

**LEVEL 4 DIPLOMA IN
BUSINESS MANAGEMENT**

**CURRICULUM FOR BUSINESS MANAGEMENT BASED ON CREDIT
SYSTEM**

PROGRAMME LEARNING OUTCOMES:

- I. Understand the significance of implementing strategic plans that align with organizational goals.
- II. Apply effective leadership skills to inspire and guide teams toward achieving objectives.
- III. Analyze complex business issues and develop innovative solutions.
- IV. Acquire problem-solving skills to address challenges within a business environment.
- V. Understand the types of communication in various business contexts, including written reports, presentations, and interpersonal interactions.
- VI. Develop and apply financial management skills to effectively budget, analyze financial data, and make informed business decisions.
- VII. Develop an understanding of business dynamics, including international markets, trade, and cultural considerations.
- VIII. Uphold ethical standards in business practices and decision-making.
- IX. Explain ethical dilemmas and make responsible choices that consider the broader societal impact.

PROGRAMME GUIDELINES

PROGRAMME TITLE	Level 4 Diploma in Business Management
QUALIFICATION CODE	801/1423/6
LEVEL	4
TOTAL CREDITS	120 Credits
TOTAL LEARNING HOURS	360 Hours
GUIDED LEARNING HOURS	270 Hours

COURSE STRUCTURE

YEAR	SCHEDULE	UNIT SPECIFICATION	NO. OF UNITS	UNITS CREDIT	TLH	CREDIT/YEAR
I	SCHEDULE 1	Essential unit	3	30	600	120
	SCHEDULE 2	Essential unit	3	30	600	

Total Learning Hour - 1200 Hours

Guided Learning Hour – 480 Hours

1 Credit = 10 hours of effort (10 hours of learning time which includes everything a learner has to do to achieve the outcomes in a qualification including the teaching learning process, assessment procedures and practical's).

List of Units

LEVEL 4 DIPLOMA IN BUSINESS MANAGEMENT

Unit Titles	Unit code	Level	Guided Learning Hours	Credit Value
Organizational Effectiveness	M/814/0488	4	80	20
Managing Financial Assets	M/814/0489	4	80	20
Operational Management in Business	M/814/0490	4	80	20
Effective Leadership in Organizations	M/814/0491	4	80	20
Management of Organizational Change	M/814/0492	4	80	20
Managing Workplace Communications	M/814/0493	4	80	20

Unit 1: Organizational Effectiveness

Unit Code: M/814/0488

UNIT AIMS

The unit aims to familiarize participants with the principles and frameworks of organizational structure, facilitating an understanding of how entities organize and coordinate their activities. It seeks to equip individuals with the knowledge and skills necessary to analyze, design, and optimize organizational structures to enhance efficiency an organizational context.

UNIT LEARNING OUTCOMES AND CRITERIA

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Understand what is nonprofit operations management	1.1	Describe the activities involved in non profit operations
	1.2	Know the ways in which operations management can be staffed
	1.3	Differentiate nonprofit and for-profit entities
2. Know the role of Information Technology to having organizational Effectiveness	2.1	Know the significance of aligning technology with the objective of the organization
	2.2	Understand the hardware and software considerations in organizations
3. Understand the role of benchmarking to managing organizational performance	3.1	Explain the importance of performance management to organizational effectiveness
	3.2	Identify the tools available for performance management

Indicative Study Reference Text Books

Pugh, Derek S., & Hickson, David J. (2007). Great Writers on Organizations (Third Edition). Ashgate Publishing.

Tuckman, B. W., & Jensen, M. A. C. (1977). Stages of small-group development revisited. Group & Organization Management, 2(4), 419-427.

Unit 2: Managing Financial Assets

Unit Code: M/814/0489

UNIT AIMS

This unit aims to provide learners with the necessary knowledge in order to analyze the financial processes, procedures and standards in various business organizations. This unit will also discuss on the importance of critically evaluating financial information of the business and its effect to the over-all success of the business.

