QUALIFICATION SPECIFICATION

LRN LEVEL 3 DIPLOMA IN DIGITAL ENTREPRENEURSHIP

Qualification Accreditation Number: 603/1950/1

CONTENTS

BACKGROUND TO LRN

Learning Resource Network (LRN) is an awarding organisation that offers qualifications to candidates, educational institutes, training providers, schools and employers who can access qualifications either through registered educational institutions. In producing its qualifications the project team drew upon the experience and expertise of academics, professionals working in the pertinent industries and colleagues with a wealth of practice and knowledge of validation, verification, delivery and assessment.

A full list of LRN qualifications can be found on the register of regulated qualifications.

LRN London head office is supported by a team of representatives around the world.

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INTRODUCTION

This specification provides an overview to the LRN Level 3 Diploma in Digital Entrepreneurship for candidates, centres, administrators, employers, teachers and examiners. The specification outlines the key features and administrative procedures required for this qualification.

OBJECTIVE

The LRN Level 3 Diploma in Digital Entrepreneurship is designed to help candidates in developing their understanding and knowledge of digital entrepreneurship.

CANDIDATE CATEGORY

Candidates for the LRN Level 3 Diploma in Digital Entrepreneurship will include those who:

1. are new to the work environment;
2. have a limited experience of work and want to increase their knowledge;
3. do not have a formal qualification in business and want to obtain one.

MODE OF DELIVERY

This qualification has been constructed to be delivered within centres or via distance learning. Centres will need to demonstrate to LRN, through the centre recognition processes, that they have the resources, facilities and competence to deliver through either method. Centres may apply to offer through both means if so desired. However, centres must be able to demonstrate, in line with LRN's criteria, that they have the means, capability, capacity and resources (including suitably qualified centre staff) to deliver by the method chosen by the centre.
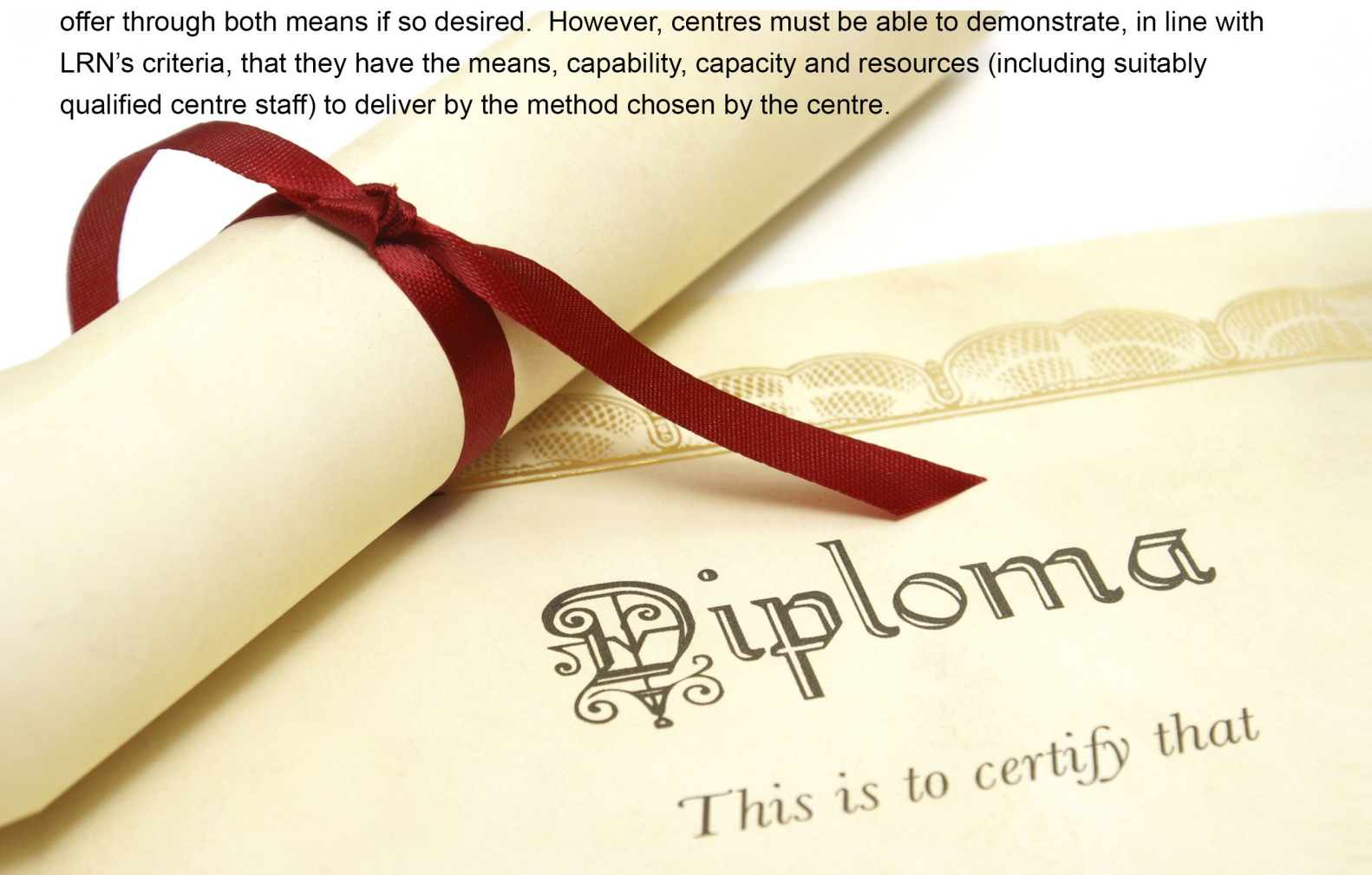
PROGRESSION

