



The Faculty

Of

Certified Business Administrators

THE CORPORATION OF
EXECUTIVES & ADMINISTRATORS

VISION AND CONCEPT:
PARTNERS IN VOCATIONAL
CAREER ADVANCEMENT

Career Enhancement Affirmation (CEA)
Confirmation of Eligibility Accreditation (CEA)
Credit Endorsement for Achievement (CEA)



SYNOPSIS OF CEA

The Corporation of Executive & Administrators (CEA) is a unique International Professional Body incorporated in Great Britain in the year 1981 as a Non – Profit Learning Institution. CEA has been providing UK Professional Diplomas and Membership in recognition of an individual's achievement in his/her area of profession.

The founders of CEA were enlightened in the early eighties, the importance in recognizing Professional and Vocational Training and experiences into a acceptable Professional Qualifications.

To this effect, CEA has facilitated in their Memorandum of Article the concept of Faculties to facilitate this uniqueness by way of faculty membership. This is offered by recognizing an individual's learning and experience achievement in his/her area of career. CEA's Board of Council by verdure of their Memorandum of Article has decided to endorse all their Faculties Memberships with the “**Affirmation of Certified Status**” for all the Faculty Memberships from September 2006. **It is also strictly followed by the Council in implementing that all CEA diplomas have to be earned, rather than awarded directly.**

On the same token, CEA's Board of Council did approve of Two Main Sections. One division to focus on purely on the Learning Route and other division is to offer Direct Memberships in area of Work Experience Profession.

The Corporation of Executive & Administrators (CEA) was incorporated as an QUASI- CHARITY by Limited Guarantee as a Professional Body under the UK company acts 1948 to 1981 section of SIC (92) with not having a share capital with dedicated company act code of 9112 offering legitimate UK Accredited Professional Learning Qualifications with the authority of awarding of appropriate Grade of Diplomas & Professional Memberships from any of the Faculties that may deemed since the year of 1981 September Twenty First in England and Wales.

CEA Board of Council did meet the legal obligation as a legitimate licensed UK Professional Awarding Body to award Professional Diplomas and Memberships at the time of incorporation in 1981.

On the same token, CEA's Board of Council did approve of Two Main Sections. One division to focus on purely on the Learning Route and other division is to offer Direct Memberships in area of working profession.

The Corporation of Executive & Administrators (CEA) was incorporated as a QUASI- CHARITY by Limited Guarantee as a Professional Body under the UK company acts 1948 to 1981 section of SIC (92) with not having a share capital with dedicated company act code of 9112 offering legitimate UK Accredited Professional Awards in the area of Vocational Educational Qualifications with the authority of awarding of appropriate Grade of Professional Memberships from any of the Faculties that may deemed from the year of 1981 September Twenty First in England and Wales.

CEA Board of Council did meet the legal obligation as a legitimate licensed UK Professional Awarding Body at the time of incorporation.

Profile of Honorary Rector General

The Executive Board of Governors of the Corporation of Executives and Administrators (CEA) is pleased to announce to their prospective candidates, members and well-wishers of the appointment of Mr. Andrew Jude Rajanathan of Great Britain as their Fifth Honorary Rector General.

He is an extra ordinary young entrepreneur of this day and age. He is a thinking, young, dynamic leader that chosen by the Executive Board of Governors of the Corporation of Executives and Administrators (CEA).

Mr. Rajanathan had his early education at St. Ignatius in Enfield, and joined one of the top London Universities, Queen Mary University of London to complete his Bachelor's Honours Degree in Politics. Due to his high performances in his studies, he earned the high reward of a scholarship to study at the London School of Economics, which is one of the Worlds Most Renowned Universities for Post Graduate Studies, to follow an MSc China in a Comparative Perspective, which he successfully completed in the year of 2010.

In 2008, he was fortunate to secure internships in U.K Parliament and the BBC which opened his eyes to the workings of society from two unique viewpoints.

Honourary Academic Counsellor

Deciding that the politics as a career was not for him became a Guest Speaker for the BBC Asian Network and conducted research, reviews, interviews and broadcast shows during his internship.

During his time at Queen Mary, Andrew sat on all education boards from departmental to college level. He gained a strong understanding about how a University operates and solved several problems such as the marking scheme and communication issues between staff and students. He won two awards for student representation from QM Students Union.

In 2009, Andrew secured an internship at the Financial Times and was placed as a journalist on the U.K Companies desk. During his time he interviewed over 15 CEOs from several LSE/AIM listed firms as well putting together features for the newspaper and covering corporate earnings, breaking news and third quarter reports. He learnt how the workings of finance combined with the craft of journalism. This experience taught him the ability to analyze company balance sheets and allowed him to further build up his networking experience. He credits this experience as the sharpest learning curve in his short career so far. The London Week of Peace, a charitable proponent of peace heard of Andrew's good work across several communities in London. Towards the end of 2009, he was awarded the 'Diversity Peace Prize' at a Gala event to celebrate the work of peace proponents across the City of London.



Recently, the Corporation of Executives and administrators have seen a welcome addition to our administration in the form of Mr Menna, our Academic Counsellor. He was elected to the position due to his impeccable morals and worth, an educationalist with a Masters Degree in Law (LLM) from Anglian Ruskin University, and has studied Health Care Law to a Postgraduate Diploma Level.