UNIT LEARNING OUTCOMES AND CRITERIA

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Understand the concepts behind financial information	1.1	Describe the different types of financial information in business organizations
	1.2	Understand the different components in an organization's financial information
	1.2	Explain the importance of assessing the financial information of a business
2. Know different standards and procedures in accounting and in financial information	2.1	Explain the different standards that affect the accounting and financial arrangements of a business
	2.2	Identify and describe different approaches to managing the accounting of a business
3. Describe the analysis and interpretation of published financial information	3.1	Describe the things that needs to be interpreted in a published financial information
	3.2	Explain the role of technology in analyzing business information
	3.3	Identify the latest trends in analyzing and interpreting published financial information

Indicative Study Reference Text Books

Weetman, P., (2013) Financial and management accounting, 6th ed Edition, Pearson.

Elliott, B., Elliott, J., (2015) Financial accounting and reporting, 17th edition Edition, Pearson, 2015

Unit 3: Operational Management in Business

Unit Code: M/814/0490

UNIT AIMS

This unit aims for learners to understand the relationship of business operations to the objectives of the organizations. Also, learners will be equipped with the required knowledge in order to properly manage the operations of various organizations. By the end of this unit, learners can apply this knowledge to solve business issues pertaining to its operations.

UNIT LEARNING OUTCOMES AND CRITERIA

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Understand different processes involved in organizations	1.1	Identify the different processes in various organizations and describe the relationship among these processes
	1.2	Assess different methods in conducting organizational processes
	1.3	Explain the role of planning in developing business processes
2. Analyze the relationship between the business objective and business operations	2.1	Describe the role of the mission, vision and objectives in conducting business operations
	2.2	Explain the approaches analyzing the various business operations
	2.3	Use SMART method to set objectives
3. Know the steps of establishing business operation plan	3.1	Recommend plans that supports the achievement of successful business operations
	3.2	Evaluate the plan to assess if the objectives were achieved

Indicative Study Reference Text Books

Oakland, J.S. (2014). Total Quality Management and Operational Excellence: text and cases, 4th edn. Routledge

Slack, N., Brandon A., Johnson R., (2013) Operations Management, 7nd Edition, Pearson

Unit 4: Effective Leadership in Organizations

Unit Code: M/814/0491

UNIT AIMS

In this unit learners will be studying various models and theories in developing leadership skills which will be beneficial for them to succeed in their chosen organization. This unit will also help learners develop an appreciation for the importance of leadership skills to each of the levels of an organization.

UNIT LEARNING OUTCOMES AND CRITERIA

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Understand the effect of each of the effective leadership skills in organizations	1.1	Describe the required skills and qualities to be an effective leader of an organization
	1.2	Understand the style of leadership style suitable for various types of organizations
	1.3	Explain the relationship between leadership style and achieving the goals of the organization
2. Understand the fundamental theories and concepts of business leadership	2.1	Describe the different leadership theories and models
	2.2	Provide examples of applying leadership theories business organizations
3. Identify ways of leadership development for various types of businesses	3.1	Explain how the business objectives affect the leadership style
	3.2	Identify different functions in an organization and explain what leadership style may be more suited for them
	3.3	Explain different methods of developing leadership in organizations

Indicative Study Reference Text Books

Răducan, R., & Răducan, R. (2014). Communication Styles of Leadership Tools. *Procedia - Social and Behavioural Sciences*, 149, 813–818

Yukl, G. (2010) *Leadership in Organizations*, 7th Edition, New Jersey: Pearson.

Unit 5: Management of Organizational Change

Unit Code: M/814/0492

UNIT AIMS

This unit aims to explore the different approaches of organizations to the constantly changing business environment. Learners will develop an in-depth understanding of the practices involved in the management of change in order to develop positive outcomes for the business. By the end of this unit, learners will know how to use change to create opportunities for the organization

UNIT LEARNING OUTCOMES AND CRITERIA

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Understand common issues with regards to change in business organizations	1.1	Describe the various effects of change to the organization
	1.2	Understand the advantages and disadvantages of change to the business
	1.3	Identify and explain different approaches done to mitigate change in the business
2. Identify the role of stakeholders in planning for and supporting change	2.1	Explain the role of managers in accommodating change in the organization
	2.2	Provide examples where stakeholders participate in supporting change for the benefit of the business
	2.3	Explain negative implications of change in the business to the stakeholders
3. Develop steps in assessing and establishing change in the business	3.1	Prepare a plan to organize a positive change to the business
	3.2	Explain the monitoring of the implemented change in a business
	3.3	Evaluate the success of the change applied to the business

Indicative Study Reference Text Books

Burnes, B., (2014) Managing Change, 6th edition, Pearson Education

Hayes, J., (2010). The Theory and Practice of Change Management: Third Edition, Palgrave.