LRN Level 3 Diploma in Digital Entrepreneurship has been designed to reflect the wide variation in candidates' origins, levels of education and career aims. Progression opportunities may, therefore, take a variety of paths. Depending on the level of qualification achieved, it may be appropriate for the candidate to progress to:

☐A Level 4 qualification in digital entrepreneurship
☐A higher level of any qualification – e.g. Degree
☐Vocational qualifications
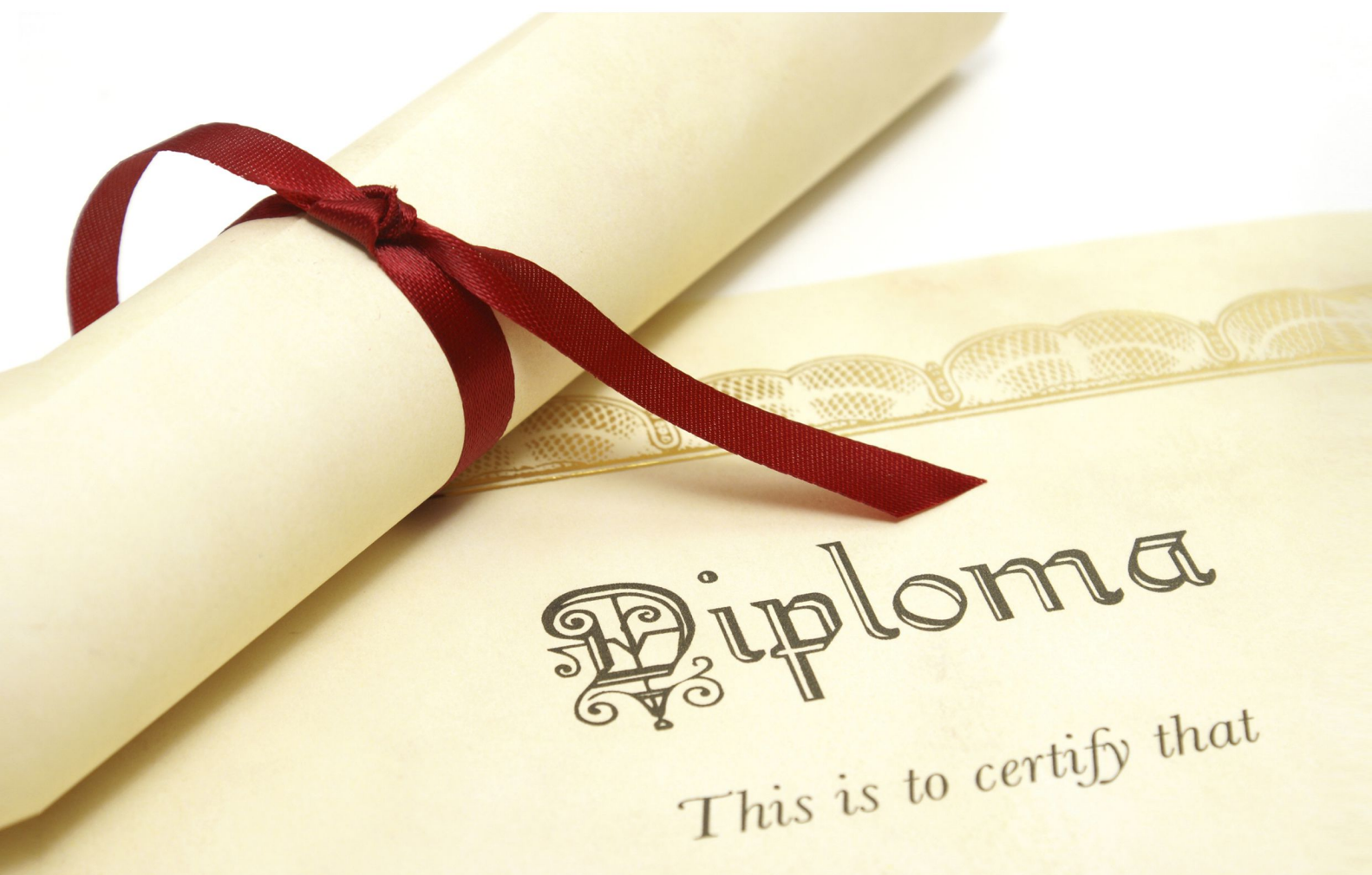
RECOGNITION OF PRIOR LEARNING