In addition to this, Mr Menna has a Post Graduate Diploma in Transport Management (also belonging to various Chartered Institutes, including Transport Management, Federation of Small Businesses, and the Editorial Panel for the Journal Advancing Practice in Bedfordshire), not to mention Financial Accounting and Mechanical Engineering.

An avid advocate of Learning, he is a Health Care Professional with many talents thanks to his dedication for high quality further higher education.

Mr Menna's talents lie further in Professional Lectures to Qualified Health Professionals, on topics including Mental Health, Ethnicity and Diversity, Risk Analysis and Management, and Psychological social intervention.

He has over 35 years of work experience in the field of Professional Healthcare, spanning professional academic studies and careers since 1974, and has had his works of literary theory published at various conferences. He is been known as a motivating Professional Public Speaker in all area of Professional Health, General Management, Finance, Business Ethics & Operation, Professional & Professional Education, Social Justice & Human Rights and Project and Investment Management.

With further talents in being Bilingual, Mr Menna's personal values are strongly rooted in Justice, Faith, and Knowledge. He is a well balanced individual, who excels at working with others with a great level of communication and understanding. Thoroughly versed in negotiation, his organisational and professional skills are second to none, and he has proved time and time again that he can work brilliantly under pressure. He brings tremendous experience with him to support the CEA's Educational panel in enhancing the quality of qualifications and learning programmes offered by CEA.

CEA's Learning Faculties & Qualifying Structure

The CEA's Executive Board of Governors met on the 28th, December 2008 and passed a new resolution unanimously that, to consolidate their Learning Academies within Five Academies. This will come into effect from 1st February 2009 and every June and December each year candidate will be assessed and verified for the CEA Professional Qualifications.

It is emphasised that the CEA Professional Qualifications are awarded by Learning Methodology only. Learning Academies comprises individual Learning Departments along with appropriate Course Modules Units but each level of qualifications will have standard mandatory required modular units. After careful consideration of the level of qualifications, Executive Board of Governors has come to a conclusion that the CEA awards equivalency will have to be changed to the European General Learning Level of 2008. It is also made to understand that, every applicant who follows the Learning Methodology must submit Career Project Work (CPW) Assignment as final written documentation. This has to be adhered for the CEA Professional Qualifications of Diplomas and Post Graduate Certificate as the methods of Assessment for the Professional Qualifications.

Those who wish acquires the CEA's Professional Qualifications must strictly follow the Learning Scheme which will assist the candidate to achieve the appropriate Credit Units to transfer for their further higher studies in academic pathway. After the careful study by the Professional Learning Panel of CEA, has categorised the Professional Qualifications' into the following framework of equivalency to the UK National Professional Qualifications levels.

1. CEA - Diploma Level 3 of the NQF / NVQ
2. CEA - Higher Diploma Level 4 of the NQF (NVQ Lvl 4)
3. CEA - Graduate Diploma Level 5 of the NQF (NVQ Level 4)

The Learning Faculties are as follows:-

1. Faculty of Certified Business Administration (FCBA)
2. Faculty of Certified Hospitality Administration (FCHA)
3. Faculty of Certified Legal Administration (FCLA)
4. Faculty of Certified Technology Administration (FCTA)

The Assessment and Verification for the Module Units in the above Learning Academies encompasses;

- (1) Time Bound Assignments (TBA)
- (2) Individual / Group Assignment
- (3) Presentations for Certain Modules
- (4) Open Book Examination (OBE)
- (5) Viva Examination

Final Oral (Viva) Examination is to test the candidate's knowledge in Critical thinking of contemporary issues. This will be carried out on an individual basis by Oral Discussion with the qualified intellectual academics nominated by the CEA's Examination Panel. This can take up to maximum 60 minutes. The Viva Examination is to test the candidate of the overall knowledge of the qualifications. It has been agreed by the Independent Examiners the British Examination Board of Great Britain that the candidate to obtain the CEA Learning Qualification must have achieved at least the Grade C Level in all module units. Failure to gain this grade, BEB will not recommend any candidate for the CEA's diploma award and it agreed that no candidate will be entertained to question the decision of the BEB's Examiners' declaration.

The Learning Hours and Credits Units are specific for the CEA Learning Programmes, which has the approval of CEA Executive Board Governors. (In the recent past the National Qualifications Framework (NQF) has been changed to Qualifications and Credit Frame (QCF) and this change came to effect from November 2008.) Since 2009 in order to meet the QCF standards, the CEA has changed their syllabus structure. As always, the CEA Learning is focused more on a Professional Methodology rather than pure academic scheme. This vision of theirs has made the pathway of Open Book Examination. Most of the institutions are still adapting to the traditional three hours class room examination. The current climate and Professional concept does prefer the consistent assessment. Diploma Level will comprise of four modules and the Higher Diploma and Graduate Diploma consist of five modules. Every June and December each year candidate will be assessed and verified for the CEA's Professional Qualifications.

ELEMENTS FOR CEA PROFESSIONAL QUALIFICATIONS

- (1) Time Bound Assessment (TBA) 50%
- (2) Course Work 30 % (Individual / Group)
- (3) Presentation / Viva Examination 20 %

METHOD OF TRAINING & SUBJECT DELIVERY:

Classroom teaching, Research method, Self-learning guidance, Workplace assessment, Case Studies, Education tour and Tutorials

No	Assessment Method	Credits %
1	Assignments	30
2	Examinations	20
3	Case Studies	10
4	Oral Examinations	20
5	Project/Course Work	20

THE CEA MODULE GRADING

Grade "A" 70% and above.

