



Finance and Business Management Program

Specialization	Business administration and Office Systems
Course Number	021009121
Course Title	Business and the Business Environment
Number of Credit Hours	(2)
Number to Theoretical Credit Hours	(2)
Number to Practical Credit Hours	(0)

Course Description

The aim of this unit is to provide students with background knowledge and understanding of business, the functions of an organisation and the wider business environments in which organisations operate. Students will examine the different types of organisations (including for profit and not for profit), their size and scope (for instance, micro, SME, transnational and global) and how they operate.

Students will explore the relationships that organisations have with their various stakeholders and how the wider external environments influence and shape business decision-making.

The knowledge, understanding and skill sets gained in this unit will help students to choose their own preferred areas of specialism in future studies and in their professional career.

Main Course Objectives

On successful completion of this unit a learner will:

- 1 Explain the different types, size and scope of organisations.
- 2 Demonstrate the interrelationship of the various functions within an organisation and how they link to organisational structure.
- 3 Use contemporary examples to demonstrate both the positive and negative influence/impact the macro environment has on business operations.
- 4 Determine the internal strengths and weaknesses of specific businesses and explain their interrelationship with external macro factors.

General Course Description:

Unit #	Unit Name	Unit Contents	Time Allocation
1.	<i>Different types of organisations:</i>	Differences between for profit and not for profit and non-government organisations (NGOs). Micro, small, medium-sized enterprises (SMEs). Different business purposes, objectives and supply of goods and services.	2 Weeks
2.	The range of legal structures associated with different forms of business:	sole traders, partnerships and private limited companies.	2 weeks
3.	<i>Size and scope of organisations:</i>	Differences between large, medium-sized and small organisations including objectives and goals, market share, profit share, growth and sustainability. Global growth and developments of transnational, international and global organisations. Differences between franchising, joint ventures and licensing. Industrial structures and competitive analysis. Market forces and economic operations e.g. scarcity and choice, supply and demand, income elasticity. Stakeholders and responsibilities of	4 weeks

		organisations to meet different stakeholder interests and expectations.	
4.	<i>The various functions within an organisation:</i>	The role of marketing, finance, human resource management and operations within an organisational context and the interrelationships. How functions relate to overall organisation mission and objectives.	2 weeks
5.	<i>Organisational structure:</i>	Different structures depending upon the size and scope of the organisation, including bureaucratic and post-bureaucratic, parent, strategic business units (SBUs), matrix and functional levels. Organisation structures and complexities of transnational, international and global organisations.	2 weeks
6.	<i>The context of the macro environment:</i>	The application of the PESTLE framework and how organisations need to monitor and forecast external influences. How the macro environment influences/impacts upon business activities: the impact of the digital revolution on production and consumption; the impact of social technologies; cybersecurity; emerging BRICS markets, the global shift in economic and social power and ethical and sustainable growth.	2 weeks



		How organisations go through the transformation process and overcome resistance to change in response to the changing market environment.	
7.	<i>Frameworks for analysis:</i>	Introduction to SWOT and/or TOWS analysis and how they can assist in the decision-making process within organisations. Key external macro factors including the competitive environment and government intervention that influence organisations and business.	2 weeks

Evaluation System In-Use

Exams	Percentage of Total Mark	Date
First Exam	20%	Date: / /
Second Exam	20%	Date: / /
Participation	10%	
Final Exam	50%	Date: / /
Projects and Assignments		
Discussions and Presentations		

Teaching Methodology

- The instructor decides on the suitable method for teaching the material (lectures, presentations, discussions, lab assignments...etc).

References

BARON, P. (2012) *Business and its Environment*. 7th Ed. London: Prentice Hall.

PALMER, A. and HARTLEY, B. (2011) *The Business Environment*. 7th Ed.

Maidenhead: McGraw-Hill.

WEATHERLEY, P. (Editor) and OTTER, D. (Editor) (2014) *The Business Environment: Themes and Issues in a Globalised World*. 3rd Ed. Oxford: Oxford University Press.

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Finance and Business Management Program

Specialization	Business administration and Office Systems
Course Number	021007122
Course Title	Marketing Essentials
Number of Credit Hours	(3)
Number to Theoretical Credit Hours	(3)
Number to Practical Credit Hours	(0)

Course Description

This course is designed to introduce students to the principles of marketing, enabling them to develop a basic marketing plan and to employ elements of the marketing mix to achieve results. While they will learn the underpinning theories and frameworks, they will also be able to relate these to real-world examples, including products/services that they encounter in their own daily lives.

Organizations such as Apple, Google, VISA, Burberry, Zara, Cadbury, Nestle, Unilever, Coca-Cola, Unicef, BP and small local businesses all have at least one thing in common: they all use marketing to influence us to engage with their products and/or services. Whether it is becoming a loyal customer buying a product and service or donating to a charity, organisations use a range of marketing techniques and tools to inform and influence us.

The knowledge, understanding and skill sets that students will gain on successfully completing this unit will enhance their career opportunities; whether setting up their own business or being employed by an organisation.

Main Course Objectives

On successful completion of this course the learners will be to:

- 1) Explain the role of marketing and how it interrelates with other functional units of an organisation.
- 2) Compare ways in which organizations use elements of the marketing mix (7Ps) to achieve overall business objectives.
- 3) Develop and evaluate a basic marketing plan.

General Course Description:

Unit #	Unit Name	Unit Contents	Time Allocation
1.	Explain the role of marketing and how it interrelates with other functional units of an organisation	<ul style="list-style-type: none"> • Definitions and the marketing concept • Definitions of marketing and the nature of marketing. • The development of the marketing concept, including current and future trends. How the external environment influences and impacts upon marketing acti • The role of marketing • The interrelationships of functional units 	4 Weeks
2.	mix (7Ps) to achieve overall business objectives	<ul style="list-style-type: none"> • Product: Differences between products and services, importance of brands, product development and product lifestyle. • Price: Pricing context, pricing strategies and tactics. • Place: Channel management, supply chain management and logistics. • Promotion: Integrated communication mix and promotional tools. • People: The different roles of 'people' in 	4 weeks

		<p>marketing, including customer interfacing and support personnel. The different skills, attitudes and behaviour of people delivering the product or service to customers.</p> <ul style="list-style-type: none"> Physical evidence: The tangible aspects of service delivery – visual, aural and olfactory elements 	
3.	<p>Compare ways in which organizations use elements of the marketing</p>	<ul style="list-style-type: none"> Process: Systems and processes involved in delivering a consistent service. Different types of processes used to expedite the marketing function. Achieving overall business objectives: The shift from the 4Ps to the 7Ps and the significance of the extended marketing mix. An overview of the marketing planning process (Analysis, Planning, Implementation and Control) and marketing strategy. 	4 weeks
4.	<p>Develop and evaluate a basic marketing plan.</p>	<ul style="list-style-type: none"> Marketing planning: The importance and value of marketing plans. The links between marketing plans, marketing 	4 weeks

		<p>objectives and marketing strategies.</p> <ul style="list-style-type: none">• Evaluating and monitoring marketing plans using appropriate control and evaluation techniques such as sales analysis, market-share analysis, efficiency ratios and cost-profitability analysis.• Structure and development of marketing plans:• Market segmentation and target market selection.• Setting goals and objectives, situational analysis tools and techniques, creating a marketing strategy and allocation of resources and monitoring and control measures.	
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Evaluation System In-Use

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First Exam	20%	Date: / /
Second Exam	20%	Date: / /
Participation	10%	
Final Exam	50%	Date: / /
Projects and Assignments		
Discussions and Presentations		

Teaching Methodology

- The instructor decides on the suitable method for teaching the material (lectures, presentations, discussions, lab assignments...etc).

References



Finance and Business Management Program

Specialization	Business administration and Office Systems
Course Number	021008223
Course Title	Human Resource Management
Number of Credit Hours	(3)
Number to Theoretical Credit Hours	(2)
Number to Practical Credit Hours	(3)

Course Description

The aim of this unit is to enable students to appreciate and apply principles of effective Human Resource Management (HRM). People are the lifeblood of any organisation and being able to attract, recruit and retain talented staff is at the core of all HRM activity. This unit will explore the tools and techniques used in HRM to maximise the employee contribution and how to use HR methods to gain competitive advantage. Students will explore the importance of training and development in building and extending the skills base of the organisation and ensuring it is relevant to the ever-changing business environment. Students will also consider the growing importance of becoming a flexible organisation with an equally flexible labour force, and become familiar with techniques of job design and with different reward systems.

