



EXECUTIVE MBA

**POSTGRADUATE DIPLOMA IN
ORGANISATIONAL LEADERSHIP**

COURSE SPECIFICATIONS

Contents

1.0 ATHENA GLOBAL EDUCATION	4
2.0 UNIVERSIDAD CATOLICA DE MURCIA (UCAM) , SPAIN	5
3.0 CAMBRIDGE INTERNATIONAL QUALIFICATIONS	6
4.0 ABOUT THE COURSE	7
4.1 AIM OF THE COURSE	7
4.2 GRADING STRUCTURE	8
4.3 ENROLMENT AND EQUAL OPPORTUNITY	8
4.4 ACCESS AND RECRUITMENT	8
4.5 ACCESS ARRANGEMENTS AND SPECIAL CONSIDERATIONS	9
4.6 ADMISSION REQUIREMENTS	9
4.7 GUIDANCE ON ASSESSMENT	9
4.8 METHODS OF ASSESSMENT	9
5.0 MODULES AND COMBINATIONS	10
5.1 INTERNATIONAL HUMAN RESOURCE MANAGEMENT	11
Module Description	11
Learning Outcomes	11
Content Covered	12
Assessment	12
Indicative Resources	12
5.2 OPERATIONS MANAGEMENT	13
Module Description	13
Learning Outcomes	13
Content Covered	13
Assessment	14
Indicative Resources	14
5.3 STRATEGIC MANAGEMENT AND LEADERSHIP	14
Module Description	14
Learning Outcomes	15
Content Covered	15
Indicative Assessment	15
Indicative Resources	16
5.4 SOCIO-ECONOMIC AND LEGAL FRAMEWORK	16

ModuleDescription	16
Learning Outcomes.....	16
Content Covered	17
Indicative Assessment	17
Indicative Resources	17
5.5 FINANCE FOR BUSINESS LEADERS.....	18
Module Description	18
Learning Outcomes.....	18
Content Covered	18
Indicative Assessment	19
Indicative Resources	19
5.6 SUSTAINABILITY AND BUSINESS	20
Module Description	20
Learning Outcomes.....	20
Content Covered	20
Assessment	21
Indicative Resources	21
5.7 STRATEGIC SUPPLY CHAIN AND LOGISTICS MANAGEMENT	21
Module Description	21
Learning Outcomes.....	22
Content Covered	22
Assessment	22
Indicative Resources	22
5.8 STRATEGIC PROJECT MANAGEMENT AND IMPLEMENTATION	23
Module Description	23
Learning Outcomes.....	23
Content Covered	24
Indicative Assessment	24
Indicative Resources	24
4.8 RESEARCH METHODS AND FINAL RESEARCH PROJECT.....	25
Module Description	25
Learning Outcomes.....	25

1.0 ATHENA GLOBAL EDUCATION

Athena Global Education is a subsidiary of Westford Education Group, a higher education services provider since 2009, providing quality UK, Italian and Spanish Bachelor and Master level degrees. We have helped thousands of learners from around the world achieve their higher education goals and through that, their professional goals.

Westford Education Group has partnered with many internationally accredited universities, Awarding Organizations and Professional Bodies, enabling us to provide high quality and fully accredited programs worldwide. Westford is currently partnered with Cardiff Metropolitan University from UK, University of Wolverhampton from UK, Guglielmo Marconi University from Italy, Fort Hays State University from USA, Pearson Education from UK and the Scottish Qualification Authority (SQA) of UK to name a few.

Athena Global Education is the latest venture of Westford Education Group. It is built upon our core values: That quality higher education is an undeniable right of all, not of few, and should be affordable by all. Our key pillars of this venture are Accessibility and Affordability, and we have made sure that the courses developed in this platform support and reflect these key values.

This MBA programme offered by Athena Global Education is a Dual Certification programme delivered in partnership with Universidad Catolica De Murcia (UCAM), Spain and Cambridge International Qualifications, UK.

2.0 UNIVERSIDAD CATOLICA DE MURCIA (UCAM), SPAIN

UCAM is a university par excellence based out of Murcia, Spain. Started in the year 1995, UCAM has an active student base of 17,000 learners and has an academic staff of more than 1000. The MBA program at UCAM, Murcia, Spain is accredited by ANECA and UCAM is a member of ENQA, Universia and EUA. UCAM has a strategic partnership network with more than 280 universities including Stanford, National University of Singapore and National Technological University. UCAM has a corporate strategic partnership with industry leaders including Coca Cola, Microsoft, Soft and SAP. Considered as university of sports, UCAM has more than 80 Olympiads as its alumni.

