



Learning Resource Network

QUALIFICATION SPECIFICATION

LRN Level 5 Diploma in Business and Enterprise

Qualification Accreditation Number: 601/8274/X

LRN Level 5 Extended Diploma in Business and Enterprise

Qualification Accreditation Number: 601/8273/8

About LRN

Learning Resource Network is an awarding body creating qualifications for educational institutions, independent learning providers and employers. LRN is recognised for its portfolio of international English qualifications for those who want to provide evidence of their English Language skills for their professional or personal development. These qualifications are internationally recognised as providing proof of the skills and abilities required by educational institutes, professional bodies and governments. LRN offers its customers qualifications that are easy to deliver, cost effective and user friendly.

With our global development, we can now offer qualifications in Business and Education and Training alongside our well know ESOL qualifications. In producing our qualifications the project team drew upon the experience and expertise of academics, professionals working in the pertinent industries and colleagues with a wealth of practice and knowledge of validation, verification, delivery and assessment.

The result of all this is we believe we have three suites of qualifications that are exacting in their demands on candidates (thus truly reflecting the ability), relevant to the industries and on a par in terms of quality and excellence with that provided at a similar level at the UK's best HE institutions.

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WHAT ARE LRN QUALIFICATIONS?

LRN qualifications are designed to be relevant, stringently assessed and a true reflection of a candidate's ability and knowledge. For these reasons we expect them to become benchmark qualifications against which other qualifications are judged.

LRN qualifications are highly structured, offering a clearly marked progression route to higher education and professional development. Our qualifications are also standalone awards that have merit and value in themselves, so that if a candidate decides that they only wish or need to study up to a certain level, they can be assured – as can any potential employer – that they possess a qualification that totally equips them to work at that level and that they have demonstrated that they have the skills and knowledge to do so.

Our Business and Enterprise qualifications are the culmination of expert input from colleges industry professionals and our qualification development team.

LRN qualifications are highly flexible and allow candidates or institutions to package the content of the qualification to best suit their and have the advantage of the flexibility of either certificates and diplomas that offer progression from level 4 up to level 7

ENTRY REQUIREMENTS

LRN Level 5 Diploma in Business and Enterprise or LRN Level 5 Extended Diploma in Business and Enterprise qualification aims to give practising or potential managers formal development in this role. The qualification does this by developing management understanding and assisting participants in gaining the knowledge required at this level. Candidates do not have to be currently employed to study this qualification, but may be engaged in voluntary activity or planning for work.

These are stand-alone qualifications. The following points must be considered in terms of their entry requirements.

- Candidates who have passed any LRN Level 4 Diploma or LRN Level 3 certificate are eligible to take this qualification only for an extended diploma. LRN will consider other qualifications from other Awarding Organisations.

Other candidates must have obtained one of the following:

- Two level 3 passes (at 'A' level standard)
- A level 3 qualification, or above, as shown on the regulated qualifications framework of the United Kingdom or overseas qualifications, as judged by UK NARIC, to be equivalent in standard to a level 3 qualification in the UK (or higher). Such qualifications should contain a similar number of learning hours to that of the LRN Level 5 Diploma in Business and Enterprise or LRN Level 5 Extended Diploma in Business and Enterprise LRN reserves the right to reject such qualifications if they are deemed to have insufficient subject relationship.

- LRN will consider each application on a case by case basis. Should candidates possess no such qualification, LRN will consider the employment status and history of a candidate's knowledge, in lieu of qualifications. A signed reference letter from employers' must accompany each application.
- Candidate must provide evidence of proficiency in the English Language.

Knowledge, skills and understanding

LRN does not require the learner to have previous knowledge or skills in this area. However, it may be useful for the learner to have an understanding of the subject matter.

SUPPORT AND RECOGNITION

These qualifications have been developed with the support of centres who are currently delivering qualifications at this level in Business and Enterprise or who plan to do so in the future.

PROGRESSION

On successful completion of LRN Level 5 Diploma in Business and Enterprise or LRN Level 5 Extended Diploma in Business and Enterprise, there are a number of progression opportunities. Candidates may progress to:

- Other qualifications at the same level e.g. from an Diploma to Extended Diploma
- Other qualifications at or above the next level. For example: Level 6 Certificate or Diploma in Business or a Degree in Business
- employment in a middle management position

RECOGNITION OF PRIOR LEARNING (RPL)

Please refer to LRN's policy on the Recognition of Prior Learning to determine whether previously achieved qualifications meet LRN's policy on possible exemptions.

CREDIT VALUES AND RULES OF COMBINATION

Whilst LRN acknowledges the rules for the determination of credit is no longer a requirement, it has chosen to continue applying credit to its qualifications. Each unit within a qualification has a credit value and a level. The credit value specifies the number of credits that will be awarded to a candidate who has achieved the learning outcomes of a unit. The level is an indication of relative demand, complexity and depth of achievement and autonomy.

Each credit represents 10 hours of learning time. The learning time is a notional measure which indicates the amount of time a candidate at the level of the unit is expected to take, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria. Learning time includes activities such as directed study, assessment, tutorials, mentoring and individual private study. The credit value of the unit will remain constant in all contexts regardless of the assessment method or the mode of delivery. Candidates will only be awarded credits for the successful completion of whole units.

Each unit also contains information on guided learning hours (GLH). GLH are intended to provide guidance for centres on the amount of resource needed to deliver the programme

and support candidates i.e. the time required for face to face delivery; tutorials, workshops and associated assessments. Guided learning hours are defined as all the time when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing candidates' achievements. It does not include time spent by staff in day-to-day marking of assignments where the candidate is not present.

Each qualification has agreed rules of combination which indicate the number of credits to be achieved, which units are mandatory and the choice of optional units. The rule of combination for this qualification is discussed further under the heading of Total Qualification Time.

ASSESSMENT

Assessment for the mandatory units is by external set assignment that is internally marked by the Centre which is then (moderated) by LRN.

Assessment for the optional modules is by externally set assignment, externally assessed and moderated by LRN.

The assessment of LRN qualifications is at unit level and there will be no overall grade for Diploma. Candidates are able to access the qualification in a unitised approach if this is appropriate.

The assessment will be made against the published learning outcomes and assessment and grading criteria which centres are expected to make available to candidates.

Each unit will be graded as a pass or fail.

A pass is awarded for the achievement of all outcomes against the specified assessment criteria.

Candidates who receive a 'fail' will need to wait at least 3 months before re-sitting to ensure enough time has elapsed in order for the learner to enhance their knowledge.

GUIDANCE ON ASSESSMENT

For all LRN qualifications assessment is completed by assignment. To achieve a pass for a unit, a candidate must have successfully achieved all met the learning outcomes and assessment criteria for that unit. There are no externally set written examinations for this qualification.

MODE OF DELIVERY

LRN does not define the mode of delivery for its LRN Level 5 Diploma in Business and Enterprise or LRN Level 5 Extended Diploma in Business and Enterprise qualifications.

Any mode of delivery (such as full-time, part time, evening only, distance learning) that meets candidates' needs is acceptable. Whichever mode of delivery is used, centres must ensure that candidates follow a teaching programme appropriate to the

requirements of the qualification.

DELIVERY APPROACH

The delivery approach should encompass a communicative approach with a strong emphasis on participation, interactive activities and materials & methodology that contextualises and encourages the use and understanding of Business and Enterprise in everyday practical situations. Candidate ability should be exploited to its full potential. Tutors are required to select or develop relevant and up-to-date teaching materials that allow candidates to apply their learning to realistic activities in day to day life. In order to ensure a consistent approach to centre delivery centres are required to submit their principal teaching material for LRN's approval in good time before delivery.

GUIDANCE FOR TEACHING AND LEARNING

Candidates learn best when they are actively involved in the learning process. We would encourage practitioners delivering our qualifications to use a range of teaching methods and classroom-based activities to help them get information across and keep candidates engaged in the topics they are learning about. Candidates should be encouraged to take responsibility for their learning and should be able to demonstrate a high degree of independence in applying the skills of research and evaluation. You can facilitate this by using engaging methods of delivery that involve active learning rather than relying on traditional methods of lecture delivery to impart knowledge.

Your approach to delivery should give the candidates sufficient structure and information on which to build without you doing the work for them. In achieving the right balance you will need to produce well-planned sessions that follow a logical sequence.

QUALITY ASSURANCE OF CENTRES

Centres delivering LRN qualifications must be committed to ensuring the quality of the assessment of all the units they deliver, through effective standardisation of assessors and verification of assessor decisions. LRN will rigorously monitor the application of quality assurance processes in centres.

LRN's quality assurance processes will involve:

- centre approval for those centres who are not already recognised to deliver LRN qualifications
- approval to offer LRN qualifications and units in Business and Enterprise at Level 5.

Once a centre registers candidates for a qualification, they will be allocated an External Verifier who will visit at an early stage in the programme to ensure that an appropriate assessment plan is in place.

Centres will be required to undertake training and standardisation activities as agreed with LRN.

RESOURCES

LRN has a separate document for the content features, and a list of suggested resources

for each unit. It is also advised that each candidate be provided with a core text book, and access to the relevant reading for each unit.

ACCESS AND RECRUITMENT

LRN's policy with regard to access to its qualifications is that:

- they should be available to everyone who is capable of achieving 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.

Centres are required to recruit candidates to LRN qualifications with integrity. This will include ensuring that all candidates have appropriate information and advice about the qualifications.

Centres should put in place appropriate systems to assess a candidate's suitability for a programme and make a professional judgement about their ability to successfully achieve the designated qualification. This assessment should take account of any support available to the candidate 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.

LANGUAGE OF MATERIALS

LRN aims to use language that is plain, clear, free from bias and appropriate to Level 5 candidates.

Tutors preparing candidates are expected to ensure that their materials are clear, diverse and appropriate to Level 5 candidates.

TUTOR QUALIFICATIONS

Tutors delivering LRN programmes are expected to have the relevant qualifications necessary for the delivery of a Level 5 qualification in Business.

MALPRACTICE

Centres must have a robust Malpractice Policy in place, with a clear procedure for implementation. Centres must ensure that any work submitted for verification can be authenticated as the candidate's own. Any instance of plagiarism detected by the External Verifier during sampling, will result in the entire cohort being rejected.

Centres should refer to the LRN Malpractice Policy on the LRN website.

REASONABLE ADJUSTMENTS AND SPECIAL CONSIDERATIONS

LRN strives to ensure that its qualifications are open and accessible to all. Procedures are in place to ensure that, wherever possible, appropriate facilities are available in order for learners with special needs to access assessments.

The following is a summary of adjustments available to candidates:

Following consultation with LRN;

- specialist equipment and staff may be used as required, and specialist staff (e.g. amanuensis/scribe, signer) may be involved;
- If any candidate requires a customized version of the test, such as in Braille, notice must be given at least two months prior to the test date;
- Candidates with dyslexia or specific learning difficulties will be allocated extra time to read questions and write answers.

