



UK Education



BSc (Hons) Business Management

Anglia Ruskin University



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Anglia Ruskin University (ARU)

is a public university in East Anglia, United Kingdom. It became a university in 1992 and currently has over 40,000 students worldwide with campuses in Cambridge, Chelmsford, Peterborough and London.

ARU has been named one of the top 350 institutions in the world in the Times Higher Education World University Rankings 2023, for the fifth successive year – and one of the top 40 universities in the UK. ARU also listed in the top 100 for social inclusion in Studying-uk University Ranking 2022. Anglia Ruskin University was the only UK university to be named a global ‘rising star’ by Times Higher Education.

Anglia Ruskin University was ranked in the top 20 universities for teaching excellence in The Times and The Sunday Times Good University Guide for 2017, with six subjects in the top 10 UK higher education institutions for teaching excellence. Additionally, the Teaching Excellence Framework Silver award recognises the high quality of courses and satisfaction levels of students.

Ranking and Qualification

UK Ranking

#39



Times Higher Education –
Best universities in the UK 2023

World Ranking

#301–350



Times Higher Education –
Best universities in the world 2023

World Ranking

#501–550



QS WUR Ranking By Subject 2023



WES Approved



■ BSc (Hons) Business Management



■ Course Description

The BSc (Hons) Business Management degree will give you a solid foundation in business and management theory, as well as the opportunity to develop the practical skills and analytical techniques used in different sectors. Graduate and you'll be more than ready for the professional workplace and the challenges of the business world. During the course you'll study and practise all the main areas of management, including human resources, marketing, accounting and finance, and information management. Modules on contemporary issues such as globalisation, sustainability and social and demographic change will put it all into context – as will content looking at commercial strategy and behaviour.

You can personalise your studies with a wide range of specialist modules, so there's every opportunity to prepare for a specific industry sector, job or profession. Key figures from international industry and business advise us on course content – so you can be certain you're gaining the skills employers expect.

The BSc (Hons) Business Management Top-Up programme is designed specifically for us in partnership with Anglia Ruskin University. At present this programme is delivered as a 100% online programme, across a period of 12 months (two trimesters) with intakes in January, May and September.

