



Awarding
Great British
Qualifications

LEVEL 4 DIPLOMA IN BUSINESS

(L4DB)

NCC Education
Qualification Unit Specification
2020/21



Level 4 Diploma in Business
Qualification Unit Specification

Modification History

Version	Revision Description
V2.3	Updated NOS January 2020
V2.4	Updated Ofqual link in Section 1.1 and removal of Northern Ireland regulation (April 2020)
V3.0	eSports Specialisms Added
V3.1	“Global Examination” occurrences changed to “Time-constrained Assessment” – February 2021
V4.0	IT Specialisms Added

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Published by: NCC Education Limited, The Towers, Towers Business Park, Wilmslow Road, Didsbury, Manchester M20 2EZ UK

Tel: +44 (0) 161 438 6200 Fax: +44 (0) 161 438 6240 Email: info@nccedu.com
<http://www.nccedu.com>

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1. About NCC Education

NCC Education is a UK awarding body, active in the UK and internationally. Originally part of the UK National Computing Centre, NCC Education started offering IT qualifications in 1976 and from 1997 developed its Higher Education portfolio to include Business qualifications, IT qualifications for school children and a range of Foundation qualifications.

With Centres in over 40 countries, four international offices and academic managers worldwide, NCC Education strives to employ the latest technologies for learning, assessment and support. NCC Education is regulated and quality assured by Ofqual (the Office of Qualifications and Examinations Regulation, see www.ofqual.gov.uk) in England.

1.1 Why choose this qualification?

NCC Education's Level 4 Diploma in Business is:

- **Regulated** by Ofqual and listed on the Qualifications and Credit Framework – Qualification Number 600/1325/4. The Regulated Qualifications Framework (RQF) is a credit-based qualifications framework, allowing candidates to take a unit-based approach to building qualifications.

For more information see:

<https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels>

- **Quality assured** and well established in the UK and worldwide
- **Recognised and valued** by employers and universities worldwide
- **A pathway qualification** for candidates who wish to complete the NCC Education business degree journey. This qualification is equivalent to the first year of a Business degree qualification in the UK University system.

Objective

Candidates will be introduced to the many different aspects of international business in today's world. Candidates will be exposed to both the academic and vocational aspects of a wide range of subjects, enabling them to gain the necessary knowledge and skills vital for a career in business or further studies.

2. Structure of the L4DB Qualification

Qualification Title, Credits, Units and Level
<p>NCC Education Level 4 Diploma in Business (RQF), 120 credits, all at RQF Level 4.</p> <p>Specialist pathways are included within brackets in the qualification title:</p> <ul style="list-style-type: none"> • NCC Education Level 4 Diploma in Business • NCC Education Level 4 Diploma in Business (with IT) • NCC Education Level 4 Diploma in Business (with eSports) <p>Guided Learning Hours: 360 hours.</p> <p>Please see Section 5 below for Syllabuses, which include the Guided Learning Hours and Total Qualification Time for each Unit of the Level 4 Diploma in Business.</p> <p>This qualification is regulated by Ofqual and listed on the Qualifications and Credit Framework – Qualification Number 600/1325/4. For further information see http://register.ofqual.gov.uk/Qualification/Details/600_1325_4</p>

- NCC Education Level 4 Diploma in Business

Candidates must pass 8 Units to be awarded the Level 4 Diploma in Business certificate.

Category	Title	Unit Credit	Level
Specialist	Business Mathematics	15	4
Specialist	Communications for Business	15	4
Core	eBusiness	15	4
Specialist	Essentials of Management	15	4
Specialist	Fundamentals of Economics	15	4
Specialist	Introduction to Finance	15	4
Specialist	Principles of Marketing	15	4
Core	Understanding Business Organisations	15	4

- **NCC Education Level 4 Diploma in Business (with IT)**

Candidates must pass all 8 Units to be awarded the Level 4 Diploma in Business (with IT) certificate.

Category	Title	Unit Credit	Level
Specialist	Computer Networks	15	4
Specialist	Computer Systems	15	4
Specialist	Databases	15	4
Specialist	Designing and Developing a Website	15	4
Specialist	Skills for Computing	15	4
Core	eBusiness	15	4
Specialist	Essentials of Management	15	4
Core	Understanding Business Organisations	15	4

- **NCC Education Level 4 Diploma in Business (with eSports)**

Candidates must pass all 8 Units to be awarded the Level 4 Diploma in Business (with eSports) certificate.

Category	Title	Unit Credit	Level
Specialist	Business Mathematics	15	4
Core	eBusiness	15	4
Specialist	eSports Fundamentals	15	4
Specialist	Fundamentals of Economics	15	4
Specialist	Introduction to Finance	15	4
Specialist	Managing eSports Teams	15	4
Specialist	Principles of Marketing	15	4
Core	Understanding Business Organisations	15	4

3. Assessment for the qualification

3.1 Assessment objectives

All assessment for the qualification is intended to allow candidates to demonstrate they have met the relevant Learning Outcomes. Moreover, NCC Education's assessment is appropriate to the assessment criteria as stated in this specification and is regularly reviewed to ensure it remains consistent with the specification.

3.2 Overview of Qualification Unit Assessment

Unit	Assessment Methods	
	Time-constrained Assessment	Global Assignment
Business Mathematics	100%	-
Communications for Business	-	100%
Computer Networks	-	100%
Computer Systems	-	100%
Databases	50%	50%
Designing and Developing a Website	-	100%
eBusiness	-	100%
Essentials of Management	-	100%
Fundamentals of Economics	-	100%
eSports Fundamentals	-	100%
Introduction to Finance	100%	-
Managing eSports Teams	-	100%
Principles of Marketing	-	100%
Skills for Computing	50%	50%
Understanding Business Organisations	-	100%

An examination is a time-constrained assessment that will take place on a specified date and usually in an NCC Centre. An assignment requires candidates to produce a written response to a set of one or more tasks, meeting a deadline imposed by the Centre.

The overall Unit mark is computed from the weighted mean of its components. The pass mark for a Unit is 40%.

NCC Education Centres can provide candidates with a specimen assessment paper as well as a limited number of past examination and assignment papers.

Past examination and assignment papers may be made available only following results release for the corresponding assessment cycle. Results release dates and past examination and assignment release dates can be found in the Activity Schedules area of *Candidate Registration Portal*, NCC Education's student registration system.

3.3 Accessibility of Assessment

We review our guidelines on assessment practices to ensure compliance with Equalities Law and to confirm assessment for our Units is fit for purpose.

3.3.1 Reasonable adjustments and special consideration

NCC Education is committed to providing reasonable adjustments and special consideration so as to ensure disabled candidates, or those facing exceptional circumstances, are not disadvantaged in demonstrating their knowledge, skills and understanding.

Further information on NCC Education's arrangements for giving reasonable adjustments and special consideration can be found in the NCC Education *Reasonable Adjustments and Special Considerations Policy*.

3.3.2 Supervision and Authentication of Assessment

NCC Education Centres are required to organise all assessment activity for this specification according to NCC Education's Policies and Advice.

Candidates' identity and the authenticity of their work is verified and NCC Education moderates all assessment to ensure that the marking carried out is fair, and that the grading reflects the standard achieved by candidates as relevant to the specification Learning Outcomes and Assessment Criteria. Detailed guidance on this process and how candidate work must be submitted to NCC Education is given in NCC Education's *Examination Guidelines* and *Moderation Manual*. The Moderation Manual also includes full reminder checklists for Centre administrators.

4 Administration

4.1 Assessment Cycles

Four assessment cycles are offered throughout the year, in Spring, Summer, Autumn and Winter.

Examination dates and assignment submission deadlines are published in the NCC Education *Activity Schedule*, which is provided to Centres by Customer Support. It is also available on *Candidate Registration Portal*, NCC Education's student registration system.

The *Activity Schedule* also gives the key dates for registering candidates for assessment cycles, the dates when Centres can expect the assessment documentation and, ultimately, the assessment results from NCC Education.

4.2 Language of Assessment

All assessment is conducted in English.

4.3 Candidates

NCC Education's qualifications are available to those Centre candidates who satisfy the entry requirements as stated in this specification.

