On completion of this course, students will be able to:**

- (a) Understand how science and the scientific method work to address environmental problems.
- (b) Explore and become familiar with the Earth's major systems (ecosystems and biogeochemical cycles),
- (c) Understand how they function and how they are affected by human activity (population growth, air, water and soil pollution, ozone depletion, global warming, solid waste disposal).
- (d) Learn about the interaction of human society (urban sprawl, energy use/generation, resource consumption and economics) with the Earth's systems and its impact and need for conservation and sustainability.

### **Indicative Contents/ Areas of Study**

- (a) The Multidisciplinary Nature of Environmental Studies
- (b) Natural Resources
- (c) Ecosystems
- (d) Bio-diversity and its Conservation
- (e) Human Population and Environment
- (f) Environmental Pollution
- (g) Social Issues and the Environment

### **Teaching and learning strategy**

- (a) Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning- assessment strategies.
- (b) Self-directed learning resources will be available to support the delivery and the appropriate assessment tools / tasks will be used to assess the intended learning outcomes.

### **Assessment**

Assessment Weighting: Assignment 1- 50% (1600-1800 words)

Assignment 2- 50%. (1600-1800 words)

### **Learning Resources**

- (a) Customised Course Materials provided by LEB.
- (b) Daniel D, Environmental Science, 2016, Jones and Bartlett Publishers.
- (c) Richard T. Wright & Dorothy F. Boorse, Environmental Science: Toward A Sustainable Future, 13th edition, 2016, Pearson Education.

## **8.8 Human Geography**

### **Course synopsis**

Human geographers are concerned with the “who”, “what”, “where”, “why”, “when”, and “how” of humans their interrelationships and their relationship to the environment: The course focuses on the spatial aspects of population growth and distribution, cultural differentiation, urban growth and decline, the spread of ideas and innovations, regional development, and the location of economic activity, as well as problems associated with these processes. This introductory course will introduce students to several subfields of study, including population, urban, economic, cultural, and political geography, as well as fundamental geographic concepts.

## **Learning Outcomes**

**On completion of this course, students will be able to:**

- (a) Discuss and describe the major concepts in human geography including place, space, scale, landscape, etc.
- (b) Distinguish the characteristics and key principles of human geography
- (c) Assess how all inhabitants of earth are interrelated with the lives of people in other places, thereby creating a greater appreciation for the places and landscapes encountered in everyday life.
- (d) Understand that the modern world is an entity that is ecologically, economically, and politically interconnected and interdependent and what the implications are of this for environmental problem solving.
- (e) Appreciate that the diversity of cultural backgrounds and personal experiences influence the way people perceive places.
- (f) Approach problem-solving from a geography perspective by understanding the role location plays.

## **Indicative Contents/ Areas of Study**

- (a) Introduction to Human Geography
- (b) Population
- (c) Migration
- (d) Local Culture, Popular Culture, and Cultural Landscapes
- (e) Identity: Race, Ethnicity, Gender and Sexuality
- (f) Language
- (g) Religion
- (h) Political Geography
- (i) Urban Geography
- (j) Development
- (k) Agriculture
- (l) Industry and Services
- (m) The Humanized Environment
- (n) Globalization and the Geography of Networks

### **Teaching and learning strategy**

- (a) Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning-assessment strategies.
- (b) Self-directed learning resources will be available to support the delivery and the appropriate assessment tools / tasks will be used to assess the intended learning outcomes.

### **Assessment**

Assessment Weighting: Assignment 1- 50% (1600-1800 words)

Assignment 2- 50%. (1600-1800 words)

### **Learning Resources**

- (a) Customised Course Materials provided by LEB.
- (b) Paul Knox & Sallie Marston, Human Geography: Places and Regions in Global Context, Global 7<sup>th</sup> Edition, 2015, Pearson Education.
- (c) Erin H. Fouberg, Alexander B. Murphy & H. J. de Blij, Human Geography: People, Place, and Culture Tenth Edition, 2016, John Wiley.

