



EXTENDED DIPLOMA IN BUSINESS ADMINISTRATION

(LEVEL 4)

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 2017	Colin Pereira	Prof Chan Chee Seng	No
30 Jan 2018	Prof Chan Chee Seng	John Shaw	No
18 June 2021	Prof Chan Chee Seng	John Shaw	Yes
14 January 2022	Prof Chan Chee Seng	John Shaw	Yes to remove TQUK
21 st October 2024	Prof Dr Chan Chee Seng	Dr Colin Pereira	Yes, now 6 Modules with new Learning Outcomes and 20 credits each

*Head – Operations (Malani Jayabala) shall be responsible for issuing notices of updates to all parties via the LMS

Table of Contents

1. INTRODUCTION	5
1.1. Programme Aims	5
1.2. Programme Learning Outcomes	5
2. PROGRAMME & CURRICULUM STRUCTURE	5
2.1. Structure	5
2.2. Overview of the Programme Structure	6
2.3. Delivery Mode.....	6
3. ADMISSION CRITERIA FOR ENTRY	6
3.1. Summary of Entry Requirements.....	6
3.2. Advanced Standing / Exemptions / Credits Transfer (APL).....	6
4. TEACHING AND LEARNING STRATEGIES.....	7
4.1. Approach.....	7
5. ASSESSMENT STRATEGY	7
5.1. The Assessment Aims	7
5.2. Assessment Instruments Work - Based Reports.....	8
5.3. Essays/Articles	9
5.4. Case Studies	9
5.5. Simulation	9
5.6. General Assessment Criteria for the Diploma	9
5.7. Generic Assessment Criteria	10
6. ACADEMIC REGULATIONS.....	11
6.1. Requirements for the Extended Diploma in Business Administration	11
6.2. Grades, Graded Point Average and Final Award Classifications.....	11
6.3. Extended Diploma with Distinction	11
6.4. Resits.....	11
6.5. Special Provision for Upgrading Classifications	12
6.6. Failure to Submit Course Work, Deferment	12
6.7. Extension Requests	12
6.8. Extension Request Procedures	12
6.9. Non-Submission of Assignment	12
6.10. Compensation	13
6.11. Illness or Withdrawal	13
6.12. Duration	14

6.13.	Academic Irregularities	14
6.14.	Students Appeals	14
6.15.	External Examiners/Verifiers	14
6.16.	Plagiarism.....	14
6.17.	Extension Requests	16
6.18.	Extension Request Procedures	16
6.19.	Non-Submission of Assignment	16
7.	UNIT SPECIFICATION	17
7.1.	Business Economics	17
7.3	Principles of Management.....	19
7.4	Business Numeracy and Finance.....	20
7.5	Business English	21
7.6	Information System for Business	22

BASIC COURSE DATA

Originating Institution(s):	London Examinations Board
Course Title(s):	Extended Diploma in Business Administration
Awards to be conferred:	Extended Diploma in Business Administration
Exit Awards:	N
Awarding Body:	London Examinations Board
Mode/Study Pattern:	(i) Blended (ii) Online
Duration for completion:	6 months (Minimum), 12 months (Maximum)
Proposed Annual Intake:	Monthly

1. INTRODUCTION

The continual growth and development in the 21st century requires 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 for job entry and supervisory levels.

1.1. Programme Aims

This Extended Diploma is designed to provide a broad 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 either the level 5 Higher Diploma or gain entry and acceptance into Year 2 of a bachelor's degree in business management.

1.2. Programme Learning Outcomes

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

- (a) Demonstrate understanding of foundational 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; and
- (c) Acquire the critical skills of thinking, learning how to learn, information search skills as well as academic writing and business reports.

2. PROGRAMME & CURRICULUM STRUCTURE

2.1. Structure

The Level 4 Extended Diploma in Business Administration accrues 120 credits over 6 Units where each Unit carries 20 credits. The six Units are:

Unit 1 – Business Economics

Unit 2 – Principles of Marketing.

Unit 3 – Principles of Management.

Unit 4 – Business Numeracy and Finance.

Unit 5 – Business English.

Unit 6 – Information Systems in Business.

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 core units of 20 credits each.
- (c) To complete the programme and gain the Extended Diploma award, students must also successfully complete and earn a total of 120 credits.
- (d) Each term will usually be delivered over duration of 4 weeks where the cycle of delivery will follow a prescribed unit planner for a full academic year.
- (e) Those who are unable to fully complete the Extended Diploma qualification can receive transcripts with the credits earned at Level 4 of RQF
- (f) Students are required to complete their Extended Diploma between a minimum of 6 months and a maximum of 12 months from the time of enrolment as a student.