The Europe Teaching Rankings is published by Times Higher Education (THE), which is one of the three most important ranking organisations of the world, together with the QS and the Shanghai ranking. The best universities struggle to be included in it, by comparing their educative systems with other terms of reference from all over the world with regard to academic reputation, scientific production, transparency, ratio of students per teachers or to the international diversity of the students and teachers. In the latest report, **UCAM has obtained the tenth place in four large areas of study**, which assesses the satisfaction of the services provided, the quality of teaching and the general assessment of the institution by the student.

The Universidad Católica de Murcia has been nominated twice in the past year as one of the most beautiful universities in the world. The Ukrainian study, work and travel abroad agency Study.UA published their 2015 calendar titled "The Most Beautiful Universities in the World" where they ranked the Jeronimos Campus of UCAM on this select list, alongside universities such as University of Toronto (Canada), University of California, Berkeley (USA) and University of Oxford (UK) which are also globally renowned for the beauty of their campus and historic buildings.

3.0 CAMBRIDGE INTERNATIONAL QUALIFICATIONS

Cambridge International Qualifications (CIQ) is a professional awarding organization incorporated in the UK and is a subsidiary of Westford Education Group which is in to providing higher education since 2009. CIQ aims to develop and accredit qualifications which meet the ongoing needs of learners and the corporate sector ensuring individuals have access to opportunities for personal and professional development.

CIQ offers credit rated programmes under Scottish Credit Qualification Framework (SCQF) through the credit rating agency Scottish Qualification Authority which enables the student to attain UK regulated qualifications. Apart from the credit rated programmes, CIQ also offer stand-alone professional diploma and certification programmes which has been developed based on the current need of the industry. CIQ has also partnered with NCFE-UK (Northern Council for Further Education) and TQUK (Training Qualifications, UK) for joint certification of the courses developed by CIQ.

CIQ has gained a reputation for the high-quality support services provided to the education sector. We work with Schools, Colleges, Universities, and corporate bodies as well as Government agencies to provide relevant, effective, and flexible programmes. Our qualification and assessment framework is up-to-date, result oriented and meets the defined values as per international standards. CIQ qualifications are approved for progression to higher qualifications offered by International Universities around the globe.

The CIQ qualification and assessment framework have been developed in consultation with leaders from various corporate bodies, government agencies, and Universities around the world. CIQ programmes are frequently assessed to enhance quality and ensure they are relevant for the rapidly changing global market as well as career opportunities for ambitious individuals. The CIQ Qualification and assessment framework is available throughout the world and may be accessed via our “Approved Centre Network”.

4.0 ABOUT THE COURSE

This Executive MBA program provided in partnership with UCAM - Catholic University of Murcia, Spain develops leaders with the capability of navigating global business challenges. This is a dual-certification program consisting of a Postgraduate Diploma in Organisational Leadership from Cambridge International Qualifications, UK leading to an Executive MBA from UCAM - Catholic University of Murcia, Spain. The program gives learners the opportunity to reflect on professional development along with analyzing various business scenarios and is delivered through our online platform; which provides learners with the flexibility to decide their learning schedule based on work and family commitments.

This program covers core disciplines in Human Resource Management, Business Operations, Strategic Management and Leadership and Socio-economics; through which learners will gain the skills to navigate uncertainty and complex business situations. The learners will also get the opportunity to choose from elective disciplines such as Finance, Sustainability, Supply-chain and Project management to further develop critical thinking, collaboration and resilience.

4.1 AIM OF THE COURSE

The Postgraduate Diploma in Organisational Leadership provides transferable skills to develop leaders capable of handling the complexities in today's challenging business environment. The units are aligned to National Occupational Standards for business and represent the core attributes required by employers in a range of business settings. This qualification aims to provide learners with:

- ▶ An understanding of developing world class approaches to leadership and organisational development
- ▶ The latest research and thinking in leadership, organisational behavior and strategy
- ▶ The skills required to solve problems in a business environment
- ▶ The readiness to manage the various organizations on a scientific basis and to hold leading managerial positions.
- ▶ An understanding of business culture and responsibilities in the various domains of business management
- ▶ The ability to successfully communicate and work with others in a business environment
- ▶ The opportunity to develop the skills required to manage and improve their own performance in a business environment.
- ▶ A comprehensive understanding of the Business and Management domains

4.2 GRADING STRUCTURE

The following grading criteria will be applicable for the PG Diploma level

Marks	Grade
70 to 100	Distinction
60 to 69	Merit
50 to 59	Pass
40 to 49	Fail with Re-sit
0 to 39	Fail with Retake

4.3 ENROLMENT AND EQUAL OPPORTUNITY

CIQ confirms its commitment to equal opportunities in all its activities. It is intended that all students should receive equal treatment irrespective of political belief, gender, sexual orientation, age, disability, marital status, race, nationality, ethnic origin, religion or social background. All the Approved Centers must have adequate and transparent systems in place, in order to ensure that equal opportunity is given to all prospective learners for the course.