The unit investigates the importance of good employee relations and the ways in which employers engage with their staff and possibly with trade unions. Students will gain an understanding of the law governing HRM processes as well as the best practices which enable an employer to become an 'employer of choice' in their labour market.

Main Course Objectives

On successful completion of this unit a learner will:

- 1 Explain the purpose and scope of Human Resource Management in terms of resourcing an organisation with talent and skills appropriate to fulfil business objectives.
- 2 Evaluate the effectiveness of the key elements of Human Resource Management in an organisation.
- 3 Analyse internal and external factors that affect Human Resource Management decision-making, including employment legislation.
- 4 Apply Human Resource Management practices in a work-related context.

General Course Description:

Unit #	Unit Name	Unit Contents	Time Allocation
1.	<i>The nature and scope of HRM:</i>	<p>Definitions of HRM.</p> <p>What are the main functions and activities of HRM.</p> <p>The 'Best Fit' approach vs 'Best Practice'.</p> <p>The hard and soft models of HRM.</p> <p>Workforce planning.</p> <p>Types of labour market, labour market trends and PESTLE.</p> <p>The internal labour market.</p> <p>Analysing turnover, stability and retention.</p> <p>The impact of legal and regulatory frameworks.</p> <p>The impact that advances in technology have had upon improving the efficiency of HR practices.</p>	2 Weeks
2.	<i>Recruitment , Selection and On-boarding and induction:</i>	<p>Sources of recruitment: internal vs external recruitment.</p> <p>Job analysis, job descriptions, personal specifications and competency frameworks.</p> <p>Main methods of selection: strengths and weaknesses of each.</p> <p>Reliability and validity as key criteria</p>	2 weeks

		The issues affecting successful induction and socialisation of employees.	
3.	<i>Learning, development and training:</i>	Differentiating development and training. Identifying training needs – the training gap. Types of training. Evaluation of training.	2 weeks
4.	<i>Job and workplace design::</i>	Reward management: extrinsic and intrinsic rewards from work. The link between motivational theory and reward. Series of job design–job extension techniques.	2 weeks
5.	<i>The flexible organisation:</i>	Types of flexibility: numerical, structural and functional flexibility. Models of flexible organisations (e.g. Handy, Atkinson). Flexible working options in modern organisations. Benefits to employers and benefits to employees of flexible working practices.	2 weeks
6.	<i>Performance and reward:</i>	Performance management and methods used to monitor employee performance. Types of payment and reward system. Methods of a determination.	1 week

7.	<i>Employee relations:</i>	Maintaining good employee relations. Strategies for building and improving employee relations and engagement.	1 week
8.	<i>Employee relations and the law:</i>	The purpose of employment law. Key legal issues and constraints (e.g. equality, data protection, health and safety, redundancy, dismissal, employment contracts). Ethical and social responsibilities.	1 week
9.	<i>Trade unions and workplace representation:</i>	The role of trade unions – local/national. Collective agreements. Discipline, grievances and redundancy – best practice.	1 week
10.	<i>Job and person specifications:</i>	Preparing job specifications and person specifications applicable to the recruitment context and needs of the organisations, taking into account legislation and company policies.	2 weeks
11.	<i>Recruitment and selection in practice:</i>	The impact of technology on improving the recruitment and selection process; the use of online resources, digital platforms and social networking. Designing and placing job advertisements. Shortlisting and processing applications. Interviewing preparation and best practice. Selection best practice.	

Evaluation System In-Use

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Projects and Assignments		
Discussions and Presentations		

Teaching Methodology

- The instructor decides on the suitable method for teaching the material (lectures, presentations, discussions, lab assignments...etc).

References

ARMSTRONG, M. and TAYLOR, S. (2014) *Armstrong's Handbook of Human Resource Management Practice*. 13th Ed. London: Kogan Page.

BACH, S. and EDWARDS, M. (2013) *Managing Human Resources*. Oxford: Wiley.

BRATTON, J. and GOLD, J. (2012) *Human Resource Management: Theory and Practice*. 5th Ed. Basingstoke: Palgrave.

TORRINGTON, D, et al. (2011) *Human Resource Management*. 8th Ed. London: Prentice Hall.

CIPD (Chartered Institute of Personnel and Development) available at

www.cipd.co.uk

Finance and Business Management Program

Specialization	Business administration and Office Systems
Course Number	021009124
Course Title	Management and Operations
Number of Credit Hours	(2)
Number to Theoretical Credit Hours	(2)
Number to Practical Credit Hours	(0)

Course Description

The aim of this course is to help students understand the difference between the function of a manager and the role of a leader. Students will consider the characteristics, behaviours and traits which support effective management and leadership. In addition, this course will introduce the concept of operations as both a function and a process which all organisations must adopt to conduct business. Students will be introduced to contemporary and historical theories and concepts which will support their learning for this unit. On successful completion of this course students will have developed sufficient knowledge and understanding of how management and operations make a positive, efficient and effective contribution to an organisation at a junior level. This could be in the role of a team leader or managing a specific aspect of an operation function and/or process. Underpinning all aspects of the content for this course you will consider topics under two broad headings: management and operations..

Main Course Objectives

On successful completion of this course a learner will:

1. Differentiate between the role of a leader and the function of a manager.
- 2 Apply the role of a leader and the function of a manager in given contexts.
3. Demonstrate an appreciation of the role leaders and managers play in the operations function of an organization
- 4 Demonstrate an understanding of the relationship between leadership and management in a contemporary business environment.

General Course Description:

Course #	Course Name	Course Contents	Time Allocation
1.	Management theory:	Contemporary and seminal theories of management such as management by objectives, classical management theories, behavioural theory and contingency theory..	1 Weeks
2.	Leadership vs management:	The definitions and differences of both a leader and a manager. Management functions such as planning, organising, controlling and directing. Theories of leadership traits, style and contingency. Transformational and Transactional Leadership. Action Centred Leadership. 'Hard' management skills and 'soft' leadership skills.	3 weeks
3.	Theories of leadership	Theories of leadership traits, style and contingency. Transformational and Transactional Leadership. Action Centred Leadership. 'Hard' management skills and 'soft' leadership skills.	2 weeks
4.	role of a leader and function of a manager: :	Situational leadership, systems leadership, task or relationship-oriented approaches..	1 week
5.	Apply the role of a leader	The application of chaos theory and management by objectives.	2 weeks

6.	Theories of operations and operations management:	Six sigma, lean production and queuing theory.	2 weeks
7.	Different operations management approaches:	The use of different management approaches: Principles of Total Quality Management (TQM), Just-in-Time Inventory and the concept of continuous improvement (Kaizen)	2 weeks
8.	Operational functions:	Control and Distribution Systems. Transformation of raw material into finished goods/services. Process design. Capacity management. Logistics and inventory management. Scheduling.	2 weeks
9.	Different dimensions of contemporary business environment:	The relationship that leadership and management have in the context of corporate social responsibility; culture, values, ethics and sustainability.	2 weeks
11.	<i>Introduction of stakeholders</i>	Definition of stakeholders stakeholders and meeting stakeholder expectations	1 week
10.	the relationship between leadership and management in a contemporary	The relationship with stakeholders and meeting stakeholder expectations in the context of encouraging, developing and sustaining entrepreneurship and intrapreneurship.	1 week

Evaluation System In-Use

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First Exam	20%	Date: / /
Second Exam	20%	Date: / /
Participation	10%	
Final Exam	50%	Date: / /
Projects and Assignments		
Discussions and Presentations		

Teaching Methodology

- The instructor decides on the suitable method for teaching the material (lectures, presentations, discussions, lab assignments...etc).

References



Finance and Business Management Program

Specialization	Business administration and Office Systems
Course Number	021006213
Course Title	Management Accounting
Number of Credit Hours	(3)
Number to Theoretical Credit Hours	(2)
Number to Practical Credit Hours	(3)

Course Description

The overall aim of this course is to introduce the fundamentals of management accounting which apply to the wider business environment and the organizations which operate within that environment. Students will explore how management accounting uses financial data to aid planning decisions, and the monitoring and control of finance within organizations.

On successful completion of this course students will be in a position to present financial statements in a workplace context and be able to assist senior colleagues with financial business planning. In addition, students will have the fundamental knowledge and skills to progress onto a higher level of study.

Main Course Objectives

On successful completion of this course the learners will be to:

- 1) Demonstrate an understanding of management accounting systems.
- 2) Apply a range of management accounting techniques.
- 3) Explain the use of planning tools used in management accounting.
- 4) Compare ways in which organizations could use management accounting to respond to financial problems.

