

**LEVEL 3 DIPLOMA IN
BUSINESS MANAGEMENT**

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

PROGRAMME LEARNING OUTCOMES:

- I. Develop problem-solving skills and apply critical thinking skills in a business setting
- II. Gain knowledge in advanced economic and legal systems influencing business operations, while managing budgets and conducting financial analyses to support decision-making within the organization
- III. Illustrate understanding of internal and external connections involved in business activities
- IV. Utilize research to develop effective decision-making skills.
- V. Develop the capability to analyze information, identify research questions, and employ advanced research techniques and tools to produce substantiated and measurable contributions to the literature.
- VI. Examine the concept of entrepreneurship such as processing skills linked to small business and enterprise
- VII. Develop managerial and leadership skills to effectively manage team performance
- VIII. Perform environmental scanning for strategic marketing decision-making
- IX. Analyze challenges within the organization to elevate and refine management practices

PROGRAMME GUIDELINES

PROGRAMME TITLE	Level 3 Diploma in Business Management
QUALIFICATION CODE	801/1523/4
LEVEL	3
TOTAL CREDITS	60 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	180	60
	SCHEDULE 2	Essential unit	3	30	180	

Total Learning Hour - 360 Hours

Guided Learning Hour – 270 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 3 DIPLOMA IN BUSINESS MANAGEMENT

Unit Titles	Unit code	Level	Guided Learning Hours	Credit Value
Introduction to Business organization	M/815/0382	3	45	10
Management of Business Resources	M/815/0383	3	45	10
Marketing in Organization	M/815/0384	3	45	10
Entrepreneurship and New Business Formation	M/815/0385	3	45	10
Introduction to Business Communication	M/815/0386	3	45	10
Human Resource Management	M/815/0387	3	45	10

Unit 1: Introduction to Business Organization

Unit Code: M/815/0382

UNIT AIMS

This unit aims to explain the fundamental concepts in business organizations such as types of business ownership and how they are managed. Learners will tackle the difference among different business organizations and compare the advantages and disadvantages of each.

UNIT LEARNING OUTCOMES AND CRITERIA

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Understand the concepts behind each of the different types of business organizations.	1.1	Describe each of the different types of business ownership
	1.2	Explain the advantages and disadvantages of each of the types of business ownership
	1.3	Enumerate and explain the different stakeholders involved in each of the type of business ownerships
2. Understand how different organizations achieve their target.	2.1	Explain different ways in which businesses achieve their target
	2.2	Recommend ways in achieving business targets
3. Learn the effects of external factors to the business	3.1	Describe the political factors that affect business
	3.2	Describe the social factors that affect business
	3.3	Describe the legal factors that affect business

Indicative Study Reference

Business Environment - Ian Worthington

Management and organisational behaviour - Laurie J.Mullins

Unit 2: Management of Business Resources

Unit Code: M/815/0383

UNIT AIMS

This unit will help learners analyze the different resources in organizations such as human, material, technological and financial assets. Also, learners will be provided with knowledge on how to manage each of the types of resources in the business. By the end of this unit, learners will have a very good grasp on the importance of these resources to the success of the business.

UNIT LEARNING OUTCOMES AND CRITERIA

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Know the selection process of employees in a business	1.1	Explain the documents required in employee selection and recruitment
	1.2	Describe the tools and skills needed in employee selection
	1.3	Explain the different functions and approaches of human resource management
2. Understand the use of material and technological resources in selecting and managing employees in a business	2.1	Describe the material and technological tools used in selecting and managing employees
	2.2	Understand the importance of physical and technological resources having an effective employee selection in business
	2.3	Explain the employability skills needed by applicants to succeed in employee selection processes.
3. Understand the fundamental concepts on financial assets	3.1	Describe the internal and external sources of financial funds in a business
	3.2	Explain the use of financial statements in business organizations

Indicative Study Reference

Business the Ultimate Resources - Daniel Goleman

Management and Organisational Behaviour - Laurie J.Mullins

Unit 3: Marketing in Organization

Unit Code: M/815/0384

UNIT AIMS

This unit aims to study the functions of marketing in organizations and its contribution to business success. It will cover a wide variety of topics such as the definition and description of marketing tools, marketing plans and market research. By the end this unit, learners will be able to identify the use of marketing tools and research in order to implement a successful marketing plan.