4.4 ACCESS AND RECRUITMENT

Our policy with regard to access to our qualifications is that:

- ▶ They should be available to everyone who is capable of reaching the required standard
- ▶ They should be free from any barriers that restrict access and progression
- ▶ There should be equal opportunities for all wishing to access the qualifications

We strive to recruit learners to this qualifications with integrity. This will include ensuring that all learners have appropriate information and advice about the qualifications. The centers should put in place appropriate systems to assess a learner's suitability for a programme and make a professional judgment about their ability to successfully achieve the designated qualification. This assessment should take into account of any support available to the learner within the centre during the programme of study and any support that may be required to allow the learner to access the assessment for the units within the qualification.

4.5 ACCESS

ARRANGEMENTS AND SPECIAL CONSIDERATIONS

Our policy on access arrangements and special consideration aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2011) without compromising the assessment of skills, knowledge and understanding.

4.6 ADMISSION REQUIREMENTS

Students seeking admission to the course may have to fulfil the following criteria/requirement

- ▶ A Bachelor's degree in any discipline
- ▶ Proficiency in English language equivalent to IELTS 6.0 or more
- ▶ The learners without bachelor's degree will be considered subject to having minimum three years of managerial/supervisory experience

4.7 GUIDANCE ON ASSESSMENT

This qualifications assessment is completed through the submission of internally assessed student work. To achieve a pass for a unit, a learner must have successfully achieved the learning outcomes as per the standards set by the assessment criteria for that unit.

An assignment can relate to a single unit or an integrated assignment, incorporating more than one unit can be used provided the content of the assignment is clearly mapped to show which assessment criteria from which units are being covered.

4.8 METHODS OF ASSESSMENT

We use a range of assessment vehicles that will engage learners and give them an opportunity to both demonstrate their knowledge and understanding of a topic and to evaluate how they might apply that knowledge in a given context.

We discourage essay writing and recommend that more varied types of assessment are included. This might include assessment through:

- ▶ A research activity resulting in the compilation of a report
- ▶ An academic paper or article for publication
- ▶ The compilation of a case study
- ▶ A critical review and evaluation of a chosen company's policies, procedures and systems
- ▶ A set project completed for an employer (also known as an 'employer-engagement activity')
- ▶ The production of a portfolio of evidence relating to a particular unit

This list is by no means exhaustive but gives examples of some creative assessment methods that could be adopted.

5.0 MODULES AND COMBINATIONS

To be awarded the Postgraduate Diploma in Organisational leadership, the learners are required to complete all four modules from the CORE section (80 credits) and two modules from the elective section (40 credits). The learner needs to complete the Research Methods and Final Research upon completion of the PG Diploma stage to be eligible for awarding the MBA

Module Name	Module type	CIQ Credits	*ECTS Equivalent
International Human Resource Management	CORE	20	7
Operations Management	CORE	20	7
Strategic Management and Leadership	CORE	20	7
Socio-economic and Legal framework	CORE	20	7
Finance for Business Leaders	ELECTIVE	20	7
Sustainability and Business	ELECTIVE	20	7
Strategic Supply Chain and logistics management	ELECTIVE	20	7
Strategic Project Management and Implementation	ELECTIVE	20	7
Research Methods & Final Research	Mandatory	60	18

**ECTS equivalency chart is for comparison purpose only and doesn't reflect the exact mapping information, however the final MBA awarded by the University will carry 60 ECTS credits*

5.1 INTERNATIONAL HUMAN RESOURCE MANAGEMENT

Module code : GM701
Level of study : Postgraduate (CIQ level 7)
CIQ Credits : 20
Module Type : CORE

Module Description

The objective of this module is to make students understand human resource management, and equip them with knowledge, skill and competencies to manage people along with material, information, capital and knowledge asset in the organization, to equip the students in formulating their own managerial and leadership, style, their assumptions and belief about 'people' and their behaviours in an organization. Given the state of competition and globalization, business environments are getting volatile and managing Human Resources is a challenge faced by present-day organizations in both domestic and global scenario.

This module helps students relate HRM practices in globalized context, its significance, scope and practices in relation to International Human Resource Management.

Learning Outcomes

LO1. Critically review and analyse the importance of HRM and its practices in an organisation, and how it can be linked with organisational behaviour activities in overcoming business issues and challenges for a better performance of the organisation.

LO2. Critically review and analyse the framework of leadership and consider the nature, strengths and weaknesses of the various approaches: traits; functional; behavioural; style; contingency. The continuum of leadership behaviour should be explored in some depth with consideration of the factors determining the chosen leadership style.

LO3. Discuss the concept of organisational behaviour and its interface with management. Review and critically synthesize the various influences on behaviour in organisations and the interface with management in integrating and balancing these.

LO4. Assess the role of IHRM and its impact on global organisation. Identify some of the key HRM challenges facing organisations working internationally. Discuss the prevalent HRM practices and integrating the best practices in global organisation.

