



MLS University Pathway Programmes

Programmes Specification

1. Contact details

Institution Name	MLS International College
Title of Learning Programmes	<ol style="list-style-type: none"> 1. The MLS Diploma (Undergraduate Foundation) – <ul style="list-style-type: none"> Business Technology Marketing Tourism Accounting / Finance 2. The MLS Advanced Undergraduate Foundation Diploma (Business) (HNC) 3. The MLS HND – Business 4. The MLS Pre Masters Diploma 5. The MLS Academic English Studies Diploma
Course Leader Course Director	Miss Joanna Moore Mrs Maria Cook
Address	Westover Chambers, Hinton Road, Bournemouth, Dorset, BH1 2EN
Telephone	01202 291556 / 299552
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2. Who is the programme designed for?

The MLS Diploma (Undergraduate Foundation)

Routes are designed for students who have achieved High school passes at an NQF level 3 equivalent (typically equivalent to UK AS level standards) and who need further academic “top up” and language improvement to meet the entry requirements of UK Universities. Language entry point – 4.5 IELTS or equivalent.

The MLS Advanced Foundation Diploma (HNC)

Routes are designed for students who have achieved good High school passes at an NQF level 3 equivalent (typically equivalent to UK AS level standards) and who need further academic “top up” and language improvement to meet the entry requirements of UK Universities. Language entry point – 5.0 IELTS or equivalent.

The MLS HND

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Routes are designed for students who have achieved High school passes at an NQF level 3 equivalent (typically equivalent to UK AS level standards) and who need further academic “top up” and language improvement to meet the entry requirements of UK Universities. Language entry point – 5.0 IELTS or equivalent.

The MLS Pre Masters

Route is designed for students who have achieved a recognised first degree and who need further language and study skills improvement to meet the entry requirements of UK Universities. The programme is also suitable for those who graduated in a non Business degree and are now moving to a business Masters and wish to receive content based language training in Business studies. Language entry point – 4.5 IELTS or equivalent.

The MLS Academic English Diploma

Routes are designed for students who are eligible for University study at either undergraduate or post graduate level but who need further language and study skills improvement to meet the entry requirements of UK Universities. Language entry point – 4.0 IELTS or equivalent.

3. Programme Structures

Each programme is delivered over 9 months (36 weeks).

Each 12 weeks (term) students study different modules. The module maps for MLS are provided below.

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Diploma (Undergraduate Foundation)

Undergraduate Foundation Diploma – Technology – Year 1			
AUTUMN	WINTER	SPRING	SUMMER
English (integrated)	English (IELTS)	Academic Study Skills	English (IELTS)
120 hrs / 1 credit	120 hrs / 1 credit	120 hrs / 1 credit	120 hrs / 1 credit
Organisations and Behaviour	Physics (Mech)	Further Mathematics	Organisations and Behaviour
72 hrs / 0.6 credits	72 hrs / 0.6 credits	72 hrs / 0.6 credits	72 hrs / 0.6 credits
Marketing Principles	Mathematics	Physics (Elec)	Marketing Principles
4 hrs / 0.4 credit	4 hrs / 0.4 credit	4 hrs / 0.4 credit	4 hrs / 0.4 credit
International Business Communications- Language	International Business Communications- Language	International Business Communications- Language	International Business Communications- Language
120 hrs / 1 credit	120 hrs / 1 credit	120 hrs / 1 credit	120 hrs / 1 credit
Totals			
360 hrs	360 hrs	360 hrs	360 hrs

Undergraduate Foundation Diploma – Business			
AUTUMN	WINTER	SPRING	SUMMER
English / IBC English	English / IBC English	English / IBC English	English / IBC English
120 hrs / 1 credit	120 hrs / 1 credit	120 hrs / 1 credit	120 hrs / 1 credit
Organisations and Behaviour	Business Environment	Managing Financial Resources and Decisions	Business Decision Making
72 hrs / 0.6 credits	72 hrs / 0.6 credits	72 hrs / 0.6 credits	72 hrs / 0.6 credits
Marketing Principles	Business Strategy	Working with and Leading People	Marketing Intelligence
48 hrs / 0.4 credits	48 hrs / 0.4 credits	48 hrs / 0.4 credits	48 hrs / 0.4 credits
International Business Communications	International Business Communications	International Business Communications	International Business Communications
120 hrs / 1 credit	120 hrs / 1 credit	120 hrs / 1 credit	120 hrs / 1 credit
Totals			
360 hrs	360 hrs	360 hrs	360 hrs

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Undergraduate Foundation Diploma – Marketing			
AUTUMN	WINTER	SPRING	SUMMER
English (integrated)	English	English	English
120 hrs / 1 credit	120 hrs / 1 credit	120 hrs / 1 credit	120 hrs / 1 credit
Marketing Principles	Marketing Planning	Marketing Intelligence	Sales Planning and Operations
72 hrs / 0.6 credits	72 hrs / 0.6 credits	72 hrs / 0.6 credits	72 hrs / 0.6 credits
Advertising and Promotion in Business	Business Events Management	Business Decision Making	Contemporary Issues in Marketing Management
48 hrs / 0.4 credits	48 hrs / 0.4 credits	48 hrs / 0.4 credits	48 hrs / 0.4 credits
International Business Communications	International Business Communications	International Business Communications	International Business Communications
120 hrs / 1 credit	120 hrs / 1 credit	120 hrs / 1 credit	120 hrs / 1 credit
Totals			
360 hrs	360 hrs	360 hrs	360 hrs

Undergraduate Foundation Diploma – Tourism			
AUTUMN	WINTER	SPRING	SUMMER
English / IBC English	English / IBC English	English / IBC English	English / IBC English
120 hrs / 1 credit	120 hrs / 1 credit	120 hrs / 1 credit	120 hrs / 1 credit
The Travel and Tourism Sector	Marketing in Travel and Tourism	Tourist Destinations	Contemporary Issues in Travel and Tourism
96hrs / 0.8 credits	96hrs / 0.8 credits	96 hrs / 0.8 credits	96hrs / 0.8 credits
Galileo	Galileo	Galileo	Galileo
24 hrs / 0.2 credits	24hrs / 0.2 credits	24hrs / 0.2 credits	24hrs / 0.2 credits
International Business Communications	International Business Communications	International Business Communications	International Business Communications
120 hrs / 1 credit	120 hrs / 1 credit	120 hrs / 1 credit	120 hrs / 1 credit
Totals			
360 hours	360 hrs	360 hrs	360 hrs

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Undergraduate Foundation Diploma – Accounting and Finance

AUTUMN	WINTER	SPRING	SUMMER
English / IBC English	English / IBC English	English / IBC English	English / IBC English
120 hrs / 1 credit	120 hrs / 1 credit	120 hrs / 1 credit	120 hrs / 1 credit
Managing Financial Resources and Decisions	Management Accounting: Costing and Budgeting	Financial Accounting and Reporting	Financial Systems and Auditing
72 hrs / 0.6 credits	72 hrs / 0.6 credits	72 hrs / 0.6 credits	72 hrs / 0.6 credits
Organisations and Behaviour	Business Strategy	Working with and Leading People	Business Environment
48 hrs / 0.4 credits	48 hrs / 0.4 credits	48 hrs / 0.4 credits	48 hrs / 0.4 credits
International Business Communications	International Business Communications	International Business Communications	International Business Communications
120 hrs / 1 credit	120 hrs / 1 credit	120 hrs / 1 credit	120 hrs 1 credit
Totals			
360 hrs	360 hrs	360 hrs	360 hrs

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Advanced Undergraduate Foundation Diploma (HNC)

Advanced Undergraduate Foundation Diploma – Business/Marketing – Year1 – EDEXCEL BTEC HNC (Also Year 1 HND)			
AUTUMN	WINTER	SPRING	SUMMER
English	English	English	English (Academic Writing)
120 hrs / 1 credit	120 hrs / 1 credit	120 hrs / 1 credit	120 hrs / 1 credit
Academic Study Skills/Tutorial	Academic Study Skills/Tutorial	Academic Study Skills/Tutorial	Academic Study Skills/Tutorial
96 hrs/ 0.8 credit	24 hrs/ 0.2 credit	24 hrs/ 0.2 credit	96 hrs/ 0.8 credit
Organisations and Behaviour	Managing Business Activities to Achieve Result	Managing Financial Resources and Decisions	Organisations and Behaviour
	72 hrs/ 0.6 credit	72 hrs/ 0.6 credit	
	Business Environment	Business Decision Making	
72 hrs/ 0.6 credit	72 hrs/ 0.6 credit	72 hrs/ 0.6 credit	72 hrs/ 0.6 credit
Marketing Principles	Sales Planning and Operations	Marketing Intelligence	Marketing Principles
72 hrs/ 0.6 credit hrs	72 hrs/ 0.6 credit	72 hrs/ 0.6 credit	72 hrs/ 0.6 credit
Totals			
360 hrs	360 hrs	360 hrs	360 hrs

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MLS HND

BTEC HND – Business / Business (Management) / Business (Marketing) – Year 2			
AUTUMN	WINTER	SPRING	SUMMER
English	English	English	Vacation/Re-sits
120 hrs / 1 credit	120 hrs / 1 credit	120 hrs / 1 credit	
Academic Study Skills/Tutorial	Academic Study Skills/Tutorial	Academic Study Skills/Tutorial	
24hrs / 0.2 credits	24 hrs / 0.2 credits	48 hrs / 0.4 credits	
Personal and Professional Development	Human Resources Development	Research Project	
72 hours / 0.6 credits	72 hrs / 0.6 credits		
Business Strategy	Working with and Leading People	120 hrs / 1 credit	
72 hrs / 0.6 credits	72 hrs / 0.6 credits		
Marketing Planning	Managing Communication, Knowledge and Information OR Advertising and Promotion in Business	Aspects of Contract and Negligence for Business	
72 hrs / 0.6 credits	72 hrs / 0.6 credits	72 hrs / 0.6 credits	
Totals			
360 hrs	360 hrs	360 hrs	

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MLS Pre Masters

University Pre-Masters Programme – Management & English Studies			
AUTUMN	WINTER	SPRING	SUMMER
English (closed group)	English	English	English
120 hrs / 1 credit	120 hrs / 1 credit	120 hrs / 1 credit	120 hrs / 1 credit
English	English IELTS	English for Academic Study Skills	English Academic Writing
120 hrs / 1 credit	120 hrs / 1 credit	120 hrs / 1 credit	120 hrs / 1 credit
Organisations and Behaviour	Business Environment	Managing Financial Resources and Decisions	Business Decision Making
72 hrs / 0.6 credit	72 hrs / 0.6 credit	72 hrs / 0.6 credits	72 hrs / 0.6 credits
Marketing Principles	Business Strategy	Working with and Leading People	Marketing Intelligence
48 hrs / 0.4 credit	48 hrs / 0.4 credits	48 hrs / 0.4 credits	48 hrs / 0.4 credits
Totals			
360 hrs	360 hrs	360 hrs	360 hrs

MLS Academic Year English Diploma

Academic Year English Studies			
AUTUMN	WINTER	SPRING	SUMMER
English (Integrated)	English (Integrated)	English (Integrated)	English (Integrated)
120 hrs / 1 credit	120 hrs / 1 credit	120 hrs / 1 credit	120 hrs / 1 credit
English (Closed group)	English IELTS (Closed group)	English for Academic Study Skills (Closed group)	English Academic Writing (Closed group)
120 hrs / 1 credit	120 hrs / 1 credit	120 hrs / 1 credit	120 hrs / 1 credit
English (Integrated)	English (Integrated)	English (Integrated)	English (Integrated)
120 hrs / 1 credit	120 hrs / 1 credit	120 hrs / 1 credit	120 hrs / 1 credit
Totals			
360 hrs	360 hrs	360 hrs	360 hrs

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4. Programme Assessment

During the programmes, students will be assessed against each module in the MLS programme. Each module carries a credit score. As students pass units they build up their credit score. According to the numbers of credits achieved at each level the student will achieve an MLS award. A summary of the MLS awards are provided below.

Business Studies Department					
Award Name	Award Level	QCF 4/5 credits required	CEFR credits required	Total credits required	External Award available
Certificate	QCF 3	1	2	3	1 Edexcel Unit credit at QCF level 4
Higher Certificate	QCF 3	2	4	6	2 Edexcel Unit credits at QCF level 4
Diploma (Undergraduate Foundation)	QCF 3	3	6	9	3 Edexcel Unit credits at QCF level 4
Advanced Foundation Diploma (HNC)	QCF 4	4.8	4.2	9	Edexcel HNC (Business)
HND	QCF 5	10	8	18	Edexcel HND (Business / Marketing)

English Language Department					
Award Name	Award Level	QCF 4/5 credits required	CEFR credits required	Total credits required	External award available
English Language Certificate	CEFR	N/A	3	3	Various, including IELTS
English Language Higher Certificate	CEFR	N/A	6	6	Various, including IELTS
English Language Diploma	CEFR	N/A	9	9	Various, including IELTS
Pre Masters Diploma	CEFR	3	6	9	Various, including IELTS

In order to qualify for a full Diploma a student must meet the assessment criteria of sufficient Units to gain an accumulation of 9 MLS credits in total. The majority of candidates achieve this over a period of 3 academic terms (36 weeks) although a fast track 24 week programme is also available.

Unit Assessment

Business/Marketing and Technology specialism Units; IBC Units; Academic Study Skills Units

The purpose of assessment is to ensure that effective learning of the content of each Unit has taken place. Assessment takes place via each student completing 2 assignments per Unit. The assignments are designed to facilitate the student producing evidence that relates directly to the assessment criteria for the unit concerned.

The type/format of the assessment depends upon the subject being studied. An assessment could be an examination or an extended piece of work that **may** consist of:

- a written report
- an oral presentation
- a designed publication

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- a case study

On successful completion **each Unit** will be graded as a Pass, a Merit or a Distinction.

- A **Pass grade** is achieved by meeting all the requirements defined in the assessment criteria for each individual Unit.
- To achieve a **Merit grade** all of the assessment criteria must be met for the Pass grade (with no resubmissions required for either assignment) and the Merit grade.
- To achieve a **Distinction grade** all of the assessment criteria must be met for the Pass grade (with no resubmissions required for either assignment), the Merit grade and the Distinction grade.

If a student is unsuccessful in meeting all of the assessment criteria for a Pass grade then they will be given an opportunity to resubmit their work for the assignment concerned. In the case of an examination the resubmission will take the form of a resit.