■ Course Content

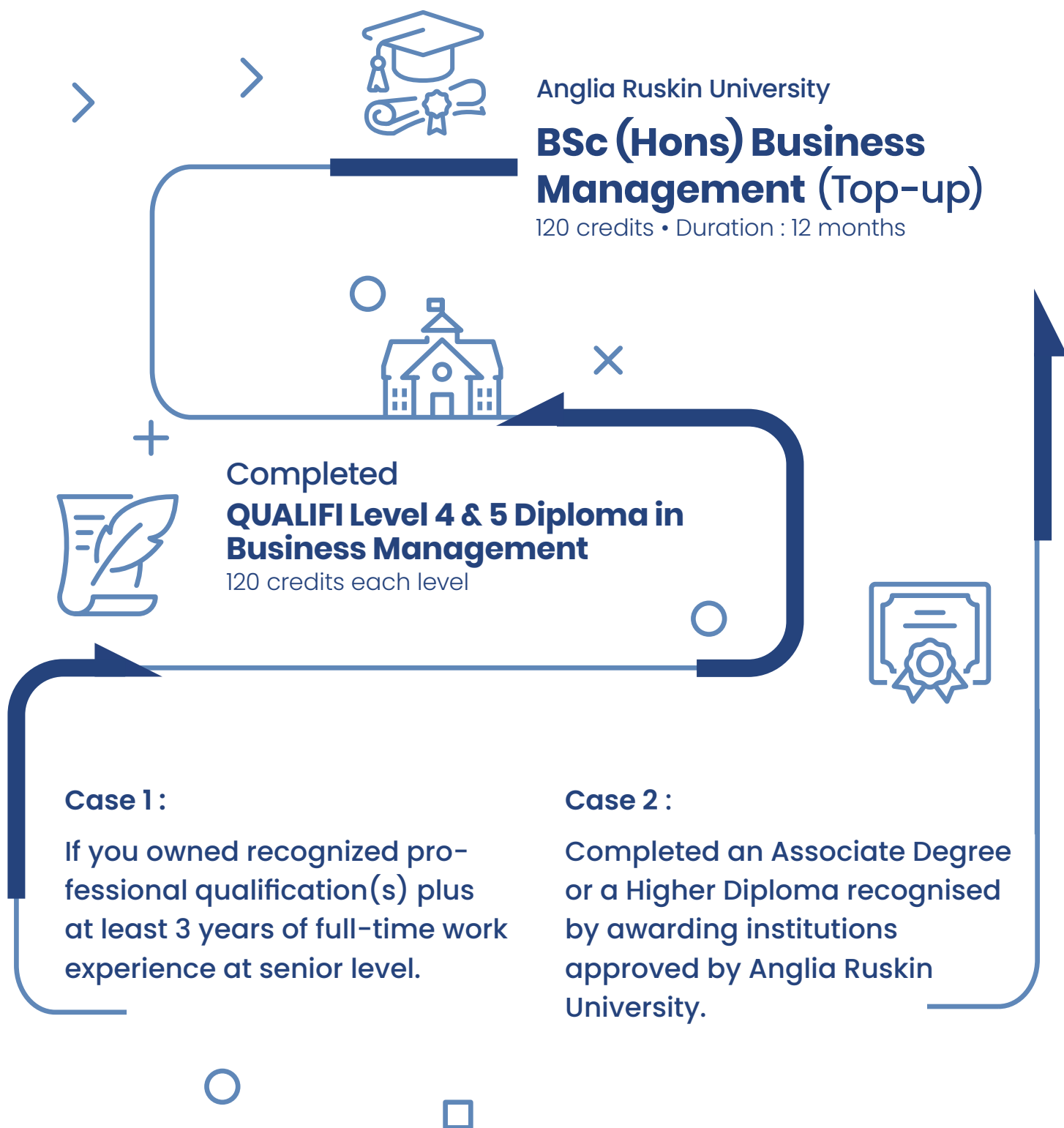
Strategic Management

Sustainability and Responsible Business

Marketing Communications

Business Management Undergraduate Major Project

Progression Pathways



The shortest time to complete the course:

12 months

(Completion time depends on student progress)

120 credits required to complete the course

■ Programme Features

100% online learning, which can be accessed from your phone, pc or tablet at home or on the move. On successful completion of your studies, you'll be invited to attend a graduation ceremony on campus.

Study Mode

Online and Part-time

Duration of Program

Every program can be completed in 1 year.

Assessment

Performance of students are assessed on a continuous basis through assignments and class participation.

Entry Requirements

Existing educational qualifications and work experience will be directly taken into programme and allowing for module exemptions, please email or whatsapp us for detail

English Language Requirements

- IELTS 5.5; Reading and Writing must be at 5.5 or
- HKALE Use of English at Grade E or above, or HKDSE Examination English Language at Level 3 or above or
- Satisfy the examiners in UK EDUCATION qualifying examination, if required.

Medium of Instruction

All modules will be taught in English.

■ Programme Structure

This BSc course is divided into two parts, Postgraduate Diploma PLUS BSc Top Up.

Postgraduate Diploma (120 Credits)

QUALIFI Level 4 Diploma in Business Management

Start Date: Anytime
Duration: Anytime
Mode of Study: Distance Learning
Structure: 6 Mandatory only with no exam

Mandatory Units:

1. Communications in Organisations
2. Leadership and the Organisation
3. Financial Awareness
4. Managing Change
5. Business Operations
6. Developing Teams

part 01

Postgraduate Diploma (120 Credits)

QUALIFI Level 5 Diploma in Business Management

Start Date: Anytime
Duration: Anytime
Mode of Study: Distance Learning
Structure: 6 Mandatory only with no exam

Mandatory Units:

1. Responding to the Changing Business Environment
2. Effective Decision Making
3. Business Development
4. Business Models and Growing Organisations
5. Customer Management
6. Risk Management and Organisations

part 02

Programme Structure

BSc Top Up (120 Credits)

Anglia Ruskin University BSc Business Management Top-Up

Start Date:	September / January / May
Duration:	12 months, course exemption will be provided base on experience
Mode of Study:	Distance Learning
Structure:	4 Course only with no exam

Strategic Management

Strategic Management is a fascinating module in our business management degree that studies the long-term purpose and direction of organisations through analysis of how to achieve a sustainable competitive advantage. You'll explore core frameworks and analytical techniques that will enable you to assess the resources and capabilities of organisations in relation to the conditions of the industry, macro environment, and stakeholder pressures. Your focus then turns to strategic implementation, specifically in relation to business-level and corporate-level strategies.