4.4 Qualification and Unit Entry Requirements

Entry Requirements
<ul style="list-style-type: none">• Holders of the NCC Education Level 3 Diploma in Business (L3DB) (RQF), NCC Education Level 3 Diploma in Computing (L3DC) (RQF) or Level 3 International Foundation Diploma for Higher Education Studies (L3IFDHES) (RQF) qualification.• Holders of any local or international qualification deemed to be a similar level to L3IFDHES or L3DB. These shall be agreed in advance with NCC Education.• Holders of one 'A' level or equivalent, or an appropriate School Leaver's certificate.• Mature students, able to demonstrate over two years' relevant work experience and an 'O' Level/ IGCSE English and Maths or equivalent. <p>For candidates whose first language is not English:</p> <ul style="list-style-type: none">• IELTS 5.5 or equivalent.• GCE 'O' Level English C6.

4.5 Candidate Entry

Candidates are registered for assessment via NCC Education's *Candidate Registration Portal* system and according to the deadlines for registration provided in the *Activity Schedule*

Candidates are registered for the assessment of each Unit they wish to take in a particular assessment cycle (e.g. Units A and B in Summer, Units C and D in Autumn, Units E and F in Winter and Units G and H in Spring). This includes candidates who need to resit a particular Unit.

Further details can be found in NCC Education's *Operations Manual*.

4.6 Eligibility Period

The maximum period of time that NCC Education allows for the completion of your programme is three years. Please contact your Accredited Partner Centre if you have any queries relating to this.

4.7 Resits

If a candidate fails an assessment, they will be provided with opportunities to resit during the eligibility period.

Candidates may only seek reassessment in a previously failed Unit.

5. Syllabus

5.1. Business Mathematics

Title:	Business Mathematics
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RQF code:	A/502/8320	Credits	15	Level	4
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Guided Learning Hours	38.5 hours (incl. 2.5-hour exam)	Total Qualification Time	150 hours
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Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Use a range of mathematical and statistical techniques and concepts	1.1 Solve simple equations using the BODMAS rule 1.2 Express numbers to a given number of significant figures 1.3 Convert numbers into standard form 1.4 Solve equations involving fractions 1.5 Calculate percentages, ratios and proportions 1.6 Solve equations containing brackets 1.7 Solve equations containing numbers with powers 1.8 Calculate simple and compound interest 1.9 Solve linear equations 1.10 Draw and calculate the equation of straight lines 1.11 Solve simultaneous equations 1.12 Solve quadratic equations 1.13 Draw and recognise non-linear graphs 1.14 Change the subject of an equation or formula
2 Describe and summarise data	2.1 Distinguish between different types of data 2.2 Present data using a variety of charts and graphs 2.3 Calculate and interpret the mean, mode, median, standard deviation and quartiles of a data set
3 Apply the laws of probability to a range of scenarios	3.1 Calculate probability using a number of methods 3.2 Distinguish between mutually exclusive and independent events
4 Use data for the purposes of forecasting	4.1 Understand and interpret time series graphs 4.2 Calculate moving averages

Syllabus Content	
Topic	Course coverage
Basic Number	<ul style="list-style-type: none"> • Directed number • Order of operation (BODMAS) • Rounding to a given number of significant figures • Fractions <p>Learning Outcome: 1</p>
Indices and Standard Form	<ul style="list-style-type: none"> • Powers and indices • Standard form <p>Learning Outcome: 1</p>
Manipulating algebraic expressions and solving equations	<ul style="list-style-type: none"> • Simplifying algebraic expressions • Solving linear equations • Changing the subject of an equation or formula <p>Learning Outcome: 1</p>
Linear graphs and simultaneous equations	<ul style="list-style-type: none"> • Graphs of the form $y = mx + c$ • Finding the equation of a line • Solving simultaneous equations graphically • Solving simultaneous equations algebraically. <p>Learning Outcome: 1</p>
Ratio and Proportion	<ul style="list-style-type: none"> • Using ratio • Proportion and best value • Conversion of foreign currencies • Direct and inverse proportion <p>Learning Outcome: 1</p>
Probability	<ul style="list-style-type: none"> • Mutually exclusive and independent events • Calculating probabilities • Conditional probability <p>Learning Outcome: 3</p>
Representing data	<ul style="list-style-type: none"> • Types of data • Representing data <ul style="list-style-type: none"> - Frequency diagrams - Pie charts - Histograms • Calculating mean, median and mode <p>Learning Outcome: 2</p>

Measures of dispersion	<ul style="list-style-type: none"> • . Range • Standard deviation • Cumulative frequency and the Interquartile range. <p>Learning Outcome: 2</p>
Percentages	<ul style="list-style-type: none"> • Increasing and decreasing by percentages • Percentage change • Simple and compound interest • Reverse percentages <p>Learning Outcome: 1</p>
Non-linear graphs	<ul style="list-style-type: none"> • Drawing and recognising non-linear graphs • Solving quadratic equations graphically • Transformations of graphs <p>Learning Outcome: 1</p>
Quadratic equations	<ul style="list-style-type: none"> • Solving quadratic equations by: <ul style="list-style-type: none"> - Factorising - Completing the square - Using the quadratic formula <p>Learning Outcome: 1</p>
Time series	<ul style="list-style-type: none"> • Time series graphs • Moving averages • Forecasting <p>Learning Outcome: 4</p>

Related National Occupational Standards (NOS)
<p>Sector Subject Area: Business and Administration (2013)</p> <p>Related NOS: CFABAD321 Collate and organise data CFABAD322 Analyse and report data</p>

Assessments
Time-constrained Assessment (100%)
See also Section 3 above

5.2. Communications for Business

Title:	Communications for Business
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RQF code:	Y/502/9572	Credits	15	Level	4
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Guided Learning Hours	48 hours	Total Qualification Time	150 hours
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Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Prepare business messages and reports	1.1 Use the three-step writing process to create written messages 1.2 Create well-organised, written messages in a variety of media 1.3 Review message content for clarity, readability and appropriateness 1.4 Create email messages that obey established conventions
2. Present quantitative data to convey information	2.1 Use charts, graphs and figures to convey quantitative data
3. Deliver effective presentations	3.1 Prepare and use visual aids to support a presentation 3.2 Design the presentation to account for the intended audience for the presentation 3.3 Discuss the components of an effective presentation
4. Contribute to business meetings	4.1 Explain the role and purpose of different meetings 4.2 Document a meeting effectively 4.3 Identify the advantage and problems of technology-enabled meetings
5. Understand theories of working in teams	4.1 Identify different types of team 4.2 Discuss the possible profiles of team members 4.3 Describe the stages of the group/team lifecycle
6. Use non-verbal skills and listen effectively	5.1 Discuss the principles of body language 5.2 Discuss the principles of Neuro-Linguistic Programming (NLP) 5.3 Explain different types of listening 5.4 Describe the differences between effective and ineffective listening

Syllabus Content	
Topic	Course coverage
Effective communication in business	<ul style="list-style-type: none"> The importance of different types of communication in business Learning Outcome: 1
Writing business messages I	<ul style="list-style-type: none"> Understanding the purpose and selecting an appropriate message type Learning Outcome: 1
Writing business messages II	<ul style="list-style-type: none"> Creating, editing and communicating the written business message Learning Outcome: 1
Reports and proposals I	<ul style="list-style-type: none"> Understanding and planning different types of reports Learning Outcomes: 1
Reports and proposals II	<ul style="list-style-type: none"> Preparing and writing different types of reports Learning Outcomes: 1
Visual communication	<ul style="list-style-type: none"> Communicating continuous and discrete data through appropriate charts, graphs and figures Learning Outcome: 2
Working in teams	<ul style="list-style-type: none"> Advantages and disadvantages of teamwork and effective group communication Learning Outcome: 5
Business meetings	<ul style="list-style-type: none"> Planning, organising and running business meetings Learning Outcome: 4
Oral presentations	<ul style="list-style-type: none"> Planning, creating and delivering effective presentations Learning Outcome: 3
Effective listening	<ul style="list-style-type: none"> Becoming an effective listener and learning how to listen Learning Outcome: 6
Non-verbal communication	<ul style="list-style-type: none"> Reading and using non-verbal communication as an effective business tool Learning Outcome: 6
CV writing and interview techniques	<ul style="list-style-type: none"> Preparing and writing a CV and succeeding at interviews Learning Outcome: 1