In the case of the IBC and Technology Units assessments are examinations which are initially marked in % and then converted to grades in line with other units using the criteria below:

(70%+)	<i>Distinction: The student has met the intended learning outcomes of the programme of studies with thorough knowledge and understanding demonstrating study beyond the core requirements of the subject. The student demonstrates the ability to review and improve planned working procedures; shows clear reworking and application of relevant and valid information gathered; demonstrates application and evaluation of knowledge, skills and understanding; and, produces work which has a coherent format and which shows an individual approach and the fluent use of vocational language.</i>
(60-69%)	<i>Merit: The student has met the intended learning outcomes of the programme of studies with evidence of relevant and sound acquisition of knowledge and understanding. The student demonstrates the ability to plan and complete work to given deadlines; collects and uses information that is relevant and valid; demonstrates understanding and is able to apply knowledge and skills; produces work in a coherent and appropriate format using a broad range of vocational language correctly.</i>
(50-59%)	<i>Pass: The student has met the intended learning outcomes of the programme of studies with evidence of acquisition of knowledge of the subject. The work is largely descriptive in nature, with evidence of limited reasoning based on defined classifications, principles, theories or models. Work shows some evidence that the student has applied given tools or methods accurately to well defined practical contexts and problems, including limited recognition of the inherent complexities in the area of study. Produces work in an appropriate format using a limited range of vocational language.</i>
(40-49%)	<i>Pass: The student has met the intended learning outcomes of the programme of studies with basic acquisition of knowledge of the subject. The work is limited to description, showing little insight or originality, and is prone to unsubstantiated assertion or logic or unreferenced borrowing. Work shows limited evidence that the student has applied given tools or methods accurately to well defined practical contexts and problems. There is some evidence of the correct application of format and the use of vocational language.</i>
(30-39%)	<i>Borderline Fail: The student has failed to meet all the intended learning outcomes of the programme of studies, and shows a limited and erratic knowledge of the topic. The work in its majority is descriptive and uncritical with a significant lack of coherence and originality and perhaps with an over-dependence on unreferenced borrowing. Limited understanding of given tools and methods means that the student is unable to consistently apply them even to well defined practical contexts and problems. There is little evidence of either the correct application of format or the use of vocational language.</i>
(0-29%)	<i>Fail: The student has failed to meet the majority of the intended learning outcomes of the programme of studies, demonstrating little knowledge of the topic and many factual errors. The work is wholly descriptive and uncritical with discussion that may be irrelevant or lack internal coherence and may rely overly on unreferenced borrowing. The student shows insufficient understanding of given tools and methods to apply them to well defined practical contexts and problems. There is no evidence of either the correct application of format or the use of vocational language.</i>

Where a student seeks external accreditation for the EDEXCEL BTEC Units studied their work is subject to the Quality Systems of the accrediting body. EDEXCEL BTEC appoints an External Examiner to act as their formal representative to work with the College to ensure that the national standard of qualifications is maintained and that learner achievement and performance is assessed in accordance with published specifications and regulatory requirements. As part of their

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role the External Examiner visits the College on a regular basis. The External examiner visits usually involve meetings with students on the programme.

Unit Assessment
English Units

English is assessed regularly throughout the term using the framework of International English Language Testing System (IELTS) which grades Reading, Writing, Listening and Speaking skills using a points system. The English testing forms part of the overall course award. Progress in this area is essential if students are to achieve success in their academic studies. Placement at University will typically require the students to achieve a level 6.0 or above in an external IELTS examination. Students are assessed formally, as indicated in the table below:

Week	Formal Assessment	
1	Set work: Written Assignment 1	<i>Speaking:</i> Each student's ability in speaking will be monitored during classroom activities and assessed in accordance with the CEF descriptors. Assessment will be based on their general language ability not on personality or world knowledge. Students will be given due credit for <ul style="list-style-type: none"> • Fluency • Accuracy • Range • Pronunciation • Task Achievement • Global impression
2	In class: Written Assignment 2 + IELTS type Listening & Reading Exam.	
3	Set work: Written Assignment 3	
4	In class: Written Assignment 4 + IELTS type Listening & Reading Exam.	
5	Set work: Written Assignment 5	
6		
7	Set work: Written Assignment 6	
8	In class: Written Assignment 7 + IELTS type Listening & Reading Exam.	
9	Set work: Written Assignment 8	
10	In class: Written Assignment 9 + IELTS type Listening & Reading Exam.	
11	Set work: Written Assignment 10	
12		

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Formal assessment will be given in IELTS equivalent grades. Continuous assessment will be given in CEF descriptors. See key below for comparison of CEF descriptors with IELTS equivalent grades.

CEF Descriptor	Equivalent IELTS Grade
B1+	4.5
B2-	5.0
B2	5.5
B2+	6.0
C1-	6.5
C1	7.0

In order to qualify for credit in the English Units the following must be achieved by each student:
At least IELTS 5/B2- **in each skill** at the end of term 1 of study; at least IELTS 5.5/B2 **overall** at the end of term 2 of study; at least IELTS 6.0/B2+ **overall** with no less than 5.5 **in each skill** at the end of term 3 of study.

5. Admission Criteria

Before entry onto an MLS Undergraduate Foundation programme, students are normally required to have completed high school education or equivalent in their own country. Evidence of completion in the form of a school-leaving certificate is expected to be enclosed with the enrolment form. For students seeking entry the Advanced Foundation programme or HND the table below summarises the expected grades required beyond pass.

Students must normally have a minimum English language proficiency level equivalent to IELTS 4.5 for Foundation diplomas and 5.0 for Advanced Foundation diplomas, prior to joining the programme. MLS assesses the language proficiency of all students on arrival to facilitate class placement and appropriate tuition. Students joining the fast track programme are normally required to have attained minimum level 5.5 IELTS.

Country-specific admissions criteria (country details not listed available on request):

Country	Advanced Foundation /HND
Bangladesh and Nepal	Completion of HSC: GPA 3.00 or grade B with no less than 55 % in any subject
Brazil	Certificado de Ensino Medio with grade 6 average
People's Republic of China	Completion of Senior Middle 3: Minimum 75%
Canada	Completion of Grade 12: 65% Average
Ghana	SSCE (WAEC/NECO): 5 passes with average grades of C4/C5 and above, including English language C6, or an OND
Gulf Cooperation Council States	Completion of Tawjahiya/Thanawiya: Minimum 70% Average
Hong Kong and Macau	HKALE/A-Level: Grade E average or 120 tariff points Associate degree holders also considered
India	Completion of All India or State Board HSC (XII) with average 50%
Indonesia	Completion of SMU III: GPA 7.0 in 4 academic subjects or grade average of 60% and above
Iran	Year 4 High School Diploma: Pass Overall
International	Completion of IB Diploma or Completion of IB Certificate with 20 points

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Baccalaureate	
Japan	Completion of Kotogakko: Grade 3 average
Jordan	Completion of Tawjihyya (Secondary School Certificate): Minimum 75% Average
Kazakhstan	Successful completion of Attestat/Svidetel stvo o Srednem Obshchem Obrazovanii (Certificate of Secondary Education) with average grade 4
Kenya and East Africa	Completion of KSCE/CSE: 5 passes with grade C and above
Korea	High School Leaving Certificate: GPA 3.0
Malawi	MCSE: Grade 4 and above average
Malaysia	STPM/UEC: 2 passes with minimum grade D
Myanmar	Completion of Technical High School Diploma/Trade School Diploma/Agricultural School Diploma: Pass overall
Nigeria	SSCE (WAEC/NECO): 5 passes with average grades of C4/C5 and above, including English language C6, or an OND
Oman	Completion of Thanawiya Amma/Two-Year Diploma: Minimum 75% Average
Pakistan	Completion of HSC (XII) with average 50%
Qatar	Completion of Thanawiya Amma: Minimum 75% Average
Russia	Completion of Atestat: GPA 3.0
Saudi Arabia	Completion of Tawjihyya (Secondary School Certificate): Minimum 75% Average
South Africa	Completion of Year 12: 800 marks minimum
Southern African Education System (Zambia, Zimbabwe and Mauritius)	GCE A level / AS level: 120 tariff points in 2 subjects
Singapore	A level / AS level: 120 tariff points in 2 subjects
Sri Lanka	A level / AS level: Minimum 2S grades and above
Taiwan	Senior Middle 3: Minimum of 75% grade average
Thailand	Matayom 6: GPA 2.0
Turkey	Devlet Meslek Lise Diploması/Lise Diploması/On-Lisans Diploması: Grade 3 (60%) and above
UAE	Completion of Tawjihyya (Secondary School Certificate): Minimum 75% Average
USA	High School Diploma: GPA 2.5
Vietnam	Completion of Year 12: 6.5 grade average
West African Education System	SSCE (WAEC/NECO): 5 passes with average grades of C4/C5 and above, including English language C6, or an OND

6. Accreditation and Quality Assurance

All BTEC units are externally accredited with Edexcel who provide ongoing quality assurance checks with the programme delivery and assessment. Formal Edexcel accreditation at QCF level 4/5 is available upon successful completion of the course.

MLS is accredited by the British Council for the teaching of English Language.

7. Course dates

Term dates are as published in the MLS prospectus and on the website although typically courses start every quarter.

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8. Unit Specifications

Unit Title:	General English
MLS Unit Code:	1
EDEXCEL Unit Code:	n/a
Level:	CEFR B1+
MLS Credit Value:	1.0
EDEXCEL Credit Value	n/a
Learning Hours:	120

Aims

1. To develop a balance of accuracy and fluency in General English language in both written and spoken communication.
2. To improve ability, confidence and awareness of the use of language and language learning strategies.

Learning Outcomes

On the successful completion of this module, those who have attended will be able to demonstrate:

1. An ability to listen to and process a wide range of authentic texts for its main ideas and for specific information;
2. An ability to read and process a wide range of texts and apply relevant and appropriate reading strategies;
3. An ability to interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.
4. An ability to produce a wide range of communicative texts, such as formal and informal letters, articles, reviews, etc.
5. An ability to use principal structures in grammar effectively and accurately;
6. An ability to apply a broad range of vocabulary for day-to-day communications and more abstract or unusual topics in conversation or in writing.
7. A level of articulation where pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.

Learning and Teaching Methods

Learning outcomes will be achieved through a combination of tutor-led teaching sessions and active group work using a range of media and resources.

Unit Content

1. Getting to know you and Module Specification/Induction
2. Unit 1: The Media
3. Unit 2: Film
4. Unit 3: Sport
5. Unit 4: Keeping Fit
6. Unit 5/6: Gap Year
7. Unit 5/6: Information
8. Unit 7: The Arts
9. Unit 8: Memories
10. Unit 9: Story Telling
11. *Revision*
12. *Module Review & Tutorials*

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Unit Title:	Academic Study Skills & Presentation Skills
MLS Unit Code:	2
EDEXCEL Unit Code:	n/a
Level:	QCF 3
MLS Credit Value:	1.0; 0.8;0.2
EDEXCEL Credit Value:	n/a
Learning Hours:	120;96;24

Linkage

This Module develops underpinning knowledge and skills related to the programme as a whole.

Aims

1. To allow those attending to develop an understanding of what may be expected of them at university in the UK.
2. To encourage those attending to become independent learners by raising awareness of effective study strategies.
3. To raise awareness of the importance of the role of effective study strategies in achieving academic success.

Learning Outcomes

On the successful completion of this module, those who have attended will be able to demonstrate:

1. Effective time, planning and behaviour management in the area of academic study
2. An understanding of the demands and expectations of academic life in the UK
3. A variety of reading strategies enabling them to effectively process complex academic texts
4. Effective academic research techniques either as individuals or as part of a team for projects and presentations
5. An awareness of stylistic conventions and an ability to produce written texts of an academic nature

Learning and Teaching Methods

Learning Outcomes will be achieved through a combination of tutor-led presentations and active syndicate work incorporating case material

Unit Content

1. Induction/Education
2. Education – explanation essay
3. Clan & Kinship – note-taking/argument/essay
4. Science & Technology – discussion essay
5. Literature – paragraph development
6. Mid-term Review & Assessment
7. The News – set oral presentation / assignment
8. The News
9. Research Project & Report
10. Presentations & Giving Constructive Criticism
11. On Campus
12. Module Review & Tutorials / Team Building Activities

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Unit Title:	Organisations and Behaviour
MLS Unit Code:	3
EDEXCEL Unit Code:	H/601/0551
Level:	QCF 4
MLS Credit Value:	0.6
EDEXCEL Credit Value:	15
Learning Hours:	72

Aim

The aim of this unit is to give learners an understanding of individual and group behaviour in organisations and to examine current theories and their application in managing behaviour in the workplace.

Unit abstract

This unit focuses on the behaviour of individuals and groups within organisations. It explores the links between the structure and culture of organisations and how these interact and influence the behaviour of the workforce. The structure of a large multi-national company with thousands of employees worldwide will be very different from a small local business with 20 employees. The way in which an organisation structures and organises its workforce will impact on the culture that develops within the organisation. This system of shared values and beliefs will determine and shape the accepted patterns of behaviour of an organisations workforce. The culture in organisations that differ in size, for example, or are from different sectors of the economy can be very different.

The structure and culture of an organisation are key factors which contribute to motivating the workforce at all levels of the organisation. The Japanese were instrumental in developing a culture of 'continuous improvement through teamwork' in their manufacturing industry. This culture has now been exported around the world and encapsulates the way in which structure and culture contribute to patterns of behaviour in the workplace. This unit will develop learner understanding of the behaviour of people within organisations and of the significance that organisational design has on shaping that behaviour.

Learning outcomes

On successful completion of this unit a learner will:

1. Understand the relationship between organisational structure and culture
2. Understand different approaches to management and leadership
3. Understand ways of using motivational theories in organisations
4. Understand mechanisms for developing effective teamwork in organisations

Unit content

1. Understand the relationship between organisational structure and culture

Types of organisation and associated structures: functional, product-based, geographically based, multi-functional and multi-divisional structures, matrix, centralisation and decentralisation; organisational charts; spans of control; internal and external network structures; flexible working

Organisational culture: classification of organisational culture – power culture, role culture, task culture, person culture; cultural norms and symbols; values and beliefs; development of organisational culture

Diagnosing behavioural problems: concepts; principles; perspectives; methodology *Perception:* definition; perceptual selection; perception and work behaviour; attitude; ability and aptitude; intelligence

Significance and nature of individual differences: self and self-image; personality and work behaviour; conflict

Individual behaviour at work: personality, traits and types; its relevance in understanding self and others

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2. Understand different approaches to management and leadership

Development of management thought: scientific management; classical administration; bureaucracy; human relations approach; systems approach; contingency approach
Functions of management: planning; organising; commanding; coordinating; controlling

Managerial roles: interpersonal; informational; decisional

Nature of managerial authority: power; authority; responsibility; delegation; conflict

Frames of reference for leadership activities: opportunist; diplomat; technician; achiever; strategist; magician; pluralistic; transformational; change

3. Understand ways of using motivational theories in organisations

Motivation theories: Maslow's Hierarchy of Needs; Herzberg's Motivation – Hygiene theory; McGregor's Theory X and Y; Vroom and Expectancy theories; Maccoby, McCrae and Costa – personality dimensions

Motivation and performance: rewards and incentives; motivation and managers; monetary and non-monetary rewards
Leadership: leadership in organisations; managers and leaders; leadership traits; management style; contingency approach; leadership and organisational culture

Leadership and successful change in organisations: pluralistic; transformational; communications; conflict

4. Understand mechanisms for developing effective teamwork in organisations

Teams and team building: groups and teams; informal and formal groups; purpose of teams; selecting team members; team roles; Belbin's theory; stages in team development; team building; team identity; team loyalty; commitment to shared beliefs; multi-disciplinary teams

Team dynamics: group norms; decision-making behaviour; dysfunctional teams; cohesiveness

Impact of technology on team functioning: technology; communication; change; networks and virtual teams; global and cross-cultural teams

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Unit Title:	Marketing Principles
MLS Unit Code:	4
EDEXCEL Unit Code:	F/601/0556
Level:	QCF 4
MLS Credit Value:	0.6
EDEXCEL Credit Value:	15
Learning Hours:	72

Aim

This unit aims to provide learners with understanding and skills relating to the fundamental concepts and principles that underpin the marketing process.