General Course Description:

Unit #	Unit Name	Unit Contents	Time Allocation
1.	Management accounting systems	<ul style="list-style-type: none"> • Definition of management accounting. • What is a management accounting system? • Why is it important to integrate these within an organisation? • Explore the origin, role and principles of management accounting. • The distinction between management and financial accounting. • Different types of management accounting systems. • Cost-accounting systems, inventory management systems, job-costing systems and price-optimizing systems. • Benefits of different types of systems. • Presenting financial information. • Different types of managerial accounting reports. 	4 Weeks
2.	Management accounting techniques	<ul style="list-style-type: none"> • Microeconomic techniques. • Cost-volume profit, flexible budgeting and cost variances. • Applying absorption and marginal costing. • Product costing: Fixed and variable costs, cost allocation. 	4 weeks



		<ul style="list-style-type: none"> • Normal and standard costing, activity-based costing and the role of costing in setting price. • Cost of inventory: Definition of inventory costs and different types of inventory costs. • The benefits of reducing inventory costs to an organisation. • Valuation methods. • Cost variances. • Overhead costs. 	
<p>3.</p>	<p>Planning tools used in management accounting</p>	<ul style="list-style-type: none"> • Preparing a budget. • Different types of budgets (e.g. capital and operating). • Alternative methods of budgeting. • Behavioral implications of budgets. • Pricing strategies. • How do competitors determine their prices? • Supply and demand considerations. 	<p>4 weeks</p>



		<ul style="list-style-type: none"> • Actual costing, normal costing and standard costing systems. • How cost systems differ depending on the costing activity: job costing, process costing, batch costing and contract costing. • Applying PEST, SWOT, balance scorecard or Porter's Five Forces analysis to the financial position of an organisation. 	
4.	<p>Management accounting to respond to financial problems</p>	<ul style="list-style-type: none"> • Identifying financial problems. • Using benchmarks, key performance indicators (financial and non-financial) and budgetary targets to identify variances and problems. • Financial governance: Definitions of financial governance, and how this can be used to pre-empt or prevent financial problems. • Using financial governance to monitor strategy. • Management accounting skill sets. • How can these skills be used to prevent and/or deal with problems. • Effective strategies and systems. 	4 weeks

Evaluation System In-Use

Exams	Percentage of Total Mark	Date
First Exam	20%	Date: / /
Second Exam	20%	Date: / /
Participation	10%	
Final Exam	50%	Date: / /
Projects and Assignments		
Discussions and Presentations		

Teaching Methodology

- The instructor decides on the suitable method for teaching the material (lectures, presentations, discussions, lab assignments...etc).

References

Finance and Business Management Program

Specialization	Business administration and Office Systems
Course Number	021009229
Course Title	Managing a Successful Business Project
Number of Credit Hours	(2)
Number to Theoretical Credit Hours	(0)
Number to Practical Credit Hours	(6)

Course Description

The aim of this course is to offer students an opportunity to demonstrate the skills required for managing and implementing a project. They will undertake independent research and investigation for carrying out and executing a business project which meets appropriate business aims and objectives.

Main Course Objectives

By the end of this course a student will be able to:

- 1) Establish project aims, objectives and timeframes based on the chosen theme.
- 2) Conduct small-scale research, information gathering and data collection to generate knowledge to support the project.
- 3) Present the project and communicate appropriate recommendations based on meaningful conclusions drawn from the evidence findings and/or analysis.
- 4) Reflect on the value gained from conducting the project and its usefulness to support sustainable organisational performance.

General Course Description:

Unit #	Unit Name	Unit Contents	Time Allocation
1.	Establish project aims, objectives and timeframes	<p><i>Project management:</i></p> <p>What is project management and what does it involve?</p> <p>The key stages of project management.</p> <p>The advantages of using project management and why it is important.</p> <p><i>Initiation of the project and project planning phase:</i></p> <p>Scoping a project – defining objectives, scope, purpose and deliverables to be produced.</p> <p>Steps and documentation required in the initiation phase.</p> <p>Developing the project plan, including planning for timescales and time management, cost, quality, change, risk and issues.</p> <p>The work breakdown structure.</p> <ul style="list-style-type: none"> • Use of Bar and Gantt Charts for effective planning. 	4 Weeks
2.	Conduct small-scale research	<p><i>Project execution phase:</i></p> <p>Selecting appropriate methods of information gathering, data collection and material resourcing.</p> <p>The distinct phases which support a coherent and logical argument.</p> <p>Use of secondary research to inform a primary</p>	4 weeks

		<p>empirical study.</p> <p>Qualitative and quantitative research methods.</p> <p><i>Field work:</i></p> <p>Selecting a sample of the consumer market, businesses or individuals (those who meet certain characteristics relevant to the research theme) is used to gather data (qualitative or quantitative).</p> <p>Sampling approaches and techniques, including probability and non-probability sampling.</p> <p><i>Ethics, reliability and validity:</i></p> <p>All research should be conducted ethically – how is this achieved and reported?</p> <ul style="list-style-type: none"> • Research should also be reliable (similar results achieved from a similar sample) and valid (the research should measure what it aimed to measure). <p><i>Analysing information and data:</i></p> <p>Using data collection tools such as interviews and questionnaires.</p> <ul style="list-style-type: none"> • Using analytical techniques such as trend analysis, coding or typologies. 	
<p>3.</p>	<p>Present the project and communicate appropriate recommendations</p>	<p><i>Communicating outcomes:</i></p> <p>Consider the method (e.g. written, verbal) and the medium (e.g. report, online, presentation).</p> <p>Both method and medium will be influenced by the project research and its intended audience.</p> <p><i>Convincing arguments:</i></p>	<p>4 weeks</p>

		<p>All findings/outcomes should be convincing and presented logically where the assumption is that the audience has little or no knowledge of the project process.</p> <p>Developing evaluative conclusions.</p> <p><i>Critical and objective analysis and evaluation:</i></p> <p>Secondary and primary data should be critiqued and considered with an objective mindset.</p> <p>Objectivity results in more robust evaluations where an analysis justifies a judgement.</p>	
<p>4.</p>	<p>Reflections on value gained</p>	<p><i>Reflection for learning and practice:</i></p> <p>The difference between reflecting on performance and evaluating a project – the former considers the research process, information gathering and data collection, the latter the quality of the research argument and use of evidence.</p> <p><i>The cycle of reflection:</i></p> <p>To include reflection in action and reflection on action.</p> <p>How to use reflection to inform future behaviour, particularly directed towards sustainable performance.</p> <p><i>Reflective writing:</i></p> <p>Avoiding generalisation and focusing on personal development and the research journey in a critical and objective way</p> <p><i>Generalisation:</i></p>	<p>4 weeks</p>



		<p>Many studies result in generalised findings. Research which has its basis in a specific field such as Human Resource Management (HRM) and in a specific context should avoid generalised conclusions.</p> <p>Outcomes should be specific and actionable.</p>	
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Evaluation System In-Use

Exams	Percentage of Total Mark	Date
First Exam	20%	Date: / /
Second Exam	20%	Date: / /
Participation	10%	
Final Exam	50%	Date: / /
Projects and Assignments		
Discussions and Presentations		

Teaching Methodology

- The instructor decides on the suitable method for teaching the material (lectures, presentations, discussions, lab assignments...etc).

References

Associate Degree in Finance and Managerial Sciences

Specialization	Business administration and Office Systems
Course Number	021006111
Course Title	Principles of financial accounting 1
Number of Credit Hours	(2)
Number to Theoretical Credit Hours	(2)
Number to Practical Credit Hours	(0)

Course Description

This course consists of studying accounting as an important information system in economic entities, with special emphasis on accounting cycle in both service and merchandising companies, it introduces the accounting cycle, journal entries in addition to preparing income statement, balance sheet and owner's equity statement.

The course aims for introducing students to the fundamental accounting concepts underlying the financial accounting. It's also aims to explain the basics of accounting as well explain the practice of accounting in terms of accounting equation, recording process, accounting cycle and accounting for good.

Main Course Objectives

On successful completion of this course the learners will be to:

1. Identifying what is the meaning of accounting, its concepts and principles.
2. Recognizing the actual accounting practices of recording transactions and preparing T accounts, as well as the financial statements.
3. Adjust the accounts and close the accounting books.
4. Prepare the classified financial statements.