Grade "B" 60 % -69%

Grade "C" (Pass) 50 % - 59 %

Grade "D" (Referred) 40 %- 49%

Grade "E" (Fail) Less than 39%

Independent Examiners British Examination Board (BEB) has Resolved the Following Decisions;-

(1) Candidates should pass the three elements of the Module to complete it.

(2) Re – Sit will be allowed only for two attempts and the failed to make it in those two attempts will leads to appear the whole three elements of the module by paying the full module appropriate fee.

The option is given to the candidate to re-sit for the modules which were bellow the Grade C Level in order to complete the required stage of CEA's Professional Qualification. To appreciate and to encourage every candidate to gain highest marks as possible, the Executive Board of Governors have come about to offer a special CEA's Merit Level Recognition. The GPA will be calculated based on the total average of the results of Graduate Diploma modules

Grade Point Average [GPA]

75% -100 %

65%- 74 %

50%- 64 %

Award

Merit

Distinction

Pass

SPECIAL TUTORIAL GUIDE LINES

Independent Examiners BEB has allocated as a guideline for tutorial learning hours to be minimum of three hundred and sixty (360) learning hours to complete each level in order to gain standard knowledge for every level of CEA qualification. There is different learning hours for each level and every academy must adhere to this guided learning hours before the candidates complete the tutorial programmes. In order to complete all three levels, the candidate has to allocate 18 Calendar Months.

CREDIT TRANSFER SYSTEM (CTS)

If a candidate who complete the CEA Learning programme of Diploma, Higher Diploma and Graduate Diploma has more than three years work experience will carry 240 Credits together and this will enable the candidates to do the Level 6 of the NQF in order top up to complete the bachelor degree with 360 credits in preferred academic disciplinary.

Level 1 – Diploma Level

After careful consideration Professional Academic Panel of CEA has come to decision that every candidate must allocated minimum 600 dedicated Learning Hours in order to achieve the necessary required knowledge, which will enable the candidate to gain the appropriate pass mark at the assessment to successfully complete the level. This course will be suitable for the learner who does posses only secondary qualification in their own country academic framework. The required duration to complete this level, the time frame will be Six Calendar Months and each week should be allocated minimum of 15 hours for the learning. A candidate is advised to spend 360 hours for learning and 140 hours research, course work and projects.

Level 2 – Higher Diploma Level

After careful consideration Professional Academic Panel of CEA has come to decision that every candidate must allocated minimum 720 dedicated Learning Hours in order to achieve the necessary required knowledge, which will enable the candidate to gain the appropriate pass mark at the assessment to successfully complete the level.

At least 420 Guided Hours or contact hours should be allocated in the Class room. The required duration to complete this level, the time frame will be Six Calendar Months and each week should be allocated minimum of 20 hours for the research course learning.

Level 3 – Graduate Diploma Level

After careful consideration Professional Academic Panel of CEA has come to decision that every candidate must allocated minimum 870 dedicated Learning Hours in order to achieve the necessary required knowledge, which will enable the candidate to gain the appropriate pass mark at the assessment to successfully complete the level. At least 540 Guided Hours or contact hours should be allocated in the Class room. The required duration to complete this level, the time frame will be Six Calendar Months and each week should be allocated minimum of 20 hours for the research course learning.



FACULTY OF CERTIFIED BUSINESS ADMINISTRATION

Main Aim(s) of the Course

- Able to deliver the basic different schools of thoughts of Management
- Intended to develop an understanding of the behaviour of people within organisations
- Able to provide the basis to underpin further study in, specialist areas of business.
- To provide a nature of understanding in accordance with Management theories.
- General most important understanding of a Business organisation and its operation.
- Fundamental understanding of Financial and Human Resource Management.
- Basic understanding of Business Law along with Business Strategic Planning.

Learning Outcomes for the Course

At the end of this Course, candidates will be able to:

- 1 Analyse the Organisational culture and structure in terms of managerial concepts
- 2 Examine the different approaches to Management in relation to the organisational theories.
- 3 Evaluate the Motivational Theories and the implementation in organisations
- 4 Demonstrate and understanding the concepts of team work and group dynamics.
- 5 Apply the theory in different organisational structure in terms of Management perspectives

Level 1 –Diploma Level

Candidate should appear for Four Core Modules which is consisting of 360 Guided Learning Hours (GLH) to determine their pathway for successful completion.

Core Modules

1.111 Introduction to Management.

1.112 Managing Organizations

1.113 Introduction to Business Finance

1.114 Introduction to Human Resource & Modules in Business Organizations

1.111 Introduction to Management

This course explores the issues of defining the role of managers. The students will learn a combination of current and traditional views of management organized around a functional and process approach to the study of the field. The course develops the skills and knowledge requirements demanded in today's competitive business environment. The student will learn the management process, planning, organizing, staffing and control.

The student will learn various techniques to identify organizational environment and managing communication. To illustrate current motivation practice used by managers to improve employee performance. The determine the legal and social issues that affect productivity and organizational success in today's global economy. Finally, the student will learn about the changes in the work force and the responsibility of managers how to solve any conflict.