Content Covered

- ▶ Introduction to Human Resource Management
- ▶ Personnel Management
- ▶ Evolution and history of HRM
- ▶ International Human Resource Management
- ▶ Globalization and competition trends, International trends in the work force
- ▶ International Recruitment and Selection: Recruitment – Sources of Recruitment, Recruitment Policy, Selection Process
- ▶ Leadership Theories and Practices in a Global Context: Leaders and Managers
- ▶ Leadership role and its contributions in providing directions to the realization of the Organizational Objectives
- ▶ Leadership Theories – Charismatic Theory, Situational Theory, Contingency Theory, Transactional Theory, Transformation Theory
- ▶ Behavioural Dimensions of IHRM: Understanding Personality, Attitude, behaviour to manage the Human Resources effectively in a multi-cultural environment
- ▶ Understanding Labour Law practices and workplace issues: Multi-national companies and their approaches to industrial relations
- ▶ Legislation and the International Workforce. Employment and labour Laws: An international perspective

Assessment

- ▶ Assessment 1: Coursework (weightage 50%, Not Exceeding 3000 Words)

Indicative Resources

- ▶ Briscoe, D., Tarique, I. and Schuler, R., 2012. *International human resource management: Policies and practices for multinational enterprises*. Routledge.
- ▶ Taylor, S., Beechler, S. and Napier, N., 1996. Toward an integrative model of strategic international human resource management. *Academy of Management review*, 21(4), pp.959-985.
- ▶ Scullion, H., 2001. International human resource management. In *Human resource management: A critical text*.
- ▶ Harzing, A.W. and Pinnington, A. eds., 2010. *International human resource management*. Sage.
- ▶ Buckley, M.R., Wheeler, A.R., Baur, J.E. and Halbesleben, J.R. eds., 2019. *Research in personnel and human resources management*. Emerald Publishing Limited.
- ▶ Kamoche, K.N., 2019. *Sociological paradigms and human resources: An African context*. Routledge.
- ▶ Stewart, G.L. and Brown, K.G., 2019. *Human resource management*. Wiley.
- ▶ Thite, M. ed., 2019. *e-HRM: digital approaches, directions & applications*. Routledge.

5.2 OPERATIONS MANAGEMENT

Module code : GM702

Level of study : Postgraduate (CIQ level 7)

CIQ Credits : 20

Module Type : CORE

Module Description

The module is designed to help students understand the strategic role of operations management and its competitive advantage for organizational survival. It brings out the relationships between the operations function and other functional areas of a business such as marketing, finance, and information systems and how they can work together to implement the business strategy.

Learning Outcomes

LO1. Know the various tools, techniques and apply suitable tools and techniques in different alternative scenarios of Operations Management.

LO2. Apply information management techniques and evaluate them in context of operational functions to achieve competitive advantage and make the organization globally competitive.

LO3. Apply and critically evaluate the importance of project management to given business situations (Using PERT / CPM).

LO4. Demonstrate operations strategy in domestic and global context and evaluate how the use of technology has impacted the operational functions.

Content Covered

- ▶ Understanding OM: Evolution of OM
- ▶ Introduction to OM
- ▶ Role and Scope of Operations Management to Business
- ▶ Tools and techniques in OM
- ▶ Planning, Forecasting, Scheduling, Cause and Effect Diagram
- ▶ Gaining competitive advantage through Information management
- ▶ Need and benefits of Information System in OM
- ▶ Value adding role of IT to Operations
- ▶ Concept and role of ERP and SAP in OM, Integrating IT into Manufacturing and Services
- ▶ POMS (Production and Operations Management Systems)
- ▶ Identifying and implementing operations strategy in domestic and global context
- ▶ Competitive Priorities, Strategy and Operations Strategy
- ▶ Building required capabilities into the OM strategy to be competitive
- ▶ Operations Strategy as a competitive Weapon, Hayes and Wheelwright's Four Stage Model for Operations Strategy
- ▶ Link between Corporate Strategy, Business and Operations Strategy

Assessment

- ▶ Assessment 1: Coursework (weightage 50%, Project of 3000 Words Max)

Indicative Resources

- ▶ Operations management by Nigel Slack, Stuart Chambers, Robert Johnston, Sixth Edition, Prentice Hall.
- ▶ Operations Management by Nigel Slack, AliStair Brandon Jones, Robert Johnston, Seventh Edition, Pearson.
- ▶ Operations Management by Jay Heizer and Barry Render
- ▶ Krajewski LJ and Ritzmen LP, Operations Management: Strategy and Analysis, Pearson Edition, India, 2009.
- ▶ Chase RB, Jacobs FR and Aquilano NJ, Operations Management for Competitive Advantage, TMH, 2010.
- ▶ Gaither N and G Frazier, Operations Management, Thomson Asia Pvt. Ltd., Singapore, 2010.
- ▶ David Olsen, Managerial Issues of Enterprise Resource Planning Systems, McGraw Hill, 2003
- ▶ Alexis Leon, ERP, McGraw Hill, 2011.
- ▶ Cleland, Gray and Laudon, Project Management, TMH (SIE), 2009.
- ▶ Jack R. Meredith, Mantel, Project Management - A Managerial Approach, John Wiley, 2009.
- ▶ Bester field DH, et al, Total Quality Management, Pearson Edition, Asia, New Delhi, 2009.
- ▶ John Bank, The Essence of Total Quality Management, PHI, New Delhi, 2010.