Unit abstract

This is a broad-based unit which gives learners the opportunity apply the key principles of marketing.

Firstly, the unit looks at the definitions of marketing, and what is meant by a marketing orientation and the marketing process.

Next, learners consider the use of environmental analysis in marketing and carry out their own analyses at both macro and micro levels. They will also investigate the importance of market segmentation and how this leads to the identification and full specification of target groups. Learners then consider buyer behaviour and positioning.

The unit looks at the main elements of both the original and the extended marketing mix. This includes an introduction to the concept of the product life cycle, new product development, pricing strategies, distribution options and the promotion mix.

Finally, learners will develop their own marketing mixes to meet the needs of different target groups. This includes considering the differences when marketing services as opposed to goods. A range of other contexts is examined including marketing to businesses instead of consumers and the development of international markets.

Learning outcomes

On successful completion of this unit a learner will:

1. Understand the concept and process of marketing
2. Be able to use the concepts of segmentation, targeting and positioning
3. Understand the individual elements of the extended marketing mix
4. Be able to use the marketing mix in different contexts

Unit content

1. Understand the concept and process of marketing

Definitions: alternative definitions including those of the Chartered Institute of Marketing and the American Marketing Association; satisfying customer needs and wants; value and satisfaction; exchange relationships; the changing emphasis of marketing

Marketing concept: evolution of marketing; marketing orientations; societal issues and emergent philosophies; customer and competitor orientation; efficiency and effectiveness; limitations of the marketing concept

Marketing process overview: marketing audit; integrated marketing; environmental analysis; SWOT analysis; marketing objectives; constraints; options; plans to include target markets and marketing mix; scope of marketing

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Costs and benefits: links between marketing orientation and building competitive advantage; benefits of building customer satisfaction; desired quality; service and customer care; relationship marketing; customer retention; customer profitability; costs of a too narrow marketing focus

2. Be able to use the concepts of segmentation, targeting and positioning

Macro environment: environmental scanning; political, legal, economic, socio-cultural, ecological and technological factors

Micro environment: stakeholders (organisation's own employees, suppliers, customers, intermediaries, owners, financiers, local residents, pressure groups and competitors); direct and indirect competitors; Porter's competitive forces

Buyer behaviour: dimensions of buyer behaviour; environmental influences; personal variables – demographic, sociological, psychological – motivation, perception and learning; social factors; physiological stimuli; attitudes; other lifestyle and life cycle variables; consumer and organisational buying

Segmentation: process of market selection; macro and micro segmentation; bases for segmenting markets, (geographic, demographic, psychographic and behavioural); multivariable segmentation and typologies; benefits of segmentation; evaluation of segments and targeting strategies; positioning; segmenting industrial markets; size; value; standards; industrial classification

Positioning: definition and meaning; influence over marketing mix factors

3. Understand the individual elements of the extended marketing mix

Product: products and brands – features, advantages and benefits; the total product concept; product mix; product life cycle and its effect on other elements of the marketing mix; product strategy; new product development; adoption process

Place: customer convenience and availability; definition of channels; types and functions of intermediaries; channel selection; integration and distribution systems; franchising; physical distribution management and logistics; ethical issues

Price: perceived value; pricing context and process; pricing strategies; demand elasticity; competition; costs, psychological, discriminatory; ethical issues

Promotion: awareness and image; effective communication; integrated communication process (SOSTT + 4Ms); promotional mix elements; push and pull strategies; advertising above and below the line including packaging; public relations and sponsorship; sales promotion; direct marketing and personal selling; branding, internet and online marketing

The shift from the 4Ps to the 7Ps: product-service continuum; concept of the extended marketing mix; the significance of the soft elements of marketing (people, physical evidence and process management)

4. Be able to use the marketing mix in different contexts

Consumer markets: fast moving consumer goods; consumer durables; coordinated marketing mix to achieve objectives

Organisational markets: differences from consumer markets; adding value through service; industrial; non-profit making; government; re-seller

Services: nature and characteristics of service products (intangibility, ownership, inseparability, perishability, variability, heterogeneity – the 7Ps); strategies; service quality; elements of physical product marketing; tangible and intangible benefits

International markets: globalisation; cultural differences; standardisation versus adaptation; the EU; benefits and risks; market attractiveness; international marketing mix strategies

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Unit Title:	Managing Business Activities to Achieve Results
MLS Unit Code:	5
EDEXCEL Unit Code:	J/601/0946
Level:	QCF 4
MLS Credit Value:	0.6
EDEXCEL Credit Value:	15
Learning Hours:	72

Aim

The aim of this unit is to provide learners with the understanding and skills to manage their activities in the business workplace to improve their effectiveness and efficiency.

Unit abstract

This unit focuses on the effective and efficient planning and management of business work activities. It gives learners with understanding and skills needed to design and implement operational systems to improve their effectiveness and efficiency and achieve the desired results for the business.

Learners are encouraged to consider the importance and interrelationship of business processes and the implementation of operational plans, together with quality systems and health and safety, in achieving satisfactory results.

Learning outcomes

On successful completion of this unit a learner will:

1. Understand the importance of business processes in delivering outcomes based upon business goals and objectives
2. Be able to develop plans for own area of responsibility to implement operational plans
3. Be able to monitor appropriate systems to improve organisational performance
4. Be able to manage health and safety in the workplace

Unit content

1. Understand the importance of business processes in delivering outcomes based upon business goals and objectives

Functions: interrelationships of functions, mission, aims, objectives and culture; interrelationship with processes
Processes: principles and models of effective process management; types of business process measures, output; quality gateways; how to evaluate suitability

2. Be able to develop plans for own area of responsibility to implement operational plans

Areas of responsibility: internal and external customers; customer orientation; market research; product development, principles and methods of short- to medium-term planning; designing plans; PERT; critical path analysis; work flow, prioritising workloads; how to develop SMART objectives; time management; how to analyse and manage risk; how to align resources with objectives; legal, regulatory and ethical requirements

Operational plans: product and service specifications and standards; meeting quality, quantity, time and cost objectives; systems eg Just-in-Time; value-added chains; statistical process control; coordinating activities; working within organisational constraints and limitations

3. Be able to monitor appropriate systems to improve organisational performance

Systems: Total Quality Management (TQM), TQM philosophy, principles, methods and techniques; quality systems, quality circles, ISO9000/EN29000 or subsequent current amendments, managing and monitoring quality

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Organisational performance: principles of models which underpin organisational performance; types of performance measures and how to determine and set them; cost/benefit analysis; risk analysis; the value of a customer-focused culture; the importance of prevention rather than correction; importance of developing a continual improvement culture and how to involve others; planning, proposing, implementing and evaluating change; identifying wider implications of change within the organisation; Business Process Reengineering (BPR)

4. Be able to manage health and safety in the workplace

Health and safety: legislation and regulations relating to health and safety at work; organisational policies and procedures regarding health and safety; risk assessment and monitoring; practical application of regulations; public attitudes and concerns relating to health and safety

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Unit Title:	Business Environment
MLS Unit Code:	6
EDEXCEL Unit Code:	Y/601/0546
Level:	QCF 4
MLS Credit Value:	0.6
EDEXCEL Credit Value:	15
Learning Hours:	72

Aim

The aim of this unit is to provide learners with an understanding of different organisations, the influence of stakeholders and the relationship between businesses and the local, national and global environments.

Unit abstract

Organisations have a variety of purposes that depend on why they were established. Some operate for profit, whilst others do not. Organisations structure themselves and operate in ways that allow their objectives to be met. Every organisation has a range of stakeholders whose interests need to be satisfied, but stakeholders have competing interests that may be hard to reconcile.

Businesses operate in an environment shaped by the government, competitors, consumers, suppliers, and international factors. Learners will understand that some influences on the business environment are direct and clear, for example taxation policies on corporate activities.

Other influences are less clear, perhaps coming from the international arena and sometimes with only an oblique impact on the national business environment.

It is within this business environment that organisations function and have to determine strategies and a modus operandi that allow them to meet their organisational purposes in ways that comply with the relevant legal and regulatory frameworks. In addition, business markets take various forms and the structure of a market enables an understanding of how organisations behave. In this unit learners will consider how different market structures shape the pricing and output decisions of businesses, as well as other aspects of their behaviour.

Learning outcomes

On successful completion of this unit a learner will:

1. Understand the organisational purposes of businesses
2. Understand the nature of the national environment in which businesses operate
3. Understand the behaviour of organisations in their market environment
4. Be able to assess the significance of the global factors that shape national business activities

Unit content

1. Understand the organisational purposes of businesses

Categories of organisation: legal structure; type eg private company, public company, government, voluntary organisation, co-operative, charitable; sector (primary, secondary tertiary)

Purposes: mission; vision; aims; objectives; goals; values; profits; market share; growth; return on capital employed (ROCE); sales; service level; customer satisfaction; corporate responsibility; ethical issues

Stakeholders: owners; customers; suppliers; employees; debtors; creditors; financial institutions (banks, mortgage lenders, credit factors); environmental groups; government agencies (central government, local authorities); trade unions

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Responsibilities of organisations: stakeholder interests; conflict of expectations; power influence matrix; satisfying stakeholder objectives; legal responsibilities eg consumer legislation, employee legislation, equal opportunities and anti-discriminatory legislation, environmental legislation, health and safety legislation; ethical issues eg environment, fair trade, global warming, charter compliance eg Banking Code

2. Understand the nature of the national environment in which businesses operate

Economic systems: the allocation of scarce resources; effective use of resources; type of economic system eg command, free enterprise, mixed, transitional

The UK economy: size (gross domestic product, gross national product); structure; population; labour force; growth; inflation; balance of payments; balance of trade; exchange rates; trading partners; public finances (revenues, expenditure); taxation; government borrowing; business behaviour eg investment, objectives, risk awareness; cost of capital; consumer behaviour; propensity to save; propensity to spend; tastes and preferences

Government policy: economic goals; fiscal policy: control of aggregate demand; central and local government spending; Public Sector Net Borrowing (PSNB) and Public Sector Net Cash Requirement (PSNCR); euro convergence criteria, monetary policy; interest rates; quantitative easing; private finance initiative (PFI); competition policy (up-to-date legislation including Competition Act 1998, Enterprise Act 2002); Competition Commission, Office of Fair Trading; Directorate General for Competition); European Commission); sector regulators eg Ofgem, Ofwat, Civil Aviation Authority; Companies Acts; regional policy; industrial policy; enterprise strategy; training and skills policy

3. Understand the behaviour of organisations in their market environment

Market types: perfect competition, monopoly, monopolistic competition, oligopoly, duopoly; competitive advantage, strategies adopted by firms; regulation of competition

Market forces and organisational responses: supply and demand, elasticity of demand; elasticity of supply; customer perceptions and actions, pricing decisions; cost and output decisions; economies of scale, the short run; the long run, multi-national and transnational corporations; joint ventures, outsourcing; core markets; labour market trends; employee skills, technology; innovation; research and development; core competencies; business environment (political, economic, social, technical, legal, environmental); cultural environment

4. Be able to assess the significance of the global factors that shape national business activities

Global factors: international trade and the UK economy; market opportunities; global growth; protectionism; World Trade Organisation (WTO); emerging markets (BRIC economies – Brazil, Russia, India, China); EU membership; EU business regulations and their incorporation in to UK law; EU policies eg agriculture (CAP), business, competition, growth, employment, education, economics and finance, employment, environment, science and technology, regional); labour movement; workforce skills; exchange rates; trading blocs (eg monetary unions, common markets; customs unions, free trade areas); labour costs; trade duties; levies; tariffs; customs dues; taxation regimes; international competitiveness; international business environment (political, economic, social, technical, legal, environmental); investment incentives; cost of capital; commodity prices; intellectual property; climate change eg Kyoto Protocol, Rio Earth Summit; third world poverty; the group of 20 (G-20); global financial stability

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Unit Title:	Sales Planning and Operations
MLS Unit Code:	7
EDEXCEL Unit Code:	Y/601/1261
Level:	QCF 5
MLS Credit Value:	0.6
EDEXCEL Credit Value:	15
Learning Hours:	72

Aim

The aim of this unit is to provide learners with an understanding of sales planning, sales management, and the selling process, which can be applied in different markets and environments.

Unit abstract

Selling is a key part of any successful business, and most people will find that they need to use sales skills at some point in their working life – if only to persuade or win an argument. For anyone who is interested in sales as a professional career it pays to understand the basics of selling, to practice, and plan. This unit will introduce learners to the theory of selling and sales planning, and give them the opportunity to put their personal selling skills into practice.

The unit starts with an overview of how personal selling fits within the overall marketing strategy for a business. Learners will be taken through the main stages of the selling process, and be expected to put them to use. Once they are confident about the selling process, learners will investigate the role and objectives of sales management. This is knowledge that can be applied to a wide range of organisations.

Finally, learners will be able to start planning sales activity for a product or service of their own choice – this is another valuable skill that is transferable to many different situations learners may find themselves in as they move into employment or higher education.