1.112 Managing Organizations

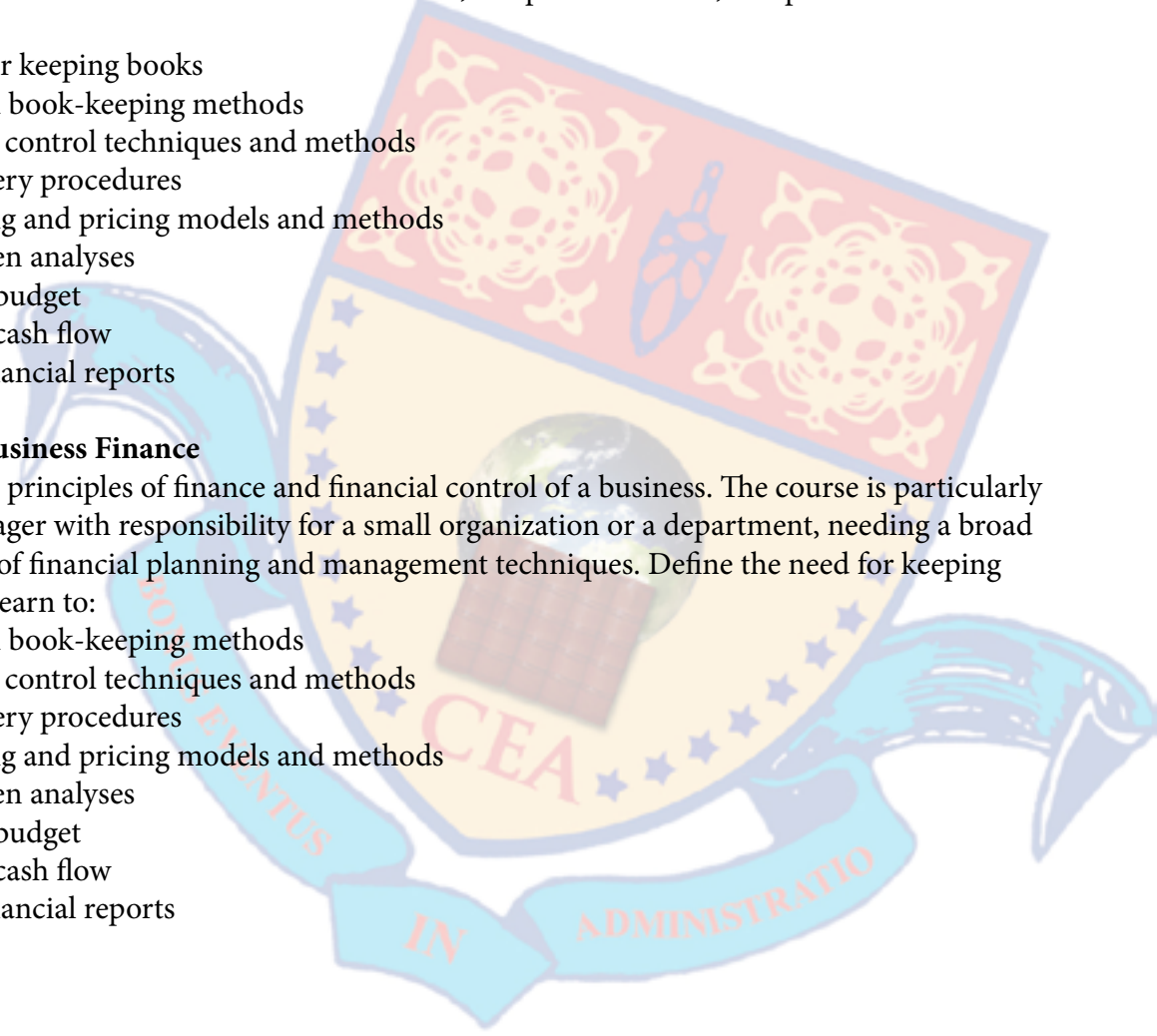
Organizational Management is fundamental to creating an environment that supports continuous improvement of individuals and their organizations to better provide for the communities they serve. Every organization needs a leader with a clear understanding of the issues facing their organization and is prepared to implement them while maintaining operational functions, developing employee skills, and managing human resources. This topic area includes human resources checklists, sample evaluations, and plans for efficient business operations

- Define the need for keeping books
- Describe common book-keeping methods
- Understand credit control techniques and methods
- Devise debt recovery procedures
- Understand costing and pricing models and methods
- Conduct break even analyses
- Prepare a trading budget
- Manage cash and cash flow
- Compose basic financial reports

1.113. Introduction to Business Finance

Understand and apply the principles of finance and financial control of a business. The course is particularly suited to the general manager with responsibility for a small organization or a department, needing a broad understanding of a range of financial planning and management techniques. Define the need for keeping books. Students will also learn to:

- Describe common book-keeping methods
- Understand credit control techniques and methods
- Devise debt recovery procedures
- Understand costing and pricing models and methods
- Conduct break even analyses
- Prepare a trading budget
- Manage cash and cash flow
- Compose basic financial reports



1.114 Introduction to Human Resource & Modules in Business Organizations

For businesses today the role of people management is crucial, particularly in the service sector where labour costs represent such a large proportion of the budget. Human Resource Management deals with the management of an organization's workforce, from the most junior member of staff to the chief executive. Success in business depends upon developing more cost-effective methods of recruitment and selection, motivation and reward, training and development, grievance and discipline, performance management and career progression. HR/Personnel specialists work closely with operational managers both to reduce people costs and enhance individual and team performance, whilst also attempting to increase the organization's ability to adapt to its environment through broadening the skills of the workforce.