Related National Occupational Standards (NOS)
<p>Sector Subject Area: Business and Administration (2013)</p> <p>Related NOS: CFABAA211, CFABAA212 Produce documents in a business environment CFABAA213 Prepare text from notes ESKIPS2 Presentation software CFABAA412 Plan and organise meetings CFABAA413 Chair meetings CFABAA441 Take minutes CFABAA613 Understand how to communicate in a business environment CFABAA614 Prepare to communicate in a business environment CFABAA615 Communicate in a business environment CFABAA617 Develop a presentation CFABAA622 Use electronic message systems CFABAA623 Deliver a presentation</p>

Assessments
Global Assignment (100%)
See also Section 3 above

5.3. Computer Networks

Title:	Computer Networks
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RQF code:	M/502/8332	Credits	15	Level	4
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Guided Learning Hours	60 hours	Total Qualification Time	150 hours
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Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Understand network and communication protocols	1.1 Explain the overarching principles of the OSI seven-layer model 1.2 Explain the function of each layer of the OSI model, and the protocols associated with it. 1.3 Explain the function and application of a range of communication and network protocols. 1.4 Evaluate the use of various protocols against real-world purposes 1.5 Explain the function and rationale of wireless networking standards 1.6 Explain a range of contemporary wireless standards and their relevant applications.
2. Understand the principles of common network topologies and architectures	2.1 Explain the concept of network topology and its design. 2.2 Discuss various common network topologies and their application(s). 2.3 Propose a simple network topology in response to detailed requirements
3. Understand the application of network security measures	3.1 Install and configure a firewall on an internet-connected system 3.2 Install and configure essential software security measures
4. Be able to select and configure the hardware components of a computer network to meet the requirements of a precise specification.	4.1 Categorise network cables and connectors and their implementations 4.2 Select the hardware component of a network 4.3 Assemble the necessary hardware components to create a network according to a design specification 4.4 Configure the hardware components for a wireless network 4.5 Test the connectivity of a network 4.6 Troubleshoot client-side connectivity issues using appropriate tools

5. Be able to design and install network and server operating systems to meet the requirements of a precise specification.	5.1 Identify the software requirements for a computer network 5.2 Install and run appropriate network software according to a design specification. 5.3 Install and run software components for a wireless network. 5.4 Test the correct operation of network and server software
6. Be able to install and configure internet telephony and communication systems	6.1 Install and configure a Voice over IP (VoIP) system 6.2 Install and configure a web-based video conferencing solution 6.3 Install and configure a Virtual Private Network (VPN)

Syllabus Content	
Topic	Course coverage
Introduction to the Module and Networks	<ul style="list-style-type: none"> • Introduction to module • What is a network? • Real world networks • The OSI seven-layer model <p>Learning Outcome: 1</p>
Network Protocols and Standards	<ul style="list-style-type: none"> • Communications and network protocols • Protocols and the OSI model • Protocols in real world networks • The Internet <p>Learning Outcome: 1</p>
Wireless Networking Standards	<ul style="list-style-type: none"> • Wireless devices • Wireless networking standards • Issues for wireless networks • Wireless networking protocols <p>Learning Outcome: 1</p>
Network Topology and Architecture	<ul style="list-style-type: none"> • Network topology concepts • Common network topologies and their application • Topologies and protocols <p>Learning Outcome: 2</p>
Network Media and Connectors	<ul style="list-style-type: none"> • Network media • Network connectors • Selecting media and connectors <p>Learning Outcome: 4</p>

Network Hardware	<ul style="list-style-type: none"> • Network hardware • Hardware selection • Creating a network <p>Learning Outcome: 4</p>
Wireless Network Hardware	<ul style="list-style-type: none"> • Wireless network hardware • Wireless hardware selection • Creating a wireless network <p>Learning Outcome: 4</p>
Security Software	<ul style="list-style-type: none"> • Network security threats • Security countermeasures • Security software • Installing and configuring security software <p>Learning Outcome: 3</p>
Firewalls	<ul style="list-style-type: none"> • Functions of a firewall • Types of firewall • Installing and configuring a firewall <p>Learning Outcome: 3</p>
Network and Server Software	<ul style="list-style-type: none"> • Network software requirements • Wireless network software requirements • Configuring network software <p>Learning Outcome: 5</p>
Voice over IP and Video Conferencing	<ul style="list-style-type: none"> • Voice over IP (VoIP) • Video conferencing • Installing and configuring voice networks • Installing and configuring video networks <p>Learning Outcome: 6</p>
Virtual Private Networks	<ul style="list-style-type: none"> • Virtual private networks (VPN) • Advantages and disadvantages of VPN • Installing and configuring VPN <p>Learning Outcome: 6</p>

Related National Occupational Standards (NOS)
<p>Sector Subject Area: IT and Telecoms</p> <p>Related NOS: ESKITP4013 P1-3 – Contribute to IT architecture work;</p> <p>ESKITP4083 P1-4 – Prepare, under supervision, for IT/technology infrastructure design and planning activities;</p> <p>ESKITP4083 P5-8 – Assist with IT/technology infrastructure design and planning activities;</p> <p>ESKITP4083 P9-11– Assist others with relevant information concerning IT/technology infrastructure design and planning assignments;</p> <p>ESKITP5043 P1-5 - Perform systems integration activities as directed;</p> <p>ESKITP5044 P4-8 - Perform systems integration activities;</p> <p>ESKITP5053 P1-5- Assist with gathering and documenting information to support systems installation, implementation and handover;</p> <p>ESKITP5054 P1-4- Perform systems installation, implementation and handover activities</p>

Assessments
Global Assignment (100%)
See also Section 3 above

5.4. Computer Systems

Title:	Computer Systems
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RQF code:	L/601/0446	Credits	15	Level	4
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Guided Learning Hours	60 hours	Total Qualification Time	150 hours
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Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Understand the function of computer systems	1.1 Explain the role of computer systems in different environments 1.2 Explain the hardware, software and peripheral components of a computer system 1.3 Compare different types of computer systems
2. Be able to design computer systems	2.1 Produce a system design specification to meet a client's needs 2.2 Evaluate the suitability of a system design specification
3. Be able to build and configure computer systems	3.1 Build and configure a computer system to meet a design specification 3.2 Test and document a computer system
4. Be able to undertake routine maintenance on computer systems	4.1 Perform routine maintenance tasks on a computer system 4.2 Upgrade the hardware and software on a computer system

Syllabus Content	
Topic	Course coverage
Introduction to Computer Systems	<ul style="list-style-type: none"> • Overview of the module • Types of computer <ul style="list-style-type: none"> - Personal, mini, mainframe, mobile, - Network, supercomputer, multiprocessor • History of modern computers <ul style="list-style-type: none"> - Show & tell of old and modern computer equipment - Student research on generations of computer <p>Learning Outcome: 1</p>

<p>Environments, Functions of components and Health & Safety</p>	<ul style="list-style-type: none"> • Computing Environments <ul style="list-style-type: none"> - Home, business, computer gaming, networking, real-time, communication • Von Neumann architecture <ul style="list-style-type: none"> - Example processors - Fetch execute cycle • Internet research – Different types of processor. <ul style="list-style-type: none"> - RISC v CISC - Single v multi core - Multiprocessor - Distributed • Health and safety practices; mains electricity, hot components, lifting and carrying, electrostatic precautions. <p>Learning Outcome: 1</p>
<p>Computer Hardware</p>	<ul style="list-style-type: none"> • Standard architecture <ul style="list-style-type: none"> - CPU, main memory (RAM, ROM), Backing storage, I/O • Current implementation of standard architecture <ul style="list-style-type: none"> - CPU, motherboard, Power supply, cooling, backing store (hard disk, optical disks), memory types, interfaces (PCI, AGP, PCI Express), NIC, graphics card, sound. • Inside a PC <ul style="list-style-type: none"> - Identify components and their functions • Identify alternative components and packaging <p>Learning Outcome: 1</p>
<p>Peripherals and System Building</p>	<ul style="list-style-type: none"> • Printers, & plotters, cameras & scanners; keyboard, mouse, touch screen/pad; monitors, display adapters; multimedia devices; storage media; networking; portable drives; plug and play components; performance factors • Disassemble and assemble a computer system <ul style="list-style-type: none"> - Install motherboard, processor, heat-sink and fan, memory, power supply unit - Install hard disc drive, optical drive; - Install specialised cards - Install peripheral devices <p>Learning Outcomes: 1 & 3</p>