This is organised around five thematic areas: the evaluation of strategic options in terms of suitability, acceptability, and feasibility; 'intended strategy development' versus 'emergent strategy development'; the role of organisational structures and systems in strategy development; and leadership of strategic change; and finally the practice of strategy (who is involved in strategy development, the types of activities in which strategists are involved, and the types of methodologies that strategists use). With a practical and problem-oriented focus, the emphasis is on application of concepts and frameworks, helping you to gain insight into strategic challenges faced by an organisation. Throughout the learning period, you'll reflect on the global nature of competition, how strategic management can contribute to the creation of shared value and business sustainability.

part 03

■ Programme Structure

part 03

Sustainability and Responsible Business

You'll develop an understanding of the shift towards more environmentally, socially and economically responsible business practice, and in particular focus on the drivers behind this shift. This includes enhancing your understanding of the sustainable development goals and growing business arguments for including a consideration of sustainability in all business and management practice.

The module promotes a personal approach to the issues of sustainability and personal and social responsibility. The module includes an authentic assessment where you'll be diagnosing, designing, and evaluating an environmental management plan for your households or organisations, while reflecting on your personal responsibility and ethical behaviour. You'll pay special attention to questioning the different responses of business in relation to social responsibility and sustainable management. If you're studying BA (Hons) Business Management, successful completion of this module provides exemption against the Chartered Management Institute's (CMI) unit 5022V1 Organisational Corporate Social Responsibility.

Marketing Communications

This module is designed to give you an overall understanding of marketing communications and the part that it plays in business success. You'll explore both the role of communications and the integrated nature of modern advertising campaigns, and the tools, techniques, and implementation strategies used in online and offline marketing communications. You'll analyse the advantages and disadvantages of each, illustrating how the tools interact with the other elements of the marketing mix and why this integration is important.

The promotional planning process at the strategic, tactical, and operational levels is identified, examined, and applied. You'll gain the knowledge and skills needed to pursue a career in the marketing industry and, in particular, marketing communications in either a company or agency. The assessment requires you to develop your theoretical knowledge, and demonstrate your skills in applying this theory to the creation of marketing communications in the appropriate media formats. Your brief will be to develop your advertising campaign – live where possible – which you will present to a panel of experts (from the company when live). You can then take this feedback to reflect upon and improve your communications plan where necessary for the report submission. Working in a team, you'll develop your skills and marketing knowledge, whilst exploring cultural trends, entrepreneurial opportunities, and reflect on your own pitch and performance to develop a positive, creative experience.

■ Programme Structure

Business Management Undergraduate Major Project

The major project will give you the chance to demonstrate what you have learned on live brief assessments and be part of an interdisciplinary team addressing a current issue in business. You'll be presented with a current business issue and be required to research, analyse, and evaluate the issue effectively as a team. You'll act as the expert in your field of study to bring the perspective of that specialty to a complex business problem.

You'll identify the key problems and issues, conduct literature reviews, evaluate information, investigate and adopt suitable development methodologies, determine solutions, process data, critically appraise, and present the findings of your project using a variety of media. You'll create a poster presentation on your project for your team to display and then answer the questions of an audience made up of academics and employers at a poster presentation event. You'll write a group business report on the outcomes of your project, evidencing your recommendations alongside an individual piece of reflective work on how you approached the issue, worked successfully as a team member, conducted robust business research, and developed sound conclusions and recommendations.

part 03



■ **QUALIFI Level 4 Diploma in Business Management Module Outline**

BUS 4.1 Communications in Organizations

Aim of this unit is divided into three parts and examines communications at an organizational level, interpersonal communications and managing internal and external communications.

Effective communications are vital to the success of any organization, to ensure understanding, involvement and commitment to organizational policies and procedures.

Organizations today often need to change their policies and procedures to survive in the developing local and global economies. It is important for managers to realize the importance of sound communication practice and systems to ensure the effective development and dissemination of new ideas and decisions for change.

This unit will help managers explore the links between good communications and the development of workforce understanding and commitment to change by considering what is meant by good communications practice. It will then help them look at their communication skills as well as how to improve links between their team, other parts of the organization and beyond.

The unit aims to develop the learner's awareness of organizational, personal, team and external communications. Communication practices, systems, styles and tools are explored and how they support individual and group's commitment to organizations and their objectives.