Level 2 – Higher Diploma Level

Candidate should appear for Four Core Modules which is consisting of 400 Guided Learning Hours (GLH) to determine their pathway for successful completion.

Core Modules

1.121 Aspects of Business Law

1.122 Marketing Environment and different channels and Concepts of Marketing

1.123 Performance Management Concepts.

1.124 Principle of Economics & Application of Financial Reporting

1.121 Aspects of Business Law

Regardless of what the nature of your involvement in business is - and whether you are working in the private or public sector - as a business man or woman you will face an array of legal controls and obligations of an unprecedented scope and complexity.

This course is designed to introduce students who are preparing for a career in business to some of the legal rules and issues which you will encounter once you enter the world of commerce. You will not become an expert in any area of the law as a result of studying the course, however at the end of your study of this course it is hoped that you will not only have increased your knowledge about the law as it applies to the business world; but that you would have developed some competence at identifying legal issues, applying legal rules to factual situations.

1.122 Marketing Environment and different channels and Concepts of Marketing

Global marketing has become the norm, rather than the exception, for most businesses. The emergence of the networked economy and electronic business activities has allowed more firms to have a global presence. This course presents a global marketing vision through the eyes of the marketing manager. The student will demonstrate a global mindset and acquire knowledge of a broad cultural understanding on global strategic thinking and of the global marketing environment. Emphasis is given to analyzing, developing and designing global marketing strategies and programs.

Suggests that marketing should not remain stagnant, basing its interest in business/customer relationships alone. Speculates about the future of the marketing concept and demonstrates the applicability of a broadened marketing concept to all functional areas of business, other types of organization and a wide diversity of objects of change. Proposes that, for marketing to remain relevant, the concept of marketing provided will allow organizations to achieve their targets

1.123 Performance Management Concepts

Simply put, performance management includes activities to ensure that goals are consistently being met in an effective and efficient manner. Performance management can focus on performance of the organization, a department, processes to build a product or service, employees, etc. Information in this topic will give you some sense of the overall activities involved in performance management.

1.124 Principle of Economics & Application of Financial Reporting

The aims of the course are:

- to provide a thorough grounding in the concepts of economic analysis
 - to illuminate the use of these concepts for the analysis of the economic behaviour of households, firms, markets and the economy as a whole - to develop an understanding of the main competing perspectives within the field of economics - to develop an understanding of the evolution of economic institutions in the UK and internationally on completion of the course, students should be able to:
 - demonstrate an understanding of the concepts of equilibrium and how equilibrium prices and quantities are determined by the interaction of supply and demand - understand the causes of market failure, and both the reasons for and the consequences of government intervention in markets
 - identify the main macroeconomic variables and describe how their measurement is undertaken
 - understand basic theories of the level of economic activity, the money supply and the price level
- The aim of the module is to enhance students' understanding of contemporary issues in financial reporting and regulation from an international perspective

- The reasons for, and critiques of, the pursuit of accounting harmonization/convergence in a global arena;
- The diversity that has traditionally characterized international accounting practice and key factors which have influenced national and international accounting development;
 - The relative role and influence of different stakeholder groups in the financial regulatory arena;
 - Accounting and regulation in its global context, including the nature and rise of public oversight and the pursuit of the 'public interest';
 - Achievements and problems associated with processes of international accounting standard setting and regulation, including the nature of accounting valuation and income measurement, the verifiability of financial statements and levels of compliance and enforcement;
 - Key accounting principles and practices in an international reporting arena, including consolidated, accounting reporting reconciliations, foreign currency translations, fair value accounting, segment reporting and sustainability / corporate responsibility reporting;
 - The significance of major accounting differences across countries and their impact upon financial statement analysis; The pertinence of political, economic and social factors to contemporary debates on international financial reporting practice and regulation;

Levels 3 – Graduate Diploma

Candidate should appear for Four Core Modules which is consisting of 400 Guided Learning Hours (GLH) to determine their pathway for successful completion

Core Modules

- 1.131 Macro Economics & Supply Chain Management
- 1.132 Business Strategy & Planning
- 1.133 Research & Contemporary Issues in Business Management
- 1.134 Corporate Finance, Audit & International Banking

1.131 Macro Economics & Supply Chain Management

The aim of this course is to provide a basic understanding of the theoretical foundations of macroeconomics at the intermediate level. The course covers (a) the major macroeconomic markets: the goods, money and labour markets and the external sector, and their constituent functions including the consumption function, saving function, investment function, money-demand function, money supply etc..

..etc, (b) macroeconomic models: real business cycle models and Keynesian business cycle models in closed and open economies, (c) macroeconomic policy issues, and (d) aspects of growth theory.

Supply Chain Management

In this course we will view the supply chain from the point of view of a general manager. Logistics and supply chain management is all about managing the hand-offs in a supply chain – hand-offs of either information or product. The design of a logistics system is critically linked to the objectives of the supply chain. Our goal in this course is to understand how logistical decisions impact the performance of the firm as well as the entire supply chain. The key will be to understand the link between supply chain structures and logistical capabilities in a firm or the entire supply chain.

