

<b>FACT SHEET: OTHM LEVEL 4 DIPLOMA IN BUSINESS MANAGEMENT (MQF LEVEL 5)</b>	
<b>Awarding Body</b>	ThinkTalent Ltd.  ThinkTalent Ltd is a Further and Higher Education Institution licenced by the Malta Further and Higher Education Authority (MFHEA) Licence Number: 2017/04
<b>Title of the Qualification</b>	OTHM LEVEL 4 DIPLOMA IN BUSINESS MANAGEMENT
<b>Mode of Delivery</b>	Face-to-Face Learning/Online (3rd country nationals on a student visa must attend in Face-to-Face mode)
<b>Duration</b>	12 months
<b>Language/s of Instruction of Programmes</b>	English
<b>Address/es where programme will be delivered:</b>	ThinkTalent Offices Centris Business Gateway, Level 2E, Triq is-Salib tal-Imriehel Zone 3, Central Business District, Birkirkara CBD 3020 Malta
<b>Entry Requirements</b>	<p>This qualification is designed for learners who are typically aged 18 and above. The entry profile for learners is likely to include at least one of the following:</p> <ul style="list-style-type: none"> <li>• Relevant Level 3 Diploma or equivalent qualification</li> <li>• GCE Advanced level in 2 subjects or equivalent qualification</li> <li>• Mature learners (over 21) with relevant management experience (learners must check with ThinkTalent regarding this experience prior to registering for the programme)</li> </ul> <p>English requirements: If a learner is not from a majority English-speaking country, they must provide evidence of English language competency.</p>

<p><b>Overall Programme Description</b></p>	<p>The objective of this qualification is to provide learners with an excellent foundation for building a career in a range of organisations. It is designed to ensure each learner is ‘business ready’: a confident, independent thinker with a detailed knowledge of business and management and equipped with the skills to adapt rapidly to change.</p> <p>The qualification will provide learners with the underpinning knowledge, understanding and skills associated with the business activities, policies, procedures and processes required to work effectively in a business environment. The units combine both theoretical and practical knowledge in the areas of academic and research skills, business and global operations, finance and accounting, business communication, leadership and team working.</p> <p>Successful completion of this qualification will support learners progressing to university, and provide learners with the requisite skills and knowledge to enter the world of work in their chosen sector.</p>																												
<p><b>Qualification Structure</b></p>	<p>This qualification consists of 6 mandatory units for a combined total of 120 credits, 1200 hours Total Qualification Time (TQT) and 600 Guided Learning Hours (GLH) for the completed qualification. <b>All units are mandatory.</b></p> <table border="1" data-bbox="507 1041 1348 1288"> <thead> <tr> <th>Unit Title</th> <th>Credit</th> <th>GLH</th> <th>TQT</th> </tr> </thead> <tbody> <tr> <td>1. Academic Writing and Research Skills</td> <td>20</td> <td>100</td> <td>200</td> </tr> <tr> <td>2. Business Operations</td> <td>20</td> <td>100</td> <td>200</td> </tr> <tr> <td>3. Communication in Business</td> <td>20</td> <td>100</td> <td>200</td> </tr> <tr> <td>4. Finance and Accounting</td> <td>20</td> <td>100</td> <td>200</td> </tr> <tr> <td>5. Leading and Managing Teams</td> <td>20</td> <td>100</td> <td>200</td> </tr> <tr> <td>6. Operating in a Global Context</td> <td>20</td> <td>100</td> <td>200</td> </tr> </tbody> </table>	Unit Title	Credit	GLH	TQT	1. Academic Writing and Research Skills	20	100	200	2. Business Operations	20	100	200	3. Communication in Business	20	100	200	4. Finance and Accounting	20	100	200	5. Leading and Managing Teams	20	100	200	6. Operating in a Global Context	20	100	200
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<p><b>Learning Outcomes of the Programme</b></p>	<p><b>Unit 1: Academic Writing and Research Skills</b></p> <p><b>1. Understand the concept and purpose of academic research and writing.</b>  1.1 Explain what is meant by the term ‘academic research and writing.’  1.2 Explain different academic writing conventions.  1.3 Discuss different types of academic research.</p> <p><b>2. Know how to conduct academic research.</b>  2.1 Compare different sources of information and evidence.  2.2 Explain the research process.  2.3 Differentiate between primary and secondary research.</p> <p><b>3. Know about critical thinking skills.</b>  3.1 Explain what is meant by the term ‘critical thinking.’  3.2 Explain different critical thinking skills.  3.3 Explain why critical thinking is important in academic research.  3.4 Explain how to apply techniques to evaluate an argument.</p>																												

**4. Understand how to construct a reliable and valid academic argument.**

- 4.1 Explain the key components of a reliable and valid academic argument.
- 4.2 Differentiate between inductive and deductive reasoning.
- 4.3 Suggest an argument structure for a given topic.