5.3 STRATEGIC MANAGEMENT AND LEADERSHIP

Module code : GM705

Level of study : Postgraduate (CIQ level 7)

CIQ Credits : 20

Module Type : CORE

Module Description

This module is designed to help students understand and evaluate various aspects of Strategic Management in a global context. The module explores theories, models and frameworks to provide insight on how an organization's life cycle evolves through various stages to achieve excellence.

The module helps students to evaluate the relationship between organizational strategies, performance and stakeholder expectations.

Learning Outcomes

LO1. Analyse the concepts and theories of strategic management and critically evaluate the relationship between strategy, stakeholder expectations and organizational performance.

LO2. Evaluate the impact of current and emerging Economic, Political and Cultural factors on strategic management in an International context.

LO3. Formulate business strategies under challenging circumstances of Innovation and Change and evaluate those that contribute to the success of a particular organization.

LO4. Develop plans for the implementation of business strategies and enhance Stakeholder Expectations.

Content Covered

- ▶ Introduction to Strategic Management
- ▶ Organization design and effectiveness
- ▶ Porter's competitive strategies
- ▶ Mile's and Snow's Strategy Typology
- ▶ External Environment
- ▶ Introduction, the organization environment
- ▶ the task environment
- ▶ framework for assessing environmental uncertainty
- ▶ Organizational strategies for controlling external environment
- ▶ Environmental characteristics and organizational actions
- ▶ Inter-organizational Relationships
- ▶ Organizational Ecosystems
- ▶ Strategies for Survival
- ▶ Institutional view and Organizational Design
- ▶ Design Organizations for International Environment
- ▶ Strategy, Technology and Performance
- ▶ Organizational Life Cycle
- ▶ Innovation and Change
- ▶ Strategic Role and Types of Change
- ▶ Decision Making Processes
- ▶ Conflict, Power and Change
- ▶ Woodward's Classification Based on System of Production

Indicative Assessment

- ▶ Assessment Task 1: Strategic Management Project (weightage 60%, Not Exceeding 3000 Words)

Indicative Resources

- ▶ Daft, R. L. (2016) Organization Theory and Design. 12th ed. Mason, OH: Cengage Learning
- ▶ Koontz Harold and Weihrich Heinz, (2001), Management: A Global Perspective, Tata McGraw Hills Publishing Co. Ltd., 10th Edition,
- ▶ Hill Charles W L (2003) International Business: Competing in Global Marketplace, Tata McGraw Hills Publishing Co. Ltd.
- ▶ Daniels John D., Radebaugh Lee H., Sullivan Daniel P., (2002), Globalization and Business, Prentice Hall
- ▶ Daily Newspaper: Business Standard, Economic Times, Business Line, The Financial Express
- ▶ Periodicals: The Week, Economist, Forbes, Fortune, Business World, Business Week
- ▶ Daniels .J 2004, International Business- Environment and Operations, Pearson education, India
- ▶ Hill. Charles 2005, International Business- Competing, Tata McGraw- Hill, India

5.4 SOCIO-ECONOMIC AND LEGAL FRAMEWORK

Module code : EM701

Level of study : Postgraduate (CIQ level 7)

CIQ Credits : 20

Module Type : CORE

Module Description

This module has been designed to provide the learners with the adequate understanding of the economic, social, political and legal context which affects the environments in which businesses and organisations operate. An analysis and understanding of critical factors such as globalisation, growth in the economy and legal regulations which affect the ability of businesses to operate is deemed highly important for management professionals.

Learning Outcomes

LO1. Critically analyse the knowledge economy and the various drivers of economic changes which impact business activities

LO2. Understand the legal framework and its implications in the wider context of business management

LO3. Analyse case scenarios and case studies on the various economic drivers and legal frameworks practiced in business management

LO4. Critically evaluate the political factors which influence company management and dynamics

LO5. Examine the relevance of Ethical Practices for a Sustainable business environment.