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

LANGUAGE OF ASSESSMENT

LRN aims to use English that is plain, clear, free from bias and appropriate to all candidates. LRN will ensure the assessment materials, stimuli and the assessment itself is carried out in English.

QUALIFICATION OVERVIEW

The LRN Level 3 Diploma in Digital Entrepreneurship is a three-unit qualification. This qualification is assessed by written exam, which is externally set internally marked and moderated by LRN. Candidate must pass all three units to achieve the qualification. The qualification has a credit value of 60.

ASSESSMENT

The assessment consists of written exam externally set and marked by LRN. The marking of exams will be carried out in accordance with completion of the learning outcomes and the assessment criteria listed in the exams. To ensure a rigorous quality assurance model is applied, each of the marked exams will be moderated.
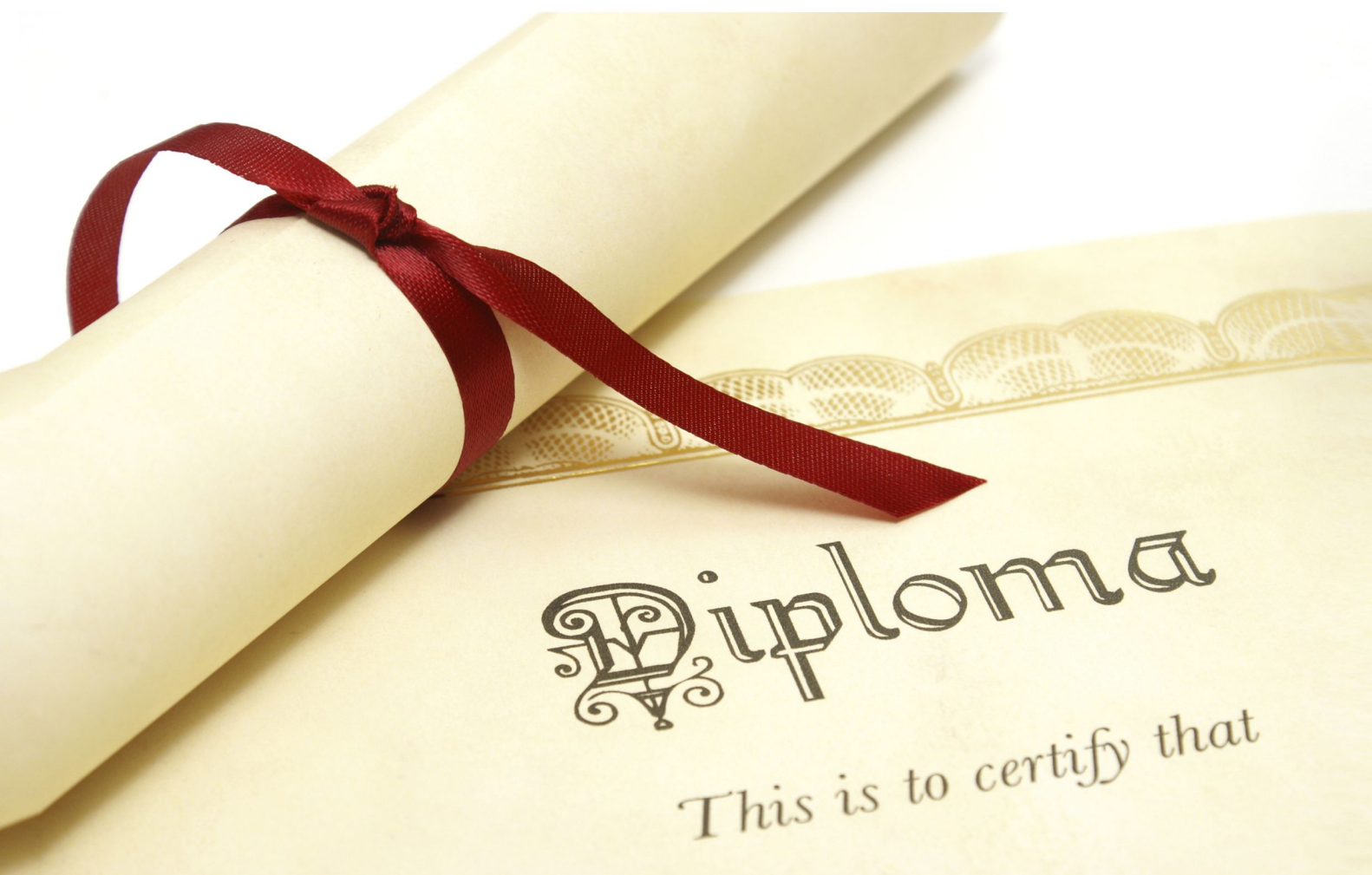
TOTAL QUALIFICATION TIME (TQT)

Please note the timescales above are indicative and should not be considered representative for the duration each candidate will take to achieve the qualification.

Guided learning hours (GLH)	600		
Self-study (SS)	200		
Formative Assessment	20 hours	**Total Assessment Time (TAT)**	
Summative Assessment	20 hours	**40 Hours**	
Total Qualification Time	840 hours (GLH + SS + TAT)		

GRADING

Results are reported as distinction, merit, pass or fail grades.

RESULTS

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

SAMPLE ASSIGNMENTS

LRN will provide a range of sample assessment materials across this qualification. This will be available via the centre portal.

QUALIFICATION FEATURES

1	DIGITAL ENTREPRENEURSHIP

Unit Aim

The aim of the unit is to enable candidates to demonstrate an understanding of Digital Entrepreneurship.

UNIT LEVEL	3	CREDIT VALUE	10	UNIT REFERENCE NUMBER	Y/615/8597

GLH	100	UNIT GRADING STRUCTURE		FAIL/PASS	

Assessment Guidance	Assessment is externally set and externally marked by LRN.