Software, Installation and Configuration	<ul style="list-style-type: none"> • Systems software <ul style="list-style-type: none"> - Operating systems, - Utility programmes, - Library programmes, - Translator programmes • Applications software <ul style="list-style-type: none"> - Standard packages - Customised packages - Special purpose software - Bespoke software • Install key software <ul style="list-style-type: none"> - Windows Operating Systems - Office package - Free utility software - Anti-virus and security software <p>Learning Outcomes: 1 & 3</p>
Alternative Operating Systems	<ul style="list-style-type: none"> • Alternative operating systems <ul style="list-style-type: none"> - UNIX/Linux, OS X, Android • Linux installation <p>Learning Outcome: 1</p>
System Testing	<ul style="list-style-type: none"> • Test plan • Test documentation • Fault detection, diagnostics, troubleshooting • Technical support • Test hardware and software • Repair • Fault diagnosis exercises <p>Learning Outcome: 3</p>
Software Maintenance	<ul style="list-style-type: none"> • Software problems • Automatic updates • Upgrades • Utility software • Security software • Scheduling maintenance • Windows update exercise • Package update exercise • Driver update <p>Learning Outcome: 4</p>

Hardware Maintenance	<ul style="list-style-type: none"> • Preventative maintenance • Upgrade v replace • Hardware upgrade <ul style="list-style-type: none"> - Priorities - Internal components - Peripherals • Hardware upgrade exercises e.g. <ul style="list-style-type: none"> - Memory update - Graphics upgrade - Hard disk upgrade - Add second NIC <p>Learning Outcome: 4</p>
File Management	<ul style="list-style-type: none"> • File systems operation and organisation <ul style="list-style-type: none"> - FAT, NTFS, ext - Directories/folders - Security, sharing and access rights • Data Protection <ul style="list-style-type: none"> - Backup - File/folder organisation • Windows file management exercises <p>Learning Outcome: 4</p>
Needs Analysis	<ul style="list-style-type: none"> • Client and system requirements <ul style="list-style-type: none"> - Investigation/analytical techniques - Problems/limitations with current/new system - Functionality, costs, timescales, resources • Case study <ul style="list-style-type: none"> - Introduction - Needs analysis exercise <p>Learning Outcome: 2</p>
Selection and Systems Specification	<ul style="list-style-type: none"> • Selection criteria • System integration • Accessibility • Alternative solutions <ul style="list-style-type: none"> - Identification, selection & justification • Matching client requirements and system requirements with system components • Systems options <ul style="list-style-type: none"> - Off the shelf, self build, customise - Alternatives • System documentation • Case study – Selection & specification <p>Learning Outcome: 2 & 3</p>

Related National Occupational Standards (NOS)
<p>Sector Subject Area: IT and Telecoms</p> <p>Related NOS: ESKITP4013 P1-3 – Contribute to IT architecture work; ESKITP4013 P4-8– Gather, use and maintain information relating to IT architecture models; ESKITP4083 P1-4 – Prepare, under supervision, for IT/technology infrastructure design and planning activities; ESKITP4083 P5-8 – Assist with IT/technology infrastructure design and planning activities; ESKITP4083 P9-11 – Assist others with relevant information concerning IT/technology infrastructure design and planning assignments; ESKITP5043 P1-5 - Perform systems integration activities as directed; ESKITP5044 P4-8- Perform systems integration activities.</p>
Assessments
Global Assignment (100%)
See also Section 3 above

5.5. Databases

Title:	Databases
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RQF code:	T/502/8333	Credits	15	Level	4
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Guided Learning Hours	63 hours	Total Qualification Time	150 hours
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Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Understand the concepts associated with database systems	1.1 Summarise the common uses of database systems 1.2 Explain the meaning of the term database 1.3 Explain the meaning of the term database management system (DBMS) 1.4 Describe the components of the DBMS environment 1.5 Describe the typical functions of a DBMS 1.6 Summarise the advantages and disadvantages of a DBMS
2. Understand the concepts associated with the relational model	2.1 Summarise the concept of the relational model 2.2 Explain the terminology associated with the relational model 2.3 Explain the purpose of relational integrity
3. Understand how to design and develop a database system	3.1 Explain the use of ER modelling in database design 3.2 Describe the basic concepts of an ER model 3.3 Describe ways of identifying problems in an ER model 3.4 Explain ways of solving problems in an ER model 3.5 Summarise the purpose of SQL 3.6 Describe how to create database tables using SQL
4. Be able to develop a logical database design	4.1 Identify a set of tables from an ER model 4.2 Check that the tables are capable of supporting the required transactions
5. Be able to develop a database system using SQL	5.1 Create database tables based on a data dictionary 5.2 Insert data into the tables 5.3 Update data in the tables 5.4 Delete data in the tables

Syllabus Content	
Topic	Course coverage
Introduction to the Module and Database Fundamentals	<ul style="list-style-type: none"> • Introduction to the module • What are databases? • Examples of databases in use • Data and information <p>Learning Outcome: 1</p>
Databases and Database Management Systems (DBMS)	<ul style="list-style-type: none"> • Components of a database system • Types of applications • Database Management Systems • Available commercial implementations • History of information management • Pre-database information systems • Advantages of database approach and DBMS • Disadvantages of DBMS • Relational model and alternatives <p>Learning Outcome: 1</p>
Entity Relationship (ER) Modelling (1)	<ul style="list-style-type: none"> • The goal of ER modelling • Types of notation • Basic concepts (entities, attributes and relationships) • Identifying entities <p>Learning Outcome: 3</p>
Entity Relationship (ER) Modelling (2)	<ul style="list-style-type: none"> • Constructing ER models • Strong and weak entities • Identifying problems in ER models • Problem solving in ER models <p>Learning Outcome: 3</p>
The Relational Model (1)	<ul style="list-style-type: none"> • Aims of the relational model • Basic concept of the relational model • Terminology <p>Learning Outcome: 2</p>
The Relational Model (2)	<ul style="list-style-type: none"> • The purpose of relational integrity • Basic purpose and concepts of normalisation <p>Learning Outcome: 2</p>
SQL (1)	<ul style="list-style-type: none"> • The purpose and role of SQL • Basic concepts of SQL • Standards and flavours of SQL <p>Learning Outcome: 3</p>

SQL (2)	<ul style="list-style-type: none"> • Key constructs in SQL • Creating statements • Selecting statements • Fixing mistakes <p>Learning Outcome: 3</p>
Database Design	<ul style="list-style-type: none"> • Understanding requirements • Identifying a set of tables from an ER model • The data dictionary • Use of CASE tools • Entities to tables <p>Learning outcome: 4</p>
Supporting Transactions	<ul style="list-style-type: none"> • Identifying business rules • Checking a database will support the required transactions • Identifying possible performance issues • Indexing and de-normalisation <p>Learning Outcome: 4</p>
Database Implementation	<ul style="list-style-type: none"> • The implementation environment • Creating tables based on database dictionary • Enforcing integrity via constraints • Enforcing business rules via constraints • Creating indexes • Insert, Update and Delete <p>Learning Outcome: 5</p>
Summary	<ul style="list-style-type: none"> • Summary of module • Identifying links with other modules/subject areas • Clarification of module material and related issues as identified by students <p>Learning Outcomes: ALL</p>

Related National Occupational Standards (NOS)
<p>Sector Subject Area: IT and Telecoms</p> <p>Related NOS: ESKITP4023 P1-4 – Contribute to data analysis assignment; ESKITP4023 P5-9 – Carry out specified data analysis activities; ESKITP4053 P1-3– Collate specified information relating to data design activities; ESKITP4053 P4-9– Contribute to producing and maintaining data designs; ESKITP4053 P10-14 – Assist, under supervision, the management of data relating to data designs; ESKITP4053 P1-4 – Assist with the development for data design activities.</p>

Assessments
Time-constrained Assessment (50%) Global Assignment (50%)
See also Section 3 above