APPEALS

As an organisation working with approved centres to provide opportunities for individuals to take qualifications and progress their development LRN will take decisions about assessment and their operations which may impact differently on individuals involved. To ensure that their operations are as fair and open as possible LRN have put in place an appeals system.

In the course of developing, delivering and awarding qualifications, LRN has to take decisions relating to their operations that affect centres and candidates.

The operations which relate to the delivery and outcome of assessment will have the greatest impact on the centres and the candidates. Therefore it is expected that the majority of appeals will focus on those processes which impact on the candidate's ability to achieve the qualification.

This document sets out the grounds for appeal in relation to the activities and processes, and sets out the procedures to be followed in making an appeal. It also describes the scope and remit applied to the committees brought together at various stages and types of appeal.

The over-riding principle of any appeal is that it will be treated fairly and objectively.

- Appeals against assessment decisions will be considered by subject experts.
- Appeals against decisions regarding reasonable adjustments or special consideration will be considered by an assessment arrangements panel.
- Appeals against decisions taken after an investigation into a case of malpractice or maladministration will be considered by a Committee.

APPEALS IN RELATION TO ASSESSMENT DECISIONS

Assessment Decisions

Candidates should be advised by their centre of how to make enquiries about results and how to appeal if there is proof of an incorrect result. This information should provide guidance on the appeals process including which type of appeal is handled at the centre prior to contacting LRN.

Depending on the type of assessment there are a number of aspects in the determination of a qualification. In the main these include a quality assurance activity such as external verification/moderation, an externally set assessment or an internally set assessment agreed with LRN and finally the marking along with the decision to award the qualification.

Appealing against results issued

The sole ground of any appeal is that an assessment decision based on all the evidence available to LRN at the time of making the decision was incorrect. To prove that a decision was incorrect the appellant must prove either that the decision was unreasonable or that LRN did not take all the available information into consideration therefore breaching procedural requirements (maladministration by LRN).

Appeal relating to Reasonable adjustments

Where a candidate requires assistance to complete an assessment which is pre-existing the centre may apply one of the agreed methods of support. If a candidate feels that they have not been provided sufficient support which has affect the outcome of an assessment they must exhaust the centres appeals process before contacting LRN.

Appeal relating to Special Consideration

Where a candidate requests that a special consideration be applied to their results in relation to a incident or circumstances preventing them from completing the assessment they must provide detailed information.

The appeal must include full details of the candidate's difficulties and the effect this had on the candidate's performance, as well as a statement of why the Head of Centre thinks the LRN decision is wrong.

The account must address the reasons for the original decision given by LRN. Medical Certificates or Reports by educational psychologists will only be considered where they are relevant to the particular appeal and do not involve the interpretation of any test results.

Appeals of this kind will be referred to an assessment arrangements panel of senior managers who were not involved in the original decision.

Decisions in cases of malpractice

Candidates and Centres have the right to appeal a decision where a case of malpractice or maladministration has been upheld. Please follow the process as set out in LRN malpractice policy.

Use of plagiarism software

LRN will subject each assignment submitted by candidates to its plagiarism software. The purpose of this software is to detect commonality in candidate work in terms of detecting where assignments are similar to that of other authors. Candidate will fail the assignment and unit where LRN discovered the assignment is plagiarised. LRN will advise centres and candidates as to the tolerance it will set on the similarity of content across each assignment.

Qualification exemptions and restrictions

Any exemptions from achievement based on alternative awards or restrictions on the transfer of achievements must be clearly set out, in line with guidance agreed by the Awarding Bodies and LRN in consultation with the relevant regulatory body.

UNIT SPECIFICATIONS

Unit Format

Each unit in LRN Level 5 Diploma in Business and Enterprise or LRN Level 5 Extended Diploma in Business and Enterprise is presented in a standard format. This format provides guidance on the requirements of the unit for candidates, tutors, assessors and external verifiers.

Each unit has the following sections:

Unit Title

- The unit title reflects the content of the unit. The title of each unit completed will appear on a candidate's statement of results.

Unit Aims

- The unit aims section summarises the content of the unit.

Level

- All units and qualifications have a level assigned to them which represents the level of achievement. The level of each unit is informed by the level descriptors.

Credit Value

- The credit value is the number of credits that may be awarded to a candidate for the successful achievement of the learning outcomes of a unit.

Guided Learning Hours (GLH)

- Guided learning hours are an indicative guide to the amount of input that a tutor will provide to a candidate, to enable them to complete the unit. This includes lectures, tutorials and workshops and time spent by staff assessing candidates' achievement when they are present.

Learning Outcomes

- The learning outcomes set out what a candidate is expected to know, understand

or be able to do as the result of the learning process.

Assessment Criteria

- The assessment criteria describe the requirements a candidate is expected to meet in order to demonstrate that the learning outcome has been achieved. Command verbs reflect the level of the qualification.

RESULTS

The timescales in which LRN will issue its results is between 4 to 6 weeks.

SAMPLE ASSIGNMENTS

LRN will provide a sample assignment for each unit to its approved centre through centre portal.

Total Qualification Time

This is the time a candidate could reasonably expect to be taught, to study for and to be assessed in a qualification.

These activities will add up to 'Total Qualification Time' (TQT).

LRN Level 5 Diploma in Business and Enterprise

Qualification	LRN Level 5 Diploma in Business and Enterprise				
Unit Level	5				
Learning Outcomes	Guided Learning (GL)	Dedicated Assessment (DA)	Guided Learning Hours (GLH)	Directed Study (DS)	Total Qualification Time (hrs)
	Formal Learning /input (contact time with tutor, acquisition of knowledge/understanding)	Assessment (planning and completion of assessment tasks)	GL+DA	Additional Activities (developing practice, private study/research, work-based activities)	GLH+DS
Mandatory Units	200	40	240	480	720
Option 1	200	40	240	480	720
Total	400	80	480	960	1440

LRN Level 5 Extended Diploma in Business and Enterprise

Qualification	LRN Level 5 Extended Diploma in Business and Enterprise				
Unit Level	5				
Learning Outcomes	Guided Learning (GL)	Dedicated Assessment (DA)	Guided Learning Hours (GLH)	Directed Study (DS)	Total Qualification Time (hrs)
	Formal Learning /input (contact time with tutor, acquisition of knowledge/understanding)	Assessment (planning and completion of assessment tasks)	GL+DA	Additional Activities (developing practice, private study/research, work-based activities)	GLH+DS
Mandatory Units*	380	100	480	1040	1520
Option 1	200	40	240	480	720
Option 2	200	40	240	480	720
Total	780	180	960	2000	2960

*includes Business Research unit

Rules of Combination

LRN Level 5 Diploma in Business and Enterprise

The LRN Level 5 Diploma in Business and Enterprise is a **120** credit qualification.

Learners must complete the **4** mandatory units plus **4** optional units.

Unit Title		Level	Credit	GLH	Exam
Mandatory Units					Externally Set Assignments Internally Marked by Centre
LRN 5.1	Introduction to Business and Enterprise	4	15	60	
LRN 5.2	Managing in a Global Business Environment	4	15	60	
LRN 5.3	Organisational Behaviour	4	15	60	
LRN 5.4	Introduction to Accounting	4	15	60	

Optional Units (Candidates must complete 4 optional units)					
Unit Title		Level	Credit	GLH	Exam
LRN 5.8	Business Decision Making	5	15	60	Externally Set Assignments Externally Marked by LRN
LRN 5.9	Strategic Business Management and Planning	5	15	60	
LRN 5.10	Ethics in Business	5	15	60	
LRN 5.11	Corporate Social Responsibility	5	15	60	
LRN 5.14	Project Management for Business	5	15	60	
LRN 5.16	Employment Law	5	15	60	
LRN 5.17	Business Law	5	15	60	
LRN 5.20	Marketing Strategy	5	15	60	
LRN 5.23	Marketing Communications	5	15	60	
LRN 5.24	Employee Relations	5	15	60	
LRN 5.25	Human Resource Management (Principles)	5	15	60	
LRN 5.26	Managing Human Resources (Practice)	5	15	60	

LRN Level 5 Extended Diploma in Business and Enterprise

The LRN Level 5 Extended Diploma in Business and Enterprise is an **240** credit qualification.

Learners must achieve: **All 8 Mandatory Units plus 8 optional units.**

Unit Title		Level	Credit	GLH	Assessment
Mandatory Units					
LRN 5.1	Introduction to Business and Enterprise	4	15	60	Externally Set Assignments Internally Marked by Centre
LRN 5.2	Managing in a Global Business Environment	4	15	60	
LRN 5.3	Organisational Behaviour	4	15	60	
LRN 5.4	Introduction to Accounting	4	15	60	
LRN 5.5	Business Communication	5	15	60	
LRN 5.6	Operations Management	5	15	60	
LRN 5.7	Leadership within Organisations	5	15	60	
LRN 5.32	Business Research	5	15	80	Internally Set Internally Assessed by Centre

Optional Units (Candidates must complete 8 optional units i.e. 2 blocks of 4 units)					
Unit Title		Level	Credit	GL H	Assessment
Business Units					
LRN 5.8	Business Decision Making	5	15	60	Externally Set Assignments Externally Marked by LRN
LRN 5.9	Strategic Business Management and Planning	5	15	60	
LRN 5.10	Ethics in Business	5	15	60	
LRN 5.11	Corporate Social Responsibility	5	15	60	
Enterprise Units					
LRN 5.12	Risk Management	5	15	60	Externally Set Assignments Externally Marked by LRN
LRN 5.13	Planning a New Business Venture	5	15	60	
LRN 5.14	Project Management for Business	5	15	60	

LRN 5.15	Entrepreneurship	5	15	60	
Law Units					
LRN 5.16	Employment Law	5	15	60	Externally Set Assignments Externally Marked by LRN
LRN 5.17	Business Law	5	15	60	
LRN 5.18	Company Law	5	15	60	
LRN 5.19	European Law	5	15	60	

Marketing Units					
LRN 5.20	Marketing Strategy	5	15	60	Externally Set Assignments Externally Marked by LRN
LRN 5.21	Contemporary Issues in Marketing	5	15	60	
LRN 5.22	Marketing Planning	5	15	60	
LRN 5.23	Marketing Communications	5	15	60	
HRM Units					
LRN 5.24	Employee Relations	5	15	60	Externally Set Assignments Externally Marked by LRN
LRN 5.25	Human Resource management (Principles)	5	15	60	
LRN 5.26	Managing Human Resources (Practice)	5	15	60	
LRN 5.27	Human Resource Development	5	15	60	
Tourism Units					
LRN 5.28	Sustainable Tourism Development	5	15	60	Externally Set Assignments Externally Marked by LRN
LRN 5.29	Resort Management	5	15	60	
LRN 5.30	Passenger Transport Operations	5	15	60	
LRN 5.31	Incoming and Domestic Tourism	5	15	60	

Rules of combination:

A candidate can choose to the options that suit their career path e.g. Tourism.