Learning outcomes

On successful completion of this unit a learner will:

1. Understand the role of personal selling within the overall marketing strategy
2. Be able to apply the principles of the selling process to a product or service
3. Understand the role and objectives of sales management
4. Be able to plan sales activity for a product or service

Unit content

1. Understand the role of personal selling within the overall marketing strategy

Promotion mix: personal and impersonal communication; objectives of promotional activity; push-pull strategies; integrating sales with other promotional activities; evaluating promotion; allocation of promotion budget

Understanding buyer behaviour: consumer and organisational purchase decision-making processes; influences on consumer purchase behaviour (personal, psychological, social); influences on organisational buyer behaviour (environmental, organisational, interpersonal, individual); purchase occasion; buying interests and motives; buyer moods; level of involvement; importance and structure of the DMU (Decision Making Unit); finding the decision-taker; distinction between customers and users

Role of the sales team: definition and role of personal selling; types of selling; characteristics for personal selling; product and competitor knowledge; sales team responsibilities (information gathering, customer and competitor intelligence, building customer databases, prospecting and pioneering, stock allocation, maintaining and updating sales reports and records, liaison with sales office); sales team communications; the role of ICT in improving sales team communications

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2. Be able to apply the principles of the selling process to a product or service

Principles: customer-oriented approach; objective setting; preparation and rehearsal; opening remarks; techniques and personal presentation; need for identification and stimulation; presentation; product demonstration and use of visual aids; handling and pre-empting objections; techniques and proposals for negotiation; buying signals; closing techniques; post sale follow-up; record keeping; customer relationship marketing (CRM)

3. Understand the role and objectives of sales management

Sales strategy: setting sales objectives; relationship of sales, marketing and corporate objectives; importance of selling in the marketing plan; use of marketing information for planning and decision making (sources and collection methods); role of sales forecasts in planning; quantitative and qualitative sales forecasting techniques; strategies for selling

Recruitment and selection: importance of selection; preparing job descriptions and person specifications; sources of recruitment; interview preparation and techniques; selection and appointment

Motivation, remuneration and training: motivation theory and practice; team building; target setting; financial incentives; non-financial incentives; salary and commission-based remuneration; induction training; training on specific products; ongoing training and continuous professional development (CPD); training methods; preparation of training programmes; the sales manual

Organisation and structure: organisation of sales activities (by product, by customer, by customer type; by area); estimation and targeting of call frequency; territory design; journey planning; allocation of workload; team building; creating and maintaining effective working relationships; sales meetings; sales conferences

Controlling sales output: purpose and role of the sales budget; performance standards: performance against targets (financial, volume, call-rate, conversion, pioneering); appraisals; self-development plans; customer care

Database management: importance of database building; sources of information; updating the database; use of database to generate incremental business and stimulate repeat purchase; use of database control mechanisms; importance of ICT methods in database management; security of data; Data Protection Act

4. Be able to plan sales activity for a product or service

Sales settings: sales channels (retailers, wholesalers, distributors, agents multi-channel and online retailers); importance of market segmentation: business-to-business (BTB) selling; industrial selling; selling to public authorities; selling for resale; telesales; selling services; pioneering; systems selling; selling to project teams or groups

International selling: role of agents and distributors; sources, selection and appointment of agents/distributors; agency contracts; training and motivating agents/distributors; use of expatriate versus local sales personnel; role, duties and characteristics of the export sales team; coping in different cultural environments; the role of ICT in communicating with an international sales team

Exhibitions and trade fairs: role, types and locations of trade fairs and exhibitions; how trade fairs and exhibitions fit in with corporate strategy and objectives; setting objectives for participation in an exhibition; audience profile and measurement; qualification and follow-up of exhibition leads; evaluation of exhibition attendance; setting budgets; financial assistance for exhibition attendance; principles of stand design

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Unit Title:	Managing Financial Resources and Decisions
MLS Unit Code:	8
EDEXCEL Unit Code:	H/601/0548
Level:	QCF 4
MLS Credit Value:	0.6
EDEXCEL Credit Value:	15
Learning Hours:	72

Aim

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.

Unit abstract

This unit 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.

They will learn how financial information is recorded and how to use this information to make decisions for example in planning and budgeting.

Decisions relating to pricing and investment appraisal are also considered within the unit. Finally, learners will learn and apply techniques used to evaluate financial performance.

Learning outcomes

On successful completion of this unit a learner will:

1. Understand the sources of finance available to a business
2. Understand the implications of finance as a resource within a business
3. Be able to make financial decisions based on financial information
4. Be able to evaluate the financial performance of a business

Unit content

1. Understand the sources of finance available to a business

Range of sources: sources for different businesses; long term such as share capital; retained earnings; loans; third-party investment; short/medium term such as hire purchase and leasing; working capital stock control; cash management; debtor factoring

Implications of choices: legal, financial and dilution of control implications; bankruptcy

Choosing a source: advantages and disadvantages of different sources; suitability for purpose eg matching of term of finance to term of project

2. Understand the implications of finance as a resource within a business

Finance costs: tangible costs eg interest, dividends; opportunity costs eg loss of alternative projects when using retained earnings; tax effects

Financial planning: the need to identify shortages and surpluses eg cash budgeting; implications of failure to finance adequately; overtrading

Decision making: information needs of different decision makers

Accounting for finance: how different types of finance and their costs appear in the financial statements of a business; the interaction of assets and liabilities on the balance sheet and on international equivalents under the International Accounting Standards (IAS)

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3. Be able to make financial decisions based on financial information

Budgeting decisions: analysis and monitoring of cash and other budgets

Costing and pricing decisions: calculation of unit costs, use within pricing decisions; sensitivity analysis

Investment appraisal: payback period; accounting rate of return; discounted cash flow techniques ie net present value; internal rate of return

Nature of long-term decisions: nature of investment importance of true value of money; cash flow; assumptions in capital investment decisions; advantages and disadvantages of each method

4. Be able to evaluate the financial performance of a business

Terminology: introduction to debit, credit, books of prime entry, accounts and ledgers, trial balance, final accounts and international equivalents under the International Accounting Standards (IAS)

Financial statements: basic form, structure and purpose of main financial statements ie balance sheet, profit and loss account, cash flow statement, notes, preparation not required; changes to reporting requirements under the International Accounting Standards (IAS) eg statement of comprehensive income, statement of financial position; distinctions between different types of business ie limited company, partnership, sole trader

Interpretation: use of key accounting ratios for profitability, liquidity, efficiency and investment; comparison both external ie other companies, industry standards and internal ie previous periods, budgets

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Unit Title:	Business Decision Making
MLS Unit Code:	9
EDEXCEL Unit Code:	D/601/0578
Level:	QCF 5
MLS Credit Value:	0.6
EDEXCEL Credit Value:	15
Learning Hours:	72

Aim

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

Unit abstract

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.

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.

Learners will gain an appreciation of information systems currently used at all levels in an organisation as aids to decision making.

Learning outcomes

On successful completion of this unit a learner will:

1. Be able to use a variety of sources for the collection of data, both primary and secondary
2. Understand a range of techniques to analyse data effectively for business purposes
3. Be able to produce information in appropriate formats for decision making in an organisational context
4. Be able to use software-generated information to make decisions in an organisation

Unit content

1. Be able to use a variety of sources for the collection of data, both primary and secondary

Primary sources: survey methodology; questionnaire design; sample frame; sampling methods; sample error

Secondary sources: internet research; government and other published data; by-product data

Storage: security of information; data protection issues; ethical issues

2. Understand a range of techniques to analyse data effectively for business purposes

Representative values: mean, median, mode; calculation from raw data and frequency distributions using appropriate software; using the results to draw valid conclusions

Measures of dispersion: standard deviation for small and large samples; typical uses (statistical process, eg control, buffer stock levels)

Calculation: use of quartiles, percentiles, correlation coefficient

3. Be able to produce information in appropriate formats for decision making in an organisational context

Creation and interpretation of graphs using spreadsheets: line, pie, bar charts and histograms

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Scatter (XY) graphs and linear trend lines: extrapolation for forecasting (reliability)

Presentations and report writing: use of appropriate formats; presentation software and techniques

4. Be able to use software-generated information to make decisions in an organisation

Management information systems: computers and information processing tools for operational, tactical and strategic levels of the organisation

Project management: networking and critical path analysis, Gantt and Pert charts

Financial tools: net present value; discounted cash flow; internal rates of return

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Unit Title:	Marketing Intelligence
MLS Unit Code:	10
EDEXCEL Unit Code:	K/601/0955
Level:	QCF 4
MLS Credit Value:	0.6
EDEXCEL Credit Value:	15
Learning Hours:	72

Aim

The aim of this unit is to enable learners to understand the purchase decision-making process and how marketing research techniques are used to contribute to the development of marketing plans.

Unit abstract

This unit explores buyer behaviour and how this is influenced by a range of factors and situations. Learners will explore the marketing research process and assess the importance of different types of information. The approach is practical and learners will learn how to prepare and present a research proposal, assess the reliability of market research findings, and use secondary sources of data.

Learners will then develop the skills needed to assess trends and carry out competitor analysis.

Finally, learners will consider customer relationship management and how to assess levels of customer satisfaction.

The unit seeks to combine a sound theoretical framework with the development of useful business skills.

Learning outcomes

On successful completion of this unit a learner will:

1. Understand buyer behaviour and the purchase decision-making process
2. Be able to use marketing research techniques
3. Be able to assess market size and future demand
4. Be able to measure customer satisfaction

Unit content

1. Understand buyer behaviour and the purchase decision-making process

Customers and markets: purchase decision-making process; buying situations and types of buying decision; dimensions of buyer behaviour

Buyer behaviour: influences on buyer behaviour; stimulus response model; models of purchase behaviour; diffusion and innovation; model unitary and decision-making units

Buying motives: psychological factors, socio-psychological factors, sociological factors, economic factors and cultural factors influencing customer behaviour; lifestyle and life-cycle factors; customer and prospect profiling

Branding: relationship between brand loyalty, company image and repeat purchase

2. Be able to use marketing research techniques

Market research: role and importance of marketing research; research process, objectives; issues relating to the use of primary and secondary data sources and methods; existing sources of primary and secondary market research; internal sources; external sources; competitor data and sources and customer data; ethics

Market research companies: benefits and limitations of use; cost; reliability and types

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Research techniques: stages of the market research process; research proposals; qualitative and quantitative methods; surveys; sources of information; value and interpretation of data

Types: face to face, telephone/postal; data mining technique; focus groups; depth interviews; omnibus survey; psychological research; mystery shopper; sales, price and distribution research

Reliability of research: validity; sampling process; sample size; sample and interviewer bias; methods of recruitment

Researching developing and established markets: issues associated with researching the developing as well as the established consumer; industrial and service markets

Use of research data: research data supporting marketing planning; producing actionable recommendations; evaluating research findings for business decision making

3. Be able to assess market size and future demand

Measuring: defining the market; estimating total market size, value and volume; growth and trends; forecasting future demand

Competitive analysis: competitor analysis – market/product profiles of competition, brand and market share; characteristics of the competition – market innovator/follower; objectives of the competition; strategies of the competition; strengths and weakness of competition; future behaviour of the competition and their strategic intent

4. Be able to measure customer satisfaction

Measuring customer satisfaction: post-sale surveys; data mining – web behaviour analysis; guarantees; complaint handling and suggestion systems; mystery shopping; product placement; service agreements; customer follow-up

Customer care: customer relationship management programmes, objectives, use and value in data collection, customer relationship management as a means of adding value and influencing purchase/repeat purchase behaviour, customer retention



Unit Title:	English – Academic Writing
MLS Unit Code:	11
EDEXCEL Unit Code:	n/a
Level:	QCF 3
MLS Credit Value:	1.0
EDEXCEL Credit Value:	n/a
Learning Hours:	120

Linkage

This general English module continues the development of language skills (focusing on writing) for academic use.

Aims

1. To enable non-native speakers of English who wish to follow a course at tertiary level to express themselves coherently in writing
2. To raise awareness of the procedures of academic writing providing samples and appropriate practice material
3. To provide assistance with words and grammatical constructions typical of academic writing

Learning Outcomes

On the successful completion of this module, participants will be able to:

1. Express themselves coherently and accurately in academic writing
2. Demonstrate the potential to meet the written demands of studying in colleges and universities where courses are taught in English
3. Demonstrate an understanding of the process of producing academic essays and assignments

Learning and Teaching Methods

Learning Outcomes will be achieved through a combination of tutor led presentations, individual study, peer teaching and active group work

Unit Content

1. Writing Foundations
2. Reading and Note-Making
3. Writing Stages
4. Argument/Discussion Essays
5. Elements of Writing
6. Elements of Writing 2
7. Accuracy in Writing
8. Accuracy in Writing
9. Accuracy in Writing
10. Accuracy in Writing
11. *Research and Preparation*
12. *Module Review & Tutorials / Team Building Activities*

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Unit Title:	International Business Communications – Language
MLS Unit Code:	12
EDEXCEL Unit Code:	n/a
Level:	CEFR B2
MLS Credit Value:	1.0
EDEXCEL Credit Value:	n/a
Learning Hours:	120

INTERMEDIATE – IBC – Exit Target Level: B2

Grammar

- Use the following tenses and structures fluently and competently: present simple and continuous, past simple, future (present continuous, will, going to), present perfect (simple), passives – present and past simple, modals (obligation, permission, possibility), 1st and 2nd conditionals, comparative and superlative, reported speech and relative clauses.

Vocabulary

- Select from a wide range of vocabulary for most everyday business situations including telephoning, meetings, describing trends and processes, presentations and negotiations.
- Vocabulary for main business fields: finance and investment, travel, employment, marketing and advertising.

Reading

- Understand longer texts, notices and some authentic materials (e.g. routine letters/emails, reports and business articles) that consist mainly of high frequency, job-related language.
- Interpret statistical information from graphs, bar charts etc.
- Select from and use a few strategies for coping with unfamiliar vocabulary.

Writing

- Write various types of business correspondence, including forms, telephone messages, informal and formal emails, letters of enquiry, job application letters, CVs and short business reports.

Listening

- Listen for the main idea and specific information from a wide range of texts, including TV and radio programmes on business topics (when the delivery is relatively slow and clear), conversations, interviews and presentations.
- Develop listening strategies, such as prediction.

Speaking

- Take part in a variety of spoken activities related to business including socializing, discussions, meetings, telephone conversations, interviews and presentations.
- Speak with fairly fluent and clear pronunciation.

Exam Practice

- Look at and practise elements of BEC Preliminary/BULATS, so that you can start to prepare for an external examination at the end of this level.

Assessment methods:

- Class work, homework, weekly class assessments and IBC exams conducted mid-term and end of term.

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UPPER-INTERMEDIATE – IBC Exit Target Level: B2+

Grammar

- Use the following structures fluently and competently: complex questions, all conditional sentences, time clauses, modal verbs including modal perfects, passives, reported and indirect speech, articles, and verb patterns.

Vocabulary

- Select from an extensive range of vocabulary for most business situations including telephoning, meetings, describing trends and processes, presentations and negotiations.
- A wide range of vocabulary for main business fields: finance and investment, human resources, marketing and advertising, new technology & innovation, travel and customer relations.

Reading

- Understand a wide range of both long and short business related texts, notices, reports and advertisements including a broad selection of authentic texts.
- Interpret and summarise statistical information from graphs, bar charts etc.
- Select from and use a range of strategies for coping with unfamiliar vocabulary and a range of texts.

Writing

- Write with confidence and appropriate register, various types of business correspondence, including informal and formal emails, letters of enquiry, job application letters, CVs, business reports and proposals.

Listening

- Listen for the main idea and specific information from a wide range of authentic and non-authentic texts, including TV and radio programmes on business topics, conversations, interviews and presentations, in a variety of accents.
- Distinguish between fact and opinion, relevant and irrelevant, and develop inference skills.

Speaking

- Interact with a degree of spontaneity in a variety of spoken activities related to business, including socialising, discussions, meetings, telephone conversations, interviews and presentations.
- Speak clearly and fairly fluently, with correct stress, intonation and chunking.

Exam Practice

- Look at and practise elements of BEC Vantage/BULATS, so that you can start to prepare for an external examination at the end of this level.

Assessment methods:

- Class work, homework, weekly class assessments and IBC exams conducted mid-term and end of term.



