HIGHER DIPLOMA IN BUSINESS ADMINISTRATION

(LEVEL 5)

PROGRAMME SPECIFICATIONS

Review Date	Head of Review Team	Approved by	Amendment Made
First Edition January 2015	Colin Pereira	Prof Chan Chee Seng	N/A
January 2018	Colin Pereira	Prof Chan Chee Seng	No
18 June 2021	Prof Chan Chee Seng	John Shaw	Yes
14 January 2022	Prof Chan Chee Seng	John Shaw	Yes, to remove TQUK
31 March 2023	Dr Mary de Silva	Prof Chan Chee Seng	Yes, (duration, assessment criteria, resources, and terminologies)
10 October 2024	Prof Chan Chee Seng	Dr Colin Pereira	Modules consolidated to 6 at 20 credits each
22 November 2024	Prof Chan Chee Seng	Dr Colin Pereira	Modules replaced to make it more current

* HEAD - OPERATIONS (MALINI JAYABALA) SHALL BE RESPONSIBLE FOR ISSUING NOTICES OF UPDATES TO ALL PARTIES VIA THE LMS

Contents

BASIC COURSE DATA

Originating Institution(s):   London Examinations Board

Course Title(s):   Higher Diploma in Business Administration

Awards to be conferred: Higher Diploma in Business Administration

Exit Awards: Nil

Awarding/Endorsing Body: London Examinations Board

Mode/Study Pattern: (i) Blended (ii) Online

Duration for completion: 6 months (Minimum), 12 months (Maximum)

Start Date and Intakes: As per Business Plan

1. INTRODUCTION

The continual growth and development in the 21st century require an accompanying increase in the supply of competent knowledge workers to operate different functional areas for 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 supervisory levels.

1.1. Programme Aims

This Higher Diploma is designed to provide a more in depth understanding and application of business management 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 Year 3 of a Bachelor degree in Business Management or Marketing, Entrepreneurship, or International Business.

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.

2. PROGRAMME & CURRICULUM STRUCTURE

2.1.   Structure

The Level 5 Higher Diploma in Business Administration accrues 120 credits over 6 Modules. Each Module carries 20 credits and are in:

Module 1 – Entrepreneurship and Business Venturing

Module 2 – Digital Marketing Fundamentals

Module 3 – Operations and Project Management

Module 4 – International Business and Cross-Cultural Management

Module 5 - Business Analytics and Decision Making

Module 6 – Marketing and Consumer Behaviour

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 6 Mandatory modules of 20 credits each.

(c) To complete the programme and gain the Higher Diploma award, students must also successfully complete and earn a total of 120 credits.

(d) Each term will usually be delivered over duration of 6 weeks where the cycle of delivery will follow a prescribed module planner for a full academic year.

(e) Those who are unable to fully complete the Higher Diploma qualification can receive transcripts with the credits earned at Level 5 of RQF.

(f) Students are required to complete their Higher Diploma between a minimum of 8 months and a maximum of 12 months from the time of enrolment as a student.

2.3. Delivery Mode

(a) Mode A: Blended Learning mode - Each taught Module should have a total of 8 hours of face-to-face lectures and supported by self-study using the Online Learning Resources and online interactions with the Module Leader.

(b) Mode B: Fully Online mode - Each taught Module should have a total of 8 hours of asynchronous online classes, tutorials and interaction with the Module Leader. This will be supported by self-study using Online Learning Resources. Pre-recorded video lectures for each module 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 must have a Level 4 (RQF) diploma or equivalent.

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 during 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 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 module learning outcomes;

(c)   The provision of feedback information to students concerning their performance and how they adhered to the generic assessment criteria and the module-specific assessment criteria;

(d)   The award of level 5 credits for individual modules;

(e)   The granting of the Higher Diploma 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.   Assessment Instruments

Varied assessment tasks and/or instruments will be employed in assessing learning outcomes which include Multiple Choice Questions, essays, written coursework and/or Management Reports.

Assessment Weighting: 40% Final MCQ examination and 60% coursework

Modules	MCQs (40% of module marks)	Written Coursework (60% of module marks)
Module 1 – Entrepreneurship and Business Venturing	40 MCQs	1,800 – 2,000 words
Module 2 – Digital Marketing Fundamentals	40 MCQs	1,800 – 2,000 words
Module 3 – Operations and Project Management	40 MCQs	1,800 – 2,000 words
Module 4 – International Business and Cross-Cultural Management Business Analytics and Decision Making	40 MCQs	1,800 – 2,000 words
Module 5 - Business Analytics and Decision Making	40 MCQs	1,800 – 2,000 words
Module 6 – Marketing and Consumer Behaviour	40 MCQs	1,800 – 2,000 words

(a)   Multiple Choice Questions

A 75-mins 40 MCQ final examination undertaken via an online portal which makes up 40% of the module marks.