2.3. Delivery Mode

- (a) Blended Learning mode - Each taught unit will have a total of 8 hours of face to face lectures and 18 hours of online tutoring and online interactions with the Unit Leader.
- (b) Fully Online mode - Each taught unit will have a total of 8 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 preferably with the following:

- (a) Level 3 (QCF/RQF) Certificate; or
- (b) 2 GCE A Levels; or
- (c) Working adults with a few years of working experience.

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 Extended 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 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 level 4 credits for individual units;
- (e) The granting of the Extended 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 Work - Based Reports

Selected units will contain one work-based report with word limitations of usually between 2,000 - 2,500 words. Each unit document will outline the specific word limit. Normally the expected presentation of reports should be structured as outlined below.

General Structure of the Report

- Sections and Page Numbers
- Title Page (including unit title, assignment title, name, word count and date)
- Executive summary (one page)
- Contents (page numbers)
- Introduction
- Analysis Subsections
- Statement or evaluation of alternatives
- Conclusions
- Recommendations (justifications and implementations)
- References (Harvard style):
 - WATSON, T., (2010), Organising and Managing Work, 3rd ed, Financial Times-Prentice Hall Publishing.
 - Appendix A Title
 - Appendix B Title

The purpose of the word limitation is for students to:

- (a) Focus on issues;
- (b) Be critically concise; and
- (c) 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. Essays/Articles

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.

5.4. Case Studies

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

5.5. Simulation

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

5.6. General Assessment Criteria for the Diploma

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 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 hand book.

6.1. Requirements for the Extended Diploma in Business Administration

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

6.2. Grades, Graded Point Average and Final Award Classifications

The Table below sets out the classification bands that will apply.

Marks		LEB Grade	LEB Classification
70 - 100		A	DISTINCTION
60 - 69		B	MERIT
50 - 59		C	PASS
49 and below		E	FAIL

6.3. Extended Diploma with Distinction

The Extended 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 units of the Diploma stage at the first attempt and
- (b) Achieve an overall aggregate unit mark of 70% or above

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. 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 you 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 (Blended mode)/Programme Leader (online mode) 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) 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 Diploma programme. Please note the following:

- (a) All newly registered and continuing students are automatically enrolled for the units;
- (b) Once enrolled for the unit 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 (blended mode) / Programme Leader (online mode) 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 unit / 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 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 TWO (2) 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.

6.11. 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 Diploma programme taken from the date of commencement on the programme unless prior extensions had been granted by the Board of Examiners.

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 may 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 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.

6.16. 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;
- (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;
- (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/or
- (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.

6.17. 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.

6.18. Extension Request Procedures

- (a) Requests for extensions must be submitted to the Centre Representative (blended mode)/Programme Leader (online mode) 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.

6.19. 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 Diploma programme. Please note the following:

- (a) All newly registered and continuing students are automatically enrolled for the units;
- (b) Once enrolled for the unit 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 (blended mode) / Programme Leader (online mode) 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 unit / component; and
- (i) Absent is recorded if neither the course work nor the DF is submitted.

7. UNIT SPECIFICATION

7.1. Business Economics

Level: 4 RQF

Credit: 20 credits

Total Learning hours: 200 hours

Learning outcomes

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

- 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.
- Analyse how the market determines both prices of final goods and services as well as prices/cost of factors of production.
- 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.
- 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

- How markets work for determining prices of final goods and services as well as factors of production
- Market failures and the economics of the public sector
- Firm behavior and the organization of industry
- The determination of macro-economic variables
- National Income Determination
- International trade and balance of payments

- The trade cycles and economic activities fluctuations

Assessment

Assessment Weighting: 100% coursework.

Assignment 1: 2,500 words

Resources

- (a) Online resources on LEB Online Learning Portal.
- (b) Glenn Hubbard and Anthony Patrick O'Brien, Economics, 9th edition, 2024, Pearson Education
- (c) Michael Parkin, Economics, 14th edition, 2023, Pearson Education

7.2 Principles of Marketing

Level: 4 RQF

Credit: 20 credits

Total Learning hours: 200 hours

Learning outcomes

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

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

Indicative content / areas of study

- Marketing Definition and Marketing Orientation.
- The Marketing Environment.
- Overview of Marketing Planning.
- Consumer Behaviour.
- Marketing Research and Information Systems.
- Market Segmentation, Targeting and Positioning.
- Introduction to Marketing Mix.