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:
1. Understand the fundamentals of Digital Entrepreneurship	1.1	Explain the paradigm shift from conventional consumer mindset to the digitally aware and informed consumer mindset.
	1.2	Explain the practicality and convenient adoption of digital entrepreneurship.
	1.3	Identify the Unique Selling Points of a product or service in tandem to demands of consumer and the offerings of the market/competitor.
	1.4	Differentiate the minimal touch points in the structure of Digital Entrepreneurship in comparison to the conventional business structure.
2. Know how to use Facebook page as a medium to market a product or service.	2.1	Explain the difference between a Facebook profile and a Facebook page.
	2.2	Explain the Facebook business cycle.
	2.3	Construct a functional and attractive Facebook page
	2.4	Analyse the function of Facebook Ads and its features.
	2.5	Describe and provide examples of closing sales techniques.
3. Know how to use Instagram Business as a medium to market a product or service.	3.1	Differentiate between a personal profile and a business profile.
	3.2	Describe the features of Instagram.
	3.3	Explain the Instagram business cycle.
	3.4	Build a functional and attractive Instagram business profile.
	3.5	Demonstrate commendable photography techniques
	3.6	Explain Call-to-action (CTA) and its strategic placements with examples.
	3.7	Explain the different types of tactical hashtags and its strategic placements.
	3.8	Describe how to record and upload InstaVideos to further market a product or service
4. Know how to use WhatsApp as a platform to communicate with customers	4.1	Explain the difference between individual messages and group messaging.
	4.2	Describe the features of WhatsApp.
	4.3	Explain the WhatsApp business cycle and how it impacts different types of prospects and customers.
	4.4	Display understanding of WhatsApp communication techniques and templates on how to: upsell, payment methods, after sales message, follow up message, building rapport message, testimonial requests and referral request.

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5. Know how to utilize email marketing as a marketing, building rapport platform and to collect database.	5.1	Describe what is email marketing, its features and different types available.
	5.2	Explain email marketing business cycle.
	5.3	Explain the different prospects/customers approaching techniques.
	5.4	Describe the engagement concept of Know-Like-Trust (KLT).
	5.5	Analyse business development and expansion through the Customer Value Optimization (CVO) method in relation to email marketing.
	5.6	Describe with examples on Call-to-action (CTA) and its strategic placements in an email.
	5.7	Analyse and evaluate the functionality and feasibility of an autoresponder in dealing with thousands of prospects and customers.
	5.8	Explain techniques of obtaining database and its usability in marketing.
6. Construct a basic website to sell and market products or services.	6.1	Explain the different types of websites to cater to different levels of business needs.
	6.2	Explain the features and provide examples of e-commerce
	6.3	Explain the features and provide examples of marketplace.
	6.4	Elaborate on the different platforms to build a website in accordance to complexity and business needs.
	6.5	Design a website using a free platform.
7. Understand and apply Search Engine Optimization (SEO) to all social media and digitally enabled platforms.	7.1	Explain the functions and examples of search engines.
	7.2	Elaborate on the method to optimize the arbitrage opportunities of search engines.
	7.3	Evaluate the benefits of implementing SEO in marketing and business.
	7.4	Elaborate on ways to increase SEO placements and prominence of websites and Facebook.

QUALIFICATION FEATURES

2	DIGITAL MARKETING

Unit Aim

The aim of this unit is to develop advanced skill set and understanding in Social Media Marketing

UNIT LEVEL	3	CREDIT VALUE 25	UNIT REFERENCE NUMBER D/615/8598	
GLH	250	UNIT GRADING STRUCTURE		FAIL/PASS
Assessment Guidance		Assessment is by externally set written exam – internally marked by the centre and moderate by the LRN.		