General Course Description:

Unit #	Unit Name	Unit Contents	Time Allocation
1.	Accounting in Action	<ul style="list-style-type: none"> • What Is Accounting? • The Building Blocks of Accounting • The Basic Accounting Equation • Using the Accounting Equation • Financial Statements 	4 Weeks
2.	The Recording Process	<ul style="list-style-type: none"> • The Account • Steps in the Recording Process • The Recording Process Illustrated • The Trial Balance 	4 weeks
3.	Adjusting the Accounts	<ul style="list-style-type: none"> • Timing Issues • The Basics of Adjusting Entries • The Adjusted Trial Balance and Financial Statements 	4 weeks

4.	Completing the Accounting Cycle	<ul style="list-style-type: none"> • Using a Worksheet • Closing the Books • Summary of the Accounting Cycle 	4 weeks
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First Exam	20%	Date: / /
Second Exam	20%	Date: / /
Participation	10%	
Final Exam	50%	Date: / /
Projects and Assignments		
Discussions and Presentations		

Teaching Methodology

- The instructor decides on the suitable method for teaching the material (lectures, presentations, discussions, lab assignments...etc).

References



Finance and Business Management Program

Specialization	Business administration and Office Systems
Course Number	021007227
Course Title	entrepreneurship and small business management
Number of Credit Hours	(3)
Number to Theoretical Credit Hours	(2)
Number to Practical Credit Hours	(3)

Course Description

This unit provides students with an understanding of the definition and scope of entrepreneurship and an understanding of the enablers and barriers to business start-up. Students will learn about the influence of national culture and economy on entrepreneurship and will explore the personal characteristics of entrepreneurs and the impact of personal situational factors, including education and background. Students will also learn about the role and importance of small firms to the economy, and about social enterprise and the social economy. Students will also be expected to understand the balance of risk and reward in starting a new venture and they will investigate and reflect on their own entrepreneurial and enterprising characteristics. Examples of entrepreneurs and start-up organisations will be discussed and students will be expected to draw on local, personal and general knowledge together with their learning to be able to identify the characteristics of

Main Course Objectives

On successful completion of this course a learner will:

- 1 Explore and illustrate the range of venture types that might be considered entrepreneurial.
- 2 Assess the impact of small businesses on the economy.
- 3 Determine and assess the key aspects of an entrepreneurial mindset.
- 4 Examine the different environments that foster or hinder entrepreneurship.

General Course Description:

Course #	Course Name	Course Contents	Time Allocation
1.	Scoping and defining entrepreneurship:	Defining entrepreneurship, entrepreneurial activity and enterprise.	1 Weeks
2.	types that might be considered entrepreneurial:	The differences between serial entrepreneurs, intrapreneurs and ownermanagers.	1 weeks
3.	The typology of entrepreneurship:	Lifestyle and growth firms. Entrepreneurship in a corporate or public sector context. Roles and characteristics of micro, small and medium-sized organisations..	2 weeks
4.	Social enterprise:	Understanding social enterprise, social entrepreneurs and the growth of the social economy	1 week
5.	impact of small businesses on the economy	Definitions of creativity and innovation. The main sources of generating business and entrepreneurial ideas.	2 weeks
6.	The role and importance of small firms:	The number and type of small firms and their contribution to the economy at national, regional and local level.	1 weeks
7.	Factors to consider	size, turnover, profit, rate of growth, innovation, sustainability and adaptability.	2 weeks
8.	International aspects of entrepreneurship:	How international differences impact upon	1 weeks

		business start-up.	
9.	Entrepreneurial characteristics and mindset:	Research on personal characteristics of entrepreneurs and small business owners. Different lines of argument relating to characteristics of entrepreneurs such as are entrepreneurs born or made? Or can characteristics be learnt and adopted by anyone?	2 weeks
10.	<i>Skills set of the entrepreneur:</i>	The types of skills that typify entrepreneurs and how these skills differentiate from other organisation managers.	1 week
11.	Personal entrepreneurial tendency:	Entrepreneurial characteristics and situational factors in a personal context, including family upbringing, lifestyle, cultural differences and personal motivation and drivers.	1 week
12.	The factors that influence the decision to start a business:	The range of factors that influence the choice to start-up a business, including personal background and education, national culture, economic circumstances and character traits.	1 week
13.	The risks and rewards of business start-up:	The potential rewards of business start-up. The risks and uncertainties of business start-up and how they can be mitigated.	

Evaluation System In-Use

Exams	Percentage of Total Mark	Date
First Exam	20%	Date: / /
Second Exam	20%	Date: / /
Participation	10%	
Final Exam	50%	Date: / /
Projects and Assignments		
Discussions and Presentations		

Teaching Methodology

- The instructor decides on the suitable method for teaching the material (lectures, presentations, discussions, lab assignments...etc).

References



Finance and Business Management Program

Specialization	Business administration and Office Systems
Course Number	021009228
Course Title	Advance management project
Number of Credit Hours	(2)
Number to Theoretical Credit Hour	(0)
Number to Practical Credit Hours	(6)

Course Description

The aim of this unit is to offer students the opportunity to engage in sustained research in a specific field of study. The unit enables students to demonstrate the capacity and ability to identify a research theme, to develop research aims, objectives and outcomes, and to present the outcomes of such research in both written and verbal formats. The unit also encourages students to reflect on their engagement in the research process during which recommendations for future, personal development are key learning points.

On successful completion of this unit students will have the confidence to engage in problem-solving and research activities which are part of the function of a manager. Students will have the fundamental knowledge and skills to enable them to investigate workplace issues and problems, determine appropriate solutions and present evidence to various stakeholders in an acceptable and understandable Format.

Main Course Objectives

Upon the successful completion of this course, the students will be able to:

1. Examine appropriate research methodologies and approaches as part of the research process.
2. Conduct and analyse research relevant to a business research project.
3. Communicate the outcomes of a research project to identified stakeholders.
4. Reflect on the application of research methodologies and concepts.

General Course Description:

Unit #	Unit Name	Unit Contents	Time Allocation
1.	Developing a research proposition:	<ul style="list-style-type: none"> ▪ The importance of developing methodical and valid propositions as the foundation for a research project. ▪ Rationale – the purpose and significance for research question or hypothesis. ▪ The value of the philosophical position of the researcher and the chosen methods. ▪ Use of Saunders's research onion as a guide to establishing a methodological approach. 	2 week
2.	Literature review:	<ul style="list-style-type: none"> ▪ Conceptualisation of the research problem or hypothesis. ▪ The importance of positioning a research project in context of existing knowledge. ▪ Significance and means of providing 	2 week

		<p>benchmarks by which data can be judged.</p> <ul style="list-style-type: none"> ▪ Qualitative, quantitative and mixed method research: ▪ Key theoretical frameworks for research. ▪ Advantages and limitations of qualitative and quantitative research ▪ approaches and methods. 	
3.	Research as a process:	<ul style="list-style-type: none"> ▪ Research has distinct phases which support a coherent and logical argument. ▪ This includes using secondary research to inform a primary, empirical, study. 	1 week
4.	Selecting a sample:	<ul style="list-style-type: none"> ▪ The importance of gathering data and information (qualitative or quantitative) to support research analysis. ▪ Selecting sample types and sizes 	1 week

		<p>that are relevant to the research.</p> <ul style="list-style-type: none"> ▪ Considering sampling approaches and techniques including probability and nonprobability sampling. 	
5.	Ethics, reliability and validity:	<ul style="list-style-type: none"> ▪ Research should be conducted ethically. How is this achieved and reported? ▪ Research should also be reliable (similar results would be achieved from a similar sample) and valid (the research measures what it aimed to measure). 	1 week
6.	Analysing data:	<ul style="list-style-type: none"> ▪ Using data collection tools such as interviews and questionnaires. ▪ Using analytical techniques such as trend analysis, coding or typologies. 	1 week
7.	Stakeholders:	<ul style="list-style-type: none"> ▪ Who are they? ▪ Why would they be interested in the research outcomes? ▪ What communication method do they 	1 week

		expect?	
8.	Communicating research outcomes:	<ul style="list-style-type: none"> ▪ Consideration of different methods of communicating outcomes (e.g. written word, spoken word) and the medium (e.g. report, online, presentation). ▪ The method and medium will be influenced by the research and its intended ▪ audience. 	1 week
9.	Convincing arguments:	<ul style="list-style-type: none"> ▪ No matter what the method/medium, all research should be convincing and presented logically where the assumption is that the audience has little or no knowledge of the research process. ▪ The importance of developing evaluative conclusions. 	1 week
10.	Reflection for learning and practice:	<ul style="list-style-type: none"> ▪ Difference between reflecting on performance and evaluating a research project. The former 	1 week

		<p>considers the research process; the latter considers the quality of the research argument and use of evidence.</p> <ul style="list-style-type: none"> ▪ Reflection on the merits, limitations and potential pitfalls of the chosen methods. 	
11.	The cycle of reflection:	<ul style="list-style-type: none"> ▪ To include reflection in action and reflection on action. ▪ Considering how to use reflection to inform future behaviour and future considerations. 	1 week
12.	Reflective writing:	<ul style="list-style-type: none"> ▪ Avoiding generalisation and focusing on personal development and the research journey in a critical and objective way. 	1 week

Evaluation System In-Use

Exams	Percentage of Total Mark	te
First Exam	20%	Date: / /
Second Exam	20%	Date: / /
Participation	10%	
Final Exam	50%	Date: / /
Projects and Assignments		
Discussions and Presentations		

Teaching Methodology

- The instructor decides on the suitable method for teaching the material (lectures, presentations, discussions, lab assignments...etc).