(b)   Written Coursework

An individual essay or business/management report with a word count of approximately 2000 words following a prescribed format which makes up 60% of the module marks and where appropriate supported by proper citations of sources using the Harvard Referencing system.

The purpose of the word limitation is for students to:

(a) Focus on issues.

(b) Be critically concise.

(c) Refrain from writing excessively.

(d) Assist them in their time management throughout the programme.

More specifically and to prevent confusion by students over the word limit, the assessment specifically relates to the section in the report between the introduction and the completion of the recommendations section. It does not include the executive summary, the contents, diagrams, models, tables, references, and the appendices. These are, however, expected as part of the presented report. For consistency throughout the programme, students are requested to include the word count on the front of their report.

5.3. Essay and Report Assignments

Written assignments are designed to allow students to demonstrate understanding of the module, 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 Module document to produce an academic article/essay on a selected area conforming to standards expected of good academic writing.

5.4. Case Studies

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

5.5. Scenario and Problem Based Assignment

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

5.6. General Assessment Criteria

Each module 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 points identified, and conclusions reached;

(e)   An acceptable standard of literacy;

(f)   Adherence to any specified word length; and

(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. Requirements for the Higher Diploma in Business Administration

Students should have completed and successfully passed all SIX (6) taught modules with a total of ONE HUNDRED AND TWENTY (120) CREDITS.

6.2. Grades, Graded Point Average and Final Award Classifications

The Table below sets out the classification bands will apply.

Marks	LEB Grade Point Average	LEB Grade	LEB Classification
70 - 100	3.75	A	DISTINCTION
60 - 69	3.00	B	MERIT
50 - 59	2.00	C	PASS
0 - 49	1.00	F	FAIL

6.3. Higher Diploma with Distinction

The Higher Diploma with Distinction may be awarded to candidates of exceptional merit. In order for the Board of Examiners to consider making the award, a candidate will be required to:

(a)   Pass all the modules of the Higher Diploma stage at the first attempt; and

(b)   Achieve an overall aggregate module mark of 70% or above.

6.4. Resits

The Board of Examiners may, at its discretion, permit students who fail in a module to make good that failure by resubmitting the module 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 module or element of a module is normally required to achieve a mark of 50% for that module 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 module 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 module 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 Modules to attain a higher overall classification. The maximum number of resits allowed per Module 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 module 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. 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 or deadlines at your place 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.

6.8. Extension Request Procedures

(a)   Requests for extensions must be submitted to the Centre Representative (mode A) / Programme Leader (mode B) a minimum of 10 days prior to the submission deadline, for consideration by the Programme Manager. Only one extension is allowed for each module.

(b)   Documentary 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.

6.9. 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 programme. Please note the following:

(a) All newly registered and continuing students are automatically enrolled for the modules;

(b) Once enrolled for the module it is compulsory to submit the course work on / before the given deadline;

(c) The Deferment Form (DF) along with the evidence must be submitted 10 days prior to the submission due date to the Centre Representative (mode A) / Programme Leader (mode B) if the student wishes to apply for a deferment / extension;

(d) Work which is submitted after the designated deadline is deemed late;

(e) 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;

(f) 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;

(g) There is no entitlement to submit late after an agreed submission extension;

(h) 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 module / component; and

(i) Absent is recorded if neither the course work nor the DF is submitted.

6.10. Compensation

Where a student marginally fails one module the Board of Examiners may exceptionally exercise its discretion and compensate the failure. The Board of Examiners is authorised to allow compensation in a module provided the overall aggregate marks for the module to be compensated is not less than 45% and where one of the assessed components is not less than 40% (for modules where there are 2 assessed components).

Only one compensated pass can usually be granted by the Board of Examiners.

The Board of Examiners in their absolute discretion shall be entitled to grant additional compensation to a student.

6.11. 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.

6.12. Duration

The Board of Examiners have the right to terminate any student who does not successfully complete all the requirements of the programme within 12 MONTHS for the Higher Diploma programme taken from the date of commencement on the programme unless the Board of Examiners had granted prior extensions.