5.6. Designing and Developing a Website

Title:	Designing and Developing a Website
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RQF code:	L/601/3315	Credits	15	Level	4
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Guided Learning Hours	90 hours	Total Qualification Time	150 hours
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Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Design a website to address loosely-defined requirements	1.1 Identify the key design features inherent within a requirements specification 1.2 Use planning tools and techniques to create a site map 1.3 Evaluate different design models and select the most appropriate to meet requirements.
2. Use web development tools to build HTML- and CSS-based websites to address well-defined specifications	2.1 Describe the use of HTML to develop websites 2.2 Describe how to use CSS to standardise the overall style of a website 2.3 Write the source code for a simple web page in clean HTML according to a specification. 2.4 Write the source code for a CSS according to a specification 2.5 Explain the contextual application of a variety of web development tools 2.6 Explain the advantages and disadvantages of various web development methodologies and technologies
3. Understand the technology and tools needed to use multimedia in the context of a website	3.1 Explain the advantages and disadvantages of various types of multimedia file formats 3.2 Explain the advantages and disadvantages of different types of multimedia elements in relation to different contexts 3.3 Embed functional multimedia components in an HTML site
4. Develop test strategies and apply these to a website	4.1 Develop and apply a test strategy consistent with the design 4.2 Determine expected test results 4.3 Record actual test results to enable comparison with expected results 4.4 Analyse actual test results against expected results to identify discrepancies 4.5 Investigate test discrepancies to identify and rectify their causes

	4.6 Explain the need for testing on different platforms and browsers
5. Understand the need for Web standards	5.1 Explain the role of the W3C 5.2 Explain W3C standards and their application in site coding 5.3 Discuss web accessibility and usability issues from the viewpoint of an IT professional
6. Understand the concepts associated with using the Internet and the World Wide Web for business	6.1 Explain the underlying physical and operational properties of the Internet and World Wide Web, including the difference between the two 6.2 Discuss the Internet and the Web as a business tool, including (but not limited to) as a tool for communications, research, sales and marketing 6.3 Discuss the advantages and disadvantages of various internet-based models, in different contexts 6.4 Discuss the advantages and disadvantages of various eCommerce models, in different contexts

Syllabus Content	
Topic	Course coverage
Introduction to the Module	<ul style="list-style-type: none"> • The Internet, IoT, and the World Wide Web • How the WWW works • The W3C and the importance of web standards • The challenges of web design <ul style="list-style-type: none"> ○ Browsers ○ Screen resolution ○ Accessibility ○ Usability <p>Learning Outcomes: 5 & 6</p>
Introduction to HTML-5	<ul style="list-style-type: none"> • Basic principles of mark-up: elements, tags and attributes • Document structure: <ul style="list-style-type: none"> ○ Document Type Declarations ○ The root element ○ The head and body sections • Structuring text: heading, paragraphs and lists • Block level and inline elements • Validating documents <p>Learning Outcome: 2</p>

Hyperlinks	<ul style="list-style-type: none"> • Using the anchor element • Relative and absolute URLs • In-page hyperlinks • The HTML nav element • Accessible hyperlinks <p>Learning Outcomes: 2 & 6</p>
Introduction to Cascading Style Sheets (CSS)	<ul style="list-style-type: none"> • What is CSS, why do we need CSS? • Applying CSS: inline, embedded and external style sheets • Overview of CSS selectors, properties and values • Efficient CSS • Validating CSS • Developer tools <p>Learning Outcome: 2</p>
Integrating Media	<ul style="list-style-type: none"> • Image file types • Inserting images • Image maps • Audio and video file types • The object tag • HTML 5 video and audio tags • Accessibility and media types <p>Learning Outcomes: 2, 3 & 5</p>
HTML Tables	<ul style="list-style-type: none"> • Basic structure of HTML tables • Column and Row Spanning • Tables as a page layout device • CSS and tables • Accessibility and tables <p>Learning Outcomes: 2 & 5</p>
HTML Forms	<ul style="list-style-type: none"> • Basic structure of HTML Forms • HTML Form elements • Accessibility and HTML forms • Controlling the layout of forms • HTML 5 form elements <p>Learning Outcomes: 2 & 5</p>
Page Layout with CSS	<ul style="list-style-type: none"> • The class and id selectors • Floating and positioning • Fixed width and fluid page design • HTML 5 section elements • Page layout and mobile devices <p>Learning Outcomes: 2 & 5</p>

Introduction to Web Design	<ul style="list-style-type: none"> • Understanding why an organisation needs a website: <ul style="list-style-type: none"> ○ eBusiness models ○ eCommerce models • The process of designing a website • Involving users in the design process • Defining content and functionality <p>Learning Outcomes: 1 & 6</p>
Navigation and Interface Design	<ul style="list-style-type: none"> • Site structure • Designing navigation • Interface Design <p>Learning Outcomes: 1 & 5</p>
Evaluation and Testing	<ul style="list-style-type: none"> • Validating documents • Testing with a range of browsers • Testing with users • An iterative approach to development <p>Learning Outcomes: 4 & 5</p>
Summary	<ul style="list-style-type: none"> • Summary and recap of previous units • Hosting a website • HTML 5, CSS 3 and the mobile web <p>Learning Outcomes: All</p>

Related National Occupational Standards (NOS)
<p>Sector Subject Area: IT and Telecoms</p> <p>Related NOS: ESKITP4063 P1-5 – Contribute to human interaction and interface (HCI) design activities;</p> <p>ESKITP4063 P6-10– Assist, under supervision, with the progress of human interaction and interface (HCI) design assignments;</p> <p>ESKITP4064 P1-5 – Prepare for human interaction and interface (HCI) design activities;</p> <p>ESKITP4064 P6-8 – Implement, under supervision, human interaction and interface (HCI) design activities;</p> <p>ESKITP4064 P9-12 – Manage the needs of different users of HCI design activities;</p> <p>ESKITP4065 P1-4 – Plan human interaction and interface (HCI) design activities.</p>

Assessments
Global Assignment (100%)
See also Section 3 above

5.7. eBusiness

Title:	eBusiness
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RQF code:	F/502/8321	Credits	15	Level	4
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Guided Learning Hours	36 hours	Total Qualification Time	150 hours
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Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Analyse eCommerce business models	1.1 Identify eCommerce business models 1.2 Discuss the advantages and disadvantages of eCommerce 1.3 Compare and contrast different eCommerce revenue models
2. Analyse eCommerce business-to-consumer strategies	2.1 Explain various eMarketing strategies 2.2 Discuss Customer Relationship Management (CRM) 2.3 Identify the various forms of online advertising
3. Analyse eCommerce business-to-business strategies	3.1 Explain the business purchase process using eCommerce technologies 3.2 Assess the use of Electronic Data Interchange (EDI) in eCommerce businesses 3.3 Discuss the importance of supply chain management in eCommerce businesses
4. Evaluate various forms of online marketplace	4.1 Identify different types and relative effectiveness of online marketplaces 4.2 Compare and contrast different types of online auction 4.3 Discuss the advantages and disadvantages of forms of online payment
5. Examine the security threats posed to eCommerce users	5.1 Describe the security threats posed by the use of eCommerce technology for end-users and enterprises 5.2 Discuss the technology available to combat eCommerce security threats
6. Understand how to plan eCommerce strategies	6.1 Identify the objectives for an eCommerce strategy 6.2 Explain the key factors in successfully managing an eCommerce project

Syllabus Content	
Topic	Course coverage
Introduction to eCommerce	<ul style="list-style-type: none"> • Scope of eCommerce • Business models, drivers and identification of opportunities <p>Learning Outcome: 1</p>
eCommerce Revenue Models	<ul style="list-style-type: none"> • A range of eCommerce revenue models, both established and emerging – Research and provide examples of different types <p>Learning Outcome: 4</p>
eMarketing Strategies	<ul style="list-style-type: none"> • Develop effective web-based marketing strategies and exploit CRM • Research a local eMarketing campaign and identify strengths and weaknesses <p>Learning Outcome: 2</p>
Advertising and Brand Management	<ul style="list-style-type: none"> • Main options for web-based advertising and importance of effective brand management • Research successful use of search engine positioning and provide examples <p>Learning Outcome: 2</p>
eCommerce Business to Business Strategies	<ul style="list-style-type: none"> • Use of eCommerce to enhance purchasing and logistics activities, and the role of EDI • Research developments in EDI on the Internet <p>Learning Outcome: 3</p>
Supply Chain Management	<ul style="list-style-type: none"> • Main elements of supply chain management and the potential efficiencies • Identify key supply chain issues for a large local retailer <p>Learning Outcome: 3</p>
Online Auctions	<ul style="list-style-type: none"> • Different types of online auctions and applicability in the B2B environment • Identify a local B2B auction and evaluate strengths and weaknesses <p>Learning Outcome: 4</p>
Online Marketplaces, Communities and Portals	<ul style="list-style-type: none"> • Overview of different approaches to developing online communities and associated revenue models • Research a local web portal and establish the services offered <p>Learning Outcome: 4</p>
Security Threats and Countermeasures for End Users	<ul style="list-style-type: none"> • Overview of main security threats to PC users and the approaches to countering these • Research the major security threats posed to by worms and Trojan horses <p>Learning Outcome: 5</p>