References

Finance and Business Management Program

Specialization	Business administration and Office Systems
Course Number	021009225
Course Title	Organizational Behavior
Number of Credit Hours	(3)
Number to Theoretical Credit Hour	(3)
Number to Practical Credit Hours	(0)

Course Description

The aim of this unit is to develop a student's understanding of the influence culture, politics and power have on the behaviour of others in an organisational context. Students will be in a position to apply the principles of organisational behaviour to a variety of business situations.

On successful completion of this unit students will have an understanding and awareness of key influences which affect the behaviour of individuals, teams and organisations as a whole. They will be able to use this knowledge to make an immediate and positive contribution in the workplace, whether that role is as part of a team or as a team leader. This will be achieved through a strong appreciation of working in a team, having a more profound perspective of what makes people and organisations do what they do, and how to adjust one's own behaviour to reflect the circumstances and situation.

Main Course Objectives

Upon the successful completion of this course, the students will be able to:

1. Analyse the influence of culture, politics and power on the behaviour of others in an organisational context.
2. Evaluate how to motivate individuals and teams to achieve a goal.
3. Demonstrate an understanding of how to cooperate effectively with others.
4. Apply concepts and philosophies of organisational behaviour to a given business situation.

General Course Description:

Unit #	Unit Name	Unit Contents	Time Allocation
1.	Influence of culture:	<ul style="list-style-type: none"> ▪ Classifications of culture (power, role, task and person). ▪ The importance of cultural–difference awareness. ▪ Hofstede’s dimensions of culture theory and application. ▪ The rise of globalisation and digital technology and how they have influenced ▪ and shaped organisational culture in the 21st century. ▪ Principles of Network theory and Systems theory as frameworks to ▪ understand organisations. ▪ Organisational psychology. 	2 week
2.	Influence of politics:	<ul style="list-style-type: none"> ▪ Organisational politics and differentiation between personal, decisional, 	1 week

		<ul style="list-style-type: none"> ▪ structural and organisational change. 	
3.	Influence of power:	<ul style="list-style-type: none"> ▪ Power as a property viewpoint: individual, relationships and embedded in structures. ▪ Bases and types of power, power controls and power sources. 	1 week
4.	Motivational theories:	<ul style="list-style-type: none"> ▪ Extrinsic and intrinsic motivation. ▪ Motivational theorists and theories: content theories (Maslow, Herzberg and Alderfer) and process theories (Vroom, Adams, Latham and Locke). ▪ The implications of motivational theory on management and leadership within organisations. 	1 week
5.	Behavioural psychology:	<ul style="list-style-type: none"> ▪ Definition of emotional intelligence and the importance of soft skills for managers and teams. ▪ Task vs relationship leadership and psychodynamic approach to behaviour. 	1 week

6.	Different types of organisational teams:	<ul style="list-style-type: none"> ▪ Including functional, problem-solving, project teams. ▪ The impact of technology on organisational teams: the role of virtual team development and networking. 	1 week
7.	Team dynamics and teamwork:	<ul style="list-style-type: none"> ▪ Definitions of the terms group and team, and the differences. ▪ Tuckman's Team Development model and the impact of development stages on individual development. ▪ Belbin's typology for managing effective teams and considering roles and skills required for effective teams. ▪ Soft and hard communication, co-operation and competition. ▪ Benefits and risks of teams. ▪ Conflict resolution. 	1 week
8.	Concepts and philosophy:	<ul style="list-style-type: none"> ▪ Path-goal theory leadership styles that improve team performance and 	1 week



		<p>productivity.</p> <ul style="list-style-type: none"> Contemporary barriers to effective behaviour, situational resistance, social capital theory and contingency theory. 	
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Evaluation System In-Use

Exams	Percentage of Total Mark	te
First Exam	20%	Date: / /
Second Exam	20%	Date: / /
Participation	10%	
Final Exam	50%	Date: / /
Projects and Assignments		
Discussions and Presentations		

Teaching Methodology

- The instructor decides on the suitable method for teaching the material (lectures, presentations, discussions, lab assignments...etc).

References

Finance and Business Management Program

Specialization	Business administration and Office Systems
Course Number	021009226
Course Title	Business Strategy
Number of Credit Hours	(3)
Number to Theoretical Credit Hours	(3)
Number to Practical Credit Hours	(0)

Course Description

The aim of this unit is to develop students' awareness of the different kinds of strategy which could be used in an operational, tactical or strategic role for an organisation. This will be underpinned by a thorough knowledge and understanding of the theories, models and concepts which could significantly support an organisation's strategic choice and direction.

On successful completion of this unit students will have developed sufficient knowledge and understanding of strategy to make a positive, efficient and effective contribution to the development of business plans and operational direction. This could be in the role of a junior manager responsible for having a specific input into an organisation's decision-making and planning.

Main Course Objectives

On successful completion of this unit a learner will:

- 1 Analyse the impact and influence which the macro environment has on an organisation and its business strategies.
- 2 Assess an organisation's internal environment and capabilities.
- 3 Evaluate and apply the outcomes of an analysis using Porter's Five Forces model to a given market sector.
- 4 Apply models, theories and concepts to assist with the understanding and interpretation of strategic directions available to an organisation.

General Course description:

Unit #	Unit Name	Unit Contents	Time Allocation
1.	<i>The Strategic Context:</i>	<p>Missions, visions and objectives.</p> <p>The definition and meaning of strategy.</p> <p>The role of strategy to achieve business objectives and goals, strategic intent and different strategic direction.</p> <p>Different strategic planning techniques.</p>	2 Weeks
2.	<i>Analytical frameworks of the macro environment:</i>	<p>The different types of frameworks and analysis of the macro environment, including:</p> <p>Stakeholder analysis: stakeholder matrix, stakeholder mapping.</p> <p>Environmental analysis: PESTLE and Porter's Five Forces model.</p> <p>Structure–conduct–performance model.</p> <p>Strategic positioning: Ansoff's growth vector matrix.</p> <p>Organisational audit: SWOT analysis, benchmarking indicators.</p>	4 weeks
3.	<i>Organisational internal environment:</i>	<p>What are strategic capabilities and what are the key components of strategic capabilities?</p> <p>Resource–based view strategy as a basis for competitive advantage and the McKinsey's 7S model as a management tool.</p> <p>Analysis of strategic capabilities using the VRIO/VRIN framework.</p> <p>Benchmarking strategic capabilities and value</p>	4 weeks

		<p>chain analysis.</p> <p>Cost–benefit analysis.</p>	
4.	<p><i>Analytical tools and models of analysis:</i></p>	<p>The Balanced Scorecard to align organisation vision and strategy.</p> <p>Competitive analysis using Porter’s Five Forces model.</p> <p>Stakeholder analysis.</p> <p>Applying the Ansoff matrix to product/market strategy..</p>	3 weeks
5.	<p><i>Strategic choices and directions:</i></p>	<p>The application of Porter’s generic strategies: cost and price leadership strategy, differentiation strategy, focus strategy and the extended model of Bowman’s strategy clock.</p> <p>Hybrid strategy.</p> <p>Diversification.</p> <p>Vertical/horizontal integration.</p>	3 weeks

Evaluation System In-Use

Exams	Percentage of Total Mark	Date
First Exam	20%	Date: / /
Second Exam	20%	Date: / /
Participation	10%	
Final Exam	50%	Date: / /
Projects and Assignments		
Discussions and Presentations		

Teaching Methodology

- The instructor decides on the suitable method for teaching the material (lectures, presentations, discussions, lab assignments...etc).