This will mean they have to undertake:

- **ALL** mandatory units (120 credits) plus
- **4** Pathway Tourism units (60 Credits)
 - **4** Optional units from any other Pathway/Optional group (other than Tourism) e.g. HRM or Management (60 Credits)

LRN 5.1		Introduction to Business and Enterprise		
Unit Aims				
The focus of this module is Enterprise.				
<ul style="list-style-type: none">• What is it?• What drives it?• What makes it successful?• What is the importance of Enterprise?• What skills are required?• What makes enterprise important?				
The turbulent and disruptive upheavals of the twenty-first century, including natural disasters, corporate failures, financial crisis, recession and austerity have prompted a review of the traditional view of business and enterprise as encompassing large organisations in a steady state of long-term planning. Today the dynamic of how business is conducted is changing.				
This module provides candidates with an insight into the world of business enterprise. It explores the environment and its impact on the survival, success and growth of an enterprise. It covers the practical functions of business and enterprise such as sources of funding; marketing; communication; the theory and practice of selling; supply chains; the highly competitive global marketplace and e-business. It provides an underpinning of the operations function and an introduction to the concept of quality.				
The module is cognisant of the increasing contribution of Enterprise to the economy and provides a focus on the knowledge and skills candidates need to understand the high potential in small dynamic businesses.				
Unit Reference Number		Y/507/9842		
Unit Level	4	Credit Value	15	
GLH	60	Unit Grading Structure	Pass	
Assessment Guidance		Assessment is by External Assignment that is Internally Marked by the Centre		
1	Be able to understand “What is enterprise?”	1.1	Explain what makes a business ‘enterprising’	
		1.2	Understand the key functions of a business enterprise	
		1.3	Demonstrate knowledge and understanding of how the business world works	
2	Recognise the necessity for enterprise capability in creating a dynamic economy	2.1	Analyse the roles, skills, styles, characteristics and attributes of an enterprising manager	
		2.2	Understand the importance of developing an entrepreneurial attitude	
		2.3	Evaluate the importance of Enterprise for the UK Economy	
		2.4	Explain what drives Enterprise in the UK	
		2.5	Understand the barriers to Enterprise in the global setting?	
3	Understand the next level of enterprise	3.1	Understand how to manage employees	
		3.2	Evaluate the need for different resources within an organisation	
		3.3	Recognise the need for motivation both individually and for the organisation	

LRN 5.2		Managing in a Global Business Environment			
Unit Aims					
The module provides you with an introduction to the global business environment. It is designed to introduce the cross-border issues that are faced in an increasingly globalised world, and will examine, in turn, the cultural, political, legal and economic environments in different parts of the world and the way in which the world business architecture is configured. Issues relating to both trade and investment will be explored and you will examine the tools available for the selection of appropriate markets in which to operate and those tools that will help to do so effectively. The unit also reviews the impact of these global organisations on the local economies and the impact on the infrastructure of which these organisations operates.					
Unit Reference Number		D/507/9843			
Unit Level	4	Credit Value	15		
GLH	60	Unit Grading Structure	Pass		
Assessment Guidance		Assessment is by External Assignment that is Internally Marked by the Centre			
Learning Outcomes - The learner will:			Assessment Criteria - The learner can:		
1	Understand the markets in which different types of organisation operate, and recognise the importance of organisational and cultural factors in shaping the global business environment	1.1	Understand the context of global business		
		1.2	Explain structure and types of organisation that exist within the global market		
		1.3	Demonstrate knowledge and understanding of cultural differences across the globe in relation to doing business		
2	Be familiar with how business is organised globally and understand the functions and roles of management for this environment	2.1	Demonstrate knowledge of how organisations are organised for the global environment		
		2.2	Understand the reasons behind why organisations go global and what the impact on their business would be		
		2.3	Explain how businesses communicate within the global business environment		
		2.4	Discuss the functions of management for global business		
3	Understand how businesses can develop strategy for the global environment whilst being aware of the need for ethics business practices	3.1	Discuss strategies for the business in the global market		
		3.2	Recognise the need for businesses to operate ethically internationally.		
		3.3	Understand different cultures and norms when doing business and that impact on how businesses operate globally		

LRN 5.3		Organisational Behaviour			
Unit Aims					
This unit introduces candidates to work and worker behaviour; behaviour at work; group and organisational behaviour; links between behaviour and organisational restructure; tasks and job design; administrative hierarchy; job satisfaction and worker adjustment; stress and other factors related to the environment of work; values associated with work behaviour.					
Unit Reference Number		H/507/9844			
Unit Level	4	Credit Value	15		
GLH	60	Unit Grading Structure	Pass		
Assessment Guidance		Assessment is by External Assignment that is Internally Marked by the Centre			
Learning Outcomes - The learner will:			Assessment Criteria - The learner can:		
1	Describe and discuss the major theories and concepts that pertain to understanding Behaviour in Organisations	1.1	Understand the nature of organisational behaviour		
		1.2	Discuss the approaches to Organisation and Management		
		1.3	Understand the nature and context of organisations		
2	Understand the role of the individual in the Organisation and what motivates them	2.1	Understand individual differences and diversity		
		2.2	Explain the nature of learning		
		2.3	Understand perception and communication within organisations		
		2.4	Explain work motivation and satisfaction		
3	Illustrate the roles of Groups, Teams and Leadership within Organisations	3.1	Understand the nature of work, and working in, groups and teams		
		3.2	Identify the nature of leadership		
4	Understand the Nature of Management and the Structures of Organisation	4.1	Illustrate the role of the manager and leader and evaluate the differences		
		4.2	Discuss managerial behaviour and its effectiveness		
		4.3	Explain the nature of organisational strategy		
		4.4	Explain the nature of organisational structure		
		4.5	Discuss patterns of organisational structure		
		4.6	Analyse technology and organisations		
5	Understand Organisational Management	5.1	Explain organisational control and power		
		5.2	Discuss corporate responsibility and ethics		
		5.3	Discuss power and politics within organisations		
		5.4	Analyse organisational performance and effectiveness		

LRN 5.4		Introduction to Accounting			
Unit Aims					
The unit aim is to provide learners with an understanding of where and how to access sources of finance for a business, and the skills to use financial information for decision making.					
It is designed to give learners a broad understanding of the sources and availability of finance for a business organisation. Learners will learn how to evaluate these different sources and compare how they are used.					
Candidates will learn how financial information is recorded and how to use this information to make decisions for example in planning and budgeting.					
Unit Reference Number		K/507/9845			
Unit Level	4	Credit Value	15		
GLH	60	Unit Grading Structure	Pass		
Assessment Guidance		Assessment is by External Assignment that is Internally Marked by the Centre			
Learning Outcomes - The learner will:			Assessment Criteria - The learner can:		
1	Understand the sources of finance available to a business	1.1	Identify the sources of finance available to a business		
		1.2	Assess the implications of the different sources		
		1.3	Evaluate appropriate sources of finance for a business Project		
2	Understand the implications of finance as a resource within a business	2.1	Analyse the costs of different sources of finance		
		2.2	Explain the importance of financial planning		
		2.3	Assess the information needs of different decision Makers		
		2.4	Explain the impact of finance on the financial statements		
3	Be able to make financial decisions based on financial information	3.1	Analyse budgets and make appropriate decisions		
		3.2	Explain the calculation of unit costs and make pricing decisions using relevant information		
		3.3	Assess the viability of a project using investment appraisal techniques		
4	Be able to evaluate the financial performance of a business	4.1	Discuss the main financial statements		
		4.2	Compare appropriate formats of financial statements for different types of business		
		4.3	Interpret financial statements using appropriate ratios and comparisons, both internal and external		

LRN 5.5		Business Communication		
Unit Aims				
Business communication and negotiation is one of the key skills needed for people involved with any business activities. This unit provides a unique opportunity for candidates to learn and practice the theories and techniques how to communicate effectively to business partners. This unit description has provided the detailed information on how the unit is arranged and assessed.				
The aim of this unit is to enable candidates to explore theoretical aspects of communication and to apply effective communication techniques in practice. Improving communication is a key issue for business organisations and is also an important area of professional development for individuals who need to collaborate in teams and persuade and negotiate with line managers, customers and other stakeholders. During this unit candidates will be involved in critiquing organisational and individual communication practices and identifying and practising effective communication strategies, including collecting requirements, negotiating and giving and using feedback using different methods of communication and technology.				
Unit Reference Number		H/507/9875		
Unit Level	5	Credit Value	15	
GLH	60	Unit Grading Structure	Pass	
Assessment Guidance		Assessment is by External Assignment that is Internally Marked by the Centre		
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:		
1	Demonstrate understanding of the different types of business information and their purpose.	1.1	Understand different types of information used by organisations in different contexts.	
		1.2	Identify different sources of communication from inside and outside of the organisation.	
		1.3	Explain the purpose of communication used by organisations.	
2	Be able to present business information effectively.	2.1	How organisations present information to meet the needs of the end user.	
		2.2	Explain the necessity of presenting information correctly.	
		2.3	Identify how organisations present corporate communications.	
3	Demonstrate understanding of the issues and constraints in relation to the use of business information and communication security in organisations.	3.1	Explain the legal environment in the production of effective communications.	
		3.2	Discuss the ethical issues that impact that organisations have to be aware of when dealing with any form of communication.	
		3.3	Explain the operational issues that arise when using business information.	
4	Communicate business information using appropriate methods and understand the impact of information.	4.1	Discuss audience requirements when delivering information, and the skills necessary to be effective.	
		4.2	Compare different methods of written and non-written communication for different types of situation.	
		4.3	Explain how technology has impacted on communication within, and externally to, organisations.	