## **8.9 Introduction to Politics**

### **Course synopsis**

This course will provide you with a broad overview of the study of politics at an introductory level. The course introduces you to the discipline of political science, its key concepts and approaches for the study of politics and political systems. Important political theories will be discussed, including liberalism, democracy, nationalism and feminism. The course also introduces you to the idea of the state, the international system of states, international political economy, the media and contemporary ideas concerning international relations.

### **Learning Outcomes**

**On completion of this course, students will be able to:**

- (a) Demonstrate knowledge and understanding of the nature and significance of politics.
- (b) Apply theories and concepts used in the study of political science to the analysis of politics.
- (c) Critically evaluate different interpretations of political phenomena.
- (d) Gather and organise evidence from a variety of secondary and primary sources and apply these in evidence-based argument.
- (e) Identify and summarise key information within academic sources.
- (f) Identify, define and describe ideas in political science.

## **Indicative Contents/ Areas of Study**

- (a) Politics and the Economy
- (b) Ideologies and Isms: The Foundations of Politics
- (c) Types of Governments
- (d) Citizens and Politics
- (e) Voting and Elections
- (f) The Building Blocks of Government
- (g) Economics, Economic Systems, and Economic Policy
- (h) International trade and politics
- (i) International Relations

## **Teaching and learning strategy**

- (a) Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning- assessment strategies.
- (b) Self-directed learning resources will be available to support the delivery and the appropriate assessment tools / tasks will be used to assess the intended learning outcomes.

## **Assessment**

Assessment Weighting: Assignment 1- 50% (1600-1800 words)

Assignment 2- 50%. (1600-1800 words)

## **Learning Resources**

- (a) Customised Course Materials provided by LEB.
- (b) Robert Garner, Peter Ferdinand & Stephanie Lawson, Introduction to Politics, 4th Edition, 2020, Oxford University Press.
- (c) James N. Danziger, Understanding Political World - 12th edition, 2016, Pearson Education.

## **8.10 Media and Culture**

### **Course synopsis**

Media and culture studies analyses the effect and impact of different digital and traditional media, from podcasts to billboard advertising and social media. This helps us to interpret phenomena like subcultures, fashion styles and leisure practices and to make sense of how we experience and organise our lives and govern our societies.

## **Learning Outcomes**

**On completion of this course, students will be able to:**

- (a) Gain knowledge and understanding of the role of media and culture in historical and contemporary, national and international, economies, societies and politics.
- (b) Develop knowledge and understanding of particular media forms and genres, along with their differing organisation of understandings, meanings and affects.
- (c) Relate their theoretical understanding of media and culture to production practice and to realise and develop their creative potential through engagement in production practice.
- (d) Carry out sustained independent inquiry, drawing upon a range of conceptual and methodological frameworks appropriate to the analysis of practices of production and consumption of media and culture

## **Indicative Contents/ Areas of Study**

- (a) Media and Culture
- (b) Media Literacy
- (c) Media Effects
- (d) Books
- (e) Newspapers
- (f) Magazines
- (g) Music
- (h) Radio
- (i) Movies
- (j) Television
- (k) Electronic Games and Entertainment
- (l) The Internet and Social Media
- (m) Advertising and Public Relations
- (n) Economics of Mass Media
- (o) Ethics of Mass Media
- (p) Media and Government

### **Teaching and learning strategy**

- (a) Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning- assessment strategies.
- (b) Self-directed learning resources will be available to support the delivery and the appropriate assessment tools / tasks will be used to assess the intended learning outcomes.

### **Assessment**

Assessment Weighting: Assignment 1- 50% (1600-1800 words)

Assignment 2- 50%. (1600-1800 words)

### **Learning Resources**

- (a) Customised Course Materials provided by LEB.
- (b) Paul Hodgkinson, Media, Culture and Society: An Introduction, 2nd Edition, 2017, SAGE Publication.
- (c) Nicholas Carah & Eric Louw, Media and Society, 2015, SAGE Publication.

## **8.11 Consumer Behaviour**

### **Course synopsis**

This course focuses on understanding and predicting consumer behavior by integrating theories from psychology, sociology, anthropology and economics. Emphasis will be on how behavior is shaped by internal and external influences.