References



Finance and Business Management Program

Specialization	Business administration and Office Systems
Course Number	021009215
Course Title	Computer Application in Office Management
Number of Credit Hours	(2)
Number to Theoretical Credit Hours	(0)
Number to Practical Credit Hours	(6)

Course Description

This course teaches word processing and document formatting using Microsoft Word. Skills include formatting and editing documents, using grammar and thesaurus functions, applying character, paragraph, and section formatting, preparing headers and footers, using file management procedures, preparing labels and envelopes, and formatting columns. Students are introduced to advanced word processing formatting and functions such as macros, styles, templates, graphics, Web pages, versions, forms, WordArt, Draw, outlines, indexes, and mail merges. The formatting of memos, letters, reports and specialized documents according to current business standards is emphasized throughout the course.

Main Course Objectives

Upon the successful completion of this course, the students will be able to:

1. Use mail merge features.
2. Create tables, brochures and newsletters.
3. Record macros.
4. Create an index and table of contents.
5. Create fill-in forms.
6. Perform calculations and modify fields in a table.
7. Insert comments and track document changes.

General Course Description:

Unit#	Unit Name	Unit Contents	Time Allocation
1.	Microsoft Word 2010	Reinforcement and advanced features of Microsoft Word 2010 screen elements, including the use of ribbons, command tabs, groups, macros, screen splits, document comparison, and more.	1 Week
2.	Language, Proofreading and Memos	Reinforcement of proper grammar, spelling, and word usage. Proofreading symbols. Creating and Formatting standard and Advanced memos.	1 Week
3.	Formatting with Special Features	Creating newspaper columns Using templates and Wizards Using AutoText Researching and requesting information	1 Weeks
4.	Applying Special Features	Hyphenating words Finding and replacing special characters Automatically summarizing a document Analyzing a document with readability statistics Turning on line numbering Customizing toolbars and menus	1 week
5.	Creating and Formatting Tables	Creating a table Formatting a table	1 Week

		<p>Creating a table using the Tables and Borders toolbar</p> <p>Converting text</p>	
6.	Merging Documents	<p>Using the Mail Merge Wizard</p> <p>Creating custom fields</p> <p>Editing merge documents</p> <p>Inputting text during a merge</p>	1 Week
7.	Sorting and Selecting	<p>Sorting text</p> <p>Selecting records</p>	1 Weeks
8.	Creating and Modifying Styles	<p>Formatting text with styles</p> <p>Creating styles</p> <p>Applying a style</p> <p>Assigning a shortcut key combination to a style</p> <p>Modifying a style</p>	1 Week
9.	Formatting with Macros	<p>Recording a macro</p> <p>Running a macro</p> <p>Assigning a macro</p> <p>Recording a macro with fill-in fields</p> <p>Editing a macro using the Visual Basic Editor</p>	1 Week
10.	Managing Documents	<p>Navigating in a document</p> <p>Changing the default font</p> <p>Searching for specific documents</p> <p>Creating a custom dictionary</p> <p>Creating a master document and subdocuments</p>	1 Week

11.	Creating Specialized Tables and Indexes	<p>Creating a Table of Contents</p> <p>Creating an Index</p> <p>Creating a Table of Figures</p> <p>Creating a Table of Authorities</p>	1 Week
12.	Preparing Forms	<p>Creating a form</p> <p>Creating a fill-in form</p> <p>Printing a form</p> <p>Editing a form template</p> <p>Customizing form field options</p>	1 Week
13	Sharing Documents	<p>Inserting comments</p> <p>Tracking changes to a document</p> <p>Comparing and merging documents</p> <p>Sending and routing documents</p> <p>Tracking changes to a document</p> <p>Creating multiple versions of a document</p> <p>Protecting documents</p> <p>Customizing document properties</p>	1 Week
14	Sharing Data Between Programs	<p>Performing calculations on data in a table</p> <p>Modifying table formats and properties</p> <p>Inserting and modifying fields</p> <p>Importing data</p> <p>Creating and formatting Web pages</p>	2 Weeks

Evaluation System In-Use :

Exams	Percentage		Date
	Of	Total	
	Marks		
First Exam	%20		Date : / /
Second Exam	%20		Date : / /
Participation	%10		
Final Exam	%50		Date : / /
Projects and Assignments			
Discussion and Presentations			

Teaching Methodology

- ❖ The instructor decides on the suitable method for teaching the material (lectures, presentations, discussions, lab assignments...etc)..

References

1. **Microsoft Word**, current edition, by Nita Rutkosky, EMC Paradigm Publishing
2. **Microsoft Office Word 2007 step by step**, by Joyce Cox, Joan Preppernau

Finance and Business Management Program

Specialization	Business administration and Office Systems
Course Number	021009213
Course Title	Operation and Project Management
Number of Credit Hours	(3)
Number to Theoretical Credit Hours	(2)
Number to Practical Credit Hours	(3)

Course Description

The aim of this unit is to develop students' understanding of contemporary operations theory as a function of a modern organisation. Students explore key benchmarks and processes which will enable effective critique of an operation function. Students will also consider the fundamentals of project management utilising the prescribed, but well established, project life cycle.

On successful completion of this unit students will have developed sufficient knowledge and understanding of operations and project management to make an effective and immediate contribution to the way in which an organisation conducts its business. Students will also be in a strong position to contribute to, as well as lead, small-scale projects.

Underpinning all aspects of the content for this unit will be the consideration of the strategic role of operations management and planning and control of resources, and project management theories and the project life cycle.

Main Course Objectives

On successful completion of this unit a learner will:

1. Review and critique the effectiveness of operations management principles.
2. Apply the concept of continuous improvement in an operational context.
3. Apply the project life cycle (PLC) to a given context.
4. Review and critique the application of the PLC used in a given project.

General Course Description:

Unit #	Unit Name	Unit Contents	Time Allocation
1.	Operations vs operations management:	Operations as a concept and as a function vs management as strategic oversight	2 Weeks
2.	Operations as a concept	Different approaches to operations management, Taylor's theory of Scientific Management, flexible specialisation, lean production, mass customisation and agile manufacturing. The operation process in a service sector and manufacturing sector organisation. The relationship between operations and other business functions.	2 weeks
3.	Operations management	verseeing the design, implementation and effectiveness of an operations function. Utilising control systems and contingencies to ensure efficiency. The use of Six Sigma and Lean principles to improve efficiency and effectiveness.	1 week
4.	Improving the effectiveness and efficiency of the operations function:	Policies and processes including cost reduction and quality improvement. Continuous improvement as a philosophy and approach using the application of Lean principles within a cycle of continuous	2 weeks

		<p>improvement.</p> <p>Operations as a cross-organisation activity and not simply an independent function.</p> <p>The significant impact that technology has had upon operational functions and information flows.</p> <p>Consideration of software systems Enterprise Resource Planning systems (ERP), Supply Chain Management (SCM), New-Product development (NPD) and Customer Relationship Management (CRM).</p>	
5.	Improving quality:	Reducing defects through Total Quality Management, the concept of Kaizen and process re-engineering.	2 weeks
6.	The Project Life Cycle (PLC):	<p>The phases and activities of the PLC: initiation, planning, execution and closure.</p> <p>Developing the business case for a project and undertaking feasibility study.</p>	1 weeks
7.	The theories and practice of project management:	To include agile methodologies, project management tools and project leadership within the PLC.	1 weeks
8	Project documentation:	To include the project initiation document, project plan, cost benefit analysis and work breakdown structure.	1 weeks

9	Directing projects:	Differentiating between large and small-scale projects and those used in the public, private or not-for-profit sectors.	1 week
10	Holistic and focused critiques:	The broader influence/impacts of a project alongside a detailed analysis of the application of the PLC.	1 weeks
11	Performance measurement:	To include milestones, targets, deliverables, benchmarks (internal and external) and key performance indicators.	1 weeks
12	The review and critique process:	Using project monitoring to inform an evaluation. The importance of reliability and validity in evaluation. Programme theory and logic models to support a review.	1 weeks

Evaluation System In-Use

Exams	Percentage of Total Mark	Date
First Exam	20%	Date: / /
Second Exam	20%	Date: / /
Participation	10%	
Final Exam	50%	Date: / /
Projects and Assignments		
Discussions and Presentations		

Teaching Methodology

- The instructor decides on the suitable method for teaching the material (lectures, presentations, discussions, lab assignments...etc).

References

Finance and Business Management Program

Specialization	Business administration and Office Systems
Course Number	021009214
Course Title	Understanding and Leading Change
Number of Credit Hours	(3)
Number to Theoretical Credit Hours	(2)
Number to Practical Credit Hours	(3)

Course Description

The aim of this unit is to prepare students to anticipate, plan and deliver organisational change. In addition students will be able to predetermine appropriate and timely interventions required to maximise the benefits and minimise the risk of organisational change.