LRN 5.6		Operations Management			
Unit Aims					
<p>Operations management is the area of business activity concerned with the production of goods and services. It includes the responsibility of ensuring that all business/organisational operations are efficient in terms of minimising costs by using as few resources as possible, and effective in terms of maximising quality and meeting customer requirements. It is concerned with managing the transformational processes that convert inputs (in the form of materials, labour and energy) into outputs (in the form of goods and services).</p> <p>It is important therefore that learners seeking employment in the business world realise that the ‘proper’ organisation of productive systems, and their interfaces with internal as well as external customers and suppliers, is essential if goods/services are to be produced on time, to cost and within the law.</p> <p>The aim of this unit is provide learners with an understanding of the role and importance of operations management (OM) in the efficient and effective production of goods and services.</p>					
Unit Reference Number		K/507/9876			
Unit Level	5	Credit Value	15		
GLH	60	Unit Grading Structure		Pass	
Assessment Guidance		Assessment is by External Assignment that is Internally Marked by the Centre			
Learning Outcomes - The learner will:			Assessment Criteria - The learner can:		
1	Understand the nature and importance of operations management	1.1	Explain why operations management is important for organisations		
		1.2	Analyse the operations functions of a selected organisation		
		1.3	Evaluate, by using a process model, the operations management of a selected organisation		
2	Understand the link between operations management and strategic planning	2.1	Appraise the importance of the ‘Three Es’ to organisations		
		2.2	Assess the impact of the tension between cost minimisation and quality maximisation in organisations		
		2.3	Evaluate the significance of the five performance objectives that underpin operations management to organisations		
3	Understand how to organise a typical production process	3.1	Assess how linear programming adds value to a given production process		
		3.2	Evaluate critical path analysis and network planning		
		3.3	Justify the need for operational planning and control in a selected production process		
4	Be able to apply relevant techniques to the production of an operational plan for an organisation	4.1	Produce a set of clearly defined operational outcomes for a selected organisation		
		4.2	Produce a network plan indicating the resultant critical path		
		4.3	Justify how quality management techniques are applied to improve operations in a selected organisation		

LRN 5.7		Leadership within Organisations		
Unit Aim				
Leadership is vital for success in any professional area; the ability to engage co-workers or employees and communicate your ideas effectively to ensure cooperation is something everyone will need.				
The aim of this unit is to equip candidates with the knowledge and confidence to make effective leadership interventions and to be aware of the impact of these interventions in wider organisational settings. Successful interventions will enable them to further build confidence to appropriately and powerfully apply their knowledge and skill to detail as well as wider organisational environments. The skills covered in this unit offer the candidate the chance to explore what a leader is, how leadership developed, the difference between leaders and managers how to influence, persuade and lead groups of people, as well as understanding how groups work together and what makes people do what they do.				
Unit Reference Number		F/507/9849		
Unit Level	5	Credit Value	15	
GLH	60	Unit Grading Structure	Pass	
Assessment Guidance		Assessment is by External Assignment that is Internally Marked by the Centre		
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:		
1	Understand the differences between leadership and management and their impacts on business success.	1.1	Identify a range of meanings attached to the concepts of leadership and management	
		1.2	Justify distinctions drawn between leadership and management	
		1.3	Evaluate the differences between the demands of management and the demands of leadership	
2	Understand leadership styles.	2.1	Analyse the characteristics of different leadership styles	
		2.2	Evaluate the factors that affect the suitability of different leadership styles for different purposes and situations	
		2.3	Evaluate the effects of culture on leadership and the organisation.	
3	Understand how leaders create and maintain successful teams.	3.1	Analyse how effective leadership can create successful teams	
		3.2	Explain how leaders can continue to help, support and develop teams through effective leadership	
		3.3	Analyse how leaders can inspire and motivate their teams to make changes.	

LRN 5.8		Business Decision Making	
Unit Aims			
<p>In business, good decision making requires the effective use of information. This unit gives learners the opportunity to examine a variety of sources and develop techniques in relation to four aspects of information: data gathering, data storage, and the tools available to create and present useful information.</p> <p>ICT is used in business to carry out much of this work and an appreciation and use of appropriate ICT software is central to completion of this unit. Specifically, learners will use spreadsheets and other software for data analysis and the preparation of information. The use of spreadsheets to manipulate numbers, and understanding how to apply the results, are seen as more important than the mathematical derivation of formulae used.</p> <p>Learners will gain an appreciation of information systems currently used at all levels in an organisation as aids to decision making.</p> <p>The aim of this unit is to give learners the opportunity to develop techniques for data gathering and storage, an understanding of the tools available to create and present useful information, in order to make business decisions</p>			
Unit Reference Number		T/507/9850	
Unit Level	5	Credit Value	15
GLH	60	Unit Grading Structure	Pass
Assessment Guidance		Assessment is by External Assignment that is Externally assessed by LRN	
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Be able to use a variety of sources for the collection of data, both primary and secondary	1.1	Create a plan for the collection of primary and secondary data for a given business problem
		1.2	Present the survey methodology and sampling frame used
		1.3	Design a questionnaire for a given business problem
2	Understand a range of techniques to analyse data effectively for business purposes	2.1	Create information for decision making by summarising data using representative values
		2.2	Analyse the results to draw valid conclusions in a business context
		2.3	Analyse data using measures of dispersion to inform a given business scenario
		2.4	Explain how quartiles, percentiles and the correlation coefficient are used to draw useful conclusions in a business context
3	Be able to produce information in appropriate formats for decision making in an organisational context	3.1	Produce graphs using spreadsheets and draw valid conclusions based on the information derived
		3.2	Create trend lines in spreadsheet graphs to assist in forecasting for specified business information
		3.3	Prepare a business presentation using suitable software and techniques to disseminate information effectively
		3.4	Produce a formal business report
4	Be able to use software-generated information to make decisions in an organisation.	4.1	Describe the nature of groups and group behaviour within organisations
		4.2	Investigate the factors that lead to effective teamwork and the influences that threaten success

		4.3	Evaluate the impact of technology on team functioning within a given organisation
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LRN 5.9		Strategic Business Management and Planning			
Unit Aims					
<p>This unit explores how organisation and management theories support the practical analysis and design of organisations. The unit also investigates the strategic importance of organisational change. It examines the factors that promote and limit the achievement of change objectives for the dynamic environment within which organisations operate.</p> <p>Candidates who aspire to positions involving change management, organisational analysis and design will develop knowledge, understanding and skills necessary for such job roles. It investigates how strategic analysis lays the foundations for strategy formulation and how strategy is implemented through organisational structures and processes. Candidates will understand the general, competitive and internal organisational environments. The unit also investigates the role of administrative management in strategy formulation and implementation and deals with different approaches to strategic change.</p> <p>Candidates who aspire to management positions involving strategic analysis, strategy formulation and implementation will develop knowledge, understanding and skills necessary for such job roles.</p>					
Unit Reference Number		A/507/9851			
Unit Level	5	Credit Value		15	
GLH	60	Unit Grading Structure		Pass	
Assessment Guidance		Assessment is by External Assignment that is Externally assessed by LRN			
Learning Outcomes - The learner will:			Assessment Criteria - The learner can:		
1	Understand the nature, scope and need for strategic business management and planning in international profit and not-for-profit organisations	1.1	Compare and contrast different organisational structures and culture		
		1.2	Analyse the relationship between an organisation's structure and culture and the effects on business performance		
		1.3	Analyse the factors which influence individual behaviour at work		
2	Understand a range of classical and contemporary models, concepts and tools in business strategy and planning	2.1	Analyse how organisational theory underpins principles and practices of organising and of management		
		2.2	Compare the different approaches to management and theories of organisation used by two organisations		
3	Understand the processes by which organisations identify and develop their goals and values	3.1	Discuss different leadership styles and the effectiveness of these leadership approaches		
		3.2	Explain the different motivational theories and their application within the workplace		
		3.3	Assess the relationship between motivation theory and the practice of management		
4	Understand the impact of	4.1	Describe the nature of groups and group behaviour within organisations		

	political, economic, social, technological, environmental and legal factors on an organisation	4.2	Investigate the factors that lead to effective teamwork and the influences that threaten success
		4.3	Evaluate the impact of technology on team functioning within a given organisation
5	Understand the key forces that represent both opportunities and threats to organisations whether for profit or not for profit	5.1	Evaluate the purpose and attributes of SWOT analysis
		5.2	Appraise techniques to identify the sources of competition to organisations, such as Porter's Five Forces analysis
		5.3	Critically evaluate the turbulence of environmental change and the impact on strategic dynamics
6	Understand the strategy process for an organisation to achieve competitive advantage	6.1	Identify the capabilities that allow organisations to achieve competitive advantage
		6.2	Critically analyse means by which an organisation positions itself to outperform its competitors
		6.3	Identify and evaluate appropriate strategies for emerging, maturing and declining competitive positions
7	Understand the future challenges affecting strategic business management and planning	7.1	Analyse global influences and impact on internationalisation of strategic business management and planning
		7.2	Identify environmental issues impacting upon strategy in the 21st century, for example global warming, scarce commodities, emerging economies (BRIC)
		7.3	Critically evaluate the effect of these future challenges on strategic business management and planning
		7.4	Appreciate the impact of the increasingly competitive global environment and the need for innovation, intrapreneurship and entrepreneurship in organisations

LRN 5.10		Ethics in Business			
Unit Aims					
The aim of the unit is to provide the learner with an introduction to business ethics and how they are used by businesses to plan and manage their business goals, objectives and activities.					
Unit Reference Number		F/507/9852			
Unit Level	5	Credit Value	15		
GLH	60	Unit Grading Structure	Pass		
Assessment Guidance		Assessment is by External Assignment that is Externally assessed by LRN			
Learning Outcomes - The learner will:			Assessment Criteria - The learner can:		
1	Understand different ethical perspectives in business	1.1	Explain the background and development of theoretical ethical approaches		
		1.2	Compare and contrast absolute and relative ethics		
		1.3	Explain the ethical issues which can affect the operational activities of a business		
2	Understand business objectives from an ethical perspective	2.1	Explain how business objectives are affected by ethical considerations		
		2.2	Evaluate the implications for a business and its stakeholders to operate ethically		
3	Understand ethics in workplace relationships	3.1	Assess the role of the company acting as moral agent		
		3.2	Analyse the development of mechanisms for achieving employee involvement and empowerment		
4	Be able to assess a current ethical issue in a business	4.1	Research a current ethical issue affecting a selected business		
		4.2	Report on how the business could improve the ethics of their operations whilst meeting objectives and ensuring good employer/employee relationships		
		4.3	Design a suitable ethical code		

LRN 5.11		Corporate Social Responsibility			
Unit Aims					
To develop an understanding of Corporate Social Responsibility (CSR) issues and impacts of CSR policy.					
Learners will be required to demonstrate evidence of understanding corporate social responsibility (CSR) issues and the impact of CSR policies on stakeholders of organisations. They will make recommendations for responsible business practice.					
Unit Reference Number		J/507/9853			
Unit Level	5	Credit Value	15		
GLH	60	Unit Grading Structure	Pass		
Assessment Guidance		Assessment is by External Assignment that is Externally assessed by LRN			
Learning Outcomes - The learner will:			Assessment Criteria - The learner can:		
1	Understand current corporate social responsibility issues facing business	1.1	Define corporate social responsibility (CSR)		
		1.2	Describe background and changing attitudes to CSR		
		1.3	Describe the regulatory framework for CSR		
		1.4	Explain environmental issues in CSR		
		1.5	Explain economic and political issues in CSR		
		1.6	Explain social and community issues in CSR		
2	Understand the impact of corporate social responsibility policy on different stakeholders	2.1	Assess the benefits of CSR to employees		
		2.2	Analyse the impact of CSR on the supply chain		
		2.3	Explain how a CSR policy impacts on business performance		
		2.4	Explain how CSR impacts on marketing strategy		
		2.5	Assess the potential conflicts which may arise between the needs and expectations of different stakeholders		
3	Be able to make recommendations for responsible business practice	3.1	Review the CSR policy of a specific business		
		3.2	Assess the extent of voluntarism in CSR policy		
		3.3	Recommend changes to CSR policy to benefit different stakeholders		
		3.4	Assess the potential impact of changes in CSR on business performance		