The function of supply chain management is to design and manage the processes, assets, and flows of material and information required to satisfy customers' demands. Supply logistics related costs account for 20–25% of a typical firm's total cost. On the revenue side the supply chain decisions have a direct impact on the market penetration and customer service. Globalization of economy and electronic commerce has heightened the strategic importance of supply chain management and created new opportunities for using supply chain strategy and planning as a competitive tool. Electronic commerce has not only created new distribution channels for consumers but also revolutionized the industrial marketplace by facilitating interim communication and by creating efficient markets through trading communities. Moreover combination of enterprise information infrastructure and the Internet has paved the way for a variety of supply chain optimization technologies

1.132 Business Strategy & Planning

Do you spend more time working in your business than you do working on your business?

Many managers spend too much time on the functional aspects of their business, usually at the detriment of strategy and planning. In just two action packed days you will benefit from practical exposure to the key strategic skills every manager must possess. Topics covered include:

- Analysing your business from a strategic perspective
- Demystifying the complexities of strategy
- Appreciating how strategy and business planning complement each other
- Preparing your business for future challenges
- Formulating business and development plans
- Understanding and capitalising on competitive advantages
- Improving your decisions on resource allocation
- Utilising the tools and techniques of business analysis
- Developing robust strategic thinking skills
- Using traditional and non-traditional metrics to measure business performance
- How to challenge current processes and look for a culture of continuous value improvement

1.133 Research & Contemporary Issues in Business Management

This unit has been designed to enable advanced management students to explore selected leading edge issues in the global business and organisational environments. The unit will enable students to progress their reading and knowledge beyond the levels achieved in their previous post-graduate course-work studies. It would be expected that students elect to pursue issues which have close relationships to their anticipated respective doctoral dissertation topics. The unit has been designed to give flexibility and freedom of choice to students, unconstrained by the syllabus boundaries of traditional post-graduate course work units. This unit will give students opportunities to prepare material for potential publication in relevant Professional journals.

1.134 Corporate Finance, Audit & International Banking

Understand the language, concepts and techniques used by corporate finance Professionals. Examine the funding options available to companies and identify the advantages and disadvantages.

Appreciate the role of DCF in investment decision-making.

Understand how M &A opportunities are evaluated and pursued

Appreciate the link between these activities and shareholder value creation.

The ability to be agile in diverse business environments, to be able to anticipate future disruptions in business practices and to change direction at speed, are now recognized as the basis for edging past competitors in a growing international competitiveness.

The aim of the course is to develop these sets of abilities with a particular focus on a thorough understanding of the international financial markets in which businesses operate and an understanding of corporate policies in the areas of capital investment, financing, acquisitions and restructuring. The rapid integration of international capital markets, the worldwide accessibility of investment funds and the continuous development of new and sophisticated financial products require business managers to understand how these changes affect the operations of their businesses and react accordingly

Essential Texts

Mullins L — Management and Organisational Behaviour 5th Edition (Pitman Publishing, London, (1999) ISBN: 0273651471

Robbins S — Essentials of Organisational Behaviour 4th Edition (Prentice Hall International, (2003) ISBN: 0582820758

Brooks I — Organisational Behaviour, Individuals, Groups and Organisation 2nd Edition (Prentice Hall, 2003) ISBN: 0877781265

Huczynski A and Buchanan D — Organisational Behaviour: An Introductory Text (Prentice Hall, 2000) ISBN: 0273651021

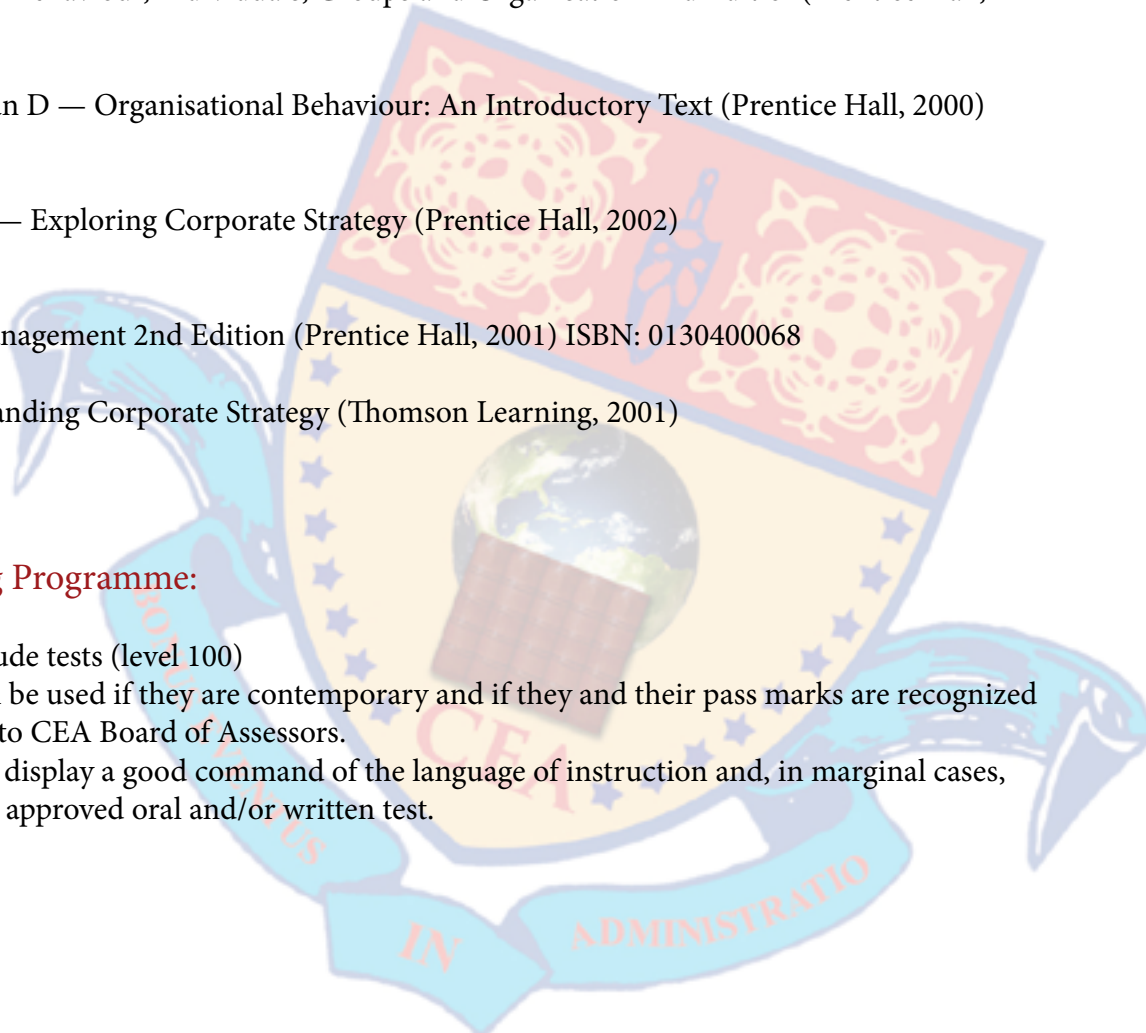
Johnson G and Scholes K — Exploring Corporate Strategy (Prentice Hall, 2002) ISBN: 0273651129