Content Covered

- ▶ Economics – Macro economical dimensions of business
- ▶ Analysis of macroeconomic injunction
- ▶ Legal frameworks
- ▶ Political scenarios and factors
- ▶ Monopoly and Oligopoly structures
- ▶ Case studies on Political, Economic and Legal frameworks
- ▶ Discrimination and Competitive advantage
- ▶ Development of Social Economy
- ▶ Development Sharing Economy
- ▶ Sustainable Economy
- ▶ Corporate Ethics
- ▶ Corporate social responsibilities

Indicative Assessment

- ▶ Assessment 1: Coursework (weightage 50%, Project of 3000 Words Max)

Indicative Resources

- ▶ Fleetwood, S., 2019. A definition of habit for socio-economics. *Review of social economy*, pp.1-35.
- ▶ Polyakova, A., Loginov, M., Serebrennikova, A. and Thalassinou, E., 2019. Design of a socio-economic processes monitoring system based on network analysis and big data.
- ▶ Petch, J., 2019. *GIS, organisations and people: A socio-technical approach*. CRC Press.
- ▶ Dynan, K. and Sheiner, L., 2019. GDP as a measure of economic well-being.
- ▶ Listokin, Y. and Murphy, D., 2019. Macroeconomics and the Law. *Annual Review of Law and Social Science*, 15.
- ▶ Kremer, P., Haase, A. and Haase, D., 2019. The future of urban sustainability: Smart, efficient, green or just? Introduction to the special issue. *Sustainable Cities and Society*, 51, p.101761.
- ▶ Crane, A., Matten, D., Glozer, S. and Spence, L., 2019. *Business ethics: Managing corporate citizenship and sustainability in the age of globalization*. Oxford University Press.

5.5 FINANCE FOR BUSINESS LEADERS

Module code : BF102
Level of study : Postgraduate (CIQ level 7)
CIQ Credits : 20
Module Type : Elective

Module Description

This module is designed to inform and help the students to gain adequate awareness of the various aspects of financial statement evaluations through conduct of ratio analysis as a quantitative tool and its application for introspecting, comparing existing business strategies whilst considering the impact of macro-economic and macro business factors on the functioning and operations of business in a global context. Understanding of contemporary theories and their applications of International Accounting Standards, Principles, Investment Strategies and Budgeting Concepts that shall provide students with an opportunity to appreciate the global financial markets and the changing business climate for originality in analyzing, interpreting and exposing them to the complexities of managing bottom line expectations and shareholder value creation aspects as part of the overall accounting and financial management concepts. It also helps the students to evaluate and identify the factors that help develop appropriate budgetary planning and strategy combined with forecasting techniques and benchmarking performances internationally.

Learning Outcomes

LO1. Critically analyze the use of the key functional area of finance in support of wider organizational activity.

LO2: Understand the financial decision making of a public listed organization by analyzing the financial statements, also determine how financial ratios can be used for decision making.

LO3: Understand different Budgeting Techniques and advice on suitable budgeting techniques that a company can adopt for its Planning and Control

LO4: Determine how organisation take the critical decisions in regards to procurement and utilization of funds by analyzing various sources of finance and investment appraisal techniques.

LO5: Understand various prevalent performance measurement systems, discuss their suitability and appropriateness in a range of different business environments

Content Covered

- ▶ Framework of Financial Statement Analysis
- ▶ Principal Financial Statements

- ▶ Foundation of Ratio and Financial Analysis
- ▶ Budgeting and Planning
- ▶ Analysis of Acquiring Funds
- ▶ Capital Budgeting and various techniques of investment appraisal
- ▶ Performance measurements systems
- ▶ International Factors Influencing Accounting and Financing Decisions

Indicative Assessment

- ▶ Assessment 1: report (weightage 60%, Project of 3000 Words Max)

Indicative Resources

- ▶ Ainsworth, P. and Deines, D., 2019. *Introduction to accounting: An integrated approach*. Wiley.
- ▶ Caruana, J., Brusca, I., Caperchione, E., Cohen, S. and Rossi, F.M. eds., 2019. *Financial Sustainability of Public Sector Entities: The Relevance of Accounting Frameworks*. Springer.
- ▶ Atrill, P. and Lindley, L. eds., 2019. *Issues in Accounting and Finance*. Routledge.
- ▶ Baker, C.R., 2019. Accounting History and the Enlightenment—an introduction.
- ▶ Roy, S., 2019. Accounting and Finance.
- ▶ de Villiers, C., Dumay, J. and Maroun, W., 2019. Qualitative accounting research: dispelling myths and developing a new research agenda. *Accounting & Finance*.
- ▶ Ryan, P., Sharma, H., James, M. and Smith, L.M., 2019. GLOBAL JOURNAL OF ACCOUNTING AND FINANCE.
- ▶ Bonacchi, M. and Perego, P., 2019. *Customer Accounting: Creating Value with Customer Analytics*. Springer.