LRN 5.12		Risk Management	
Unit Aims			
To raise business risk awareness and develop skills to assess, monitor and control business risks. To develop an appreciation of the implications of business risks and to provide ways organisations can reduce risks through different methods.			
Unit Reference Number		L/507/9854	
Unit Level	5	Credit Value	15
GLH	60	Unit Grading Structure	Pass
Assessment Guidance		Assessment is by External Assignment that is Externally assessed by LRN	
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand the risk management function in a start-up business	1.1	Examine the role of the risk management function in business
		1.2	Assess the role of business functions in the management of risk
2	Understand how business risk is assessed and managed and who is involved with risk management in a new business	2.1	Analyse the risk assessment process
		2.2	Evaluate approaches to managing risk
		2.3	Examine the risk management process
3	Understand the effects of business risks and how they can be managed	3.1	Analyse the main drivers of business risk
		3.2	Appraise the impact of different types of risk for a business organisation
		3.3	Evaluate the use of technology in risk reduction
		3.4	Analyse risk management strategies by explaining both good and bad approaches to risk management
4	Understand approaches to crisis management and business continuity planning in a developing business	4.1	Critically evaluate approaches to crisis management and business continuity planning
		4.2	Analyse the vulnerability of businesses to breaks in continuity

LRN 5.13		Planning a New Business Venture			
Unit Aims					
The aim of the unit is to develop business planning skills. These skills can be applied to either a small micro enterprise or a new venture within an existing company. To use these skills effectively learners will need to develop an understanding of business types and those factors that determine the success or otherwise of any new venture, including research of the market, how to access help and guidance and how to develop the business case and how to pitch it.					
Unit Reference Number		R/507/9855			
Unit Level	5	Credit Value	15		
GLH	60	Unit Grading Structure	Pass		
Assessment Guidance		Assessment is by External Assignment that is Externally assessed by LRN			
Learning Outcomes - The learner will:			Assessment Criteria - The learner can:		
1	Understand the different types of business organisations	1.1	Analyse the potential benefits, limitations and risks associated with different types of business organisations		
		1.2	Analyse sources of finance for different types of business organisations		
		1.3	Evaluate the legal considerations relevant to planning a business venture by understanding the different types of business e.g. Sole Trader, Partnership etc.		
2	Understand factors that determine market potential	2.1	Analyse market conditions that impact on setting up a new business venture		
		2.2	Analyse gaps in the market for potential products		
		2.3	Analyse target markets, with a view to taking advantage within emerging markets, to increase the success chances of a business.		
3	Be able to develop a business case	3.1	Develop the mission, vision, aims and objectives of the business		
		3.2	Interpret external factors to justify need for your business product		
		3.3	Specify the business product to meet needs		
		3.4	Propose business structures and systems that will deliver business aims and objectives		
		3.5	Produce business planning forecasts based on targets		
		3.6	Identify business responses if targets not met		
4	Be able to pitch a business proposal	4.1	Pitch for funding for a business proposal		
		4.2	Produce a coherent business plan		
		4.3	Present documentation to support your pitch		

LRN 5.14		Project Management for Business			
Unit Aims					
The aim of this unit is to provide the learner with understanding and skills relating to project management principles, methodologies, tools and techniques that are used in business.					
Learners will develop an understanding of what constitutes a project and the role of a project manager. They will develop the skills needed to plan the activities required to carry out the project, including how to set up a project, how to control and execute a project, and how to carry out project reviews. Learners will also understand how the project fits into the business or other organisational environment. Organisational and human resource factors are also included.					
Unit Reference Number		D/507/9857			
Unit Level	5	Credit Value	15		
GLH	60	Unit Grading Structure	Pass		
Assessment Guidance		Assessment is by External Assignment that is Externally assessed by LRN			
Learning Outcomes - The learner will:			Assessment Criteria - The learner can:		
1	Understand project management principles	1.1	Describe the background and principles of project management		
		1.2	Appraise the viability of projects, developing success/failure criteria		
		1.3	Explain the principles behind project management systems and procedures		
		1.4	Explain the key elements involved in terminating projects and conducting post-project appraisals		
2	Be able to manage a project's human resources	2.1	Identify the most appropriate organisational structure, roles and responsibilities of participants within a project		
		2.2	Control and co-ordinate a project		
		2.3	Assess project leadership and management requirements and qualities		
		2.4	Plan and specify human resources and requirements for a project		
3	Be able to apply project processes and procedures	3.1	Prepare project plans and establish the project organisation		
		3.2	Apply project scheduling, estimating and cost control techniques		
		3.3	Analyse the methods used to measure project performance		
		3.4	Explain project change control procedures evaluate the completed project.		

LRN 5.15		Entrepreneurship		
Unit Aims				
<p>This unit provides an introduction to entrepreneurship that enables the learner to understand the concept of entrepreneurship and the regulatory frameworks affecting the entrepreneur and small business owner.</p> <p>The aim of the unit is to develop an entrepreneurial mindset that incorporates creativity, innovation and diagnostic/analytical abilities. The unit focuses on entrepreneurship for start-up businesses and government organisations as well as entrepreneurial behaviour (intrapreneurship) within larger organisations..</p> <p>After successfully completing this unit, candidates will be able to; define and explain the terms: entrepreneurship, enterprise and owner-management, understand the nature of business development in the context of existing organisations and of new business start-ups and understand the concepts of innovation and creativity and the roles that both play in entrepreneurship and business development.</p>				
Unit Reference Number		H/507/9858		
Unit Level	5	Credit Value	15	
GLH	60	Unit Grading Structure	Pass	
Assessment Guidance		Assessment is by External Assignment that is Externally assessed by LRN		
Learning Outcomes - The learner will:			Assessment Criteria - The learner can:	
1	Define and explain the terms: entrepreneurship, enterprise and owner-management	1.1	Understand the concept of entrepreneurship and its close relationship with enterprise and owner-management	
		1.2	Identify and discuss common and essential attributes of entrepreneurs and the various motives for creating a new business venture	
		1.3	Explain the tasks and roles of entrepreneurs, including the journey entrepreneurs go through from idea to launch	
2	Understand the nature of business development in the context of existing organisations and of new business start-ups	2.1	Identify the varied forms of business development	
		2.2	Identify business development strategies available to existing businesses	
		2.3	Identify approaches to the development of new businesses and start-ups	
		2.4	Describe the challenges faced by small businesses in the development of their organisations	
		2.5	Explain the range of services to assist in the start-up and development of a new business which are available through the public, private and voluntary sectors, the peer support available and how to access funding and advice regarding in both launch and growth stages.	
3	Understand the concepts of innovation and creativity and the roles that both play in entrepreneurship and business development	3.1	Define and explain the terms, innovation and creativity	
		3.2	Identify and discuss examples of innovation	
		3.3	Explain the processes of opportunity scouting, networking and idea generation	
		3.4	Appraise selected examples of creativity in the marketplace, evaluating its role in successful Entrepreneurship	
		3.5	Discuss the role of creativity and innovation in the development of existing businesses	

LRN 5.16		Employment Law	
Unit Aims			
<p>The aim of this unit is to provide the learner with an understanding of the law on employment, and the skills to apply those legal provisions which are concerned with the employment relationship and individual employment rights.</p> <p>In this unit learners will develop the understanding and skills required to analyse the law relating to employment relationships and individual employment rights.</p> <p>Both UK and European sources of employment law are examined, along with the institutions and systems concerned with law enforcement. Learners will develop an understanding of the nature and scope of the employment relationship in its legal and business context. There will be a particular focus on the creation, content, application and termination of employment contracts.</p> <p>The unit also considers the impact on the employment relationship of the developing law in the areas of discrimination, human rights and data protection.</p>			
Unit Reference Number		K/507/9859	
Unit Level	5	Credit Value	15
GLH	60	Unit Grading Structure	Pass
Assessment Guidance		Assessment is by externally set assignment externally assessed	
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand the sources, institutions and enforcement systems for individual employment rights	1.1	Explain the sources of employment law
		1.2	Evaluate the institutions and enforcement systems for individual employment rights
2	Understand the nature and scope of the employment relationship in its legal and business context	2.1	Differentiate between employees and independent contractors
		2.2	Explain the nature and scope of employment contracts
		2.3	Evaluate the effect of European Union legislation on the employment relationship
		2.4	Compare and contrast reasons and methods of terminating the relationship
3	Be able to apply the legal provisions concerned with discrimination and health and safety in a legal and business context	3.1	Apply the legal provisions on discrimination to particular cases
		3.2	Produce an assessment of the relationship between the developing law on discrimination and human resource management practices
		3.3	Produce an evaluation of health and safety practice in a given organisation and compare to best practice
4	Understand the impact on the employment relationship of the developing law in the areas of human rights and data protection legislation	4.1	Discuss the impact on the employment relationship of the legal provisions on human rights
		4.2	Evaluate the application of the data protection principles and the rights of data subjects in a given organisation.

LRN 5.17		Business Law	
Unit Aims			
The aim of this unit is to provide knowledge and application of the law relating to sale of goods, consumer credit, monopolies and intellectual property as it relates to business and its everyday dealings.			
Learners will recognise that a business operates within a diverse legal framework. Aspects such as anti-competitive practices through monopolies, mergers and the use of intellectual property rights are key, as are domestic consumer provisions and associated provisions within the EU.			
Unit Reference Number		D/507/9860	
Unit Level	5	Credit Value	15
GLH	60	Unit Grading Structure	Pass
Assessment Guidance		Assessment is by External Assignment that is Externally assessed by LRN	
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Be able to apply the main principles affecting the legal relationship between business organisations and their consumers	1.1	Apply the legal rules on implied terms relating to the sale of goods and supply of services
		1.2	Apply the statutory provisions on the transfer of property and possession
		1.3	Evaluate the statutory provisions on buyer's and seller's remedies
		1.4	Apply product liability statutory provisions
2	Be able to apply the legal rules on consumer credit agreements and agency	2.1	Differentiate between types of credit agreements
		2.2	Apply rules, termination rights and default notices in a given scenario
		2.3	Differentiate between the different types of agent
		2.4	Evaluate the rights and duties of an agent
3	Understand the legal rules relating to monopolies, mergers and anticompetitive practices	3.1	Outline monopolies and anti-competitive practice legislation in the UK
		3.2	Explain the role of the Competition Commission within the context of monopolies and anti-competitive practices and the UK Office of Fair Trading
		3.3	Define dominant positions within the EU common market
		3.4	Consider the application of EU exemptions to potentially anti-competitive practices
4	Know the key provisions relating to intellectual property rights	4.1	Identify differing forms of intellectual property
		4.2	Outline the principles relating to the protection of inventions through patent rights and their infringement in a given business scenario
		4.3	Describe the principles relating to copyright protection and their infringement in a given business scenario
		4.4	Compare and contrast the protection of trademarks and business names.