Interpersonal communication with an emphasis on analyzing the learner's own personal style to empower and improve personal communication skills is central to the unit. For this purpose, learners should obtain feedback on their input at meetings, presentations, interviews and in discussions with peers and tutors.

Learning Outcomes

- Be able to set performance targets for teams to meet strategic objectives
- Be able to agree team performance targets to contribute to meeting strategic objectives
- Be able to monitor actions and activities defined to improve team performance
- Be able to apply influencing skills to respond to the dynamics and politics of personal interactions

BUS 4.2 Leadership and the Organisation

Aim of this unit looks at the development of practical leadership skills at a non-strategic level within the rapidly changing working environment.

The unit provides an opportunity for learners to explore in depth the attributes and skills of successful leaders. Learners will also be able to consider how some of the leadership theories and models can be applied to specific situations and to learn how leadership skills can be developed.

The unit draws on a selection of established principles and on more recent work. It seeks to consider their relevance to specific working situations.

Through a study of leadership styles, current theory and models learners will be gain an appreciation of leadership skills and their importance at all levels in organisations and for specific purposes.

Learning Outcomes

- Evaluate the impact of different leadership qualities and skills in organisations Be able to assess budgets and their ability to support organisational objectives
- Research current theories, models and principles of leadership
- Analyse the leadership skills required for specific situations

BUS 4.3 Financial Awareness

Aim of this unit is designed to introduce learners to the nature, role and importance of financial information in organizations from a managerial perspective. Learners will have the opportunity to look at communication and interpretation of financial information for managing organizations, its regulation and structuring and use in decision making, together with the principles of accounting, standards expected, and concepts and conventions that influence the presentation of financial information.

Learners will, through the examination of financial information, learn about the important issues relating to the measurement of efficiency, profitability and solvency, and the different demands on organizations made by different stakeholders. They will also explore the extent to which external confidence is determined by financial performance.

Learners will examine how financial information can be interpreted, analyzed and evaluated, how costs in an organization can be monitored and controlled, and how the concept of contribution aids decision making.

The overriding aim of the unit is to provide the learner with the necessary knowledge to be able to critically evaluate the financial systems, processes and procedures in their own organizations.

Learners will gain understanding of accounting conventions, appreciate measurement for efficiency, profitability and solvency, and the different demands made by different stakeholders. Learners will gain understanding of financial commentary.

Learning Outcomes

- Evaluate the impact of different leadership qualities and skills in organisations Be able to assess budgets and their ability to support organisational objectives
- Research current theories, models and principles of leadership
- Analyse the leadership skills required for specific situations

BUS 4.4 Managing Change

Learners will gain the realization that it is only through the people that they work with that change can become successful.

This unit will allow learners to take a problem solving approach, initially defining issues and then looking at options, before selecting an appropriate route to change.

Finally, the unit looks at planning for implementation and evaluation of the change itself. There will be an emphasis on involving those directly affected, to gain their experience and knowledge as well as their commitment to, and ownership of, the change itself.

Throughout the unit, importance will be placed the need to manage and control the change process by effective monitoring and evaluation. Various change models will be used as the basis of activity.

The aim of this model is to introduce different models and practices of change management.

The unit further aims to help learners to develop an understanding of the issues and practices involved in the management of change and those activities that contribute to positive organizational change. Learners are encouraged to develop and use their problem solving skills.

Learning Outcomes

- Research and analyses issues that concern significant organizational change
- Develop plans to involve stakeholders in planning for and supporting change
- Plan the implementation and evaluation of a change process.

BUS 4.5 Business Operations

Aim of this unit focuses upon the effective and efficient planning and management of work activities. It provides learners with the knowledge and skills to design, implement and change operational plans to improve effectiveness and efficiency, and to design and monitor appropriate systems to ensure quality of the products and services.

Learners may investigate their own organization and their role within it. Their research will involve evaluating the importance of business processes in delivering outcomes based on business goals and objectives, establishing customer requirements and developing and implementing operational plans to meet them.

This will include the identification of resources needed, the planning and allocation of appropriate work activities, the setting and monitoring of performance measures and quality standards, and then taking appropriate action or making suitable recommendations to solve problems at work and managing the resulting change.

Consideration will be given throughout the unit to legal, regulatory and ethical requirements, particularly to the maintenance of health and safety.

Learners will discover that the objectives of successful managers are largely achieved through others and that the involvement of teams, peers and individuals is crucial to the efficient and effective management of activities.

This unit aims to enable learners to develop an understanding of the issues relating to the management of activities with a particular focus on problem solving.