Security Threats and Countermeasures for Enterprises	<ul style="list-style-type: none"> • Overview of the main security threats posed to eCommerce servers and the approaches to countering these • Identify three possible threats to an eCommerce server <p>Learning Outcome: 5</p>
Payment Systems for eCommerce	<ul style="list-style-type: none"> • Main options for providing payment systems for eCommerce systems • Research payment systems used on three eCommerce systems <p>Learning Outcome: 4</p>
Planning for eCommerce	<ul style="list-style-type: none"> • Planning eCommerce implementation • Managing the implementation • Measuring its effectiveness <p>Learning Outcome: 6</p>

Related National Occupational Standards (NOS)

Sector Subject Area: Management and Leadership National Occupational Standards 2008

Related NOS: CFAMLE4 - Promote the use of technology within your organisation;
 CFABAA111 Respond to change in a business environment;
 ESKIITS1, ESKIITS2, ESKIITS3 IT security for users.
 CFABAA623 Deliver a presentation

Assessments

Global Assignment (100%)

See also Section 3 above

5.8. eSports Fundamentals

Title:	eSports Fundamentals
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RQF code:	L/618/6087	Credits	15	Level	4
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Guided Learning Hours	48	Total Qualification Time	150 Hours
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Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Examine the factors impacting the success of eSports	1.1 Describe the history and evolution of eSports 1.2 Identify different game genres and their characteristics 1.3 Analyse significant factors that support the growth of eSports 1.4 Evaluate the market for eSports in terms of future potential
2. Assess the professions and stakeholders within eSports and also the ecosystems that underpin it	2.1 Identify and explain the role of key stakeholders within the eSports ecosystem 2.2 Discuss the importance of stakeholder management 2.3 Perform a stakeholder analysis 2.4 Discuss the various professions in eSports and select
3. Evaluate the different tournament formats and the importance of gaming sponsorships	3.1 Compare and contrast the different tournament formats 3.2 Examine the importance of sponsorship for eSport events and teams 3.3 Discuss further business opportunities associated with eSports
4. Assess the role of ethics within eSports	4.1 Discuss the behaviours that threaten the integrity of eSports 4.2 Analyse what motivates individuals to cheat 4.3 Examine the ways in which the industry is governed

Syllabus Content	
Topic	Course coverage
Evolution of eSports	<ul style="list-style-type: none"> Defining eSports Can eSports be justified as a sport? How eSports has evolved <p>Learning Outcome: 1</p>
Games Genres	<ul style="list-style-type: none"> Success criteria to judge game popularity Types of game and their appeal Common motivating factors across genres <p>Learning Outcome: 1</p>
eSports Industry Growth	<ul style="list-style-type: none"> Factors affecting the Success of eSports Review of eSports industry Forecasting in eSports <p>Learning Outcome: 1</p>
eSport Professions	<ul style="list-style-type: none"> Roles associated within eSport events Roles associated with the wider eSport industry Career options within eSports <p>Learning Outcome: 2</p>
eSport Stakeholders	<ul style="list-style-type: none"> What is a stakeholder? Stakeholders in eSports Stakeholder Benefits <p>Learning Outcome: 2</p>
eSport Stakeholder Mapping	<ul style="list-style-type: none"> Stakeholder Identification The Stakeholder Influence/Power Grid Understanding Stakeholders <p>Learning Outcome: 2</p>
Tournament Formats	<ul style="list-style-type: none"> Tournament Availability Common Tournament Formats <ul style="list-style-type: none"> Round-robin Swiss system Elimination Bracket <p>Learning Outcome: 3</p>
Sponsorship	<ul style="list-style-type: none"> The Promotional Mix Event Sponsorship Team Sponsorship <p>Learning Outcome: 3</p>

Business Opportunities in eSports	<ul style="list-style-type: none"> • Revenue and Audience Forecasts • Key areas associated with the growth of eSports <ul style="list-style-type: none"> • Mobile eSports • Technology and Media • Player Management Agencies • Hosting & Venues, etc <p>Learning Outcome: 3</p>
Ethical Issues in eSports	<ul style="list-style-type: none"> • What is ethics? • Ethics and legality • Ethical risks to eSports <p>Learning Outcome: 4</p>
eSports Governance	<ul style="list-style-type: none"> • Why do people cheat? • The Governance of eSports <p>Learning Outcome: 4</p>
Unit Summary and SWOT Analysis	<ul style="list-style-type: none"> • SWOT Analysis • Key concepts recap <p>Learning Outcome: All</p>

Related National Occupational Standards (NOS)
<p>Sector Subject Area: Business and Administration (2013)</p> <p>Related NOS: CFABAA613 - Understand how to communicate in a business environment CFABAA615 - Communicate in a business environment CFABAG128 - Evaluate and solve business problems CFAMLD9 - Build and manage teams</p>

Assessment
Global Assignment: 100%
See also Section 3 above

5.9. Essentials of Management

Title:	Essentials of Management
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RQF code:	L/502/8323	Credits	15	Level	4
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Guided Learning Hours	36 hours	Total Qualification Time	150 hours
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Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Analyse the function of management	1.1 Discuss the roles and functions of managers within an organisation 1.2 Evaluate the key skills needed to be a successful manager
2. Examine the management decision-making process	2.1 Discuss the importance of the management decision-making process 2.2 Compare and contrast different decision-making styles
3. Assess the use of management and organisational strategies	3.1 Discuss the importance of strategic management within an organisation 3.2 Discuss the different types of corporate and business-level strategies that can be employed
4. Analyse how management can influence individual and group performance	4.1 Discuss how organisational behaviour can explain, predict and influence individual behaviour 4.2 Evaluate the ways in which job satisfaction can impact upon employee behaviour 4.3 Evaluate the major determinants of group performance and satisfaction 4.4 Evaluate the strengths and weaknesses of contemporary theories of motivation 4.5 Discuss and explain the key factors in designing motivating jobs
5. Examine theories of leadership and control	5.1 Discuss the challenges posed to leadership by contemporary business models 5.2 Assess the importance of control in effective organisational performance

Syllabus Content	
Topic	Course coverage
Introduction to Management	<ul style="list-style-type: none"> • Management functions and characteristics of an organisation Learning Outcome: 1
Management Theories	<ul style="list-style-type: none"> • Key research and theories in management Learning Outcome: 1
Decision Making	<ul style="list-style-type: none"> • The manager as a decision maker Learning Outcome: 2
Planning	<ul style="list-style-type: none"> • How and why do managers plan? Learning Outcome: 3
Strategic Management	<ul style="list-style-type: none"> • Key steps in the strategic management process Learning Outcome: 3
Organisational Strategies	<ul style="list-style-type: none"> • Research into types of growth and business level strategies Learning Outcome: 3
Planning Tools and Techniques	<ul style="list-style-type: none"> • The key planning tools and techniques for allocating resources and undertaking effective project management Learning Outcome: 5
Foundations of Behaviour	<ul style="list-style-type: none"> • Research into the individual behaviour of employees and how it can impact upon their work-related performance Learning Outcome: 4
Groups and Teams	<ul style="list-style-type: none"> • Group performance and effective teams Learning Outcome: 4
Theories of Motivation	<ul style="list-style-type: none"> • Early and contemporary theories of motivation Learning Outcome: 4
Leadership Theories	<ul style="list-style-type: none"> • Research into effective leadership Learning Outcome: 5
The Control Process	<ul style="list-style-type: none"> • Designing control systems and using tools to control organisational performance Learning Outcome: 5

Related National Occupational Standards (NOS)
<p>Sector Subject Area: Business and Administration NOS (2010)</p> <p>Related NOS: CFABAG121 Contribute to decision-making in a business environment; CFABAG1212 Supervise a team in a business environment.</p>