LRN 5.18	Company Law				
Unit Aims					
The aim of this unit is to provide learners with a knowledge and understanding of the law on companies and the skill to apply the rules particularly in business situations.					
In this unit learners develop an understanding of the different types of company, company formation and the required documentation. The unit then considers capital, the creation of shares and the rights of shareholders. It also looks at directors and their powers and duties. Finally, the unit examines the winding up a company.					
Unit Reference Number		H/507/9861			
Unit Level	5	Credit Value		15	
GLH	60	Unit Grading Structure		Pass	
Assessment Guidance		Assessment is by External Assignment that is Externally assessed by LRN			
Learning Outcomes - The learner will:			Assessment Criteria - The learner can:		
1	Understand the nature of a company	1.1	Explain the concept of corporate personality and lifting the veil		
		1.2	Analyse the advantages and disadvantages of Incorporation		
		1.3	Describe the law on promoters and pre-incorporation contracts		
		1.4	Explain the requirements for registration and commencement of trading		
2	Be able to draw up the constitution of a company	2.1	Apply the requirements for the memorandum to a given scenario		
		2.2	Draw up the articles of association in a given scenario		
		2.3	Evaluate the doctrine of ultra vires and its effect		
		2.4	Explain the contents of a prospectus and listing particulars		
3	Understand share capital and capital maintenance	3.1	Explain the different types of capital		
		3.2	Assess the law on issue of shares, class rights and dividends		
		3.3	Discuss the law applicable to capital maintenance and insider dealing		
4	Understand about shareholders, directors, charges and insolvency.	4.1	Describe the duties and powers of directors		
		4.2	Explain the rules on the different types of meetings		
		4.3	Discuss the law on minority protection		
		4.4	Evaluate the rights of shareholders and debenture holders		
		4.5	Discuss rights on liquidation		

LRN 5.19		European Law	
Unit Aims			
<p>The aim of this unit is to provide learners with knowledge and understanding of European law as it relates to the United Kingdom, business and individuals.</p> <p>Learners will recognise that European law has a significant impact on English law and issues of sovereignty. The institutions that create European law are explored so that the source and rationale behind it can be understood.</p> <p>The effect of European law is then considered in the context of the free movement of goods, services and workers. This requires an examination of the EU legal rules which impact on persons seeking work in other member states and how business organisations are able to promote and set up branches of their business in other member states.</p> <p>The unit will also allow learners to identify anti-competitive practices and how these can impact on business organisations and the individual.</p>			
Unit Reference Number		K/507/9862	
Unit Level	5	Credit Value	15
GLH	60	Unit Grading Structure	Pass
Assessment Guidance		Assessment is by External Assignment that is Externally assessed by LRN	
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand the EU institutions	1.1	Describe the function and operation of the European Union institutions
		1.2	Explain the constitutional principles underlying the European Union
2	Understand the sources of EU law and issues of sovereignty	2.1	Explain the sources of European law
		2.2	Illustrate the general principles of European law
		2.3	Evaluate the sovereignty issues arising from supremacy of European law over domestic legislation
3	Understand the sources of EU law and issues of sovereignty	3.1	Explain the concept of the 'worker'
		3.2	Analyse provisions relating to equal treatment for European nationals
		3.3	Evaluate the application of worker rights and derogations to those rights
4	Understand the European provisions relating to the free movement of goods, services and establishment of businesses	4.1	Explain discriminatory practices which member states may use to curtail free movement of goods and the provision of Services
		4.2	Analyse the freedom to receive goods and services
		4.3	Evaluate the application of residence rights of workers and non-workers.

LRN 5.20		Marketing Strategy			
Unit Aims					
This unit examines the strategic role of marketing in business. It discusses how market segmentation, positioning and the marketing mix contribute to competitive advantage. It also explores the common elements and differences between marketing in the commercial and not-for-profit, including public sectors.					
Candidates who hold or aspire to marketing roles in commercial or not-for-profit organisations will develop knowledge, understanding and skills necessary for such job roles.					
Unit Reference Number		M/507/9863			
Unit Level	5	Credit Value	15		
GLH	60	Unit Grading Structure	Pass		
Assessment Guidance		Assessment is by External Assignment that is Externally assessed by LRN			
Learning Outcomes - The learner will:			Assessment Criteria - The learner can:		
1	Understand the concept and strategic role of marketing in business	1.1	Examine the main contexts of marketing		
		1.2	Analyse the relationship between businesses' vision, mission and marketing strategy		
		1.3	Evaluate the tools and techniques available for analysing key areas of the marketing environment and use them in realistic business situations		
		1.4	Examine the factors influencing consumer choice and behaviour		
		1.5	Assess the role of market research, the different methods of finding information, and the quality of that information, in business decision making		
2	Know how to build marketing strategy	2.1	Analyse critically how strategic market analysis, marketing goals and marketing actions influence marketing strategy		
		2.2	Demonstrate how an over-all view on the strategic position of businesses and the understanding of their competitors impact on their marketing strategy		
		2.3	Analyse critically the links between growth strategies and the main types of strategic marketing objectives		
		2.4	Demonstrate how marketing strategies contribute to sustainable competitive advantage		
		2.5	Understand the methods of market planning		
		2.5	Apply the main steps of marketing planning in a practical business situation		
3	Understand the concept and role of market segmentation and positioning	3.1	Understand the theories and models of market segmentation and positioning		
		3.2	Differentiate between market segmentation and product differentiation		
		3.3	Compare and contrast different targeting approaches		
		3.4	Examine critically the process and function of positioning		

LRN 5.21		Contemporary Issues in Marketing			
Unit Aims					
<p>This unit will introduce learners to some current issues within the marketing industry including relationship marketing, customer relationship management, marketing in non-traditional contexts, marketing services and the increasing concern with ethical and social considerations.</p> <p>The role of marketing as a business function is increasingly viewed as an integral constituent of overall corporate strategy as organisations have become more aware of the need to develop long-term relationships with their Customers. The marketing industry has widened its scope to include non-traditional organisations such as those in the public and voluntary sectors. In this unit learners will examine how marketing theory is applied in not-for-profit organisations. This unit also looks at the special approaches that service industry businesses need to adopt in a rapidly changing environment. Technology is key to marketing today, as much as ethical and social considerations have become increasingly important to all businesses and learners will investigate the impact this is having on marketing.</p>					
Unit Reference Number		T/507/9864			
Unit Level	5	Credit Value	15		
GLH	60	Unit Grading Structure		Pass	
Assessment Guidance		Assessment is by External Assignment that is Externally assessed by LRN			
Learning Outcomes - The learner will:			Assessment Criteria - The learner can:		
1	Understand the importance of relationship marketing in a contemporary business context	1.1	Explain the concept of knowledge management and its role in relationship marketing		
		1.2	Explain the ways that technology can support the customer relationship management process in a particular organisation		
		1.3	Describe the benefits of customer relationship management in a selected organisation		
		1.4	Make justified recommendations for the improvement in customer relationship management for a selected organisation		
2	Understand the role of marketing in non-traditional contexts	2.1	Carry out a stakeholder analysis for a voluntary sector and a public sector organisation and explain the outcomes		
		2.2	Describe the nature of the relationships with customer within two selected not-for-profit organisations		
		2.3	Compare methods used in marketing within the public, private and voluntary sectors		
		2.4	Explain the key issues involved in marketing in a selected virtual organisation		
3	Understand the importance of applying the extended marketing mix in the service sector	3.1	Describe the use of the extended marketing mix in a selected service sector businesses		
		3.2	Explain how the product/service mix can be used to enhance value for the customer and organisation and enable them to remain competitive		
		3.3	Explain how difficulties peculiar to the marketing of services can be overcome with reference to a particular organisation		
		3.4	Explain the role of IT in services marketing management in a selected organisation		
4	Understand the reasons for the increasing emphasis on ethics and social	4.1	Explain some of the current issues of ethical and social concern to marketers in a particular industry		
		4.2	Explain the concept of CSR with reference to a particular		

	responsibility in marketing.		organisation
		4.3	Evaluate the role played by published or broadcast media in influencing ethical and social marketing policies for a selected organisation.

LRN 5.22		Marketing Planning	
Unit Aims			
<p>The aim of this unit is to provide learners with the understanding and skills to develop marketing plans that meet marketing objectives, and meet the needs of the target market.</p> <p>Effective planning is essential for any marketing activity to ensure that an organisation realises its marketing objectives. Without planning, marketing activity can be inappropriate and waste resources and opportunities. This unit introduces learners to different ways of auditing, to looking at how internal and external factors can influence marketing planning for an organisation, in order to build up a picture of the marketplace.</p> <p>Learners will gain an understanding of the main barriers to marketing planning, the effects of barriers, and how these can be avoided or overcome. Ethical issues in marketing are important in terms of how an organisation and its products are perceived by customers and employees, and can affect the overall ethos and ultimate success of the organisation. This unit will enable learners to investigate and examine how exemplar organisations have been affected by ethical issues, how they deal with them, and how ethical issues should be taken into account when developing marketing plans.</p> <p>On completion of this unit learners will be able to produce a marketing plan for a product, a service or an organisation that is realistic, in terms of objectives and resources, and effective in terms of the current situation in the marketplace.</p>			
Unit Reference Number		A/507/9865	
Unit Level	5	Credit Value	15
GLH	60	Unit Grading Structure	Pass
Assessment Guidance		Assessment is by External Assignment that is Externally assessed by LRN	
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Be able to compile marketing audits	1.1	Review changing perspectives in marketing planning
		1.2	Evaluate an organisation's capability for planning its future marketing activity
		1.3	Examine techniques for organisational auditing and for analysing external factors that affect marketing planning
		1.4	Carry out organisational auditing and analysis of external factors that affect marketing planning in a given situation
2	Understand the main barriers to marketing planning	2.1	Assess the main barriers to marketing planning
		2.2	Examine how organisations may overcome barriers to marketing planning
3	Be able to formulate a marketing plan for a product or service	3.1	Write a marketing plan for a product or a service
		3.2	Explain why marketing planning is essential in the strategic planning process for an organisation
		3.3	Examine techniques for new product development
		3.4	Justify recommendations for pricing policy, distribution and communication mix

		3.5	Explain how factors affecting the effective implementation of the marketing plan have been taken into account
4	Understand ethical issues in marketing	4.1	Explain how ethical issues influence marketing planning
		4.2	Analyse examples of how organisations respond to ethical issues
		4.3	Analyse examples of consumer ethics and the effect it has on marketing planning.