The unit provides a basis for understanding how different organizations are structured and controlled, and the importance of business goals and objectives. The workings and operations of the organization are examined and Learners are required to develop and deliver operational plans.

Learning Outcomes

- Examine the importance of business processes in delivering business goals and objectives
- Investigate how business goals and objectives affect business operations
- Develop and implement plans for an operational area.

BUS 4.6 Developing Teams

This unit focuses on building, developing and supporting teams to enable them to achieve their goals and objectives. Learners must identify the skills and potential of team members while providing opportunities for them to gain new skills and experiences.

Learners will evaluate team roles and their importance when allocating team members to appropriate tasks in order to achieve objectives.

A key factor in a winning team is the team leader. Learners will have the opportunity to examine the qualities required of an effective leader to ensure that tasks are achieved, while building and developing the team and individuals within it.

This unit also focuses on methods for monitoring team performance and approaches for handling poor performance and conflict.

The unit focuses on building, developing and supporting teams to enable them to achieve their goals and objectives. Learners will identify the skills and potential of teams and individuals.

Opportunities for teams to develop, gaining new skills and experiences and ways to evaluate and improve their performance are important to the unit too.

Learning Outcomes

- Analyze the characteristics of teams
- Evaluate development methods for team
- Evaluate methods of setting team objectives, and monitoring and evaluating team performance

■ QUALIFI Level 5 Diploma in Business Management Module Outline

BUS 5.1 Responding to the Changing Business Environment

The three key themes to this unit examine the socio-economic environment, the way in which markets operate and the relationship between business and governments.

The central theme to the unit is the changing roles that exist between business, government and their citizens that create both opportunities and threats for the modern organization. By understanding the organizational impact of the trends, managers can respond positively to a changing socio-economic environment.

The unit also looks at the external business environment and the different ways that organizations respond to changes.

The aim of the unit is to introduce the learner to a number of dynamic factors that affect how an organization operates and the change in management that is required. By understanding how relationships between public and private sector organizations are affected by socio-economic factors the learner will be better placed to manage that relationship.

Learning Outcomes

- Evaluate and analyses the factors that influence business and the responses that can be deployed to manage these factors.
- Appreciate how an integrated approach to understanding the business context and decision making can support business development.
- Investigate the changing relationship between the private and public sector

BUS 5.2 Effective Decision Making

The unit will look at the different ways that decisions are taking by companies by exploring approaches to decision making, implementing decisions and the way in which knowledge can be used within organizations.

With the growth of IT and customization, few decisions are straightforward enough for managers to rely on the answers that have been successful in past years. To remain competitive, organizations need to develop decision-making processes that use all the current information and knowledge available in the workplace, workforce and beyond.

Consequently, today's decision making becomes more of a problem-solving process.

In addition, increasing workforce empowerment and expectation means that the decision-making process for competitive organizations needs to be a much more participative process. Otherwise, management will not gain the information and knowledge they need and will also lose the commitment required to ensure decisions taken become effective.

So, while the act of decision taking effectively remains with the manager responsible, the process of decision making needs to involve all the stakeholders within the managers' immediate workplace and beyond. This ensures that the decision taken is owned by all whom have to work with it.

The unit aims to equip the learner with the means to manage the process of decision-making rather than the outcome or decision itself. By recognizing methods of decision taking, the learner can stress the need for greater participation of stakeholders to ensure pro-activity and innovation.

Learning Outcomes

- Review relevant issues that are important to making business decisions
- Explore approaches to the decision-making process and how to improve approach
- Recommend approaches to improve decision making

BUS 5.3 Business Development 5

The unit will allow for learners to work in a team to investigate new business formats and a feasibility assessment for a potential knowledge-based product or service opportunity identified by the team. This might be undertaken for a new income stream within an existing business or for a new enterprise. The core unit material will focus on Refining an Idea, Research and Presenting the Plan.

All learners will be involved with refining the idea and individual learners will be responsible for doing market research, building a final plan and creating an operational plan.

The aim of this unit is to provide the learner with the knowledge and skills to research a market and plan a development strategy such as the launch of a new business model, new enterprise, product or service line. Learners will need to fully develop and pitch their business development strategy.

Learning Outcomes

- Analyze the role that planning has in developing new business streams
- Conduct research into demand and assess market potential
- Prepare a business model and present a business sales plan

BUS 5.4 Business Models and Growing Organizations

The unit is designed to help learners understand what is expected from them in working for a growing organization.