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1. Understand the concept of Digital Marketing	1.1	Describe the business structure of Digital Entrepreneurship i.e. relationship between database, e-commerce, marketplace, website, medium of communication, social media and consumer.
	1.2	Elaborate on the importance of each component in the Digital Entrepreneurship ecosystem
	1.3	Define digital marketing, its importance and the basic phases of the proses.
2. Understand the types of digital marketing campaign.	2.1	Analyse objectives of campaign for branding and sales.
	2.2	Explain the step-by-step process of digital marketing campaign.
	2.3	Develop a marketing campaign plan
	2.4	Explain the application and detailed phases of digital marketing campaign.
	2.5	Describe copywriting for marketing campaign
3. Know how to use Instagram Business as a medium to market a product or service.	3.1	Explain the concept and rules & regulation of Facebook Ads
	3.2	Describe the purpose of Split Test and it execution.
	3.3	Explain the hierarchy and subsets of Facebook Ads.
	3.4	Analyse the function of Power Editor in bulk Facebook Ads management and conducting split test.
	3.5	Evaluate the performance of an advertisement, and monitor using Ads Manager.
	3.6	Analyse variables in the ROI matrix.
	3.7	Demonstrate the functionality of Facebook Store on Fanpage
	3.8	Elaborate on key information on Instagram Business profile and link to Facebook Fanpage
4. Understand and build a website.	4.1	Evaluate the functionality and benefits of website
	4.2	Develop a functional website.
5. Understand and build an e-commerce website.	5.1	Define e-commerce
	5.2	Explain e-commerce business cycle
	5.3	Describe step-by-step process in developing an e-commerce website.
	5.4	Differentiate and determine e-commerce platforms to cater to specific business needs.

QUALIFICATION FEATURES

6. Understand marketplace and the connectivity of components in Digital Entrepreneurship ecosystem.	6.1	Analyse methods to generate sales using integrated marketing strategy with the help of Digital Entrepreneurship ecosystem.
	6.2	Evaluate the choice of marketplace that suits your business.
	6.3	Explain marketplace business cycle.
7. Understand mobile application in business and how to build a mobile application.	7.1	Explain the basic structure of a mobile application and its features.
	7.2	Explain the basic structure of a mobile application and its features.
	7.3	Analyse the use of mobile application in marketing campaign
	7.4	Analyse business case using mobile application in marketing sales generation

QUALIFICATION FEATURES

3	E-COMMERCE

Unit Aim

The aim of the unit is designed to enable candidates to demonstrate an understanding of e-Commerce.

UNIT LEVEL	3	CREDIT VALUE	25	UNIT REFERENCE NUMBER	H/615/8599

GLH	250	UNIT GRADING STRUCTURE		FAIL/PASS

Assessment Guidance	Assessment is by externally set written exam – internally marked by the centre and moderate by the LRN.

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:
1. Understand and be able to analyze the e-commerce business standing from the financial and strategic standpoint.	1.1	Analyse sales forecast and determine the KPI for sales and project profit and income.
	1.2	Analyse financial ratios and taxation obligations.
	1.3	Explain the business structure and its operations
	1.4	Evaluate various distribution channels and determine the appropriate channel based on commission structure analysis
2. Understand the functions of supporting arms in e-commerce.	2.1	Explain the role of supporting departments in a in a digital business enterprise.
3. Understand the function of database in Digital Marketing	3.1	Define database and its types.
	3.2	Analyse various data collection techniques
	3.3	Determine data analysis techniques in managing data.
4. Understand copywriting methods and its suitability to product, service and types of digital marketing campaign	4.1	Explain what is copywriting
	4.2	Describe the various structure of copywriting
	4.3	Analyse a marketing campaign and determine appropriate technique that suits the product and marketing objectives
5. Understanding Google as a tool and platform in Digital Marketing	5.1	Explain the types of advertisement available on Google.
	5.2	Elaborate how marketing network and Google AdSense can assist in income generation
	5.3	Explain how to effectively execute marketing campaigns using Google AdWords
6. Understanding the function of application in e-commerce based business	6.1	Explain the application functionality in sales, marketing and inventory management.

Appendix 1

1ntroduction

1.1 The making descriptors are applicable to all candidates' work.

The descriptors have been developed with reference to the FHEQ credit level descriptors

The appropriate descriptors should be made available to candidates in course documentation.

1.2 The descriptors are generic and applicable to a broad range of academic disciplines.

They aim to provide: a reference for articulating the standards of students' work with the use of clear, consistent statements to describe candidate performance and what a candidate needs to do to reach a particular grade/mark band; a framework to indicate how a student can improve their performance, and to facilitate feedback to candidates.

2. Use of the grading descriptors

2.1   Candidates' work should be assessed against published assessment criteria and marked/graded using the generic descriptors, including where work is marked as pass or fail. The descriptors describe key features and general characteristics of assessed work associated with each grade and where necessary they can be adapted (refer 2.3).