LRN 5.23		Marketing Communications			
Unit Aims					
This module aims to develop the candidates' knowledge of marketing communications theory and practice, and to develop their understanding of the synergistic and return-on-investment benefits of an integrated approach to marketing communications.					
This unit will equip candidates with the tools and methods of communications which can be used within a marketing concept.					
Unit Reference Number		F/507/9866			
Unit Level	5	Credit Value	15		
GLH	60	Unit Grading Structure		Pass	
Assessment Guidance		Assessment is by External Assignment that is Externally assessed by LRN			
Learning Outcomes - The learner will:			Assessment Criteria - The learner can:		
1	Explain the concept of an integrated marketing communications strategy	1.1	Provide a definition of integrated marketing communications		
		1.2	Discuss the economic and creative justifications for marketing communications		
		1.3	Explain how marketing communications fits within and integrates with the marketing mix: product, price, and distribution		
		1.4	Introduce the concept of strategy in the formulation of a communications programme		
2	Explain the major theories relating to communication and communication processes and how these are used to underpin the development of real-world marketing communication	2.1	Marketing communications theory		
		2.2	How does marketing impact communications and how does communication impact marketing		
		2.3	Consumer responses to persuasive communications		
		2.4	The influence of the social and cultural environment on communication and technology		
3	Analyse the relative strengths and weaknesses of individual marketing communication tools (e.g. advertising, sales promotion, public relations and publicity, personal selling)	3.1	Discuss strengths and weaknesses of advertising, sales promotion, public relations, and personal selling tools		
		3.2	Discuss the strengths and weaknesses of sponsorship and brand placement, direct marketing and e-marketing, point of sale and other forms of communication/promotion		
		3.3	Determine the different economic and persuasive benefits of combining various different communication tools for different kinds of campaigns.		
4	Create an integrated marketing communications programme	4.1	Determine when to use promotion and communications		
		4.2	The campaign approach to marketing communications planning		
		4.3	Secondary and market research for communications planning		
		4.4	The concepts of segmentation and target marketing in developing the communications strategy		
		4.5	Integrated communications strategy formulation and competitive positioning		
		4.6	Determination of promotional objectives		
		4.7	Commissioning and contracting external resources and developing long term relationships with key suppliers and stakeholders		

5	Analyse other related issues affecting marketing communications including the legal, ethical and cultural challenges and the implications of globalisation	5.1	Cultural issues in communications, both nationally and globally
		5.2	Legal and ethical considerations of promotional strategy
		5.3	Emerging technologies and trends in communications e.g. how communication with customers can be used in a reverse method, customer communicating to company allowing two way information

LRN 5.24 Employee Relations

Unit Aims

The aim of this unit is to introduce learners to the importance of good employee relations for business success and the impact of changes which have affected employment relationships.

The term 'employee relations' has replaced that of 'industrial relations' Industrial relations are generally recognised as relations between an employer and a collective workforce, typically through a recognised union. Employee relations means the relationship between an employee and employer, and this is largely controlled by legislation and is being revised and updated continuously. It is important for learners to appreciate how good employee/employer relations contribute to the success and effectiveness of a business. In this unit they will investigate how cooperation between employers and employees leads to the development of good working relations against a changing background.

The success of a business often relies on its relationships with its employees. Learners will investigate and explore different types of industrial conflict and the procedures for resolving this. It is important that learners are aware of change and keep up to date with developments in dispute procedures in relation to employment law. Legislation and EU directives play a major role in employee relations and learners will examine how these are applied in organisations. It is important that organisations have procedures in place for collective bargaining, and learners will examine how these procedures are managed and implemented properly to avoid disputes. This unit will give learners the opportunity to study the most up-to-date employment legislation and investigate how employment involvement techniques affect human resource management.

Unit Reference Number J/507/9867

Unit Level 5 **Credit Value** 15

GLH 60 **Unit Grading Structure** Pass

Assessment Guidance Assessment is by External Assignment that is Externally assessed by LRN

Learning Outcomes - The learner will: **Assessment Criteria - The learner can:**

1	Understand the context of employee relations against a changing background	1.1	Explain the unitary and pluralistic frames of reference
		1.2	Assess how changes in trade unionism have affected employee relations
		1.3	Explain the role of the main players in employee relations
2	Understand the nature of industrial conflict and its resolution	2.1	Explain the procedures an organisation should follow when dealing with different conflict situations
		2.2	Explain the key features of employee relations in a selected conflict situation
		2.3	Evaluate the effectiveness of procedures used in a selected conflict situation
3	Understand collective bargaining and negotiation processes	3.1	Explain the role of negotiation in collective bargaining
		3.2	Assess the impact of negotiation strategy for a given situation
		4.1	Assess the influence of the EU on industrial democracy in the UK

4	Understand the concept of employee participation and involvement	4.2	Assess the impact of human resource management on employee relations.
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LRN 5.25		Human Resource Management (Principles)		
Unit Aims				
<p>This unit provides an introduction to the concepts and practices of human resource management within the United Kingdom and focuses on the management of recruitment, retention and employment cessation.</p> <p>Recruiting and retaining staff of the right calibre contributes to the achievement of organisational purposes. Staff must make a valued contribution to the work of the organisation. Eventually they will leave, more often than not because they find alternative employment or retire. Occasionally, however, employment has to be terminated. This unit considers how human resource management deals with these aspects of working. However, the focus of human resource management has moved beyond personnel management towards a more proactive approach that, in addition to the traditional roles associated with staff management, also considers how to get the best people and the best out of people so that they work in roles and ways that are closely aligned to organisational objectives. This often leads to the assertion by many senior managers that ‘Our employees are our most valuable resource’.</p> <p>Human resource management takes place against a background of organisational needs, policies and procedures that are themselves shaped by legal and regulatory requirements. The unit therefore gives consideration to the national and European legislation that has, for example, seen the introduction of a range of anti-discriminatory legislation, the significance of which can be seen regularly in high profile and often very expensive court cases.</p> <p>Organisations with effective human resource management policies, processes and practices will have committed, skilled employees who contribute effectively to the organisation. In competitive business contexts this is a significant contribution to maintaining a competitive advantage.</p>				
Unit Reference Number		L/507/9868		
Unit Level	5	Credit Value	15	
GLH	60	Unit Grading Structure	Pass	
Assessment Guidance		Assessment is by External Assignment that is Externally assessed by LRN		
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:		
1	Understand the difference between personnel management and human resource management	1.1	Distinguish between personnel management and human resource management	
		1.2	Assess the function of the human resource management in contributing to organisational purposes	
		1.3	Evaluate the role and responsibilities of line managers in human resource management	
		1.4	Analyse the impact of the legal and regulatory framework on human resource management	
2	Understand how to recruit employees	2.1	Analyse the reasons for human resource planning in organisations	
		2.2	Outline the stages involved in planning human resource requirements	
		2.3	Compare the recruitment and selection process in two organisations	
		2.4	Evaluate the effectiveness of the recruitment and selection techniques in two organisations	
3	Understand how to reward employees in order to motivate and	3.1	Assess the link between motivational theory and reward	
		3.2	Evaluate the process of job evaluation and other factors determining pay	
		3.3	Assess the effectiveness of reward systems in different contexts	

	retain them	3.4	Examine the methods organisations use to monitor employee performance
4	Know the mechanisms for the cessation of employment.	4.1	Identify the reasons for cessation of employment with an organisation
		4.2	Describe the employment exit procedures used by two organisations
		4.3	Consider the impact of the legal and regulatory framework on employment cessation arrangements.
LRN 5.26		Managing Human Resources (Practice)	
Unit Aims			
This aim of this unit is to look at the different theoretical perspectives of human resource management and exploring the differences in these approaches. A variety of changes in the labour market, and the increasing demand from employees for a more manageable work-life balance, has seen the development of much more flexible working practices. This has been the case in all sectors of the economy and in all organisations irrespective of their size or the nature of their business. Some workers have a statutory right to flexible hours and all workers can ask their employer to accommodate their needs in terms of a more flexible pattern of working. This unit examines a variety of flexible working models and looks at practical methods that have evolved in many organisations to meet the needs of employers and employees.			
Unit Reference Number		R/507/9869	
Unit Level		5	Credit Value 15
GLH		60	Unit Grading Structure Pass
Assessment Guidance		Assessment is by External Assignment that is Externally assessed by LRN	
Learning Outcomes - The learner will:			Assessment Criteria - The learner can:
1	Understand the different perspectives of human resource management	1.1	Explain Guest's model of HRM
		1.2	Compare the differences between Storey's definitions of HRM, personnel and IR practices
		1.3	Assess the implications for line managers and employees of developing a strategic approach to HRM
2	Understand ways of developing flexibility within the workplace	2.1	Explain how a model of flexibility might be applied in practice
		2.2	Discuss the types of flexibility which may be developed by an organisation
		2.3	Assess the use of flexible working practices from both the employee and the employer perspective
		2.4	Discuss the impact that changes in the labour market have had on flexible working practices
3	Understand the impact of equal opportunities within the workplace	3.1	Explain the forms of discrimination that can take place in the workplace
		3.2	Discuss the practical implications of equal opportunities legislation for an organisation
		3.3	Compare the approaches to managing equal opportunities and managing diversity
4	Understand approaches to human resources practices in organisations	4.1	Compare different methods of performance management
		4.2	Assess the approaches to the practice of managing employee welfare in a selected organisation
		4.3	Discuss the implications of health and safety legislation on human resources practices

		4.4	Evaluate the impact of one topical issue on human resources practices.
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LRN 5.27		Human Resources Development	
Unit Aims			
<p>This unit will develop the skills and understanding needed for planning and designing training and development, through understanding how people learn and the suitability of different training methods and initiatives.</p> <p>Human resource development contributes to the overall success of an organisation through providing learning, development and training opportunities to improve individual, team and organisational performance.</p> <p>Training and development affects everyone in the organisation and it is appropriate at every level from office junior to senior executive. Learning is complex and this unit explores the related theories and their contribution to the process of transferring learning to the workplace. It is important, therefore, for learners to appreciate that all staff should be encouraged to develop their skills and knowledge to achieve their potential and, in doing so, enable the organisation to meet its strategic objectives.</p> <p>Learners need to appreciate that successful organisations recognise that their training programmes need to be planned and managed. All training has a cost to the organisation and managers need to be able to provide training programmes within their training budgets. Through planning and designing a training and development event, this unit aims to develop knowledge and understanding of these key areas. Learners will examine how to identify training needs across the organisation, as well as understand how governmental vocational and general training initiatives contribute to the emphasis on lifelong learning and continuous development. The outcomes of training programmes need to be evaluated. Managers need to devise appropriate ways of assessing or measuring the impact of staff training. The process of managing the training cycle is important to an organisation. If it is well managed, staff will have the correct of up-to-date skills and knowledge that will allow them to perform their jobs effectively.</p>			
Unit Reference Number		J/507/9870	
Unit Level	5	Credit Value	15
GLH	60	Unit Grading Structure	Pass
Assessment Guidance		Assessment is by External Assignment that is Externally assessed by LRN	
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand the difference between personnel management and human resource management	1.1	Compare different learning styles
		1.2	Explain the role of the learning curve and the importance of transferring learning to the workplace
		1.3	Assess the contribution of learning styles and theories when planning and designing a learning event
2	Understand how to recruit employees	2.1	Compare the training needs for staff at different levels in an organisation
		2.2	Assess the advantages and disadvantages of training methods used in an organisation
		2.3	Use a systematic approach to plan training and development for a training event
3	Understand how to reward employees in order to motivate and retain them	3.1	Prepare an evaluation using suitable techniques
		3.2	Carry out an evaluation of a training event
		3.3	Review the success of the evaluation methods used

4	Know the mechanisms for the cessation of employment.	4.1	Explain the role of government in training, development and lifelong learning
		4.2	Explain how the development of the competency movement has impacted on the public and private sectors
		4.3	Assess how contemporary training initiatives introduced by the UK government contribute to human resources development for an organisation.