### **Learning Outcomes**

**On completion of this course, students will be able to:**

- (a) Identify the key terms, concepts, and theories of consumer behavior
- (b) Evaluate the principal theories of consumer behaviour; critically assess strengths, limitations and applications
- (c) Apply consumer behaviour concepts to real world marketing problems and develop better marketing programs and strategies to influence those behaviours
- (d) Analyze the current trends in consumer behaviour; and apply them to the marketing of an actual product or service

### **Indicative Contents/ Areas of Study**

- (a) The Consumer in the Marketplace
- (b) Conducting Consumer Research



- (c) The Consumer Decision-Making Process
- (d) Organizational Buying
- (e) Symbolic Consumption, Self-Image, and Personality
- (f) Personal Values, Lifestyles, Psychographics, and Relationships
- (g) Memory, Learning, Perception, and Cognition
- (h) Motivation, Emotion, Mood, and Involvement
- (i) Beliefs, Attitude, Intention, and Behavior
- (j) Communication and Persuasion
- (k) Culture and Cross-Culture
- (l) Subcultures and Social Class
- (m) Reference Groups, Social Identity, Social Networks, and Social Power
- (n) Household, Family, Women, Youth, and Children
- (o) Organizational Buying

### **Teaching and learning strategy**

- (a) Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning- assessment strategies.
- (b) Self-directed learning resources will be available to support the delivery and the appropriate assessment tools / tasks will be used to assess the intended learning outcomes.

### **Assessment**

Assessment Weighting: Assignment 1- 50% (1600-1800 words)

Assignment 2- 50%. (1600-1800 words)

### **Learning Resources**

- (a) Customised Course Materials provided by LEB.
- (b) Solomon, Michael R., Katherine White & Darren W. Dahl (2015). Consumer Behaviour: Buying, Having, and Being (7th Canadian Edition). Pearson Education.
- (c) Judy Graham. Critical Thinking in Consumer Behaviour –Cases and Experiential Exercises, 2<sup>nd</sup> Edition 2016, Person Prentice Hall.

## **8.12 Entrepreneurship**

### **Course synopsis**

This course introduces the principles of entrepreneurship. Topics include the role of entrepreneur in economic development, legal problems, organizational structure, sources of financing, budgeting, and cash flow. Upon completion, students should understand the entrepreneurial process and issues faced by entrepreneurs.

### **Learning Outcomes**

**On completion of this course, students will be able to:**

- (a) Understand the meaning of entrepreneurship and its different classifications.
- (b) Examine why entrepreneurship is a viable career choice.
- (c) Explain the importance of opportunity recognition and internal and external analyses to the success of a business venture.
- (d) Understand the components and importance of the business plan to entrepreneurial venture development and sustainability.
- (e) Understand the importance of the marketing plan to obtaining, maintaining and expanding an entrepreneur's reach to its target market.

### **Indicative Contents/ Areas of Study**

- (a) What is Entrepreneurship?
- (b) Understanding the Basics of Business structure
- (c) Determining a Good Idea and Opportunity?
- (d) Writing a Marketing Plan?
- (e) Perform Financial Analysis?
- (f) Writing an Operational Plan?
- (g) Writing a Management Plan
- (h) Putting Together a Business Plan
- (i) Handling Human Resources
- (j) How Do I Grow My Business?
- (k) Planning for the Future

### **Teaching and learning strategy**

- (a) Student centred learning will be strongly encouraged and developed. Cooperative Learning and Problem-Based Learning will be infused into the teaching-learning- assessment strategies.
- (b) Self-directed learning resources will be available to support the delivery and the appropriate assessment tools / tasks will be used to assess the intended learning outcomes.

### **Assessment**

Assessment Weighting: Assignment 1- 50% (1600-1800 words)

Assignment 2- 50%. (1600-1800 words)

### **Learning Resources**

- (a) Customised Course Materials provided by LEB.
- (b) Bygrave, W., & Zacharakis, A. (2017) Entrepreneurship, 4th Edition, Wiley.
- (c) Sara Williams. The Financial Times Guide to Business Start Up 2019/20, Financial Times.