The three units explore the relationship between enterprising behaviors and business success, the different ways in which firms can grow and the different types of business that they might be expected to work in.

To introduce the concept of working for and managing creatively within a smaller growth organization. This unit examines how the small business grows, reasons for success and how best to manage available growth options. This will give the learner a greater understanding of fast growth organizations in both private and social sectors of the economy.

Learners will develop skills to support their ability to understand business strategy and development with an emphasis on business growth.

Learning Outcomes

- Examine growth options and the resource implications on organization structures and operations
- Develop an appreciation of different business models and how performance and success of ventures may be evaluated
- Evaluate environmental scanning and how growth options may be analyzed

BUS 5.5 Customer Management

This unit is designed to help learners understand the role of customer-centered organizations. The three units are understanding customers, meeting customer need and adding value.

Learners will evaluate best practice and the policies and approaches that result in excellent service and delivery within a contemporary business environment.

Customer Relationship Management (CRM) is now being actively embraced by organizations within most industry sectors. Furthermore, customer expectations are changing with the result that customer relationships are becoming increasingly more complex to manage.

This unit analyses how businesses have responded by looking after their customer base in new and more cost effective ways.

The aim of the unit is to provide learners with understanding and insight into customer behaviors. It will develop skills and learners will use tools and practices an organization can use to retain and improve customer retention and relationships.

Learning Outcomes

- Examine the different ways that organizations deal with their customers
- Develop skills and practices that will support customers retention
- Explore and learn from examples of customer centered organizations and the benefits of such an approach

BUS 5.6 Risk Management and Organizations

This unit prepares learners for working in a commercial environment by providing an insight into the different risk profiles from both an organization's and an individual's perspectives. The three units are understanding business risk, managing risk and innovation and creativity.

The aim is to provide learners with an understanding of what makes an effective organization in balancing out opportunity with change.

This unit will involve the learner in developing risk profiles and identifying risk management strategies for selected case studies. These will be available online as used as a means to illustrate the different ways organizations approach change. The course material will be closely linked with creativity and innovation.

Learning Outcomes

- Review organizations risk tolerance in different environments
- Develop skills to identify and assess the risk profiles of organizations
- Investigate how innovation can be used to reduce risk aversion in growing organizations.



Samples of Certificate & Transcript



CREDIT CERTIFICATE

Name:

Qualification Title: Qualifi Level 4 Diploma in Business Management

This is to certify that the learner has been awarded the following unit credits for achieving the learning outcomes of the unit(s) listed:

Unit No.	Unit Title	Level	Credits	Grade
A/601/1986	Managing Change	4	20	Pass
3/601/1981	Communication in an Organisation	4	20	Pass
1/601/1987	Business Operations	4	20	Pass
N/601/1982	Leadership and the Organisation	4	20	Pass
1/601/1988	Developing Teams	4	20	Pass
M/601/1984	Financial Awareness	4	20	Pass

Total Credits: 120

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CERTIFICATE OF ACHIEVEMENT

This is to certify that:

Has been awarded the

Qualifi Level 4 Diploma in Business Management

Having successfully achieved the units listed in the Credit Certificate

Date Awarded: 26/04/2022

Qualification Number: 601/6048/2


Approved Centre: Online Business School Ltd

Learner Reference:






John Crockett
Chief Executive, Qualifi Ltd



Has been awarded the degree of

MASTER OF BUSINESS ADMINISTRATION



PASS

having successfully completed an approved programme in

BUSINESS ADMINISTRATION

Iain Martin

Professor Iain Martin
Vice-Chancellor

Anglia Ruskin University
COURTESY OF ANGLIA RUSKIN UNIVERSITY



About

UE | UK Education

“The UK Education” provides overseas study counseling services, focusing on assisting your overseas study journey. “The UK Education” has one of the most integrated British school networks among all the local overseas advanced study companies. Our professional counseling team provides one-stop services such as assisting in school applications, arranging interviews, etc. We help to assist students to analyze each school in details, and provide one-on-one consultation services for further studies.



Our Missions

- Provides career path that support students who wish to develop their management skills, enterprise capabilities and opportunities in their chosen field
- Helps students to improve their understanding of any given business environments and organizations and how should they manage and develop in the given situation
- Helps students to develop skills and abilities, and support their professional development

Accredited Partner Centre