LRN 5.28		Sustainable Tourism Development			
Unit Aims					
<p>The aim of this unit is for learners to gain understanding of the rationale and different approaches to tourism planning and development, sustainable tourism, current issues and impacts of tourism.</p> <p>This unit aims to increase learners' awareness of the need to plan and manage tourism at all levels within an international, national, regional and local framework. Emphasis is placed on current trends in planning for tourism development in a range of destinations. The stages in the planning process are identified and learners will be encouraged to apply theoretical models to practical case studies.</p> <p>The principles and philosophy of sustainable development are introduced in this unit and learners will be required to show an in-depth understanding of issues such as carrying capacities, environmental impact and the guest-host relationships as they relate to current tourism initiatives, eg access, conservation, enclave tourism.</p>					
Unit Reference Number		L/507/9871			
Unit Level		5	Credit Value	15	
GLH		60	Unit Grading Structure		Pass
Assessment Guidance		Assessment is by External Assignment that is Externally assessed by LRN			
Learning Outcomes - The learner will:			Assessment Criteria - The learner can:		
1	Understand the rationale for planning in the travel and tourism industry	1.1	Discuss how stakeholders can benefit from planning of tourism developments with reference to a current case study		
		1.2	Discuss the advantages and disadvantages of public/private sector tourism planning partnerships drawing on a current example		
2	Understand different approaches to tourism planning and development	2.1	Analyse features of tourism development planning at different levels		
		2.2	Evaluate the significance of interactive planning systems and processes in tourism developments for the local economy		
		2.3	Evaluate different methods available to measure tourist impact		
3	Understand the need for planning for sustainable tourism	3.1	Justify the introduction of the concept of sustainability in tourism development		
		3.2	Analyse factors that may prevent/hinder sustainable tourism development		
		3.3	Analyse different stages in planning for sustainability		
4	Understand current issues related to tourism development planning	4.1	Evaluate methods of resolving a conflict of interests to ensure the future wellbeing of a developing tourism destination		
		4.2	Analyse the implications of balancing supply and demand		
		4.3	Evaluate the moral and ethical issues of enclave tourism		
5	Understand the sociocultural, environmental and economic impacts of tourism in developing countries and emerging	5.1	Compare current issues associated with tourism development in a developing country and an emerging destination where the impacts of tourism are different		
		5.2	Evaluate, with recommendations, the future		

	destinations		development of tourism in these destinations
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LRN 5.29		Resort Management	
Unit Aims			
<p>The aim of this unit is to enable learners to gain understanding of the function and structure of resort operations, quality systems and procedures and management issues relating to incidents.</p> <p>This unit is designed to develop learners' understanding of the complexities of the management of a tour operator's resort operations. Learners will investigate the function and structure of tour operators. Their research will consider different types of tour operators and develop their understanding of how the operation is organised to meet the needs of a variety of tour operators that are providing very different types of holiday programmes in different locations.</p> <p>Learners will examine the role and impact of quality systems and procedures in relation to services, health and safety and the legal environment. They will examine the importance and effectiveness of these systems in different types of tour operator.</p> <p>Learners will explore a range of incidents and their effect on the resort office and tour operator. They will examine procedures used to manage a range of incidents and how they are guided by government and trade associations.</p>			
Unit Reference Number		R/507/9872	
Unit Level	5	Credit Value	15
GLH	60	Unit Grading Structure	Pass
Assessment Guidance		Assessment is by External Assignment that is Externally assessed by LRN	
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand the function and structure of resort operations	1.1	Analyse the function of the resort operations of tour operators
		1.2	Analyse the organisational and management structures of the resort offices for different types of tour operator and how this impacts organisations ability to overcome challenges
2	Understand the role and impact of quality systems and procedures	2.1	Discuss how effective quality systems and procedures affect legal and conflict situations
		2.2	Analyse the impact of quality systems and procedures implemented by a specified tour operator on its operations
3	Understand the management issues relating to incidents	3.1	Analyse incidents that could affect the operation of a resort
		3.2	Evaluate the procedures to be implemented by a tour operator to deal with different incidents and what happens if they get it wrong
		3.3	Discuss how procedures to be implemented by a tour operator link with guidelines of trade associations and government bodies

LRN 5.30		Passenger Transport Operations			
Unit Aims					
This unit provides learners with understanding of factors and variables behind travel decisions, management of passenger systems and nodes, factors of competition, and developments and issues on transport operations.					
This unit develops learners’ understanding of passenger transport operation. Learners will examine the appeal motivational factors and variables behind travel decisions and how transport operators respond to these.					
Learners will investigate the key elements of the management of passenger systems and the complexities of managing transport nodes. They will have the opportunity to investigate a specific transport node. As the passenger transport environment is so competitive, learners will examine the different factors that affect the level of competition.					
Learners will gain an understanding of a range of issues and developments that affect transport operations, investigating in depth how one organisation has responded to these.					
Unit Reference Number		Y/507/9873			
Unit Level	5	Credit Value	15		
GLH	60	Unit Grading Structure	Pass		
Assessment Guidance		Assessment is by External Assignment that is Externally assessed by LRN			
Learning Outcomes - The learner will:			Assessment Criteria - The learner can:		
1	Understand the appeal, motivational factors and variables behind travel decisions	1.1	Analyse factors and variables that can influence passengers’ travel decisions		
		1.2	Discuss how a transport operator might use factors and variables to inform their operational plans		
2	Understand the management of passenger systems and nodes	2.1	Analyse key elements in management of a passenger transport system		
		2.2	Evaluate the complexities of managing a node for the benefit of travelers		
3	Understand the factors of competition between transport operators	3.1	Compare the competitive strategies that different competing transport operators use, via the different modes of transport, to gain market share		
4	Understand the effects of developments and issues on transport operations	4.1	Explain the role of transportation networks and how countries with poor infrastructure manage their transportation networks, and explain		
		4.2	Analyse recent issues and developments that have affected passenger transport operations		
		4.3	Discuss how a transport operator has responded to recent issues and developments		

LRN 5.31		Incoming and Domestic Tourism	
Unit Aims			
<p>This unit provides learners with understanding of tourist products, their appeal, their promotion and management, public sector organisations support and gain skills to interpret visitor trends, types and motivations.</p> <p>This unit focuses on a selected country’s tourism product and its appeal to incoming and domestic visitors. Learners will investigate different aspects of the product and consider how examples appeal to different types of visitor.</p> <p>Learners will examine visitor trends in order to draw conclusions about how they relate to different typologies of visitor types and their motivations.</p> <p>Learners will investigate the promotion and management of the tourism product with an emphasis on the promotion of a specific destination. They will compare the promotion of a destination to incoming and domestic visitors.</p> <p>Learners will also examine the structure and role of public sector organisations, considering the interrelationship of different agencies, the impact of incoming and domestic tourism on economic development within that host country and their links with other types of organisation.</p>			
Unit Reference Number		D/507/9874	
Unit Level	5	Credit Value	15
GLH	60	Unit Grading Structure	Pass
Assessment Guidance		Assessment is by External Assignment that is Externally assessed by LRN	
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand a tourist product and its appeal	1.1	Analyse a selected country’s tourism product or service
		1.2	Discuss the appeal of different tourism products to incoming and domestic tourists
2	Be able to interpret visitor trends, visitor types and their motivations	2.1	Discuss why different types of tourist visit a selected country
		2.2	Interpret statistics on incoming and domestic tourism to explain patterns of behaviour
		2.3	Understand the customer demographics and how this impacts on how companies operate
3	Understand ways in which incoming and domestic tourism is promoted and managed	3.1	Analyse how a selected country’s tourism is promoted and managed
		3.2	Compare the communication methods and promotion of a destination to incoming and domestic tourists
4	Understand the structure and role of public sector organisations in supporting incoming and domestic tourism	4.1	Assess the function of public sector organisations in supporting incoming and domestic tourism
		4.2	Analyse the interrelationship of public and private sector organisations in supporting incoming and domestic tourism

LRN 5.32		Research in Business	
Unit Aim			
This unit provides candidates with the knowledge and skills to carry out research at post-graduate level in a business and management discipline.			
Topics studied include research strategy and design, research methods, including qualitative and quantitative methods, working with the literature, as well as research philosophy and research ethics. This module will provide the foundation for the Dissertation and so is compulsory for all candidates. Seminars are highly participative. They include both individual and group work, as candidates learn and discuss how to design and carry out research.			
Unit Reference Number		A/507/9848	
Unit Level	5	Credit Value	15
GLH	80	Unit Grading Structure	Pass
Assessment Guidance		Assessment is by External Assignment that is Internally Marked by the Centre	
1	Be able to select a topic for research.	1.1	Identify a suitable area for research.
		1.2	Justify your choice.
		1.3	Determine the aims and objectives of the research project.
		1.4	Assess ethical considerations that apply to the chosen area of research.
2	Be able to conduct a data review and Analyse the findings	2.1	Assess a range of primary and secondary data sources suitable for investigating an area of business
		2.2	Collect and analyse data relating to practice in your chosen area of business.
		2.3	Justify the selection of data and the analysis methods used.
3	Be able to conduct a research project	3.1	Formulate a detailed plan.
		3.2	Identify sources of support for conducting a research project.
		3.3	Select research methods for the project.
		3.4	Develop research questions.
		3.5	Conduct research, using identified research methods.
		3.6	Record and collate data.
4	Be able to analyse research findings	4.1	Use data analysis methods to analyse data.
		4.2	Draw conclusions from findings.
		4.3	Make recommendations related to area of research.
5	Be able to present the research outcomes	5.1	Use an agreed format and appropriate media to present the outcomes of the research to an audience.
6	Be able to evaluate the research outcomes	6.1	Evaluate the findings of the research and the process used.