6.13. 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.

6.14. 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.

6.15. 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) / Verifiers 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 Verifiers / External Examiner(s). On any matter which the External Examiner(s) have declared a matter of principle, the decision of the External Examiner(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 shall be referred to the Academic Board.

6.16. 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.

7. MODULE SPECIFICATION

7.1. Entrepreneurship and Business Venturing

Learning Outcomes

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

1. Identify and familiarise with the key concepts and theories of entrepreneurship, innovation, and business venture development.

2. Apply entrepreneurial thinking and problem-solving skills to identify and assess business opportunities.

3. Develop a viable business plan, including financial projections and marketing strategies.

4. Demonstrate an understanding of the legal, ethical, and social responsibilities of entrepreneurship.

5. Identify and evaluate the risks and rewards associated with launching a new business venture.

6. Analyse the impact of external factors (e.g., economic, technological, political) on business ventures.

Indicative contents

1. Foundations of Entrepreneurship

- Entrepreneurial Mindset: Exploring the characteristics, behaviours, and attitudes of successful entrepreneurs.

- The Entrepreneurial Process: Understanding the stages of the entrepreneurial process, from idea generation to exit.

- Theories of Entrepreneurship: Examining key theories such as Schumpeterian, Kirznerian, and Austrian theories.

2. Opportunity Recognition and Evaluation

- Identifying Business Opportunities: Techniques for discovering and evaluating business ideas.

- Market Research: Conducting effective market research to assess market size, trends, and competition.

- SWOT Analysis: Applying SWOT analysis to identify strengths, weaknesses, opportunities, and threats.

3. **Business Planning**

- Business Plan Development: Creating a comprehensive business plan, including executive summary, market analysis, financial projections, and operations plan.

- Financial Forecasting: Developing financial projections, such as income statements, balance sheets, and cash flow statements.

- Marketing Strategy: Crafting effective marketing strategies, including product positioning, pricing, promotion, and distribution.

4. **Legal and Ethical Considerations**

- Business Structures: Understanding different business structures (sole proprietorship, partnership, LLC, corporation) and their legal implications.

- Intellectual Property: Protecting intellectual property through patents, trademarks, and copyrights.

- Ethical Considerations: Recognizing ethical dilemmas in entrepreneurship and developing ethical decision-making frameworks.

5. **Risk Management and Financing**

- Risk Assessment: Identifying and assessing potential risks to a business venture.

- Risk Mitigation Strategies: Implementing strategies to minimize or eliminate risks.

- Financing Options: Exploring various financing options, such as debt financing, equity financing, and crowdfunding.

6. **Innovation and Creativity**

- Innovation Techniques: Applying techniques like brainstorming, mind mapping, and design thinking.

- Creative Problem-Solving: Developing creative solutions to challenges and opportunities.

- Intellectual Property Creation: Generating innovative ideas and protecting them through intellectual property rights.

Resources

(a)   Customised Module Materials provided by LEB.

(b)   Bruce Barringer & R, Duane Ireland, Entrepreneurship: Successfully Launching New Ventures, 7th edition, 2024, Pearson Education

(c)   Norman M. Scarbrough & Jeffrey R, Cornwall, Essentials of Entrepreneurship and Small Business Management, 9th edition, 2020, Pearson Education.

7.2.   Digital Marketing Fundamentals

Learning Outcomes

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

1. Gain a comprehensive understanding of the key concepts and principles of digital marketing, including its role in modern business strategy.

2. Apply digital marketing tools and techniques to develop and implement effective marketing campaigns.

3. Analyse website analytics data to measure the effectiveness of digital marketing campaigns and make data-driven decisions.

4. Develop social media marketing strategies to engage target audiences and build brand awareness.

5. Identify and analyse the impact of emerging digital technologies (e.g., artificial intelligence, virtual reality) on digital marketing practices.

Indicative content / areas of study

1.   Introduction to Digital Marketing

- Digital Marketing Landscape: Understanding the digital marketing ecosystem and its components.

- Digital Marketing Strategy: Developing a comprehensive digital marketing strategy aligned with business objectives.

- The Role of Digital Marketing: Examining the impact of digital marketing on business growth and customer engagement.

2.   Search Engine Optimization (SEO)

- On-Page SEO: Optimizing website content, structure, and metadata for search engines.

- Off-Page SEO: Building backlinks and improving website authority through link building strategies.

- Technical SEO: Addressing technical issues that can impact website visibility, such as website speed and mobile friendliness.