On successful completion of this unit students will have developed sufficient knowledge and understanding of leadership in the context of organisational change to make an effective and immediate contribution to the way in which an organisation determines and responds to change drivers. Students will also be in a strong position to contribute to change initiatives as well as to consider the strategies required to change resisters.

Main Course Objectives

On successful completion of this unit a learner will:

1. Compare ways in which change impacts on an organisation's strategy and operations.
2. Evaluate the influences that drivers of change have on organizational behaviour.
3. Determine how barriers to change influence leadership decision-making.
4. Apply a range of leadership approaches to a change initiative.

General Course Description:

Unit #	Unit Name	Unit Contents	Time Allocation
1.	Change as a constant requirement:	What is change in a business context? How does position and perception influence a view of change as negative or positive?	2 Weeks
2.	Types of organisational change:	To include structural and strategic, and people and processes.	2 weeks
3.	Drivers of change:	Consideration of internal and external drivers which could be based on a PEST and/or SWOT analysis.	1 week
4.	Dealing with change:	To include planned and emergent change, strategies for change and the Bohner and Arnold Change Impact Analysis.	1 weeks
5.	Change and the impact on organisational behaviour:	Considering the psychological impact of change on people. How change impacts on team dynamics and how people are led and managed.	1 weeks
6.	Recognising drivers of change:	Using analytical tools such as PEST and SWOT. Selecting the most significant drivers in a given context.	1 weeks
7.	Responding to drivers of	Using systems theory and continuous improvement models to predict and	1 weeks

	change:	proactively plan for change. Using the Burke–Litwen model to make the change process efficient and effective.	
8	Initiated or imposed change:	Deciding to be pre–emptive and proactive or responsive and reactive will be based on the situation and the nature/scope of the change. Adaptive and constructive change.	1 weeks
9	Barriers and resistance to change:	Using a force field analysis to understand likely opposition and support for change in a contemporary context. Schein’s organisational culture model, self–efficacy perceptions and situational resistance when determining barriers.	1 week
	Leadership and decision–making:	Doing the right thing is important when dealing with change as change mostly affects people. Decisions should be considered with this in mind.	1 week
	Situational leadership:	The context of a task/activity/challenge determines the appropriate leadership style/approach.	1 week
	Initiating change:	Where change is initiated then leaders have more control, more time and, therefore, more opportunity to select the best approach to apply. When change is imposed then these opportunities are reduced or even	1 week



		negated.	
	Change theories, concepts and models:	The key theories, concepts and models, including Kotter's 8-step Change model, Lewin's change management model, change through strategic communication, change and movement through leadership, the principles of change leadership.	1 week

Evaluation System In-Use

Exams	Percentage of Total Mark	Date
First Exam	20%	Date: / /
Second Exam	20%	Date: / /
Participation	10%	
Final Exam	50%	Date: / /
Projects and Assignments		
Discussions and Presentations		

Teaching Methodology

- The instructor decides on the suitable method for teaching the material (lectures, presentations, discussions, lab assignments...etc).

References



Finance and Business Management Program

Specialization	Business administration and Office Systems
Course Number	021009212
Course Title	Global Business Environment
Number of Credit Hours	(3)
Number to Theoretical Credit Hours	(2)
Number to Practical Credit Hours	(3)

Course Description

The aim of this unit is to explore the wider position some organisations have in the global environment. Students will appreciate the complexities of operating in a global environment, and this will enable them to offer greater breadth and depth to an organisation's current or aspirational global presence.

On successful completion of this unit students will have developed an understanding of the wider global environment in which organisations operate. This will enable students to add value to an organisation as they will be able to apply their knowledge in such a way that they could advise senior managers (in either large or small organisations) on global matters which they may not have ordinarily considered.

Main Course Objectives

On successful completion of this unit a learner will:

1. Analyse the key factors which drive globalisation.
2. Determine the strategic complexities associated with operating in a global environment.
3. Evaluate how operating in a global market influences an organisation's structure, culture and functions.
4. Evaluate the influence of globalisation on organisational decision-making and strategy.

General Course Description:

Unit #	Unit Name	Unit Contents	Time Allocation
1.	Driving factors of globalisation:	<p>Analyse the concept and theory of globalisation in terms of cultural, economic, political and social dimensions.</p> <p>What are the factors that drive globalisation?</p> <p>International economic integration, foreign direct investment, international business and trade.</p> <p>Factors in relation to cost, market, environment and competition.</p>	2 Weeks
2.	The significant impact of the digital revolution:	<p>creating better products and services at lower cost, the impact of social media and other applications (e.g cloud computing) connecting the global community and digitized design, manufacturing, and distribution systems making products and services available to a global market.</p>	2 weeks
3.	Global strategic complexities:	<p>The impacts of international trade law.</p> <p>The economics of globalisation and the environmental impacts of globalization in the context of the challenges they pose for risk and diversification strategies.</p> <p>The complexities of the international supply chain management.</p>	1 week



<p>4.</p>	<p>Influences on structure, culture and functions:</p>	<p>How does the global market influence organisations in the context of McKinsey 7S model of organisational structure?</p> <p>The governance of a multi-national organisation and leadership within an international context.</p> <p>Using Hofstede's Dimensions of Culture demonstrate how national cultural differences have an influence upon organisations.</p> <p>The influence of ethical and sustainable globalisation.</p>	<p>2 weeks</p>
<p>5.</p>	<p>Influences on decision-making and strategy:</p>	<p>The principles of leadership change and the process of internationalisation.</p> <p>International expansion strategies and strategic decision-making in relation to risk and diversification.</p> <p>The impact of barriers to international trade upon decision-making and strategy.</p>	<p>2 weeks</p>

Evaluation System In-Use

Exams	Percentage of Total Mark	Date
First Exam	20%	Date: / /
Second Exam	20%	Date: / /
Participation	10%	
Final Exam	50%	Date: / /
Projects and Assignments		
Discussions and Presentations		

Teaching Methodology

- The instructor decides on the suitable method for teaching the material (lectures, presentations, discussions, lab assignments...etc).

References



Finance and Business Management Program

Specialization	Business administration and Office Systems
Course Number	021009211
Course Title	Developing Individuals, Teams and Organizations
Number of Credit Hours	(3)
Number to Theoretical Credit Hours	(2)
Number to Practical Credit Hours	(3)

Course Description

The aim of this unit is to provide students with the opportunity to appreciate that developing knowledge and skills to achieve high performance is a cross-organisation activity. Students will recognise that their own professional development is just one route to improving the performance of those teams and organisations in which they work. They will also gain an awareness of the context in which learning takes place and how development needs are linked to learning interventions aimed at supporting an organisation's strategy.

On successful completion of this unit, students will have laid the foundations for their own continuing professional development which will support their future engagement in lifelong learning. They will also be able to contribute to the development of others and make a positive contribution to the sustainable growth of an organisation.

Main Course Objectives

On successful completion of this unit a learner will:

1. Analyse employee knowledge, skills and behaviours required by HR professionals.
2. Analyse the factors to be considered when implementing and evaluating inclusive learning and development to drive sustainable business performance.

3. Apply knowledge and understanding to the ways in which high–performance working (HPW) contributes to employee engagement and competitive advantage.
4. Evaluate ways in which performance management, collaborative working and effective communication can support high–performance culture and commitment.

General Course Description:

Unit #	Unit Name	Unit Contents	Time Allocation
1.	Continuing professional development (CPD) AND Frameworks for CPD	<p>What does this mean?</p> <p>How do we engage in CPD?</p> <p>How and why should CPD be recorded and evaluated?</p> <p>As a means to structure CPD activities and to provide opportunities for reflection and evaluation.</p>	2 Weeks
2.	Reflective learning , Feedback for learning:	<p>Consider this as a philosophy and a concept.</p> <p>Using reflective learning to gain a deeper and objective insight into levels of performance in comparison to levels of expectation. , Using feedback as part of the learning cycle where feedback informs reflection which in turn informs action.</p>	2 weeks
3.	Supporting organisational and individual learning:	<p>Learning should be focused on strategic and tactical goals and informed by, for example, GAP analysis or a skills evaluation.</p> <p>Consider how learning is determined and implemented.</p>	1 week

4.	The learning organization , Training or development	The use of formal and informal learning across an organisation to develop individual, team and organisational skill sets. , Training as a one-off event or series of activities is different to development which has a more protracted timescale and builds on the skills and knowledge gained during training. Should organisations focus on training, development or both?.	2 weeks
5.	The learning cycle , Barriers to learning:	Recognising that learning is continuous through the use of learning cycle theories developed by Kolb, Honey and Mumford and Lewin. Recognising the various environmental, physical, psychological and cognitive barriers and how to overcome them.	2 weeks
6.	High-performance working (HPW) , HPW organisations	As a concept, philosophy and approach to developing and supporting strategy development, competitive advantage and improving employee relations. What characterises a HPW organisation (HPWO)? How is this beneficial to employees and the employer? What barriers may exist to HPW?	2 weeks
7.	High-performance HRM practice ,	How are the two related? Which informs which? What impact does the desire to achieve HPW	2 weeks