Assessments
Global Assignment (100%)
See also Section 3 above

5.10. Fundamentals of Economics

Title:	Fundamentals of Economics
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RQF code:	J/502/8322	Credits	15	Level	4
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Guided Learning Hours	48 hours	Total Qualification Time	150 hours
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Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Apply the basic tools of microeconomics and the theories of demand and supply	1.1 Discuss the 'economic problem' and the methods used to resolve it 1.2 Use models to explain economic theories 1.3 Identify the factors that influence demand and supply and their elasticities 1.4 Explain the concepts of total, average and marginal costs and their interrelationships 1.5 Evaluate how output decisions are made
2. Analyse the various forms of market structure	2.1 Compare and contrast various market structures in the short and long-run
3. Analyse the key components of macroeconomics	3.1 Examine the circular flow of income and its impact on the economy 3.2 Examine the various measures of macroeconomic activity 3.3 Identify and explain the components of aggregate demand 3.4 Discuss the effect of fiscal policy on the economy 3.5 Discuss the effect of foreign trade on the economy
4. Examine the monetary policy and its effect on the economy	4.1 Compare and contrast fiscal and monetary policies 4.2 Analyse the relationship between inflation and aggregate demand 4.3 Analyse the theory of aggregate supply 4.4 Examine the link between inflation and interest rates using appropriate theories

Syllabus Content	
Topic	Course coverage
Introduction to economics and the basic tools of economic analysis	<ul style="list-style-type: none"> • Nature of economics as a subject • Micro and macroeconomics explained • Tools of economic analysis <p>Learning Outcome: 1</p>
Theory of demand and supply	<ul style="list-style-type: none"> • Basic microeconomic supply and demand analysis • Elasticity of demand and supply • Practical analysis <p>Learning Outcome: 1</p>
Introducing supply decisions	<ul style="list-style-type: none"> • Different legal forms of business organisation • Introduction to firms' accounts • Economists' and accountants' approaches to cost and profitability • Basic profit maximisation <p>Learning Outcome: 1</p>
Costs and supply	<ul style="list-style-type: none"> • Short-run and long-run cost behaviour • Short-run output <p>Learning Outcome: 1</p>
Perfect competition and pure monopoly	<ul style="list-style-type: none"> • Cost and revenue curves under perfect competition and monopoly • Firm and industry supply curves under perfect competition • Perfectly competitive comparative statics analysis • Profit maximisation by a monopoly • Comparing monopoly and perfect competition <p>Learning Outcome: 2</p>
Market structure and imperfect competition	<ul style="list-style-type: none"> • Monopolistic competition • Oligopoly • Oligopoly and game theory • Other models of interdependent decision making • Contestable markets <p>Learning Outcome: 2</p>
Introduction to macroeconomics	<ul style="list-style-type: none"> • Macroeconomic aggregates • Measuring economic activity • The circular flow of income <p>Learning Outcome: 3</p>

Output and aggregate demand	<ul style="list-style-type: none"> • Components of aggregate demand • Macroeconomic equilibrium output • The multiplier effect • The paradox of thrift <p>Learning Outcome: 3</p>
Fiscal policy and foreign trade	<ul style="list-style-type: none"> • The impact of fiscal policy and international trade on the multiplier • Concepts in fiscal policy • Government budget deficits and debt <p>Learning Outcome: 3</p>
Money and banking	<ul style="list-style-type: none"> • Money and its functions • Banks and money creation • The demand for money • The central bank and the supply of money • Monetary policy • Investment demand <p>Learning Outcome: 4</p>
Aggregate supply, prices and adjustment processes	<ul style="list-style-type: none"> • Aggregate supply and demand analysis • Price flexibility/inflation • Adjustment processes under different assumptions <p>Learning Outcome: 4</p>
Inflation, expectations and credibility	<ul style="list-style-type: none"> • Theories of inflation • Expectations and inflation <p>Learning Outcome: 4</p>

Related National Occupational Standards (NOS)
Sector Subject Area: Marketing
Related NOS: CFAM3.3.1 Establish and maintain pricing policy for products/services

Assessment
Global Assignment (100%)
See also Section 3 above

5.11. Introduction to Finance

Title:	Introduction to Finance
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RQF code:	R/502/8324	Credits	15	Level	4
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Guided Learning Hours	39 hours (incl. 3-hour exam)	Total Qualification Time	150 hours
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Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Analyse the use of accounting in organisations	1.1 Identify the purposes of accounting 1.2 Compare and contrast financial and managerial accounting 1.3 Identify the needs of different users of financial statements
2. Prepare and analyse financial statements	2.1 Prepare simple balance sheets, income statements and cash flow statements 2.2 Account for current and non-current assets 2.3 Calculate depreciation using a number of methods 2.4 Review annual reports and draw valid conclusions
3. Examine the use of costs in organisations	3.1 Classify costs 3.2 Account for different types of cost 3.3 Calculate costs of production 3.4 Calculate the value of stock
4. Examine how accounting is used to support decision-making	4.1 Perform a break even analysis 4.2 Prepare a budget based on accounting information

Syllabus Content	
Topic	Course coverage
Introduction to Accounting	<ul style="list-style-type: none"> • An overview of accounting • Financial accounting • Users of financial statements • Types of business entity • Management accounting • Role of management accounting • Classifying and reporting costs • Budgetary information • Supporting decision making <p>Learning Outcome: 1</p>
Financial Statements	<ul style="list-style-type: none"> • The balance sheet. • The income statement.

	<ul style="list-style-type: none"> • The cash flow statements • Profits, gains and losses • Processing accounting data • The accounting equation <p>Learning Outcome: 2</p>
Accounting Information for Trading Businesses	<ul style="list-style-type: none"> • Accounting for a trading business • The production of financial statements <p>Learning Outcome: 2</p>
Non-current Assets	<ul style="list-style-type: none"> • Types of non-current assets • Depreciation methods • Accounting for depreciation <p>Learning Outcome: 2</p>
Current Assets	<ul style="list-style-type: none"> • Types of current asset • Accounting for • Inventory • Receivables • Prepayments <p>Learning Outcome: 2</p>
Liabilities	<ul style="list-style-type: none"> • Types of liabilities • Accounting for • Payables • Accruals • Provisions • Debt/loans <p>Learning Outcome: 2</p>
Producing Financial Statements	<ul style="list-style-type: none"> • A review of the accounts production process • Producing cash flow statements • An overview of the annual report <p>Learning Outcome: 2</p>
Classification of Costs	<ul style="list-style-type: none"> • Reasons for classifying costs • Direct and indirect costs • Variable and fixed costs <p>Learning Outcome: 3</p>
Product Costs	<ul style="list-style-type: none"> • Accounting for materials costs • Accounting for labour costs • Accounting for overheads • Overhead analysis sheets • Absorption bases • Calculating recovery rates <p>Learning Outcome: 3</p>
Job Costing and	<ul style="list-style-type: none"> • Job costing

Stock Valuation	<ul style="list-style-type: none"> • Basic accounting procedures • Valuation of stock • Introduction to marginal costing • Comparing Absorption and marginal costing. <p>Learning Outcome: 3</p>
Short Term Decision Making	<ul style="list-style-type: none"> • Short term decisions • Techniques • Break even analysis • CVP analysis • Decision contexts. <p>Learning Outcome: 4</p>
Preparing a Budget	<ul style="list-style-type: none"> • What is a budget • The budgeting process • Practical example • Behavioural aspects of budgeting <p>Learning Outcome: 4</p>

Related National Occupational Standards (NOS)
<p>Sector Subject Area: Accountancy</p> <p>Related NOS: FSPFA3 Account for Income and Expenditure FSPFA5 Draft Financial Statements</p>

Assessment
Time-constrained Assessment (100%)
See also Section 3 above

5.12. Managing eSports Teams

Title:	Managing eSports Teams
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RQF code:	R/618/6088	Credits	15	Level	4
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Guided Learning Hours	48 hours	Total Qualification Time	150 hours
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Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Discuss teamwork theories in the context of eSports	1.1 Describe the development of eSports teams 1.2 Differentiate the characteristics of successful eSports teams 1.3 Explain the relationship between team cohesiveness and productivity 1.4 Evaluate what makes effective teamwork 1.5 Explain the importance of team profiles
2. Evaluate the factors facilitating effective eSports teams	2.1 Discuss the equation of actual productivity from the Steiner's Model 2.2 Identify types of process losses 2.3 Explain how norms impact team success
3. Discuss the creation of team goals within the context of team culture	3.1 Evaluate the importance of establishing a strong team culture 3.2 Assess the role of cultural diversity within teams 3.3 Create appropriate team goals using the SMART framework
4. Assess the cause of team misalignments	4.1 Discuss how to categorise team culture types 4.2 Analyse the individual and environmental misalignments 4.3 Evaluate the importance of psychological safety and accountability within team misalignment 4.4 Discuss potential conflict resolution techniques
5. Discuss the importance of leadership, communication and decision-making for eSports Team Managers.	5.1 Discuss key theories of leadership and Management 5.2 Assess the importance of communication for Team Managers 5.3 Discuss key motivation theories 5.4 Explain the 8-step decision making process 5.5 Discuss ethical considerations when making decisions