3.   Search Engine Marketing (SEM)

- Pay-Per-Click (PPC) Advertising: Creating and managing effective PPC campaigns on Google Ads and other platforms.

- Keyword Research and Bidding Strategies: Identifying relevant keywords and optimizing bids for maximum ROI.

- Ad Copy and Landing Page Optimization: Writing compelling ad copy and creating high-converting landing pages.

4. Social Media Marketing

- Social Media Platforms: Understanding the strengths and weaknesses of different social media platforms (e.g., Facebook, Instagram, Twitter, LinkedIn).

- Social Media Strategy: Developing a social media strategy to engage target audiences and build brand loyalty.

- Social Media Content Creation and Scheduling: Creating high-quality content and scheduling it effectively.

5. Content Marketing

- Content Strategy: Developing a content strategy to attract and retain customers.

- Content Creation: Producing various types of content, such as blog posts, articles, videos, and infographics.

- Content Distribution: Promoting content through social media, email marketing, and other channels.

6. Web Analytics

- Web Analytics Tools: Using tools like Google Analytics to track website traffic and user behaviours.

- Key Performance Indicators (KPIs): Identifying and measuring relevant KPIs for digital marketing campaigns.

- Data-Driven Decision Making: Using data insights to optimize digital marketing strategies.

7. Email Marketing

- Email Marketing Strategy: Developing an effective email marketing strategy to nurture leads and drive conversions.

- Email Campaign Creation and Automation: Creating engaging email campaigns and automating workflows.

- Email List Management and Segmentation: Building and managing email lists and segmenting them for targeted campaigns.

Resources

(a) Customised Course Materials provided by LEB.

(b) Dave Chaffey & Fiona Ellis Chadwick, Digital Marketing, 8th edition, 2022, Pearson Education

(c)   Chuck Hemann & Ken Burbary, Digital Marketing Analytics 2nd edition, 2018. Pearson Education

7.3.   Operations and Project Management

Learning Outcomes

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

1. Gain a comprehensive understanding of the key concepts and principles of operations and project management.

2. Apply operations and project management tools and techniques to plan, execute, and control projects and operations.

3. Demonstrate an understanding of quality management systems and continuous improvement methodologies.

4. Analyse operational and project performance data to identify areas for improvement and make data-driven decisions.

5. Develop effective project plans, including work breakdown structures, Gantt charts, and resource allocation plans.

Indicative content / areas of study

1.   Introduction to Operations and Project Management

- Key Concepts and Principles: Defining operations and project management, their importance, and their relationship to organizational strategy.

- The Project Life Cycle: Understanding the different phases of a project life cycle: initiation, planning, execution, monitoring and control, and closure.

- Operations Management: Exploring the core functions of operations management, such as production planning, inventory management, and quality control.

2.   Project Planning and Scheduling

- Work Breakdown Structure (WBS): Decomposing project work into smaller, manageable tasks.

- Gantt Charts: Creating visual representations of project schedules and timelines.

- Critical Path Method (CPM) and Program Evaluation and Review Technique (PERT): Identifying critical activities and estimating project duration.

- Resource Allocation: Assigning resources (human, financial, material) to project tasks.

3.   Project Risk Management

- Risk Identification: Identifying potential risks that may impact project success.

- Risk Assessment: Evaluating the likelihood and impact of identified risks.

- Risk Response Planning: Developing strategies to mitigate, transfer, or accept risks.

- Risk Monitoring and Control: Tracking and managing risks throughout the project life cycle.

4.   Quality Management

- Quality Standards and Certifications: Understanding ISO 9001 and other quality standards.

- Quality Control Tools: Using tools like control charts, Pareto charts, and fishbone diagrams.

- Continuous Improvement: Implementing methodologies like Six Sigma and Lean to improve processes and reduce defects.

5.   Operations Management

- Process Analysis and Design: Analysing existing processes and designing new ones to improve efficiency and effectiveness.

- Inventory Management: Managing inventory levels to balance supply and demand.

- Supply Chain Management: Coordinating the flow of goods and services from suppliers to customers.

- Lean Operations: Implementing Lean principles to eliminate waste and improve productivity.

6.   Project Monitoring and Control

- Performance Measurement: Tracking project progress and measuring key performance indicators (KPIs).

- Change Management: Managing changes to project scope, schedule, or budget.

- Project Reporting: Providing regular updates to stakeholders on project status.

- Project Closure: Completing the project and conducting a post-project review.