	<p>HPW and external stakeholders and Partnerships in a HPWO</p>	<p>impact of HR practices? How will HPW be perceived and viewed by internal and external stakeholders? Consider who will be able to support HPW in an organisation? The use of HPW champions to act as catalysts. How do you sell the concept of HPW to those who will be facilitating this?</p>	
<p>8</p>	<p>Performance management (PM), Organisational culture and Transformation process</p>	<p>As a concept and a process. What constitutes effective PM? 257 How does effective PM inform learning and development at the organisational, team and individual level? Differences in PM systems. How this can be both a facilitator or barrier to effective PM. The use of internal collaboration to deliver effective PM. Use PM to transform organisations. How this is achieved would depend on factors such as scale and size of the organisation, its geographic dispersal and competing challenges. The latter could be the requirement to remain strong in the market, to make a profit or to meet customer expectations during a period of transformation.</p>	<p>2 weeks</p>



9	The developmental approach to PM	Separating development from evaluation where the developmental approach considers stages in development and how these are achieved through the setting of criteria, the imposition of systems and an incremental approach to achieving developmental aims	1 week
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Evaluation System In-Use

Exams	Percentage of Total Mark	Date
First Exam	20%	Date: / /
Second Exam	20%	Date: / /
Participation	10%	
Final Exam	50%	Date: / /
Projects and Assignments		
Discussions and Presentations		

Teaching Methodology

- The instructor decides on the suitable method for teaching the material (lectures, presentations, discussions, lab assignments...etc).

References



Associate Degree in Finance and Managerial Sciences

Specialization	Multiple Specializations
Course Number	021006112
Course Title	Principles of financial accounting 2
Number of Credit Hours	(3)
Number to Theoretical Credit Hours	(2)
Number to Practical Credit Hours	(3)

Course Description

This course to introduce students to essential financial accounting principles and techniques which will enable them to record and prepare basic final accounts for merchandising business. Students will learn how to prepare accounts for sole traders and partnerships as well as limited companies.

On successful completion of this course students will be able to contribute effectively to the accounting function of an organisation, or to understand how to record and prepare basic financial accounts for their own business. They will have the knowledge and skills required to progress to a higher level of study.

Main Course Objectives

On successful completion of this course the learners will be to:

5. Understand the financial accounting for merchandising business.
6. Prepare final accounts for sole-traders, partnerships or limited companies in accordance with appropriate principles, conventions and standards.
7. Perform bank reconciliations to ensure company and bank records are correct.
8. Reconcile control accounts and shift recorded transactions from the suspense accounts to the right accounts.

General Course Description:

Unit #	Unit Name	Unit Contents	Time Allocation
1.	Accounting for Merchandising Operations	<ul style="list-style-type: none"> • Merchandising Operations • Recording Purchases of Merchandise • Recording Sales of Merchandise • Completing the Accounting Cycle • Forms of Financial Statements 	3 weeks
2.	Inventories	<ul style="list-style-type: none"> • Classifying Inventory • Determining Inventory Quantities • Inventory Costing • Inventory Errors • Statement Presentation and Analysis 	4 weeks
3.	Final accounts preparation	<ul style="list-style-type: none"> • Financial reports and financial statements • Adjustments required for accruals, prepayments, bad debts, etc. • Preparing final accounts (e.g. for sole-traders, partnerships or limited companies). • Accounting rules and principles. 	4 weeks
4.	Bank reconciliations	<ul style="list-style-type: none"> • What is meant by bank reconciliation? • The process of reconciliation: • Identifying variances through a bank reconciliation. • Dealing with negative and positive variances 	2 weeks

5.	Reconcile control accounts	<ul style="list-style-type: none">• Control account What are they? How and why are they used? How do they support effective financial management?• Suspense accounts: How do they differ from control accounts? Why are they required? How are funds in suspense accounts legally protected?• Reconciling these accounts: Why is reconciliation required? How is this conducted? The role of debtors and creditors accounts.	3 weeks
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Evaluation System In-Use

Exams	Percentage of Total Mark	Date
First Exam	20%	Date: / /
Second Exam	20%	Date: / /
Participation	10%	
Final Exam	50%	Date: / /
Projects and Assignments		
Discussions and Presentations		

Teaching Methodology

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References



Finance and Business Management Program

Specialization	Business administration and Office Systems
Course Number	091009231
Course Title	Work-Based Experience
Number of Credit Hours	(3)
Number to Theoretical Credit Hours	(0)
Number to Practical Credit Hours	(280)

Course Description

A significant amount of learning can be achieved by carrying out practical activities in a workplace. Learning may be enhanced by taking a more formal approach to work-based activities

–by planning, carrying out the activities and reflecting on the benefits of the activities to the

business and to the learner.

This unit is designed to allow flexibility of study for part-time and full-time learners. It is expected

that learners will be supervised in the workplace in addition to the supervision provided by their

academic supervisor.

Learners will have the opportunity, supported by their supervisors, to negotiate and perform

activities which will allow them to fulfill the assessment criteria for this unit. They will recognise

the scope of what they have achieved by recording evidence from carrying out the activities.

They will also gain maximum benefit by reflection on and evaluation of the work they undertake.

Main Course Objectives

On successful completion of this unit a learner will:

- 1 Be able to negotiate industry experience
- 2 Understand the specific requirements of the placement
- 3 Be able to undertake work experience as identified
- 4 Be able to monitor and evaluate own performance and learning.

General Course Description:

Unit #	Unit Name	Unit Contents	Time Allocation
1.	<i>Suitable organization and location</i>	types of establishments for placement e.g. industry-related work for a client brief at college, existing work environment, different departments within current employer's business	Three weeks
2.	<i>Negotiation</i>	methods of contacting organisations; methods of undertaking negotiations	Three weeks
3.	<i>Nature of duties</i>	type of undertaking e.g. routine duties and tasks, project work, development of new procedures/protocol	Three weeks
4.	<i>Supervisors</i>	roles and responsibilities of academic and industrial mentors	One week
5.	<i>Expectations of learning</i>	aims e.g. proficiency in new tasks and procedures, time management and problem solving skills, reflection, discuss progress with others, teamwork	One week
6.	<i>Business constraints</i>	consideration of possible limitations e.g. need to be fully trained ,adherence to quality systems, health and safety	One week

		considerations, supervision time, work load, customer satisfaction, limited staffing, cost of materials	
7.	<i>Tasks</i>	details of activities e.g. specific hourly, daily, weekly routine and non-routine tasks; breakdown of a project into stages; new procedures/protocol	One week
8.	<i>Prioritise</i>	reasons for rationalization of the order of tasks; methods of prioritizing work	One week
9.	<i>Plan for the work experience</i>	methods used to develop detailed plan with schedule of tasks ,proposed dates for reviews, expected input from supervisors	Two weeks
	<i>Benefits to organization and learner</i>	advantages to business e.g. allowing more routine tasks to be carried out, allowing procedures/techniques to be developed, increasing responsiveness, identifying cost saving measures; advantages to learner e.g. understanding how a business operates, understanding importance of teamwork, learning new techniques, development of problem-solving and time-management skills	

	<i>Carry out the planned activities</i>	Realization e.g. carrying out tasks and project work according to relevant legislation, training and codes of practice; developing new procedures or protocol	
	<i>Record activities in the appropriate manner</i>	systematic and appropriate recording of relevant activities eg logbook, diary, portfolio, spreadsheets, data bases; list of resources	
	<i>Revise the initial plan as required</i>	methods used to review activities at the appropriate time to see if they meet requirements, make alterations as needed	
	<i>Evaluation of the quality of the work undertaken</i>	meeting industry standards and evaluating own performance against original proposal; comments/testimony from supervisors	
	<i>Account of learning during the work experience</i>	details of experience gained e.g. new procedures, interpersonal skills, time management, problem solving, teamwork; details of evidence e.g. portfolio of evidence, scientific report, management report	

	<i>Recommendations on how the learning experience could have been enhanced</i>	Alternative ideas e.g. different location, different brief, different time period, more/less support, better time management, better preparation	
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Evaluation System In-Use

Exams	Percentage of Total Mark	Date
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Projects and Assignments		
Discussions and Presentations		

Teaching Methodology

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References