Unit Title:	English – IELTS Preparation (winter)
MLS Unit Code:	13
EDEXCEL Unit Code:	n/a
Level:	CEFR B2
MLS Credit Value:	1.0
EDEXCEL Credit Value:	n/a
Learning Hours:	120

Linkage

This General English module continues the development of language skills for both general and academic use. With its particular focus on preparation for the IELTS examination it provides a specialist context for the learning of all the general English modules.

Aims

1. To develop knowledge and understanding of the particular exam tasks required for the IELTS examination
2. To develop the exam based skills necessary for success in IELTS
3. To expand the students' repertoire of academic vocabulary

Learning Outcomes

On the successful completion of this module, those who have attended will be able to demonstrate

1. Thorough understanding of the exam techniques required in the IELTS examination
2. Improved exam performance as measured by the students' results in past and simulated IELTS papers

Learning and Teaching Methods

Learning Outcomes will be achieved through a combination of tutor-led presentations, individual study, mock practice tests, book-based simulated exam activities, peer teaching and active group-work.

Unit Content

1. Cultural Differences
2. Conflicting Interests
3. Fitness and Health
4. The Arts
5. Work and Business
6. Education
7. Science
8. IT and Communications
9. Social Issues
10. The Natural World
11. *End of Term Assessment* (Listening/Reading/Writing)
12. *Module Review & Tutorials / Team Building Activities*

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Unit Title:	Physics – Mechanics
MLS Unit Code:	14
EDEXCEL Unit Code:	n/a
Level:	QCF 3
MLS Credit Value:	0.6
EDEXCEL Credit Value:	n/a
Learning Hours:	72

Linkage

This Module provides an underpinning knowledge of physics relevant to the course as a whole.

Aims

1. To develop essential knowledge and understanding in physics relevant to entry onto Engineering/Technology related programmes at undergraduate level
2. To develop an understanding between theory and experiment
3. To recognise the quantitative nature of physics and understand how mathematical expressions relate to physical principles
4. To recognise the quantitative nature of physics and understand how mathematical expressions relate to physical principles
5. To bring together knowledge of ways in which different areas of physics relate to each other
6. To study how scientific models develop

Learning Outcomes

On the successful completion of this module, those who have attended will be able to demonstrate:

1. Knowledge and understanding of the basic concepts of Mechanics
2. An ability to synthesise and apply the fundamentals of Mechanics to situations with an Engineering/Technology bias
3. An ability to solve physics related problems with an Engineering/Technology bias

Learning and Teaching Methods

Learning Outcomes will be achieved through lectures, case studies and simulated exercises. Emphasis will be placed on the application of theory to Engineering/Technology situations. Where possible the use of information Technology will be incorporated in order to support the application of the academic knowledge gained. When problem solving, learners will be encouraged in their use of a scientific calculator.

Unit Content

1. Basic Ideas – Units; Vectors and Scalars
2. Looking at Forces
3. Turning Effects of Forces
4. Describing Motion
5. Describing Motion
6. *Mid-Term Review & Assessment*
7. Newton's Laws and Momentum
8. Newton's Laws and Momentum
9. Work, Energy and Power
10. Simple Harmonic Motion
11. *End of Term Assessment*
12. *Module Review & Tutorials, Team Building Activities*

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Unit Title:	Mathematics
MLS Unit Code:	15
EDEXCEL Unit Code:	n/a
Level:	QCF 3
MLS Credit Value:	0.4
EDEXCEL Credit Value:	n/a
Learning Hours:	48

Linkage

This Module provides an underpinning knowledge of mathematics relevant to the course as a whole.

Aims

1. To provide a foundation in mathematical principals ton enable learners to solve mathematical, scientific and associated Engineering/Technological problems at Technician level.
2. The development of understanding and knowledge of mathematical skills relevant to entry onto Engineering/Technology related programmes at undergraduate level.

Learning Outcomes

On the successful completion of this module, those who have attended will be able to demonstrate:

1. Knowledge and understanding of, and the ability to determine the fundamental algebraic laws and apply algebraic manipulation techniques to the solution of problems involving algebraic functions, formulae and graphs;
2. Knowledge and understanding of, and the ability to use trigonometric ratios, trigonometric techniques and graphical methods to solve simple problems involving areas, volumes and sinusoidal functions;
3. Knowledge and understanding of and the ability to use the elementary rules of calculus arithmetic to solve problems that involve differentiation and integration of simple algebraic and trigonometric functions.

Learning and Teaching Methods

Learning Outcomes will be achieved through lectures, case studies and simulated exercises. Emphasis will be placed on the application of mathematical skills to 'real life' situations. Where possible the use of information Technology will be incorporated in order to support the application of the academic knowledge gained.

Unit Content

1. Algebraic Laws & Manipulation 1
2. Algebraic Laws & Manipulation 2
3. Algebraic Laws & Manipulation 3
4. Indices, Logarithms & Functions
5. Trigonometric Ratios & Techniques
6. *Mid-Term Review & Assessment*
7. Trigonometric Functions
8. Differentiation 1
9. Differentiation 2
10. Integration 1
11. Integration 2 / *End of Term Assessment*
12. *Module Review & Tutorials, Team Building Activities*

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Unit Title:	Further Mathematics
MLS Unit Code:	16
EDEXCEL Unit Code:	n/a
Level:	QCF 3
MLS Credit Value:	0.6
EDEXCEL Credit Value:	n/a
Learning Hours:	72

Linkage

This Module builds on knowledge gained from the mathematics module.

Aims

1. To provide a foundation in the principals of further maths with reference to a range of engineering and technology based programmes offered at undergraduate level;
2. The development of understanding and knowledge of the Engineering/Technology applications of mathematical principles appropriate to the learner's chosen pathway.

Learning Outcomes

On the successful completion of this module, those who have attended will be able to demonstrate:

1. Knowledge and understanding of, and the ability to apply algebraic techniques to the solution of Engineering/Technology related problems;
2. Knowledge and understanding of, and the ability to manipulate trigonometric techniques to the solutions of Engineering/Technology related problems;
3. Knowledge and understanding of and the ability to apply calculus to the solution of Engineering/Technology related problems.

Learning and Teaching Methods

Learning Outcomes will be achieved through lectures, case studies and simulated exercises. Emphasis will be placed on the application of mathematical skills to 'real life' situations in an Engineering/Technology environment. Where possible the use of information Technology will be incorporated in order to support the application of the academic knowledge gained.

Learners will be encouraged in their use of a scientific calculator. They will be required to develop proficiency in the calculator solution of problems that involve algebraic, trigonometric and statistical functions.

Unit Content

1. Advanced Graphical Techniques
2. Application of Algebraic Techniques – complex numbers
3. Application of Algebraic Techniques – complex numbers
4. Trigonometric Manipulation
5. Trigonometric Manipulation
6. Trigonometric Manipulation / *Mid-Term Review & Assessment*
7. Calculus - Differentiation
8. Calculus - Differentiation
9. Calculus - Integration
10. Calculus – Integration
11. Calculus – Integration / *End of Term Assessment*
12. *Module Review & Tutorials, Team Building Activities*

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Unit Title:	Physics – Electricity and Magnetism
MLS Unit Code:	17
EDEXCEL Unit Code:	n/a
Level:	QCF 3
MLS Credit Value:	0.6
EDEXCEL Credit Value:	n/a
Learning Hours:	72

Linkage

This Module provides an underpinning knowledge of physics relevant to the course as a whole.

Aims

1. To develop essential knowledge and understanding in physics relevant to entry onto Engineering/Technology related programmes at undergraduate level.
2. To develop an understanding between theory and experiment
3. To recognise the quantitative nature of physics and understand how mathematical expressions relate to physical principles
4. To bring together knowledge of ways in which different areas of physics relate to each other
5. To study how scientific models develop

Learning Outcomes

On the successful completion of this module, those who have attended will be able to demonstrate:

1. Knowledge and understanding of the basic concepts of Electricity and Magnetism
2. An ability to synthesise and apply the fundamentals of Electricity and Magnetism to situations with an Engineering/Technology bias
3. An ability to solve physics related problems with an Engineering/Technology bias.

Learning and Teaching Methods

Learning Outcomes will be achieved through lectures, case studies and simulated exercises. Emphasis will be placed on the application of theory to Engineering/Technology situations. Where possible the use of information Technology will be incorporated in order to support the application of the academic knowledge gained. When problem solving, learners will be encouraged in their use of a scientific calculator.

Unit Content

1. Current and Charge
2. Current and Charge
3. Electric Circuits
4. Electric circuits
5. Electric Fields
6. *Mid-Term Review & Assessment*
7. Magnetic fields
8. Wave Motion
9. Alternating Current
10. Alternating Current
11. *End of Term Assessment*
12. *Module Review & Tutorials / Team Building Activities*

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Unit Title:	English – IELTS Preparation (summer)
MLS Unit Code:	18
EDEXCEL Unit Code:	n/a
Level:	CEFR B2
MLS Credit Value:	1.0
EDEXCEL Credit Value:	n/a
Learning Hours:	120

Linkage

This General English module continues the development of language skills for both general and academic use. With its particular focus on preparation for the IELTS examination it provides a specialist context for the learning of all the general English modules.

Aims

1. To develop knowledge and understanding of the particular exam tasks required for the IELTS examination
2. To develop the exam based skills necessary for success in IELTS
3. To expand the students' repertoire of academic vocabulary

Learning Outcomes

On the successful completion of this module, those who have attended will be able to demonstrate:

1. Thorough understanding of the exam techniques required in the IELTS examination
2. Improved exam performance as measured by the students' results in past and simulated IELTS papers

Learning and Teaching Methods

Learning Outcomes will be achieved through a combination of tutor-led presentations, individual study, mock practice tests, book-based simulated exam activities, peer teaching and active group-work.

Unit Content

1. The Feelgood Factor
2. City and Progress Check
3. Rush
4. The Cultural Scene and Progress Check
5. Natural Focus
6. Brainpower and Progress Check
7. Inside Information
8. Future Prospects and Progress Check
9. Transport
10. Appearances and Progress Check
11. *End of Term Assessment* (Listening / Reading / Writing)
12. *Module Review & Tutorials / Team Building Activities*

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Unit Title:	Personal and Professional Development
MLS Unit Code:	19
EDEXCEL Unit Code:	T/601/0943
Level:	QCF 5
MLS Credit Value:	0.6
EDEXCEL Credit Value:	15
Learning Hours:	72

Aim

This unit aims to help the learner become an effective and confident self-directed employee. This helps the learner become confident in managing own personal and professional skills to achieve personal and career goals.

Unit abstract

This unit is designed to enable learners to assess and develop a range of professional and personal skills in order to promote future personal and career development. It also aims to develop learners' ability to organise, manage and practise a range of approaches to improve their performance as self-directed learners in preparation for work or further career development.

The unit emphasises the needs of the individual but within the context of how the development of self-management corresponds with effective team management in meeting objectives.

Learners will be able to improve their own learning, be involved in teamwork and be more capable of problem solving through the use of case studies, role play and real-life activities.

Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand how self-managed learning can enhance lifelong development
- 2 Be able to take responsibility for own personal and professional development
- 3 Be able to implement and continually review own personal and professional development plan
- 4 Be able to demonstrate acquired interpersonal and transferable skills.

Unit content

1 Understand how self-managed learning can enhance lifelong development

Self-managed learning: self-initiation of learning processes; clear goal setting, eg aims and requirements, personal orientation achievement goals, dates for achievement, self-reflection

Learning styles: personal preferences; activist; pragmatist; theorist; reflector, eg reflexive modernisation theory; Kolb's learning cycle

Approaches: learning through research; learning from others, eg mentoring/coaching, seminars, conferences, secondments, interviews, use of the internet, social networks, use of bulletin boards, news groups

Effective learning: skills of personal assessment; planning, organisation and evaluation

Lifelong learning: self-directed learning; continuing professional development; linking higher education with industry, further education, Recognition of Prior Learning, Apprenticeships, Credit Accumulation and Transfer Schemes

Assessment of learning: improved ability range with personal learning; evidence of improved levels of skill; feedback from others; learning achievements and disappointments

2 Be able to take responsibility for own personal and professional development

Self-appraisal: skills audit (personal profile using appropriate self-assessment tools); evaluating self-management; personal and interpersonal skills; leadership skills

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Development plan: current performance; future needs; opportunities and threats to career progression; aims and objectives; achievement dates; review dates; learning programme/activities; action plans; personal development plan

Portfolio building: developing and maintaining a personal portfolio

Transcripts: maintaining and presenting transcripts including curriculum vitae

3 Be able to implement and continually review own personal and professional development plan

Learning styles and strategies: types of styles; awareness of own personal style; impact of personal style and interactions with others

Learning from others: formal learning and training; observation; mentoring; supervision; tutorials; informal networks; team members; line managers; other professionals

Evaluation of progress: setting and recording of aims and objectives; setting targets; responding to feedback; re-setting aims and targets; establishing and recognising strengths and weaknesses; directions for change; cycles of activity (monitoring, reflecting and planning)

4 Be able to demonstrate acquired interpersonal and transferable skills

Transferable skills: personal effectiveness (ability to communicate effectively at all levels, initiative, self-discipline, reliability, creativity, problem solving)

Verbal and non-verbal communication: effective listening, respect for others' opinions; negotiation; persuasion; presentation skills; assertiveness; use of ICT

Delivery formats: ability to deliver transferable skills using a variety of formats

Working with others: team player; flexibility/adaptability; social skills

Time management: prioritising workloads; setting work objectives; using time effectively; making and keeping appointments; reliable estimates of task time

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Unit Title:	Business Strategy
MLS Unit Code:	20
EDEXCEL Unit Code:	A/601/0796
Level:	QCF 5
MLS Credit Value:	0.6
EDEXCEL Credit Value:	15
Learning Hours:	72

Aim

The aim of this unit is to give learners the knowledge and understanding of how a business unit can strategically organise and plan for likely future outcomes in order to be successful.

Unit abstract

One of the aims of this unit is to build on learners' existing knowledge of the basic tools of business analysis such as PESTLE and draw it together so that the learners think strategically.

Learners will be introduced to further analysis tools needed for the process of strategic planning. They will be able to explain the significance of stakeholder analysis and carry out an environmental and organisational audit of a given organisation.

Learners will learn how to apply strategic positioning techniques to the analysis of a given organisation and prepare a strategic plan based on previous analysis. They will also learn how to evaluate possible alternative strategies (such as substantive growth, limited growth or retrenchment) and then select an appropriate future strategy for a given organisation.

Finally, learners will compare the roles and responsibilities for strategy implementation and evaluate resource requirements for the implementation of a new strategy for a given organisation. Learners will then be able to propose targets and timescales for implementation and monitoring of the strategy in a given organisation.

Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand the process of strategic planning
- 2 Be able to formulate a new strategy
- 3 Understand approaches to strategy evaluation and selection
- 4 Understand how to implement a chosen strategy.