5.6 SUSTAINABILITY AND BUSINESS

Module code : HX3Y04

Level of study : Postgraduate (CIQ level 7)

CIQ Credits : 20

Module Type : Elective

Module Description

Organisations within modern-day business are required to redesign their strategies and policies to be aligned with a sustainability agenda. Corporate social awareness for many organisations now see it necessary to address economic, social and flora /fauna issues from a sustainability standpoint, extending the traditional reach of CSR. Sustainability awareness creates the environment for a more innovative organisation and supply chains, with emphasis on biodiversity and close loop supply strategies. The module will critically review sustainability challenges and opportunities for organisations in a global context.

Learning Outcomes

LO1. Appraise the multiple dimensions of sustainability for business in the context of global challenges

LO2. Critically review, evaluate and develop sustainability strategies of organisations

LO3. Critically analyse the strategy alignment of the business functions to sustainability

LO4. Critically analyse an organisation's global sustainability and your contribution to the impact on global sustainability

Content Covered

- ▶ Incremental challenges of international management
- ▶ Sustainability and leadership
- ▶ Sustainability and innovation
- ▶ Sustainability development goals
- ▶ The pillars of sustainability
- ▶ Circles of sustainability
- ▶ Organisational identity and corporate image
- ▶ Core values and sustainability
- ▶ Strategy formulation and sustainability
- ▶ Corporate social responsibility
- ▶ Data roadmaps for sustainable development
- ▶ HR role in sustainable strategy
- ▶ Sustainability in production and design

Assessment

- ▶ Assessment 1: Coursework (weightage 50%, Project of 3000 Words Max)

Indicative Resources

- ▶ Freudenreich, B., Lüdeke-Freund, F. and Schaltegger, S., 2019. A stakeholder theory perspective on business models: Value creation for sustainability. *Journal of Business Ethics*, pp.1-16.
- ▶ Crane, A., Matten, D., Glozer, S. and Spence, L., 2019. *Business ethics: Managing corporate citizenship and sustainability in the age of globalization*. Oxford University Press.
- ▶ Esty, D.C. ed., 2019. *The Labyrinth of Sustainability: Green Business Lessons from Latin American Corporate Leaders*. Anthem Press.
- ▶ Clinton, L. and Whisnant, R., 2019. Business Model Innovations for Sustainability. In *Managing Sustainable Business* (pp. 463-503). Springer, Dordrecht.
- ▶ Matzembacher, D.E. and Meira, F.B., 2019. Sustainability as business strategy in community supported agriculture: social, environmental and economic benefits for producers and consumers. *British Food Journal*, 121(2), pp.616-632.
- ▶ Ciulli, F. and Kolk, A., 2019. Incumbents and business model innovation for the sharing economy: Implications for sustainability. *Journal of cleaner production*, 214, pp.995-1010.
- ▶ Tura, N., Keränen, J. and Patala, S., 2019. The darker side of sustainability: Tensions from sustainable business practices in business networks. *Industrial Marketing Management*, 77, pp.221-231.

5.7 STRATEGIC SUPPLY CHAIN AND LOGISTICS MANAGEMENT

Module code : GM732

Level of study : Postgraduate (CIQ level 7)

CIQ Credits : 20

Module Type : Elective

Module Description

This module supports strategic decision makers as well as operational managers in both international and domestic markets to manage successful logistics across their business. It will enable participants to develop an understanding of how to create lean systems and organisational agility to solve strategic and operational issues using a range of practical problem-solving tools.

Learning Outcomes

LO1. Understand the relationship between supply chain management and organizational business objectives.

LO2. Be able to use information technology to optimize supplier relationships in an organization.

LO3. Understand the role of logistics and procurement in supply chain management.

LO4. Understand the basics of shipping operations, including the documentation involved.

Content Covered

- ▶ Introduction to Supply Chain and logistics
- ▶ Shipping and Retail logistics
- ▶ Shipping cost structures
- ▶ Patterns of Sea transport
- ▶ Incoterms
- ▶ International Logistics
- ▶ Supply Chain Drivers
- ▶ Logistic systems and integrated Supply Chain strategy
- ▶ Improvement opportunities within Supply chains in various industries
- ▶ Decisions in Operations Management
- ▶ Concepts related to layout strategies
- ▶ Bullwhip effect
- ▶ Upstream and Downstream perspectives

Assessment

- ▶ Assessment 1: Coursework (weightage 50%, Project of 3000 Words Max)

Indicative Resources

- ▶ Buurman, J., 2002. *Supply chain logistics management*. McGraw-Hill.
- ▶ Myerson, P., 2012. *Lean supply chain and logistics management*. New York, NY: McGraw-Hill.
- ▶ Bowersox, D.J., Closs, D.J. and Stank, T.P., 1999. *21st century logistics: making supply chain integration a reality*.
- ▶ Copacino, W.C., 2019. *Supply chain management: The basics and beyond*. Routledge.

