

**LEVEL 5 DIPLOMA IN
BUSINESS MANAGEMENT**

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

PROGRAMME LEARNING OUTCOMES:

I. Develop an entrepreneurial mindset, including the ability to identify and capitalize on business opportunities.

II. Develop skills relevant to launching and managing entrepreneurial ventures

III. Collaborate effectively within diverse teams, fostering a positive and inclusive work environment

IV. Demonstrate the ability to lead and contribute to cross-functional teams

V. Discover trends in technologies that can enhance business processes

VI. Understand research techniques to contribute to the academic and practical understanding of business management.

VII. Demonstrate skills in adapting to evolving business conditions and industry trends

VIII. Implement effective change management strategies to navigate organizational transitions

IX. Foster a commitment to continuous learning and stay current with industry best practices

X. Engage in professional development opportunities to enhance business management skills and knowledge

PROGRAMME GUIDELINES

PROGRAMME TITLE	Level 5 Diploma in Business Management
QUALIFICATION CODE	801/1323/7
LEVEL	5
TOTAL CREDITS	120 Credits
TOTAL LEARNING HOURS	1200 Hours
GUIDED LEARNING HOURS	480 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 5 DIPLOMA IN BUSINESS MANAGEMENT

Unit Titles	Unit code	Level	Guided Learning Hours	Credit Value
Decision Making in Business	M/813/0494	5	80	20
Strategic Business Development	M/813/0495	5	80	20
Managing Risks in Organizations	M/813/0496	5	80	20
Customer Relationship Management	M/813/0497	5	80	20
Business Model Development and Organizational Growth	M/813/0498	5	80	20
Collaboration in Business	M/813/0499	5	80	20

Unit 1: Decision Making in Business

Unit Code: M/813/0494

UNIT AIMS

This unit aims for learners to understand the importance of making effective decisions to the continuous growth and development of a business. Through this unit, learners will identify different approaches in handling situations where decisions have to be made with respect to different factors such as time, resources, and business objectives.

UNIT LEARNING OUTCOMES AND CRITERIA

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Analyze the issues in relation to decision making in business	1.1	Provide examples of business issues with respect to decision making
	1.2	Assess the information that are needed in making decisions to solve issues in business
2. Know the different techniques in decision making	2.1	Understand the steps of information gathering for effective decision making
	2.2	Apply different decision-making approach for a selected issue in an organization
	2.3	Explain the ways of disseminating decisions that were made for business organizations.
3. Recommend strategies to making effective decisions for organizations	3.1	Identify new strategies to effective decision making
	3.2	Explain different ways of evaluating the decision-making process of an organization

Indicative Study Reference Text Books

Bazerman, M. & Moore, D. A. (2013) Judgment in Managerial Decision Making, Chapters 9 and 10, 8th Edition; Wiley

French, Maule, & Papamichail N (2009) Decision behaviour, analysis and support, Cambridge University Press.

Unit 2: Strategic Business Development

Unit Code: M/813/0495

UNIT AIMS

This unit aims to discuss concepts on strategic planning, covering aspects such as crafting mission statements, analyzing both external environmental factors and internal organizational elements, formulating strategic alternatives, choosing suitable courses of action, executing strategies, and delving into competitive strategies.

UNIT LEARNING OUTCOMES AND CRITERIA

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Understand the steps involved in the planning process in developing business	1.1	Use TOWS analysis in mitigating threats and identifying opportunities to a business
	1.2	Explain the relationship between marketing, finance and HR
	1.3	Explain the phases of the planning process in developing business
2. Demonstrate the use of research in business development	2.1	Provide an opportunities matrix as a response to an external threat to a business
	2.2	Define the use of research in determining the size of an opportunity
	2.3	Differentiate tangible and intangible resources
3. Develop a business plan	3.1	Prepare a business plan that supports development strategy
	3.2	Measure key success factors
	3.3	Recommend development strategy to a chosen organization

Indicative Study Reference Text Books

Sorensen, H., (2012) Business Development; A Market-Oriented Perspective, Wiley

Rappa, M. (2001), "Business models on the web: Managing the digital enterprise," [Online] <digitalenterprise.org/models/models.html>. Accessed: April 2016.

Unit 3: Managing Risks in Organizations

Unit Code: M/813/0496

UNIT AIMS

This unit focuses on discussing the ways in mitigating organizational risks in order to protect the business from any internal or external harm. This unit also covers different strategies on eliminating possible threats to the business and turning it to an opportunity. By the end of this unit, learners will understand the importance of foreseeing possible risks to various organizations.