Unit content

1 Understand the process of strategic planning

Strategic contexts and terminology: role of strategy; missions; visions; strategic intent; objectives; goals; core competencies; strategic architecture; strategic control

Strategic thinking: future direction of the competition; needs of customers; gaining and maintaining competitive advantage; Ansoff's growth-vector matrix; portfolio analysis

Planning systems: informal planning; top-down planning; bottom-up planning; behavioural approaches

Strategic planning issues: impact on managers; targets; when to plan; who should be involved; role of planning

Strategic planning techniques: BCG growth-share matrix; directional policy matrices; SPACE, PIMS

2 Be able to formulate a new strategy

Stakeholder analysis: stakeholder significance grid; stakeholder mapping

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Environment auditing: political, economic, socio-cultural, technological, legal and environmental analysis (PESTLE); Porter's 5 force analysis; the threat of new entrants; the power of buyers; the power of suppliers; the threat of substitutes; competitive rivalry and collaboration

Strategic positioning: the Ansoff matrix; growth; stability; profitability; efficiency; market leadership; survival; mergers and acquisitions; expansion into the global marketplace

The organisational audit: benchmarking; SWOT analysis; product positions; value-chain analysis; demographic influences; scenario planning; synergy culture and values

3 Understand approaches to strategy evaluation and selection

Market entry strategies: organic growth; growth by merger or acquisition; strategic alliances; licensing; franchising

Substantive growth strategies: horizontal and vertical integration; related and unrelated diversification

Limited growth strategies: do nothing; market penetration; market development; product development; innovation

Disinvestment strategies: retrenchment; turnaround strategies; divestment; liquidation

Strategy selection: considering the alternatives; appropriateness; feasibility; desirability

4 Understand how to implement a chosen strategy

The realisation of strategic plans to operational reality: communication (selling the concepts); project teams; identification of team and individual roles, responsibilities and targets; programme of activities; benchmark targets at differing levels of the organisation

Resource allocation: finance; human resources; materials; time

Review and evaluation: an evaluation of the benchmarked outcomes in a given time period in relation to corporate, operational and individual targets

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Unit Title:	Marketing Planning
MLS Unit Code:	21
EDEXCEL Unit Code:	Y/601/1259
Level:	QCF 5
MLS Credit Value:	0.6
EDEXCEL Credit Value:	15
Learning Hours:	72

Aim

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.

Unit abstract

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.

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.

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.

Learning outcomes

On successful completion of this unit a learner will:

- 1 Be able to compile marketing audits
- 2 Understand the main barriers to marketing planning
- 3 Be able to formulate a marketing plan for a product or service
- 4 Understand ethical issues in marketing.

Unit content

1 Be able to compile marketing audits

Changing perspectives: changing perspectives in marketing planning; market-led strategic change

Assessment of capability: evaluate issues relating to aspects of competing for the future and balancing strategic intent and strategic reality

Organisational auditing: evaluating and coming to terms with organisational capability; balancing strategic intent and strategic reality; the determinants of capability eg managerial, financial, operational, human resource and intangible (brand) capability; approaches to leveraging capability; aspects of competitive advantage

External factors: approaches to analysing external factors that influence marketing planning; the identification and evaluation of key external forces using analytical tools eg PEST (Political, Economic, Social, Technological), PESTLE (Political, Economic, Social, Technological, Legal, Ethical), STEEPLE (Social, Technological, Economic, Environmental,

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Political, Legal, Ethical); the implications of different external factors for marketing planning; Porter's five forces analysis; identifying the organisation's competitive position and relating this to the principal opportunities and threats; market, product and brand lifecycles

2 Understand the main barriers to marketing planning

Barriers: objective/strategy/tactics confusion; isolation of marketing function; organisational barriers (organisational culture, change management, ethical issues, behavioural, cognitive, systems and procedures, resources); competitor strategy and activity; customer expectation

3 Be able to formulate a marketing plan for a product or service

The role of marketing planning in the strategic planning process: the relationship between corporate objectives, business objectives and marketing objectives at operational level; the planning gap and its impact on operational decisions

The strategic alternatives for new product development: an overview of the marketing planning process; SWOT analysis (Strengths, Weaknesses, Opportunities, Threats); objectives in differing markets, products and services; product modification through to innovation; evaluation of product and market match; use of Ansoff's matrix; product failure rates and implications for screening ideas against company capabilities and the market; product testing; test marketing; organisational arrangements for managing new product development; costs and pricing; encouraging an entrepreneurial environment; the importance of learning from failure

Pricing policy: price taking versus price making; the dimensions of price; approaches to adding value; pricing techniques (price leadership, market skimming, market penetration pricing, competitive market-based pricing, cost-based versus market-oriented pricing); the significance of cash flow; the interrelationships between price and the other elements of the marketing mix; taking price out of the competitive equation

Distribution: distribution methods; transport methods; hub locations, break-bulk and distribution centres; choice of distribution to point-of-sale; distribution and competitive advantage

Communication mix: evaluation of promotional mix to influence purchasing behaviour; media planning and cost; advertising and promotional campaigns; changes to advertising and promotional campaigns over the product lifecycle (PLC); sales planning

Implementation: factors affecting the effective implementation of marketing plans; barriers to implementation and how to overcome them; timing; performance measures (financial, nonfinancial, quantitative, qualitative); determining marketing budgets for marketing mix decisions included in the marketing plan; methods of evaluating and controlling the marketing plan; how marketing plans and activities vary in organisations that operate in a virtual marketplace

4 Understand ethical issues in marketing

Ethical issues in marketing: ethics and the development of the competitive stance; different perspectives on ethics in the global marketplace; ethical trade-offs; ethics and managerial cultures

Ethics of the marketing mix: management of the individual elements of the marketing mix

Product: gathering market research on products; identification of product problems and levels of customer communication; product safety and product recall

Price: price fixing; predatory pricing; use of loss leaders; deceptive pricing; price discrimination

Promotion: media message impact; sales promotion; personal selling; hidden persuaders; corporate sponsorship

Distribution: abuse of power eg restriction of supply; unreasonable conditions set by distributors

Counterfeiting: imitation (fakes, knock-offs); pirate and bootleg copies; prior registration and false use of trade names, brand names and domain names

Consumer ethics: false insurance claims; warranty deception; misredemption of vouchers; returns of merchandise; illegal downloads, copying and distribution (music, videos, film, software)

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Unit Title:	Human Resources Development
MLS Unit Code:	22
EDEXCEL Unit Code:	J/601/1269
Level:	QCF 5
MLS Credit Value:	0.6
EDEXCEL Credit Value:	15
Learning Hours:	72

Aim

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.

Unit abstract

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. 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.

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 government-led 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.

Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand learning theories and learning styles
- 2 Be able to plan and design training and development
- 3 Be able to evaluate a training event
- 4 Understand government-led skills development initiatives.

Unit content

1 Understand learning theories and learning styles

Learning theories and learning styles: styles eg activists, reflectors, theorists, pragmatists, (Honey and Mumford 1986); Kolb's learning style inventory; Myers Briggs Type Indicator; learning theories eg behaviourist, cognitive, reinforcement, experiential, stimulus-response; requirements for effective learning; informal learning; workplace learning; self-managed learning; continuous learning and development; learning curve and transfer of learning to the workplace; impact of learning theories and styles when planning and designing a learning event

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2 Be able to plan and design training and development

Plan and design approaches: the systematic approach (identify training needs, define the learning required, set objectives, plan and implement training, evaluate training), planning issues eg numbers, location, content, internal/external trainers, administration; training budget, training costs

Training and development methods: on/off-the-job; delivery methods (mentoring, coaching, action learning, assignments, projects, shadowing, secondments, training courses, conferences, seminars, e-learning and outdoor development)

3 Be able to evaluate a training event

Evaluation: the 'what, why, when, and who' of evaluation; planning; design; delivery; implementation; key stakeholders; achievement of objectives

Techniques: benefits and limitations of methods eg questionnaires, observation, trainer/trainee feedback, customer comments, training audits, achievements of awards by trainees; indicators, eg labour turnover, productivity measures, quality improvements, performance indicators (sales figures, customer service feedback)

4 Understand government-led skills development initiatives

General and vocational training schemes and initiatives: government approaches to training and development in the UK; QCDA and Ofqual; Learning and Skills Council (LSC); Sector Skills Councils (SSCs); Learndirect; Investors in People (IiP); National Skills Academies; apprenticeship schemes; New Deal; Train to Gain; NVQs; impact of the competency movement on the public and private sectors



Unit Title:	Working With and Leading People
MLS Unit Code:	23
EDEXCEL Unit Code:	M/601/0908
Level:	QCF 5
MLS Credit Value:	0.6; 0.4
EDEXCEL Credit Value:	15
Learning Hours:	72; 48

Aim

The aim of this unit is to develop the skills and knowledge needed for working with and leading others, through understanding the importance of recruiting the right people for the job.

Unit abstract

An organisation's success depends very much on the people working in it, and recruiting the right people is a key factor. Organisations with effective recruitment and selection processes and practices in place are more likely to make successful staffing appointments. In competitive labour markets this is a major advantage that well-organised businesses will have over their competitors. It is important, therefore, for learners to appreciate that the processes and procedures involved in recruitment and selection to meet the organisation's human resource needs are legal. This unit aims to develop learner knowledge and understanding of the impact of the regulatory framework on the recruitment process.

There are many benefits for both the individual and the organisation of working in teams for both the individual and the organisation, most importantly that the task is carried out better and more efficiently. An understanding of team development and the leadership function is crucial when working with others. A motivated workforce is more likely to be efficient and can contribute to the long-term profitability of the business. In this unit learners will examine these key areas and appreciate how an effective team leader can motivate and develop individuals within teams.

Sometimes when people work in teams they have their own types of communication, which can affect others and cause conflict or tension. In this unit learners will have the opportunity to develop their own leadership skills as well as building on the skills and knowledge needed to manage and lead people and teams in an organisation. Learners will explore ways to manage teams and individuals as well as motivating staff to perform better whilst meeting the aims of the organisation.

Learning outcomes

On successful completion of this unit a learner will:

- 1 Be able to use recruitment, selection and retention procedures
- 2 Understand the styles and impact of leadership
- 3 Be able to work effectively in a team
- 4 Be able to assess the work and development needs of individuals.

Unit content

1 Be able to use recruitment, selection and retention procedures

Legislation and requirements relating to recruitment and selection: internal and external recruitment processes; selection processes including job descriptions, person specifications, interviewing, use of CVs, assessment centres; diversity issues, including legal requirements and obligations and business and ethical cases regarding diversity; legislation and requirements relating to employment, workers' welfare and rights, health and safety, retention, succession planning

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2 Understand the styles and impact of leadership

Theories, models and styles of leadership and their application to different situations: impact of leadership styles; theories and practices of motivation eg Maslow, McGregor, Herzberg; influencing and persuading others; influence of cultural environment within the organisation; differences between leadership and management; leadership power and control eg French and Raven; delegation; emotional intelligence eg Higgs and Dulewicz

3 Be able to work effectively in a team

Teamworking and development: flexible working practices; team formation eg Tuckman, structures and interactions eg Belbin's Team Role Theory, Adair's Action Centred Leadership model; benefits of team working; politics of working relationships; diversity issues; working cultures and practices; promotion of anti-discriminatory practices and behaviours; team building processes; conflict resolution; delegation and empowerment; coaching, support, mentoring; training, supervision, monitoring and evaluation

4 Be able to assess the work and development needs of individuals

Identifying development needs: learning styles and processes; supporting individual learning and encouraging lifelong learning; planning, recording, monitoring and evaluating; group development processes and behaviour

Planning, work orientation and job design: application of motivation theories and empowerment techniques; communication styles and techniques; delegation techniques and processes; supervision styles, working culture and practices, regulations and codes of practice, diversity issues

Performance monitoring and assessment: measuring effective performance; providing feedback; appraisal processes; benchmarking performance processes; mentoring and counselling; methods of correcting under-performance; legislation, codes of practice and procedures relating to disciplinary situations; diversity issues; management principles; promotions of anti-discriminatory practices and behaviours

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Unit Title:	Managing Communication, Knowledge and Information
MLS Unit Code:	24
EDEXCEL Unit Code:	L/601/0950
Level:	QCF 4
MLS Credit Value:	0.6
EDEXCEL Credit Value:	15
Learning Hours:	72

Aim

The aim of this unit is to show how communications, knowledge and information can be improved within an organisation including making better use of IT systems.

Unit abstract

This unit recognises that communications do not automatically take place effectively in organisations and that both information and work-based knowledge is often insufficient when decisions are made. Learners will look at how managers can improve the planning of their communications processes as well as their communication skills. Learners will understand why managers need to adopt a more inclusive approach to stakeholders affected by the decisions they make and why they need to network on a more structured basis. The unit also looks at how managers can make the information and knowledge they gain accessible to other parts of the organisation.

The unit is designed to develop learner understanding of the interaction between communications, knowledge and information. It also covers how IT systems can be used as a management tool for collecting, storing, disseminating and providing access to knowledge and information.

Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand how to assess information and knowledge needs
- 2 Be able to create strategies to increase personal networking to widen involvement in the decision-making process
- 3 Be able to develop communication processes
- 4 Be able to improve systems relating to information and knowledge.

Unit content

1. Understand how to assess information and knowledge needs

Sources: internal and external, primary and secondary, formal and informal, team workers, customers and other stakeholders

Types: qualitative and quantitative, tacit and explicit, official and unofficial, policy and opinion

2. Be able to create strategies to increase personal networking to widen involvement in the decision-making process

Sources: stakeholders and useful contacts, internal and external

Methods: formal, informal

Strategies: formal and informal, direct or via media, relating and interacting, trust and confidentiality, forming business relationships, decision making and decision taking

3. Be able to develop communication processes

Types: meetings and conferences, workshops and training events, internet and email, written, telephone, video conferencing, one-to-one meetings

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Approaches: structured and coordinated, planned, formal and informal

Strategy: advantages, disadvantages; informal, face-to-face, formal in writing, emotional, intelligence

4. Be able to improve systems relating to information and knowledge

Type: hard and soft, websites and mailings, access and dissemination

Style: trends and patterns, diagrams and text, consistent and reliable, current and valid; legal and confidential

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Unit Title:	Advertising and Promotion in Business
MLS Unit Code:	25
EDEXCEL Unit Code:	J/601/1000
Level:	QCF 4
MLS Credit Value:	0.6; 0.4
EDEXCEL Credit Value:	15
Learning Hours:	72; 48

Aim

The aim of this unit is to provide learners with the understanding and skills for using advertising, promotion and marketing communications effectively. Learners will put this into practice by planning an integrated promotional strategy.

Unit abstract

The effective use of advertising and promotion is a fundamental requirement for any business seeking to succeed in the modern business world. As they progress through the unit, learners will build up their understanding of advertising and promotion, which they can use to plan an integrated promotional strategy for a business or product.

The unit introduces learners to the wide scope of marketing communications and how the communications process operates. It includes a study of current trends and the impact that ICT has had on marketing communications. Learners will explore the marketing communications industry and how it operates. They will also develop some knowledge of how the industry is regulated to protect consumers.

Advertising and the use of below-the-line techniques are core components in the development of an integrated communications strategy. This unit covers both in detail. Learners will be introduced to the theory, as well as the practice, that is fundamental to understanding advertising and below-the-line techniques and how they can be used to their greatest effect.