UNIT LEARNING OUTCOMES AND CRITERIA

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Understand the functions of marketing in organizations	1.1	Explain the relevance of marketing in business organizations
	1.2	Describe different marketing techniques used in achieving business goals
2. Know the importance of marketing research and planning	2.1	Explain the significance of market research in the success of business organizations
	2.2	Identify and explain the steps in conducting market research
	2.3	Describe how organizations use market research to develop an effective marketing plan
3. Understand the significance of selecting target market	3.1	Describe the importance of having different target markets for business organizations
	3.2	Explain the process of selecting target market for organizations

Indicative Study Reference

Introduction to Marketing - Professor Adrian Palmer

Marketing - Paul Baines

Unit 4: Entrepreneurship and New Business Formation

Unit Code: M/815/0385

UNIT AIMS

The unit aims to cultivate a mindset among students that fosters creativity and innovation, essential for translating ideas into new business ventures. Through the integration of theory and business applications, the unit also provides students with a knowledge in the planning and development of innovative ventures.

UNIT LEARNING OUTCOMES AND CRITERIA

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Develop an entrepreneurial mindset to deal with high uncertainty in market environments	1.1	Define what is entrepreneurship and who is the entrepreneur
	1.2	Know how to discover new business opportunities
	1.3	Understand what is entrepreneurial innovation
2. Understand the entrepreneurial process	2.1	Learn what is product feasibility
	2.2	Describe what is market feasibility
3. Understand the importance of the planning process and learn how to develop, write and present an effective business plan for a new venture.	3.1	Learn the importance of business plan
	3.2	Evaluate case studies on start-up business
	3.3	Understand what is entrepreneurial marketing

Indicative Study Reference Text Books

Barringer, B.; Ireland, D. (2019) Entrepreneurship: Successfully Launching New Ventures, 6th Global Edition, Pearson.

Kelly, T.; Littman, J.; Peters, T. (2001) The Art of Innovation: Lessons in Creativity from IDEO, America's Leading Design Firm. Crown Business, Crown Publishing Group

Unit 5: Introduction to Business Communication

Unit Code: M/815/0386

UNIT AIMS

This used aims to discuss the different areas of communications in organizations. It will cover topics on internal and external communication in an organization. By the end of this unit, learners will be able to demonstrate different business communication tools and types on their own.

UNIT LEARNING OUTCOMES AND CRITERIA

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Know the different communication types used to process information	1.1	Describe the purpose of communication in business
	1.2	Explain the use of different communication styles in organizations
2. Demonstrate how to properly present business information	2.1	Learn the techniques of effectively presenting information
	2.2	Present information in front of an audience
	2.3	Answer clarifications regarding his/her presentation
3. Understand the legal and ethical limitations in the use of business information in an organization	3.1	Explain the legal and ethical limitations in the use of business information in an organization

Indicative Study Reference Text Books

Business communication - JP Parikh

Communicating at Work: Strategies for Success in Business and the Professions 11th Edition - Ronald Adler (Author), Jeanne Marquardt Elmhorst (Author), Kristen Lucas (Author)

The Communication Book: How to Say it, Mean it, and Make it Matter - Emma Ledde

Unit 6: Human Resource Management

Unit Code: M/815/0387

UNIT AIMS

This unit will focus on the function of human resource management in different business organizations. It will discuss the role of the department in developing the people resource of the business in order to reach the business objectives. Also, learners will develop an appreciation of the importance of human resource management in maintaining the welfare of employees in their chosen organization while ensuring the its success.

UNIT LEARNING OUTCOMES AND CRITERIA

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Know the factors involved in human resource within and outside the business	1.1	Describe the factors involved in human resource within the business
	1.2	Describe the factors affecting human resource outside the business
	1.3	Understand how organizations assess the skills of employees in relation to their job responsibilities
2. Understand the importance of motivation in developing human resources	2.1	Understand different motivation theories applicable in developing human resource
	2.2	Identify ways of motivating employees in an organization
	2.3	Provide examples of approaches to developing employee motivation
3. Describe the process of performance evaluation in business	3.1	Identify and explain ways on how organizations can measure performance
	3.2	Recommend approaches to performing performance evaluation in organizations

Indicative Study Reference Text Books

Human Resource Management in a Business Context - Jon Kew

Human Resource Management - Derek Torrington

ASSESSMENT METHODS AND TECHNIQUES FOR LEVEL-3 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