Coulter M — Strategic Management 2nd Edition (Prentice Hall, 2001) ISBN: 0130400068

Thompson J L — Understanding Corporate Strategy (Thomson Learning, 2001) ISBN: 1861527551

Eligibility for Learning Programme:

1. Compulsory Aptitude tests (level 100)
- a. Aptitude tests shall be used if they are contemporary and if they and their pass marks are recognized by, and acceptable to CEA Board of Assessors.
- b. Candidates should display a good command of the language of instruction and, in marginal cases, should be given an approved oral and/or written test.



Course Controls

- a. Ensure that candidates attending the regular lecturers, management group discussion, seminars and workshops and/or tutorial class related to the respective discipline.
- b. Ensure that candidate working should cover with abreast of current developments and problems and be prepared to describe how this is achieved.
- c. Ensure that all course work, assignments and documentation are accurate and make sure it is respective candidate's own product specially made for the CEA modules.
- d. Execute the conditions of case studies in the respective level of CEA qualifications and make sure those candidates are submitting candidate workings within the deadlines of each course. Fail to submit the course-work on time may reduce candidate marks.

Responsibilities of Candidates

1. It is the responsibility of each candidate to ascertain when and where their assessments/examinations will take place, to attend assessments and/or examinations and to submit work for assessment as required and to provide the Board of Assessors of CEA in advance of their meeting with any relevant documentary evidence relating to personal circumstances which may have affected their performance and which they wish to be taken into account by the Board.
2. If a candidate fails to attend examinations or to submit work for assessment without good cause, the examiners shall have the authority to deem the candidate to have failed the assessments concerned.
3. If a candidate fails without good cause to provide the examiners in advance of their meeting with information about any personal circumstances that may have affected performance in assessments, anybody authorised by the Academic Board to consider requests for the examiners' decision(s) to be reviewed shall be empowered to reject any such request on those grounds.
4. If a candidate is found to have cheated, plagiarised or attempted to gain an unfair advantage, the examiners shall have authority to deem the candidate to have failed part or all of the assessments, and the choice to reassess or not.

Candidate Activities and Evaluation

Candidates will explore and demonstrate knowledge of models that incorporate collaborative interactions, and effective group dynamics applicable to various administrative and leadership positions through "Group Discussion" during the period of studies. Candidates will demonstrate suitable techniques related to the diploma programme, and knowledge of nationally accepted general Professional standards through case studies, group presentations, assignments, and class activities.

Achievement Points Contribution

Class Activities/participation 50 points, Semester Project Presentation 50 points, Semester Project Paper 100 points, Case Analysis: (3 @ 50) 150 points, Article Reviews: (5 @ 10) 50 points

CEA CASE STUDIES

The aim of case studies is to test theoretical knowledge in an unfamiliar context through pre-issued or unseen cases of varying lengths. A variety of skills are tested - candidates need to be able to analyse, evaluate and communicate their ideas clearly on paper. Frequently, numerical manipulation is also required as is subsequent application of candidate results. Each year technology takes us deeper within "inside space." From the faculties of CEA, we see things that have never been seen before. Even today, the genomics research is opening the way to hundreds of new start-ups based on things that were not even imagined just a few years ago. And, this work is just beginning.