On completion of this unit learners will be able to plan an integrated promotional strategy for a business or product. This will include budget formulation, creative and media selection, and how to measure the effectiveness of their plan.

Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand the scope of marketing communications
- 2 Understand the role and importance of advertising
- 3 Understand below-the-line techniques and how they are used
- 4 Be able to plan integrated promotional strategies.

Unit content

1. Understand the scope of marketing communications

Communication process: nature and components of marketing communications; models of communication; selection and implementation process; consumer buying decision-making process; influences on consumer behaviour: internal (demographics, psychographics, lifestyle, attitude, beliefs), external (cultural, social, environmental factors); response hierarchy/hierarchy of effects models; integration of marketing communications

Organisation of the industry: structure and roles of marketing communications agencies; (advertising agencies, marketing agencies, creative agencies, media planning and buying agencies); media owners; advertisers; triangle of

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dependence; types of agency (full service, à la carte, specialist agencies, media independents, hot shops and boutiques, media sales houses); other supporting services (public relations (PR), sales promotion, marketing research)
Regulation of promotion: Consumer Protection From Unfair Trading Regulations, Sale of Goods Act, Supply of Goods and Services Act, Distance Selling Regulations, Consumer Credit Act, Data Protection Act; statutory authorities (Trading Standards, Ofcom, the Office of Communications); self-regulation (Advertising Standards Authority (ASA), Committee of Advertising Practice (CAP)); ethics, consumerism and public opinion as a constraint

Current trends: media fragmentation and the decline the power of traditional media; ambient/out-of-home media eg product and brand placement, posters, stickers, car park tickets, till receipts, petrol pumps; new media eg, texts, use of mobile phone, web-based media, pop-ups; brand proliferation; niche marketing/micro-marketing; media inflation; maximising media spend; increased sophistication and use of marketing research; responding to globalisation (global marketing, global brands, global media); ethical marketing eg fair trade, cause-related marketing; e-commerce; viral marketing; use of social networking websites; search engine optimisation; web optimisation

The impact of ICT: role of ICT, internet and on channels of communication; global media reach; cyber consumers; online shopping (interdependence, disintermediation, reintermediation); the use of customer relationship management (CRM); online security issues

2. Understand the role and importance of advertising

Role of advertising: definition, purpose and objectives of advertising; functions of advertising (remind, inform, persuade, sell); advantages and disadvantages of advertising; advertising process; role of advertising within marketing mix, within promotional mix; characteristics of advertising media (print, audio, moving image, ambient, new media)

Branding: definition, purpose, objectives, benefits and dimensions of branding; brand strategies (individual, blanket, family, multi-branding, brand extension, own brands, brand repositioning); brand image, personality and equity; brand value, brand evaluation techniques

Creative aspects of advertising: communication brief (positioning, targeting, messages, message-appeals); creative brief (advertisement design, visuals, copy writing, creative strategies and tactics testing); impact of ICT on advertisement design and dissemination; measuring advertising effectiveness; key media planning concepts (reach, duplication, frequency, flighting); principles in measuring media effectiveness (distribution, ratings, audience share, awareness, cost per thousand)

Working with advertising agencies: agency structures; role of account handler and account planner; process and methods of agency selection; agency appointment including contracts and good practice guidelines; agency/client relationships; remuneration (commission, fee, results), media planning; key account management and the stages in developing key account relationships

3. Understand below-the-line techniques and how they are used

Primary techniques: sales promotion; public relations; loyalty schemes; sponsorship; product placement; direct marketing; packaging; merchandising; for each of the techniques detailed (consideration of role, characteristics, objectives, advantages/disadvantages, appropriate uses, evaluation measures)

Other techniques: an overview of the role and uses of corporate communications; image and identity; exhibitions; word-of-mouth; personal selling; use of new media

4. Be able to plan integrated promotional strategies

Budget formulation: budget determination process; methods (percentage of sales, per unit, cost-benefit analysis, competitive parity, task, customer expectation, executive judgement); guidelines for budget allocation; overview of media costs; relative costs of various promotional techniques; comparing low and high-budget campaigns; new product considerations

Developing a promotional plan: situation analysis; objectives; communication goals, target audiences; creative strategy; promotional strategy and tactics; media selection; inter and intra-media decisions; scheduling; burst versus

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drip; budget allocation; evaluation measures; planning tools (AIDA, DAGMAR, SOSTT + 4Ms, SOSTAC, planning software)

Integration of promotional techniques: benefits; methods; role of positioning; positioning strategies; push and pull strategies; importance of PR; corporate identity and packaging in aiding integration; barriers to integration (company and agency organisational structures; cost); methods of overcoming these barriers; levels of integration; award-winning campaigns

Measuring campaign effectiveness: comparison with objectives; customer response; recall; attitude surveys; sales levels; repeat purchases; loyalty; cost effectiveness; degree of integration; creativity; quantitative and qualitative measures

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Unit Title:	Research Project
MLS Unit Code:	26
EDEXCEL Unit Code:	K/601/0941
Level:	QCF 5
MLS Credit Value:	1.0
EDEXCEL Credit Value:	20
Learning Hours:	120

Aim

To develop learners' skills of independent enquiry and critical analysis by undertaking a sustained research investigation of direct relevance to their Higher Education programme and professional development.

Unit abstract

This unit is designed to enable learners to become confident using research techniques and methods. It addresses the elements that make up formal research including the proposal, a variety of research methodologies, action planning, carrying out the research itself and presenting the findings. To complete the unit satisfactorily, learners must also understand the theory that underpins formal research.

The actual research depends on the learner, the context of their area of learning, their focus of interest and the anticipated outcomes. The unit draws together a range of other areas from within the programme to form a holistic piece of work that will make a positive contribution to the learner's area of interest. Learners should seek approval from their tutors before starting their research project.

Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand how to formulate a research specification
- 2 Be able to implement the research project within agreed procedures and to specification
- 3 Be able to evaluate the research outcomes
- 4 Be able to present the research outcomes.

Unit content

1. Understand how to formulate a research specification

Research formulation: aims and objectives; rationale for selection; methodology for data collection and analysis; literature review; critique of references from primary sources eg questionnaires, interviews; secondary sources eg books, journals, internet; scope and limitations; implications eg resources

Hypothesis: definition; suitability; skills and knowledge to be gained; aims and objectives; terms of reference; duration; ethical issues

Action plan: rationale for research question or hypothesis; milestones; task dates; review dates; monitoring/reviewing process; strategy

Research design: type of research eg qualitative, quantitative, systematic, original; methodology; resources; statistical analyses; validity; reliability; control of variables

2. Be able to implement the research project within agreed procedures and to specification

Implement: according to research design and method; test research hypotheses; considering test validity; reliability

Data collection: selection of appropriate tools for data collection; types eg qualitative, quantitative; systematic recording; methodological problems eg bias, variables and control of variables, validity and reliability

Data analysis and interpretation: qualitative and quantitative data analysis – interpreting transcripts; coding techniques; specialist software; statistical tables; comparison of variable; trends; forecasting

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3. Be able to evaluate the research outcomes

Evaluation of outcomes: an overview of the success or failure of the research project planning, aims and objectives, evidence and findings, validity, reliability, benefits, difficulties, conclusion(s)

Future consideration: significance of research investigation; application of research results; implications; limitations of the investigation; improvements; recommendations for the future, areas for future research

4. Be able to present the research outcomes

Format: professional delivery format appropriate to the audience; use of appropriate media

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Unit Title:	Contemporary Issues in Marketing Management (LO 1,2)
MLS Unit Code:	27
EDEXCEL Unit Code:	K/601/1037
Level:	QCF 5
MLS Credit Value:	0.4
EDEXCEL Credit Value:	15
Learning Hours:	48

Aim

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.

Unit abstract

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.

Services management, and therefore marketing, has been recognised separately since the 1970s. This unit also looks at the special approaches that service industry businesses need to adopt in a rapidly changing environment.

Ethical and social considerations have become increasingly important to all businesses and learners will investigate the impact this is having on marketing.

Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand the importance of relationship marketing in a contemporary business context
- 2 Understand the role of marketing in non-traditional contexts
- 3 Understand the importance of applying the extended marketing mix in the service sector
- 4 Understand the reasons for the increasing emphasis on ethics and social responsibility in marketing.

Unit content

1. Understand the importance of relationship marketing in a contemporary business context

Marketing evolution: from production, transactions, consumer relationship marketing (CRM) ethos, internal and external relationships, supply chain relationships, increasing importance of customer retention rather than acquisition, value chain analysis

Benefits of relationship marketing: maximising customer equity, lifetime value of customer, competitive environment, how the marketing mix supports relationships – brand recognition – reference groups – consumer behaviours in relation to corporate identity; issues of credibility, trust and commitment in relationships with stakeholders

IT requirements in relationship marketing: range of ICT tools, loyalty cards, research capabilities, production online, access to customers; monitoring and controlling projects and marketing plans, IT used in planning, scheduling and resourcing activities within the plan

CRM: grown out of relationship marketing approach, what CRM systems can do, limitations and possibilities, integration with traditional methods, maximising value for customer and organisation, how internet and digital

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technologies can be used to enhance communications and relationships within channels and between B2B partners, increasing social CRM, use of social media eg YouTube, Twitter

Knowledge management: the growing importance of knowledge management as a key tool in gaining and sustaining competitive advantage, analytical CRM

2. Understand the role of marketing in non-traditional contexts

Public sector: importance of growth of marketing concepts in the public sector, mix of private, voluntary and public sector activity, public sector objectives, marketing as satisfaction of customer needs at maximum levels of efficiency, criticisms of marketing in public sector eg expense of branding initiatives, use of resources

Voluntary sector: types of voluntary sector organisations, role of marketing – customers, donors and beneficiaries of voluntary sector organisations; budgeting and performance in voluntary sector organisations, use of different marketing techniques eg direct methods, intervention marketing, virtual marketing

Customer identification: the nature of relationships with customers in not-for-profit organisations, nature of message and methods of communication, customer benefit and recognition, stakeholders in not-for-profit organisations, prioritising stakeholder needs eg power/interest grid

Virtual organisations: the importance of the e-commerce revolution, online purchasing and production, particular aspects of relationships with customers in virtual organisations, e-marketing mix, trends in virtual/real mix of activities

3. Understand the importance of applying the extended marketing mix in the service sector

Extended marketing mix: people, processes, physical evidence; the development of services management and marketing as a separate discipline

Service/product mix: nature of services as intangibles, services as added value to product mix, services within relationship marketing, service sector growth, increasing importance of services in developed economies, globalisation of services provision

Managing the process of service marketing: perishability and heterogeneity of services, particular marketing approaches in service industries

Managing the quality of services provision: customer perceptions of quality, measurement of customer satisfaction levels, importance of customer retention

Role of ICT: how ICT can be used to manage the process of marketing in the services industry eg customer databases, capacity analysis, dynamic pricing, internal marketing research

4. Understand the reasons for the increasing emphasis on ethics and social responsibility in marketing

Corporate social responsibility (CSR): corporate reputation, economic, legal, ethical and philanthropic social responsibilities; impact on brand reputation

Societal marketing: development in the evolution of marketing

Ethical considerations: business ethics, globalisation, international marketing ethics, pressure group activity, environmental/ecological issues, international protocols, sustainable marketing; ethics and responsibility in marketing research



Unit Title:	Business Events Management (LO1,2)
MLS Unit Code:	28
EDEXCEL Unit Code:	Y/601/1048
Level:	QCF 4
MLS Credit Value:	0.4
EDEXCEL Credit Value:	15
Learning Hours:	48

Aim

The aim of this unit is to provide learners with a knowledge and understanding of different administrative functions and roles and to provide them with the skills to organise events and activities.

Unit abstract

This unit allows learners to develop and practise their knowledge, understanding and skills as administrators or managers by examining the administrative functions within organisations. The unit is about preparing and coordinating operational plans and managing time effectively and developing self to meet the needs of an organisation. The unit investigates the roles and responsibilities of key people within the organisation helping to meet its objectives.

Learners will find out to how to manage events or activities. They will have the opportunity to investigate and participate in the running of an event in which they will take a major role in managing a range of key resources. This is a practical unit which will prepare learners for a management role in any organisation whether large, medium or small.

Learning outcomes

On successful completion of this unit a learner will:

- 1 Be able to plan an event or project
- 2 Be able to effectively administer an event or project
- 3 Be able to organise teamwork when managing an event or project
- 4 Be able to use a range of business communication systems in managing the event or project.

Unit content

1 Be able to plan an event or project

Identification of the event or project to be run: kind of event, key people involved, objectives and constraints, costs, likely problems, time required for event or project

Preparing: pre-planning meeting to discuss proposals, flexibility, contingency plans, allocating tasks and roles, critical path identification, estimating completion date

Monitoring: reviewing plans at appropriate times so that they can be updated to meet changes in the working environment or to the objectives

Documentation despatch, storage and retrieval: internal and external, letters, memos, notes, emails, advertising, agendas, reports and feedback, working notes, Data Protection Act

Resourcing: financial, human and physical, including refreshments, travel and accommodation

2 Be able to effectively administer an event or project

Setting-up tasks: responsibilities, coordination, negotiation, methods of communication

Estimating completion dates: available planning techniques and tools and how to choose those which are appropriate to the situation, importance of realistic schedules and how to identify them

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Time management and prioritisation: planning- and time-management aids, how to deal with interruptions, how to identify and prioritise outcomes

Proactivity: how to take the initiative, the importance of delegation, how to delegate effectively

Supporting: the importance of communicating clearly, and of involving other people and listening to their opinions and concerns

Supervising and monitoring: how to obtain valid and relevant information and assess whether it is sufficient to monitor a project or event accurately

Evaluating: the need to assess progress, the range of corrective actions which can be taken, and the importance of

3 Be able to organise teamwork when managing an event or project

Size of teams: optimum size needed for the task and method of working

Leadership: the importance of effective coordination and clear communication both orally and on paper, how to identify the actions and resources needed to achieve agreed outcomes

Prior knowledge and skills of team members: how to identify roles and responsibilities appropriately amongst relevant people

Group cohesion: ability to work together cohesively, team building

Conflict: how to diffuse anger, the importance of responding to criticism positively and how to do so

Liaison with external teams or individual: methods and regularity of communication, team meetings

4 Be able to use a range of business communication systems in managing the event or project

Business documentation: letters, memos, reports, agendas, minutes

Information technology: internet, emails, video links, mobile phones, applications software

Producing information: method, type of production and regularity

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Unit Title:	The Travel and Tourism Sector (LO1,2,3)
MLS Unit Code:	29
EDEXCEL Unit Code:	A/601/1740
Level:	QCF 4
MLS Credit Value:	0.8
EDEXCEL Credit Value:	15
Learning Hours:	96

Aim

This unit enables learners to gain understanding of the travel and tourism sector, the influence of government, the effects of supply and demand, and the impacts of tourism.