**Unit 2: Business Operations**

**1. Know about different types of businesses.**

- 1.1 Explain the different types of business sectors.
- 1.2 Compare different types of businesses.
- 1.3 Compare different legal structures of businesses.
- 1.4 Illustrate how the type and structure of a business relates to its market and objectives

**2. Understand the relationships between business functions.**

- 2.1 Explain the purpose of different functions of a business.
- 2.2 Explain the relationship between the different functions of a business.
- 2.3 Compare different organisational structures.
- 2.4 Suggest how functional relationships impact on how an organisation is structured

**3. Be able to measure a business's internal environment.**

- 3.1 Explain what is meant by the term 'internal environment of a business.'
- 3.2 Explain why it is important to measure a business's internal environment.
- 3.3 Apply a technique to quantify a business's internal environment.
- 3.4 Assess a business's internal environment

**4. Be able to measure a business's external environment.**

- 4.1 Explain what is meant by the term 'external environment of a business.'
- 4.2 Explain why it is important to measure a business's external environment.
- 4.3 Apply a technique to quantify a business's external environment.
- 4.4 Assess a business's external environment.

**Unit 3: Communication in Business**

**1. Understand the concept and purpose of communication in a business context.**

- 1.1 Explain what is meant by the term 'business communication.'
- 1.2 Compare different stages of a communication model.
- 1.3 Discuss why effective communication is important to a business.

**2. Be able to effectively communicate in a business context.**

- 2.1 Explain different elements of communication.
- 2.2 Demonstrate effective verbal and non-verbal communication.
- 2.3 Demonstrate effective written communication

**3. Understand how a business communicates internally.**

- 3.1 Explain what is meant by the term 'internal communication.'
- 3.2 Compare ways in which a business communicates internally.
- 3.3 Conduct an internal stakeholder analysis.

3.4 Discuss internal barriers to effective communication in a business.

**4. Understand how a business communicates externally.**

- 4.1 Explain what is meant by the term 'external communication.'
- 4.2 Compare ways in which a business communicates externally.
- 4.3 Conduct an external stakeholder analysis.
- 4.4 Discuss external barriers to effective communication in a business.

**Unit 4: Finance and Accounting**

**1. Know about the context and purpose of finance and accounting.**

- 1.1 Explain the purpose of finance and accounting.
- 1.2 Explain the regulatory and legal influences on a business's finance and accounting function.
- 1.3 Explain how the finance and accounting function supports a business's decision making.

**2. Be able to prepare financial statements for different types of businesses.**

- 2.1 Differentiate between different financial statements.
- 2.2 Prepare financial statements for a sole trader.
- 2.3 Prepare financial statements for a partnership.
- 2.4 Apply techniques to make adjustments to financial statements.

**3. Be able to interpret financial statements.**

- 3.1 Calculate financial ratios from a set of business accounts.
- 3.2 Compare organisational performance using historical financial data.

**4. Be able to prepare a budget.**

- 4.1 Differentiate between different types of budgets.
- 4.2 Prepare different types of budgets.

**Unit 5: Leading and Managing Teams**

**1. Know about leadership and management.**

- 1.1 Differentiate between leadership and management.
- 1.2 Explain key leadership theories.
- 1.3 Explain key management theories.

**2. Know how teams are developed.**

- 2.1 Explain what is meant by the term 'team development.'
- 2.2 Explain what is meant by the term 'high performance team.'
- 2.3 Compare different team development models.

**3. Understand how to improve individual and team performance.**

- 3.1 Explain techniques used to improve individual and team performance.
- 3.2 Explain the importance to an individual of improving own performance.
- 3.3 Explain the importance to a business of effective individual and team performance.
- 3.4 Discuss the role of motivation theories in improving individual and team performance.

	<p><b>4. Be able to determine own capacity to be an effective leader and manager.</b>  4.1 Apply techniques to determine own capacity to be an effective leader and manager.  4.2 Assess own ability to improve knowledge and skills to be an effective leader and manager.</p> <p><b>Unit 6: Operating in a Global Context</b></p> <p><b>1. Understand the context of globalisation.</b>  1.1 Explain how globalisation has evolved.  1.2 Compare different types of globalisation.  1.3 Discuss the positive and negative effects of globalisation.</p> <p><b>2. Understand the factors which drive globalisation.</b>  2.1 Explain what is meant by the term ‘global economy.’  2.2 Explain what is meant by the term ‘global business environment.’  2.3 Discuss key global issues which drive globalisation.</p> <p><b>3. Understand how and why a business would want to operate in global markets.</b>  3.1 Discuss why a business would want to enter global markets.  3.2 Compare ways in which a business can enter a global market.  3.3 Recommend a preferred mode of entry to a business.</p> <p><b>4. Understand how operating in a global market impacts a business.</b>  4.1 Explain how operating in a global market impacts a business’s structure and culture.  4.2 Explain how operating in a global market impacts a business’s strategic and operational decision making.  4.3 Suggest ways in which a business could respond to the impact of globalisation.</p>
<p><b>General Pedagogical methods used for this programme</b></p>	<p>This is a training programme in which participants will benefit from the following mixed-learning and teaching methodologies:</p> <ul style="list-style-type: none"> <li>• Tutor-led, traditional and collaborative teaching contact via short lecture-type interventions interspersed with group discussions, reflective exercises and group activities</li> <li>• Self-study via handouts and recommended reading</li> </ul>
<p><b>Assessment</b></p>	<p>All units within this qualification are assessed and internally quality assured by the ThinkTalent and externally verified by OTHM. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.</p> <p>Each unit is assessed via a written coursework of approximately 3000 words. To achieve a ‘pass’ for a unit, learners must provide evidence to demonstrate that</p>

	they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.
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