- ▶ Christopher, M., 2016. *Logistics & supply chain management*. Pearson UK.
- ▶ Schönsleben, P., 2018. *Integral logistics management: operations and supply chain management within and across companies*. CRC Press.
- ▶ Mangan, J. and Lalwani, C.L., 2016. *Global logistics and supply chain management*. John Wiley & Sons.
- ▶ Triki, C. and Crainic, T.G., 2018. Special issue on: "Models and methods for the supply chain and logistics management". *EURO Journal on Transportation and Logistics*, 7(4), pp.311-313.
- ▶ Coyle, J.J., Langley, C.J., Novack, R.A. and Gibson, B., 2016. *Supply chain management: a logistics perspective*. Nelson Education.

5.8 STRATEGIC PROJECT MANAGEMENT AND IMPLEMENTATION

Module code : GM715
Level of study : Postgraduate (CIQ level 7)
CIQ Credits : 20
Module Type : Elective

Module Description

The purpose of this module is to give learners an opportunity to integrate all the knowledge they have learned from their programme by developing a project in which they plan and implement a new product, service or process. Learners need to take full and active role in all aspects of the project, and the selection of an appropriate management issue is crucial to success. Learners will cover a full range of management activities and roles, including resource and people management and implementation of change. The result needs to be a substantial report in a style appropriate for consideration by senior management.

Learning Outcomes

- LO1. Understand how to develop project specification, schedule, control and evaluation of project work, with use of different project management tools.
- LO2. Understand communication planning and management within a project context.
- LO3. Understand Project Management strategies and practices in a global context.
- LO4. Be able to implement and evaluate the outcomes of a project.

Content Covered

- ▶ Development of a project specification
- ▶ Planning for the launch of a project to implement a new product, service or process
- ▶ Project implementation and Evaluation of Project outcomes
- ▶ Earned Value Management to measure the performance of projects
- ▶ Presentation of Project Outcomes

Indicative Assessment

- ▶ Assessment 1: Project report (weightage 50%, Project of 3000 Words Max)

Indicative Resources

- ▶ Meredith, J.R., Mantel Jr, S.J. and Shafer, S.M., 2017. *Project management: a managerial approach*. John Wiley & Sons.
- ▶ Fleming, Q.W. and Koppelman, J.M., 2016, December. Earned value project management. Project Management Institute.
- ▶ Kerzner, H., 2017. *Project management: a systems approach to planning, scheduling, and controlling*. John Wiley & Sons.
- ▶ Heagney, J., 2016. *Fundamentals of project management*. Amacom.
- ▶ Harrison, F. and Lock, D., 2017. *Advanced project management: a structured approach*. Routledge.
- ▶ Turner, R., 2016. *Gower handbook of project management*. Routledge.
- ▶ Fuller, M.A., Valacich, J.S., George, J.F. and Schneider, C., 2017. *Information Systems Project Management: A Process and Team Approach, Edition 1.1*. Prospect Press.
- ▶ Chapman, R., 2019. *The rules of project risk management: Implementation guidelines for major projects*. Routledge.

4.8 RESEARCH METHODS AND FINAL RESEARCH PROJECT

Level of study : Postgraduate

Credits : 18 ECTS

Module Description

Dissertation is an opportunity for students to demonstrate their ability to investigate issues of their own choice over a significant period of time. Essentially this is an individual effort but it is carried out under the guidance and advice of a supervisor. Research is a creative and investigative process which only learners can develop fully. A supervisor/dissertation guide will be appointed to each student and the role of the supervisor is to act as a learning resource for the student. It is the student's responsibility to make use of the opportunity, in consultation with the supervisor. The student is therefore expected to accept responsibility for the management of his/her learning. Following the allocation of a supervisor, the student should contact

- *Clarifying the terms of the research;*
- *Suggesting areas of reading;*
- *Reviewing the proposed methodology; Establishing a timetable for the research which also includes initial dates for further meetings between the student and supervisor;*
- *Advising the student about appropriate standards and conventions concerning the assessment;*

Learning Outcomes

The student needs to use his/her discretion in handling various aspects of the research investigation. Nevertheless, in presenting your work it is important that you process and order information sequentially. The following list highlights the essential parts which the completed work should contain:

- ▶ *Front Cover*
- ▶ *Title Page*
- ▶ *Acknowledgments*
- ▶ *Contents Page (Contents, List of Tables, Figures and Appendices)*
- ▶ *Abstract/Executive Summary*
- ▶ *Introduction Aim and Objectives*
- ▶ *Literature Review*
- ▶ *Methodology*
- ▶ *Investigation: Results*
- ▶ *Investigation: Analysis*
- ▶ *Conclusion (with suggestions for further work)*
- ▶ *Recommendations (if appropriate)*
- ▶ *References / Bibliography*
- ▶ *Appendices (see Section Four)*



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