Resources

(a)   Customised Course Materials provided by LEB.

(b)   Jeffrey K. Pinto, Project Management: Achieving Competitive Advantage, 5th edition, 2021, Pearson Education

(c)   Nigel Slack, Stuart Chambers, Robert Johnston, Alan Betts, Operations and Process Management, 6th Edition, 2021, Pearson Education.

7.4.   International Business and Cross-Cultural Management

Learning Outcomes

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

1. Gain a comprehensive understanding of the key concepts and theories of international business and cross-cultural management.

2. Apply cross-cultural communication and negotiation skills to build effective relationships with international partners.

3. Demonstrate an understanding of the global economic and political environment, including its impact on international business.

4. Analyse the challenges and opportunities associated with international business operations, such as cultural differences, legal regulations, and ethical considerations.

5. Develop effective strategies for entering and operating in international markets, including market entry modes and global supply chain management.

Indicative content / areas of study

1.   Introduction to International Business

- Globalization and Internationalization: Understanding the drivers and challenges of globalization.

- Theories of International Trade: Exploring theories like comparative advantage, product life cycle theory, and Porter's Diamond Model.

- International Business Environments: Analysing the political, economic, legal, and cultural environments of different countries.

2.   Cross-Cultural Management

- Cultural Dimensions: Understanding Hofstede's cultural dimensions and other frameworks.

- Cross-Cultural Communication: Developing effective communication strategies across cultures.

- Intercultural Competence: Building skills to work effectively with people from diverse cultural backgrounds.

3.   International Marketing

- Global Market Segmentation: Identifying and targeting international market segments.

- Product Adaptation and Standardization: Deciding on the appropriate level of product adaptation for different markets.

- Pricing Strategies: Developing pricing strategies for international markets, considering factors like exchange rates and tariffs.

- Distribution Channels: Choosing effective distribution channels for international markets.

- Promotion and Advertising: Adapting promotional messages and advertising campaigns to different cultural contexts.

4.   International Human Resource Management

- Global Talent Management: Recruiting, selecting, and developing global talent.

- Expatriate Management: Managing the challenges and opportunities of expatriate assignments.

- Performance Management in Global Teams: Evaluating and rewarding performance in diverse teams.

- Compensation and Benefits: Designing equitable compensation and benefits packages for international employees.

5.   International Financial Management

- Foreign Exchange Risk: Understanding and managing foreign exchange risk.

- International Capital Budgeting: Evaluating international investment opportunities.

- International Taxation: Navigating complex international tax regulations.

- Transfer Pricing: Optimizing transfer pricing strategies to minimize tax liabilities.

6.   International Business Ethics and Sustainability

- Ethical Dilemmas in International Business: Identifying and addressing ethical challenges.

- Corporate Social Responsibility (CSR): Implementing CSR initiatives in international operations.

- Sustainable Business Practices: Adopting sustainable practices to minimize environmental impact.

Resources

(a)   Customised Course Materials provided by LEB.

(b)   Ian Brooks, Jamie Weatherston, The International Business, 17th Edition, 2022, Pearson Education.

(c)   Helen Deresky & Stweart Miller, International Management - Managing Across Borders and Cultures, 10th Edition (2021) Prentice-Hall.

(d)   Elizabeth M, Christopher, International Management: Explorations Across Cultures, 6th Edition (2020), Kogan Page.

7.5.   Business Analytics and Decision Making

Learning Outcomes

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

1. Acquire a comprehensive knowledge of the key concepts and principles of business analytics, including data mining, statistical analysis, and predictive modelling.

2. Apply data mining techniques to extract valuable insights from large datasets.

3. Demonstrate an understanding of statistical analysis methods to test hypotheses and make informed decisions.

4. Use predictive models to forecast future trends and make accurate predictions.

5. Analyse business problems and identify opportunities for improvement through data-driven insights.

6. Evaluate the ethical implications of data usage and privacy in business analytics.

Indicative content / areas of study

1.   Introduction to Business Analytics

- What are Business Analytics? Defining business analytics and its role in decision-making.

- Data and Information: Understanding the types of data, data quality, and data sources.

- The Analytics Process: Exploring the phases of the analytics process, including data collection, data cleaning, data analysis, and insights generation.

2.   Data Mining and Data Warehousing

- Data Mining Techniques: Learning techniques like association rule mining, clustering, and classification.

- Data Warehousing: Understanding the concept of data warehousing and its role in business analytics.