- Creating Customer Value.

Assessment

Assessment Weighting: 100% coursework.

Assignment 1: 2,500 words

Resources

- (a) Online resources on LEB Online Learning Portal.
- (b) Kotler P & Armstrong, (2013), Principles of Marketing, 19th edition, 2023. Pearson Education
- (c) Michael P Levens, Marketing: Defined, Explained, Applied, 2nd edition, 2022, Pearson Education

7.3 Principles of Management

Level: 4 RQF

Credit: 20 credits

Total Learning hours: 200 hours

Learning outcomes

- Upon completion of this unit, learners will be able to:
- Identify and differentiate the managerial functions;
- Apply and use the concept of management functions; and
- Analyse the environment and use it in management activities.

Indicative content / areas of study ○

Introduction to Management.

- Organisation and Environment.
- Foundation of Planning.
- Planning Tools.
- Organizational Structure and Design.
- Communication in Organisation.
- Leadership.
- Managerial Control.

Assessment

Assessment Weighting: 100% coursework.

Assignment 1: 2,500 words

Resources

- (a) Online resources on LEB Online Learning Portal.
- (b) Robbins, S. P, Management, 16th Edition, 2024, Pearson Education
- (c) Michael Hitt, Stewart Black & Lyman W. Porter, Management, 3rd edition, 2021. Pearson Education

7.4 Business Numeracy and Finance

Level: 4 RQF

Credit: 20 credits

Total Learning hours: 200 hours

Learning outcomes

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

- Apply financial mathematics in calculating and preparing forecast relating to cash flow, working capital requirements to facilitate better decision making.
- Evaluate financial investment and financing of assets alternatives and thereby help in minimizing the risk and maximizing the return.

Indicative content / areas of study

- Mathematical Formulae
- Basic Algebra
- Data Analysis and Presentation
- Correlation and Time Series
- Pearson's correlation coefficient
- Business Computation
- Cash Flow, Working capital management and short term financing
- Sources of short term financing
- Cash and marketable securities management

- Accounts receivable management.

Assessment

Assessment Weighting: 100% coursework.

Assignment 1: 2,500 words

Resources

- (a) Online resources on LEB Online Learning Portal.
- (b) Donald Waters , Quantitative Methods for Business, 8th edition, 2021 Pearson Education.
- (c) Chad J. Zutter & Scott B. Smart, Principles of Managerial Finance, 8th edition, 2021. Pearson Education

7.5 Business English

Level: 4 RQF

Credit: 20 credits

Total Learning hours: 200 hours

Learning outcomes

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

- Communicate effectively and appropriately in formal letters, reports and other written texts;
- Demonstrate strong oral language skills; and
- Write concise, coherent and accurate business reports in business- appropriate Language.

Indicative content / areas of study

- Students will be encouraged to apply their knowledge of language in a variety of formal and informal contexts. Importance will be attached to the development of an awareness of language (e.g.: accuracy, register and appropriateness) as well as functional language such as giving information, persuading and negotiating.
- Emphasis will be placed on developing students' language skills within a business or professional framework. Activities will include structured role-plays, negotiations and discussions, listening to audio, video recordings and online communications.
- Students will also have the opportunity to examine and discuss a number of stimulating and relevant aspects of business and work, e.g.: equal opportunities, technology and the changing workplace, globalisation.

Assessment

Assessment Weighting: 100% coursework.

Assignment 1: 2,500 words

Resources

- (a) Online resources on LEB Online Learning Portal.
- (b) John Thill & Courtland Bovee (2023), Excellence in Business Communication, 14th edition, Pearson Education.
- (c) Leo Jones, Richard Alexander, Communication Skills in English for Business Purposes, 2nd Edition, 2015. Cambridge University Press

7.6 Information System for Business

Level: 4 RQF

Credit: 20 credits

Total Learning hours: 200 hours

Learning outcomes

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

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

Indicative content / areas of study

- Introduction: Business and Information Technology.
- Organizations and Information Technology Support.
- Managing Organizational Data and Information.
- Functional and Enterprise System.
- Strategic Information Systems and Reorganization.
- Implementing IT: Ethics, Impacts and Security.

Assessment

Assessment Weighting: 100% coursework.

Assignment 1: 2,500 words

Resources

- (a) Online resources on LEB Online Learning Portal.
- (b) Laudon, Kenneth C, Essentials of Management Information Systems, 15th edition, 2023, Pearson International Edition.
- (c) David M. Kroenke & Randall J Boyle, Using MIS, 12th edition, 2023. Pearson Education