Unit 6: Managing Workplace Communications

Unit Code: M/814/0493

UNIT AIMS

This unit will provide learners with knowledge on different communication tools, practices and systems that are beneficial to their personal growth and to their chosen organization. In this unit, learners will assess and improve their own personal communication skills. Along with this, learners will understand the needed communication skills in a workplace environment.

UNIT LEARNING OUTCOMES AND CRITERIA

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Understand the importance of effective communication in organizations	1.1	Describe the significance of effective communication to the success of the business
	1.2	Learn the common communication practices that are followed by organizations
	1.3	Understand the challenges in communication in a business set-up
2. Know the role of interpersonal communication in business	2.1	Define what is interpersonal communication
	2.2	Describe different communication styles
	2.3	Be aware of own interpersonal skills
3. Explain the management of workplace communication within and outside the business	3.1	Explain the role of management in supporting communication within and outside the business
	3.2	Describe communication tools for communication within and outside the business
	3.3	Recommend ways in improving communication in the organization

Indicative Study Reference Text Books

Stanton, N., (2013) Mastering Communications, 5th Edition, Palgrave, ISBN: 0-333-69343-4

Fitzpatrick, L., Valskov, K., (2014) Internal Communications: A manual for practitioners, Kogan Page.

ASSESSMENT METHODS AND TECHNIQUES FOR

LEVEL-4 DIPLOMA IN BUSINESS MANAGEMENT

Assessment technique	Type of Assessment	Description	Formative or Summative
Case studies	Oral/ Problem based/ Practical	Students are required to work through a case study to identify the problem(s) and to offer potential solutions; useful for assessing students' understanding and for encouraging students to see links between theory and practice. Case studies could be provided in advance of a time-constrained assessment.	Formative
Concept maps	Written/ Oral	Students map out their understanding of a particular concept. This is a useful (and potentially quick) exercise to provide feedback to staff on students' understanding.	Formative
'Doing it' exam	Written	An exam which requires students to do something, like read an article, analyze and interpret data etc.	Formative / Summative
Field report	Written/ Oral	Students are required to produce a written/ oral report relating to a field/ site visit.	Formative
Laboratory books / Reports	Practical/ Written	Students are required to write a report for all (or a designated sample) of practical's in a single lab book. A sample of lab books will be collected each week to mark any reports of labs done in previous weeks; this encourages students to keep their lab books up to date. Each student should be sampled the same number of times throughout the module with a designated number contributing to the assessment mark.	Summative
Multiple choice questions (MCQs)	Written	Can be useful for diagnostic, formative assessment, in addition to summative assessment. Well-designed questions can assess more than factual recall of information, but do take time to design.	Formative / Summative
Online discussion boards	Written	Students are assessed on the basis of their contributions to an online discussion for example, with their peers; this could be hosted on a virtual learning environment (VLE).	Formative
Open book exams	Written	Students have the opportunity to use any or specified resources to help them answer set questions under time constraints. This method removes the over-reliance on memory and recall and	Summative

		models the way that professionals manage information.	
Oral presentations	Oral / Written	Students are asked to give an oral presentation on a particular topic for a specified length of time and could also be asked to prepare associated handout(s). Can usefully be combined with self- and peer-assessment.	Summative
Problem sheets	Written	Students complete problem sheets, e.g. on a weekly basis. This can be a useful way of providing students with regular formative feedback on their work and/or involving elements of self- and peer assessment.	Formative
Research projects / Group projects	Written/ Practical/ Oral/ Performance/ Problem based/ Work placement	Potential for sampling wide range of practical, analytical and interpretative skills. Can assess wide application of knowledge, understanding and skills.	Formative / Summative
Short answer questions	Written	Useful to assess a wide range of knowledge/skills across a module.	Summative
Simulations	Practical/ Written/ Oral/ Problem-based	Text or virtual computer-based simulations are provided for students, who are then required to answer questions, resolve problems, perform tasks and take actions etc. according to changing circumstances within the simulation. Useful for assessing a wide range of skills, knowledge and competencies.	Formative
Viva voce	Oral	Often used for assessing 'borderline' degree classifications but also useful to explore students' understanding of a wide range of topics. Depending on class size however, they can be time consuming for staff.	Summative