- ETL Processes: Exploring the process of extracting, transforming, and loading data into a data warehouse.

3.   Statistical Analysis

- Descriptive Statistics: Using measures of central tendency and dispersion to describe data.

- Inferential Statistics: Making inferences about a population based on sample data.

- Hypothesis Testing: Testing hypotheses using t-tests, chi-square tests, and ANOVA.

- Regression Analysis: Modelling relationships between variables to make predictions.

4. Predictive Modelling

- Linear Regression: Building linear models to predict numerical values.

- Logistic Regression: Modelling the probability of a binary outcome.

- Decision Trees: Creating decision trees to classify or predict outcomes.

- Random Forest: Combining multiple decision trees to improve accuracy.

- Time Series Analysis: Forecasting future values based on historical data.

5. Data Visualization

- Data Visualization Tools: Using tools like Tableau, Power BI, and Python libraries to create visualizations.

- Data Visualization Techniques: Creating effective visualizations, such as bar charts, line charts, and scatter plots.

- Dashboard Design: Designing dashboards to communicate insights to stakeholders.

6. Business Intelligence and Decision Making

- Business Intelligence Tools: Using BI tools to analyse data and generate reports.

- Decision Making Process: Applying analytics insights to improve decision-making.

- Ethical Considerations in Data Analytics: Understanding ethical issues related to data privacy, security, and bias.

Resources

(a) Customised Course Materials provided by LEB.

(b) Dursun Delen, Prescriptive Analytics, 1st edition, 2020, Pearson Education

(c) Ramesh Sharda % Dursun Delen, Business Intelligence, Analytics and Data Science 4th Edition, 2022, Pearson Education.

7.6. Marketing and Consumer Behaviour

Learning Outcomes

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

1. Acquire a comprehensive knowledge of key concepts and theories of marketing and consumer behaviour.

2. Apply marketing principles and techniques to develop effective marketing strategies.

3. Demonstrate an understanding and knowledge of consumer behaviour and its impact on marketing decisions.

4. Analyse market research data to identify target markets and consumer needs.

5. Develop effective marketing plans, including product positioning, pricing strategies, and promotional campaigns.

Indicative content / areas of study

1. Introduction to Marketing

- The Marketing Mix: Exploring the SEVEN Ps of marketing (Product, Price, Place, Promotion, People, Process and Physical Evidence).

- The Marketing Environment: Analysing the internal and external factors affecting marketing decisions.

2. Consumer Behaviour

- Consumer Decision-Making Process: Understanding the stages involved in consumer decision-making.

- Consumer Motivation and Perception: Exploring the factors that influence consumer behaviour.

- Consumer Learning and Memory: Analysing how consumers learn and remember brand information.

- Consumer Culture and Lifestyle: Understanding the cultural and lifestyle factors that shape consumer behaviour.

3. Market Research

- Market Research Process: Conducting market research studies, from problem definition to report writing.

- Primary and Secondary Research: Using primary and secondary data sources to gather market information.

- Data Analysis and Interpretation: Analysing market research data to identify trends and insights.

4. Product and Brand Management

- Product Life Cycle: Managing products through their life cycles.

- Brand Equity: Building strong brands and managing brand reputation.

- Product Development and Innovation: Developing new products and services.

5.   **Pricing Strategies**

- Pricing Objectives: Setting pricing objectives to achieve specific goals.

- Pricing Methods: Using various pricing methods, such as cost-based, value-based, and competitive pricing.

- Price Discrimination and Psychological Pricing: Employing pricing strategies to influence consumer perceptions.

6.   **Distribution Channels**

- Distribution Channels: Selecting appropriate distribution channels to reach target markets.

- Channel Management: Managing relationships with channel partners.

- Supply Chain Management: Managing the flow of goods and services from suppliers to customers.

7.   **Promotion and Advertising**

- Integrated Marketing Communications (IMC): Coordinating various promotional tools to deliver a consistent message.

- Advertising: Creating effective advertising campaigns, including media selection and message development.

- Sales Promotion: Using sales promotion techniques to stimulate demand.

- Public Relations: Building positive relationships with stakeholders.

- Digital Marketing: Leveraging digital channels to reach target audiences.

Resources

(a)   Customised Course Materials provided by LEB.

(b)   Leon Schiffman & Joseph L. Wisenbilt, Consumer Behaviour, 12th edition, 2022, Pearson Education.

(c)   Michael R. Soloman, Consumer Behaviour, 13th edition, 2020, Pearson Education.