For candidates to understand what they are being assessed on, clear assessment criteria and grading descriptors are needed. It is also important to ensure that the learning outcomes of the assessment are integrated with the grading descriptors.

2.2   The descriptors are inter-related and should not be interpreted as a series of mutually exclusive categories. Candidates' work may demonstrate some characteristics of, for example, the pass, merit and distinction categories and the final mark/grade for the work should always be matter of academic judgement. The emphasis given to various aspects of the descriptors will vary depending on the nature of the assessment task and discipline area.

Examiners/Assessors should use the whole of the marking scale, interpreting the descriptors in the context of their discipline.

2.3   The descriptors may be used as they are or contextualised in the design of assessment specific criteria in the context of a particular discipline, mode of assessment and in the development of criteria. These should clearly link back to the generic descriptors.

Where the design of a module and its associated assessment task(s)/ brief(s) mean that it is not appropriate to grade candidates' work using these descriptors, for example multiple choice examinations or competency-based/observation type tasks, details of how the task(s) will be assessed should be clearly stated in the relevant unit outline.

Appendix 1

Distinction	A very good or excellent response to the task The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline:
All learning outcomes/ assessment criteria have been achieved to a high standard and many at an exceptionally high level	☐ In-depth understanding, exploration, insight and/or research ☐ All specifications for the assessment task, including word limit/time limit where appropriate, have been adhered to ☐ The organisation, structure and standard of presentation of the work, including referencing where appropriate, are excellent throughout. ☐ The work has been approached and/or executed/performed in an original way ☐ Insightful contextualisation, including relevant theory/ literature/ artefacts/performance ☐ Evidence of high to very high quality analysis, synthesis, evaluation and critical appraisal ☐ Demonstrates high levels of initiative, personal responsibility, decision-making and achievement
Merit	A good response to the task. The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline:
All learning outcomes/ assessment criteria have been met fully at a good standard	☐ Good to very good understanding and exploration, some insight and/or thorough research ☐ No significant inaccuracies, misunderstandings or errors ☐ The specifications for the assessment task, including word limit/time limit where appropriate, have been adhered to ☐ The work is well organised, coherent and the standard of presentation, including referencing where appropriate, is at least good ☐ The work has been approached and/or executed/performed in a comprehensive and appropriate way ☐ Appropriate contextualisation, including relevant theory/ literature/ artefacts/performance ☐ Evidence of high quality analysis, synthesis, evaluation and critical appraisal ☐ Demonstrates good levels of initiative, personal responsibility, decision-making and achievement

Pass	An adequate response to the task. The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline:
All learning outcomes/ assessment criteria have just been met	☐ Adequate understanding and/or exploration of major ideas with little insight and/or minimal research ☐ Some minor inaccuracies and/or misunderstandings ☐ Some minor aberrations from the specifications for the assessment task, including word limit/time limit where appropriate ☐ The work is largely descriptive, some parts of the work are disorganised and the standard of presentation, including referencing where appropriate, is adequate ☐ The work has been approached and/or executed/performed in a basic way ☐ Some, but limited, evidence of analysis, synthesis, evaluation and critical appraisal ☐ Demonstrates limited levels of initiative, personal responsibility, decision-making and achievement
Fail	An unsatisfactory response to the task. The work may display some strengths but these are outweighed by several weak features in relation to the expectations for the given level of study within the discipline, such as:
One or more of the learning outcomes/ assessment criteria have not been met	☐ Limited understanding and/or exploration of major ideas with very little insight and/or minimal research ☐ Some significant inaccuracies and/or misunderstandings ☐ Insufficient attention paid to some of the assessment criteria and some significant aberrations from the specifications for the assessment task ☐ The work is too descriptive, parts of the work are disorganised and unclear and the standard of presentation, including referencing where appropriate, is poor ☐ The work has been approached and/or executed/performed in a poor way Insufficient evidence of analysis, synthesis, evaluation and critical appraisal Little evidence of initiative, personal responsibility, decision-making and achievement