The Case studies of CEA, most of them with common sense world view is based on the sciences that describe things outside of traditional approach. The new world of science is an ever-increasing exploration of that which exists deep within. There are various starting points for this exploration in answering case studies. Candidates should explain a suitable domain rich for exploration and for new business opportunities in answers of case studies. A good answer will always contain some originality of thought and demonstrate skills of perception. Examiners report that many candidates under perform because they tend to launch into writing answers without taking sufficient time to interpret all the information given first.

Case studies in different levels are expected to answer in different manner. In order to improve answering capability for case studies in Foundation level the case study is executed as a off-line examination, where candidate takes two week to answer the case study question. In Diploma level only the case scenario will be given in advance, but answering the question will be a 2 hrs exam. For Higher Diploma level case and scenario and question is a 3:30 hrs paper. In the final stage a presentation is included.

COURSEWORK

CEA Coursework is research or projects that count towards a candidate's final grade in each term for each module. It includes extended essays, investigations, practical experiments or performance work. Coursework are assessed by the internal examiners of the respective centres, they have gained throughout a course. Coursework is done at home and in class. Candidates are encouraged to use research sources such as textbooks, encyclopaedias, journals, TV, radio and the internet.

Coursework refers to one or more pieces of original written work done by the candidate and is an excellent opportunity to show the examiner candidate enthusiasm and interest in the subject. Each faculty of CEA has its own approach to coursework. Some allow a completely free choice of assignment while others ask candidate to select from a fixed menu of topics. Make sure candidate have read any regulations and advice issued by the respective faculty. Choose a topic which interest's candidate and which allows candidate to demonstrate what candidate know and understand.

ACADEMY REPRESENTATION

The Executive Council of Governors have passed a resolution in the year of 2010 at their Extra Ordinary Governors Meeting in consultation with UK-Commission for Consistent Learning (UK-CCL) and have come to a conclusion in stipulating the specific learning methodology which to be facilitated for the CEA's Learning Programmes. This has made in creating the three mode of deliverer academies which are known as District, Regional and National It is agreed that CEA's Learning Academies will be monitored and supervised by UK-Commission for Consistent Learning (UK-CCL) and British Examination Board (BEB) of Great Britain will take charge of providing all the tools in related to Learning Programmes and will conduct the examinations in order to maintain high quality delivery standard and qualifications. Therefore, UK-CCL is nominated as the International Authority for Assessing

& Verifying the CEA Learning Academies and British Examination Board will conduct all the examinations for the CEA's Learning Faculties internationally. BEB will assist and facilitate CEA Academies with all the learning materials and help the individual candidates to learn the CEA's Learning Programmes on a Distance Learning Method to make it viable to learn on a flexible manner.

The academies are categorised into three levels. They are as follows:-

1. District Academy
2. Regional Academy
3. National Academy

DISTRICT ACADEMY

All the District Academies will be nominated by the CEA Executive Management Council. It is hereby sanctioned that all the District Academies will operated under direct supervision of respective country's National Country Director. All the academies must have the cordial operational arrangements between each other's operations. The CEA Executive Management Council has permitted in having any amount District Academies in any country. This is to offer the CEA programmes in an urban area whereby many facilities may not be available and to take the CEA qualifications to the door step of every individual who desires to enhance their knowledge and career prospectus. All the District Academies must have legitimate local government approval and must submit their application to UK-CCL to ascertain creditability in offering the CEA learning programmes. The District Academies must have the full facilities and provisions to deliver minimum of two faculties tutorial services in their premises. This will permit them to be an Internal Examination Centre for CEA's learning programmes. All the examinations will be conducted and invigilated by British Examination Board at all time.

REGIONAL ACADEMY

All the Regional Academies are nominated by the CEA's Executive Management Council. It is hereby sanctioned that all the Regional Academies will operated under direct supervision of respective country's National Country Director. All the learning academics must have cordial operational arrangements between each others. The CEA Executive Management Council has permitted in having more than one Regional Academy in any country. This is to offer the CEA programmes at the door step of every individual who seeks to gain the CEA's professional qualifications in enhancing their career prospectus.

All the Regional Academies must have legitimate local government approval and must submit their application to UK-CCL to ascertain creditability in offering the CEA learning programmes. . The Regional Academies must have the full facilities and provisions to deliver three faculties' learning services in their premises. If they can provide these services, they are entitled to be represented as the Regional Academy with the approval to be as the Internal Examination Centre for CEA's learning programmes. All the examinations will be conducted and invigilated by British Examination Board (BEB) at all time. Country's National Country Director will supervise the operational of the academies on behalf of the Executive Management Council of CEA.

NATIONAL ACADEMY

It has been approved that any country can have any number of National Academy with the full facilities and provisions to deliver the tutorial services for all the Four Faculties with the full tutorial backup in their premises. All the National Academies must have legitimate local government approval and must submit their application to UK-CCL to ascertain creditability in offering the CEA learning programmes. All the National Academies are approved as the Internal Examination Centre for the CEA learning programmes of all levels. All the examinations will be conducted and invigilated by British Examination Board (BEB) in order to maintain high standard of assessment at all time.

LEARNING CANDIDATE AWARDING FEE STRUCTURE

Level	Start Date	Total Fee (£)	Duration
Diploma	Jan / July	150.00	06 months
Higher Diploma	Jan / July	225.00	06 months
Graduate Diploma	Jan / July	300.00	06 months

Learning Facilitator and Examiners
British Examination Board of Great Britain (BEB)

Academy Assessor & Verifiers
UK- Commission for Consistent Learning (UK-CCL)

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