UNIT LEARNING OUTCOMES AND CRITERIA

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Understand risk tolerance in business environment	1.1	Identify various risks to different business environment
	1.2	Provide ways of measuring risk tolerance in business
2. Develop skills to appraise risk in business	2.1	Develop a risk profile for a chosen organization
	2.2	Assess the risk profile of various organizations in different industries
	2.3	Discuss the benefits of developing risk profile for a business
3. Explain the role of technology in reducing or eliminating risk in an organization	3.1	Identify technological tools used to reduce risk in organizations
	3.2	Provide examples of how technology is used to manage risk in a business

Indicative Study Reference Text Books

Borodzicz, E. P. (2005) Risk, crisis and security management: John Wiley and Sons. Chichester.

Smith, D. & Elliott, D. (2006) Key readings in crisis management: systems and structures for prevention and recovery Routledge, London

Unit 4: Customer Relationship Management

Unit Code: M/813/0497

UNIT AIMS

This unit will develop the knowledge of the learners in maintaining a good relationship with customers. It will discuss techniques in retaining and satisfying customers in order to achieve business targets.

UNIT LEARNING OUTCOMES AND CRITERIA

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Understand different ways in handling customers	1.1	Describe different customer behaviors and different approaches for each
	1.2	Learn how to segment customers based on their behavior
2. Know how to maintain and improve customer retention	2.1	Understand customer relationship management activities
	2.2	Explain various practices in retaining customers in different industries
	2.3	Understand ways on how to make customers feel valued by the business
3. Identify customer centered organizations and analyze their approach	3.1	Analyze approach of various customer centered organizations
	3.2	Provide recommendations for organizations in improving their approach to customers

Indicative Study Reference Text Books

Kumar, V., (2012). Customer Relationship Management, Second Edition, Springer

Payne, A., (2015) Handbook of CRM, Butterworth Heinman.

Unit 5: Business Model Development and Organizational Growth

Unit Code: M/813/0498

UNIT AIMS

This unit aims to provide students with a comprehensive understanding of various business models and their components. It will also explore market dynamics, trends, consumer behaviors, and competitive landscapes.

UNIT LEARNING OUTCOMES AND CRITERIA

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Understand the implications of growth options to the organizational operations	1.1	Identify different approaches to business growth
	1.2	Understand the impact of resource requirements to the growth strategy of organizations
2. Evaluate different business models	2.1	Analyze various business models
	2.2	Explain how performance of an organization can be measured
	2.3	Understand the role of innovation to the growth of organizations
3. Explain how growth options can be analyzed through environmental scanning	3.1	Explain how environmental scanning can be used to identify opportunities for organizations
	3.2	Provide examples of organizations that use environmental scanning

Indicative Study Reference Text Books

Robbins, D., (2014) Fundamentals of Management Chapter 7 Managing Change and Innovation, Pearson.

Osterwalder, A., Pigneur, Y., Clark, T., (2010). Business model generation: a handbook for visionaries, game changers, and challengers.

Unit 6: Collaboration in Business

Unit Code: M/813/0499

UNIT AIMS

This unit aims for learners to develop the appreciation of collaboration and teamwork in organizations. In this unit, learners will demonstrate collaboration skills that are needed to succeed in a business set-up. Also, this unit will explore on how organizations can develop teamwork on all of its levels.

UNIT LEARNING OUTCOMES AND CRITERIA

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Identify the characteristics of teams	1.1	Describe the characteristics of a successful team
	1.2	Analyze different models for teamwork in organizations
2. Understand the methods for developing teamwork in organizations	2.1	Explain different motivational theories for developing collaborations in teams
	2.2	Apply motivational theories
3. Appreciate the importance of monitoring and evaluating team performance	3.1	Explain the significance of monitoring and evaluating team performance
	3.2	Recommend ways to improve collaboration in teams

Indicative Study Reference Text Books

Whetton, D., Cameron, K., Developing Management Skills (2011). Chapter 6, Motivating Others, 8th Edition, Pearson

Huczynski, A. and Buchanan, D. (2010), Organizational Behaviour, New Edition (7th Revised edition)- Pearson Education.

ASSESSMENT METHODS AND TECHNIQUES FOR

LEVEL-5 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