Unit abstract

This unit will provide learners with an understanding of the global environment within which the travel and tourism sector operates. The unit examines the historical evolution of tourism, the current structure of the tourism sector, the external influences on tourism and the impact tourism has on host communities and the environment.

Learners will also undertake an investigation of international and national policies and assess their influence on the tourism sector. The effects of political change on the sector's operation will also be examined.

Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand the history and structure of the travel and tourism sector
- 2 Understand the influence of local and national governments and international agencies on the travel and tourism sector
- 3 Understand the effects of supply and demand on the travel and tourism sector
- 4 Understand the impacts of tourism.

Unit content

1 Understand the history and structure of the travel and tourism sector

History: pilgrimages, the grand tours, post-industrial revolution, post war, current; factors facilitating growth eg technology, time, money, freedom of movement, infrastructure, social conditions; possible future developments eg sustainability

Travel and tourism sector: travel services; tourism services; conferences and events; visitor attractions; accommodation services; passenger transport; relationships and links, levels of integration; Liepers tourist system, chain of distribution; private, public and voluntary sectors

2 Understand the influence of local and national governments and international agencies on the travel and tourism sector

Influence: direct, indirect; economic policy, political change, planning to minimise negative effects of tourism

Government: levels eg local, regional, national, European Union; Government sponsored bodies, regional tourist boards; functions, interrelationships

International agencies: agencies eg United Nations, World Tourism Organisation, World Travel and Tourism Council, International Civil Aviation Organisation, International Air Transport Association; functions, interrelationships with governments

3 Understand the effects of supply and demand on the travel and tourism sector

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Demand: demographics; technological; emerging economies; political stability; changing work patterns and workforce; environmentalism; globalisation; macro-economics eg influence of currency exchange rates, interest rates, inflation, level of disposable income

Supply: provision eg accommodation, tour operators, quality, service, types of products, seasonality, technology intermediaries, sustainability

4 Understand the impacts of tourism

Positive: economic eg direct and indirect income, direct and indirect employment, multiplier effects, contribution to gross national product, influence on the growth of other sectors within the economy, generation of foreign exchange and government revenues; environmental eg conservation and enhancement of natural areas, historic and cultural sites, infrastructure improvement, increasing environmental awareness by tourists and host communities; social eg conservation/preservation of cultural heritage, cross cultural exchange and education

Negative: economic eg leakage, inflation, seasonality, overdependence; environmental eg pollution, damage to natural and built environment, wildlife, water overuse, waste disposal; social eg loss of amenity to host community, overcrowding, commercialisation of culture, reinforcement of stereotypes, loss of authenticity, rise in crime

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Unit Title:	Marketing in Travel and Tourism (LO1,2,3)
MLS Unit Code:	30
EDEXCEL Unit Code:	R/601/1744
Level:	QCF 4
MLS Credit Value:	0.8
EDEXCEL Credit Value:	15
Learning Hours:	96

Aim

This unit enables learners to understand the concepts, principles and role of marketing and the marketing mix, and gain skills to use the promotional mix in travel and tourism.

Unit abstract

The aim of this unit is to develop learners' understanding of the key concepts and principles of marketing as they apply to the travel and tourism sector. The unit aims to equip learners with the knowledge and understanding of the key factors affecting marketing environments and the role of marketing in different industries within the travel and tourism sector.

The focus of this unit is initially on marketing at a strategic level before moving on to the functional and operational aspects of marketing as the unit progresses. Learners will investigate the implications for marketing in today's competitive and service-based sector and will have the opportunity to develop practical skills of marketing.

Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand the concepts and principles of marketing in the travel and tourism sector
- 2 Understand the role of marketing as a management tool in travel and tourism
- 3 Understand the role of the marketing mix in the travel and tourism sector
- 4 Be able to use the promotional mix in travel and tourism

Unit content

1 Understand the concepts and principles of marketing in the travel and tourism sector

Core concepts: concepts eg marketing concept and orientation, customer needs, wants and demands, products (and services) and markets, value, customer satisfaction and the exchange process, changing emphasis of travel and tourism marketing

Marketing environment: micro environment eg the tourism organisation, suppliers, intermediaries, customers, competitors; macro environment eg demography, economy, society, technology, politics, culture, tourism systems and destinations

Consumer markets: factors eg tourist motivations and determinants, models of consumer behaviour, consumer decision process, types of buyer behaviour, value-chain, customer value and satisfaction

Market segmentation: principles eg segmentation, targeting and positioning, segmentation bases, geographic, psychographic, demographic, behavioural, life-cycle stage, income, gender, geo-demographic, integrated methods, simple multivariate, advance multivariate, multistage, tourist typologies

2 Understand the role of marketing as a management tool in travel and tourism

Strategic planning: role eg strategic plans, Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis, the concept of the product life cycle (PLC)/tourist area life cycle (TALC), Boston Matrix, strategic and tactical objectives, Ansoff's matrix, competitive advantage

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Marketing research and market information: importance for eg travel and tourism managers, market information systems, defining the market, measuring current demand and tourism trends, the marketing research process, forecasting and demand measurement

Marketing and society: influence on eg society, social responsibility and ethics, regulations and public policy, the impact of marketing on society, consumerism, environmentalism, legal considerations, sustainability

3 Understand the role of the marketing mix in the travel and tourism sector

Role: key issues; importance of service sector

Marketing mix: product; price; place

Product: elements eg product features, advantages and benefits, tangible, intangible and service elements, product classification, product mix and portfolio analysis, product life cycle, product development and formulation, individual tourism business product, total tourism product (TTP), product differentiation and branding

Pricing: elements eg role of price in the marketing mix, price setting considerations, cost classification, factors affecting pricing decisions, approaches to pricing, cost-plus pricing, break-even pricing, value-based pricing, pricing strategies

Place: elements eg distribution channels, location and access, principals and intermediaries, channel behaviour and the organisation, vertical marketing, channel objectives and strategy, physical distribution and logistics

Service sector mix elements: elements eg the nature and characteristics of services, internal marketing, interactive marketing, service quality, people, partnerships, programming, packaging

4 Be able to use the promotional mix in travel and tourism

Promotional mix: nature and role eg public relations, selling, advertising and sales promotion, direct marketing, internet and online promotion, integrated communications, communication channels, promotional mix decisions, budgetary considerations, monitoring and evaluating promotions

Advertising and public relations: principles eg objectives, methods, reach, frequency, impact, creating copy, costs and budgeting, media planning, public relations activities and tools, limitations, evaluation, role of agencies

Sales promotion and personal selling: skills eg aims and objectives, reasons for growth of sales promotion and merchandising, points of sale, methods of sales promotion used in travel and tourism, importance of travel and tourism brochures, personal selling functions

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Unit Title:	Tourist Destinations (LO 1,2,3)
MLS Unit Code:	31
EDEXCEL Unit Code:	K/601/1748
Level:	QCF 4
MLS Credit Value:	0.8
EDEXCEL Credit Value:	15
Learning Hours:	96

Aim

The aim of this unit is to enable learners to gain understanding of UK and worldwide destinations, their cultural, social and physical features, their characteristics and issues affecting their popularity.

Unit abstract

This unit introduces learners to the main UK and worldwide tourist destinations in terms of visitor numbers and income generation and their location. Learners will look into the cultural, social and physical features of those destinations and the issues and trends that affect their popularity, as part of the essential selling skills and knowledge needed by managers within the travel and tourism sector.

Through studying visitor numbers, statistics and other relevant data, learners should be more aware of past issues affecting tourism, enabling them to appreciate the impact they can have on a destination and its continued popularity.

Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand the scope of key UK and worldwide tourist destinations
- 2 Understand the cultural, social and physical features of tourist destinations
- 3 Understand how the characteristics of destinations affect their appeal to tourists
- 4 Understand issues likely to affect the popularity of tourist destinations

Unit content

1. Understand the scope of key UK and worldwide tourist destinations

Main destinations: by income generated, visitor numbers and tourism statistics

Tourist destinations: major tourist destinations selected from UK, Europe and the rest of the world

Generators: source of tourists

2. Understand the cultural, social and physical features of tourist destinations

Cultural: resources eg museums, monuments, churches, megaliths, festivals, food, drink, music

Social: social groups eg national, regional, religious; needs of different customer groups; impact of tourism on resources and the local community; carrying capacity; sustainability; local and national government policies; alternatives to mass market

Physical: landscape eg geology of lakes, mountains, coastline, profile of beaches, flora and fauna, preferences of landscape; effects of people and the need for conservation eg urban infrastructure, water supply, sanitation, transport networks

3. Understand how the characteristics of destinations affect their appeal to tourists

Economic characteristics: economic growth and development; the process of economic development in countries eg pre-industrial society, industrial to a service economy; components of gross domestic product; provision of consumer goods; exportation of primary products; fluctuation of process in export markets; dependency on industrial countries;

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tourism as an economic alternative

Physical characteristics: physical conditions eg poor urban infrastructure, lack of clean water supply, inadequate sanitation, lack of utilities, poor transport network

Social characteristics: eg population pressures, infant mortality, life expectancy, migration from rural to urban living, levels of poverty, construction and roles of family units, quality of life, incidence of disease, literacy levels, role of women and children

Political characteristics: forms of government eg absolutist, democratic, emergent democracy, tribal, theocratic; corruption, international links; use of tourism as a political tool eg Cuba, Burma

Destinations: selected from UK, Europe and the rest of the world, leading destinations, developing destinations

Appeal: popularity, change in visitor numbers, types of visitor eg business, pleasure, visiting friends and relatives; change, product life cycle

4. Understand issues likely to affect the popularity of tourist destinations

Issues: eg climate, global warming, Arctic flows, ocean current, natural disasters, natural phenomena; sustainability; political eg use of tourism as a political tool, human rights, growth of nationalism and religious fundamentalism; terrorism; economics; trade links, sports links, linguistic links, ethical, role of the media, conflict with agriculture

Popularity: visitor numbers, statistics, economic data; tourist generation eg factors determining demand, reason for growth; world distribution – domestic and international

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Unit Title:	Contemporary issues in Travel and Tourism (LO1,2,3)
MLS Unit Code:	32
EDEXCEL Unit Code:	Y/601/1745
Level:	QCF 4
MLS Credit Value:	0.8
EDEXCEL Credit Value:	15
Learning Hours:	96

Aim

The aim of this unit is to enable learners to gain understanding of current issues and trends, and the impacts of and responses to change in travel and tourism.

Unit abstract

This unit allows learners to develop research skills within the context of a travel and tourism topic of personal interest which may not be covered elsewhere on the qualification programme.

The unit introduces learners to current issues and trends in the travel and tourism sector. Throughout the research and investigation of current issues and trends in the travel and tourism sector learners will develop understanding of how the sector responds to change and the impacts of change on the travel and tourism sector.

The unit has a practical focus that enables learners to develop the skills required before undertaking small-scale projects. Learners should be able to justify their choice of issue prior to exploring the issue in some depth. Throughout the research and investigation learners will develop knowledge and understanding of particular key issues within the sector.

Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand current issues in the travel and tourism sector
- 2 Understand current trends in the travel and tourism sector
- 3 Understand how the travel and tourism sector responds to change
- 4 Understand the impacts of change on the travel and tourism sector

Unit content

1. Understand current issues in the travel and tourism sector

Issues currently driving change: issues/factors as current at time of delivery; need for increased security; advancements in technology (security and anti-terrorism measures); state of the economy; rise and fall of inflation; emergence of new markets; impact of the Eurozone; low cost cruise/airlines; increased environmental awareness; responsible tourism; health issues; appropriate research methods; current national and international legislation

2. Understand current trends in the travel and tourism sector

Key trends: in domestic and inbound tourism; in UK outbound tourism; causes; specialist/niche markets eg adventure tourism, extreme/sports tourism, rural/agro tourism, gastro tourism, dark tourism, medical tourism, green tourism, grey tourism, faith tourism; growth industries; reasons for growth; types of tourism that are increasing in popularity; reasons for increase in popularity

Techniques for analysing trends: analysing and evaluating data (quantitative, qualitative, primary and secondary); drawing conclusions; potential impacts of trends; trend data sources

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3. Understand how the travel and tourism sector responds to change

Response preparation: current situation; past examples; internal and external business environments; PEST/SWOT; macro and micro environments; argument based on use of data interpretation and analysis; potential ways forward; improvements

Response to change: adapting and creating new products and services; marketing plan (short or long term, mission statement, aims and objectives); marketing strategy; marketing mix (product, price, promotion, place); product life cycle; brand development; changes to business practices

4. Understand the impacts of change on the travel and tourism sector

Impacts of change: on sector structure (mergers, acquisitions, liquidations, formation of consortia); on businesses; on products and services; on employment levels

Consequences of failing to respond to change: reduced sales and profitability; profit margins; change in attitudes (customers, suppliers, competitors); negative impact on image of product/service and/or business



Unit Title:	Aspects of Contract and Negligence for Business
MLS Unit Code:	33
EDEXCEL Unit Code:	Y/601/0563
Level:	QCF 4
MLS Credit Value:	0.6
EDEXCEL Credit Value:	15
Learning Hours:	72

Aim

The aim of this unit is to provide learners with an understanding of aspects of the law of contract and tort and the skill to apply them, particularly in business situations.

Unit abstract

The unit introduces the law of contract, with a particular emphasis on the formation and operation of business contracts. Learners are encouraged to explore the content of these agreements and then develop skills relating to the practical application of business contracts, including offer, acceptance, intention, consideration and capacity. Relevant case law examples will be covered. Learners will consider when liability in contract arises, the nature of the obligations on both sides of the contract, and the availability of remedies when a contract is not fulfilled in accordance with its terms.

Additionally, the unit will enable learners to understand how the law of tort differs from the law of contract and examine issues of liability in negligence relating to business and how to avoid it.

Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand the essential elements of a valid contract in a business context
- 2 Be able to apply the elements of a contract in business situations
- 3 Understand principles of liability in negligence in business activities
- 4 Be able to apply the principles of liability in negligence in business situations.

Unit content

1. Understand the essential elements of a valid contract in a business context

Essential elements: offer and acceptance; intention to create legal relations; consideration; capacity; privity of contract (note vitiating factors are included in *Unit 27: Further Aspects of Contract and Tort*)

Types of contract: face to face; written; distance selling; impact

Types of terms: condition; warranty; innominate term; express; implied; exclusion clauses and their validity

2. Be able to apply the elements of a contract in business situations

Elements: application of relevant principles and case law to business scenarios

Specific terms: contents of standard form business contracts; analysis of express terms, implied terms and exclusion clauses in a given contract

Effect of terms: breach of condition, warranty and innominate terms; legality of exemption clauses; outline of remedies; damages

3. Understand principles of liability in negligence in business activities

Negligence: differences to contract; duty of care; breach of duty; damage – causation and remoteness of damage; personal injuries; damage to property; economic loss; occupier liability

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Liability: employer's liability; vicarious liability; health and safety issues

4. Be able to apply principles of liability in negligence in business situations

Negligence: application of the legal principles of negligence and relevant statutory and case law to business scenarios including: personal injuries, damage to property, economic loss, occupier liability; defences; contributory negligence; remedies

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