Syllabus Content	
Topic	Course coverage
Introduction to eSports Teams	<ul style="list-style-type: none"> • Successful eSports Teams • Creating an eSports Team from Scratch • Franchised Teams <p>Learning Outcome: 1</p>
Team Development and Management	<ul style="list-style-type: none"> • Stages of Team Development • Group Cohesiveness and Productivity • Key Aspects of Team Management <p>Learning Outcomes: 1 and 2</p>
Team Roles, Norms and Profiles	<ul style="list-style-type: none"> • eSports Team Roles • Team Norms • Team Profiles <p>Learning Outcomes: 1 and 2</p>
Effective Sports Teams	<ul style="list-style-type: none"> • Steiner's Model of Group Effectiveness • Process Losses <p>Learning Outcome: 2</p>
Team Culture and goals	<ul style="list-style-type: none"> • The importance of eSports Team Culture • Cultural Diversity • Goal Setting <p>Learning Outcome: 3</p>
Team Misalignments	<ul style="list-style-type: none"> • Team Culture Types • Team Misalignments • Psychological Safety <p>Learning Outcome: 4</p>
Handling Team Misalignments	<ul style="list-style-type: none"> • Conflict resolution techniques • Obtaining Team Feedback <p>Learning Outcome: 4</p>
Motivating eSports Teams	<ul style="list-style-type: none"> • The Motivation Process • Maslow's Hierarchy of Needs • Player Motivations <p>Learning Outcomes: 2 and 5</p>
Effective Communication Skills	<ul style="list-style-type: none"> • The importance of Communication • Before and After Game Communication • In-game Communication • Neuro Linguistic Programming <p>Learning Outcome: 5</p>

Effective eSports Team Leadership	<ul style="list-style-type: none"> • Team Manager Responsibilities • Leadership Styles • Developing Trust with the Team <p>Learning Outcome: 5</p>
Decision Making for eSports Team Managers	<ul style="list-style-type: none"> • Decisions for eSports Management • The importance of effective decision making • The 8-step decision making process <p>Learning Outcome: 5</p>
Unit Summary	<ul style="list-style-type: none"> • Checklist for a successful Team • Key concepts recap • Learning Outcome: All

Related National Occupational Standards (NOS)
<p>Sector Subject Area: Management and Leadership National Occupational Standards 2008</p> <p>Related NOS:CFABAG1212 - Supervise a team in a business environment CFAMLD13 - Support individuals to develop and maintain their performance CFAMLD9 - Build and manage teams CFAMLE10 - Take effective decisions CFAMLD8 - Help team members address problems affecting their performance</p>

Assessments
Global Assignment (100%)
See also Section 3 above

5.13. Principles of Marketing

Title:	Principles of Marketing
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RQF code:	K/503/0225	Credits	15	Level	4
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Guided Learning Hours	48 hours	Total Qualification Time	150 hours
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Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Understand key terms and concepts in marketing	1.1 Illustrate the role that marketing has to play in a business 1.2 Identify and analyse business foci and marketing orientations 1.3 Perform and analyse the result of a PESTLE analysis
2. Understand and apply the concepts associated with marketing mix	2.1 Identify and explain a number of marketing mixes 2.2 Relate the marketing mix to marketing planning
3. Understand the marketing of products and services	3.1 Differentiate between products and services 3.2 Explain how products and/or services can be marketed
4. Understand and apply marketing communication	4.1 Apply marketing communications to a range of scenarios 4.2 Apply a systematic approach to the development and assessment of marketing communications plan and strategy
5. Understand the relationship between sales and marketing	5.1 Explain the relationship between sales and marketing 5.2 Explain and apply supply techniques in a number of scenarios

Syllabus Content	
Topic	Course coverage
What is Marketing?	<ul style="list-style-type: none"> • Definition of Marketing: Marketing v Sales: • A background history to marketing; • Marketing organisational position in a modern business function: Marketing's role in business strategy and planning <p>Learning Outcome: 1</p>

Business and Marketing Orientations	<ul style="list-style-type: none"> • Marketing/Business Orientations • Product –Production – Sales • Marketing/Customer – Societal <p>Learning Outcome: 1</p>
The Marketing Environment	<ul style="list-style-type: none"> • Internal and External – Macro/Micro Marketing Environments • The Importance of Monitoring the external environment to a business <p>Learning Outcome: 1</p>
The Marketing Mixes	<ul style="list-style-type: none"> • The development of the 4P to 7P's marketing mix • The 4P + 3P mix; Why a 7P mix today? <p>Learning Outcome: 2</p>
The Product	<ul style="list-style-type: none"> • Define Product - Service - Not for Profit - 3rd Sector • Use of Marketing Mix as basis of marketing strategy and planning <p>Learning Outcome: 3</p>
The Service	<ul style="list-style-type: none"> • Growth of the service sector • The differences between marketing products and services <p>Learning Outcome: 3</p>
Promotion and Marketing Communications	<ul style="list-style-type: none"> • The move from Promotion to Marketing Communications • Promotion Mix v Marketing Communications mix • Marketing Communications v Media – Media Mix • Integrated and Co-ordinated Marketing <p>Learning Outcome: 4</p>
Marketing Communications Theories and Models	<ul style="list-style-type: none"> • Marketing Communication Planning Framework – MCPF: The Role of Marketing Communications: 'D.R.I.P' • Marketing Communication Strategy: Push/Pull/Profile • Plan using SOSTAC/SOSTACE - DAGMA <p>Learning Outcome: 4</p>
Consumer and Business Buyer Behaviour	<ul style="list-style-type: none"> • Factors affecting buyer behaviour • The difference in behaviour between consumers and businesses • The decision-making process <p>Learning Outcome: 2</p>
The Sales Process	<ul style="list-style-type: none"> • The marketing to sales interface • Transactional v Relationship Selling • The Ten Stage Sales Process <p>Learning Outcome: 5</p>

Personal Selling Techniques	<ul style="list-style-type: none"> • Sales Call Planning • Handling Sales Objections • Closing the Sale • Post Sales Support <p>Learning Outcome: 5</p>
Self-Marketing	<ul style="list-style-type: none"> • Developing Confidence • Answering the key questions? • What are your USP's? <p>Learning Outcome: 5</p>

Related National Occupational Standards (NOS)
<p>Sector Subject Area: Management and Leadership National Occupational Standards 2008</p> <p>Related NOS: CFAMLF16 - Manage the development and marketing of products and services in your area of responsibility CFAMLF4 - Develop and implement marketing plans for your area of responsibility CFAM1.1.1 Map organisations within their current and future marketing environment CFAM1.1.3 Identify and monitor competitors` marketing strategies and activities CFASMA1.3V4.0 Develop understanding of theories and evidence about what might influence the behaviour of target groups CFAM2.1.3 Demonstrate the value of marketing to the organisation CFAM4.5.3 Implement sales promotion activity</p>

Assessment
Global Assignment (100%)
See also Section 3 above

5.14. Skills for Computing

Title:	Skills for Computing
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RQF code:	F/502/8335	Credits	15	Level	4
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Guided Learning Hours	62 hours	Total Qualification Time	150 hours
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Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Be able to use various skills to support the study of Computing	1.1 Explain strategies and skills to support learning at RQF Level 4 and above 1.2 Appreciate the importance of contributing and listening to discussion-based learning activities 1.3 Write clearly in a style appropriate to learning at RQF Level 4 1.4 Explain the importance of using citations and bibliographies and avoiding plagiarism 1.5 Apply a commonly-used system of organising citations and bibliographies in one's own work
2. Be able to communicate in a technical environment	2.1 Explain and apply common industry standards for technical documentation 2.2 Employ various media to communicate clearly in English 2.3 Explain technical issues in a manner appropriate to a non-technical audience
3. Be able to deploy thinking skills and problem-solving paradigms in both a business and learning context.	3.1 Summarise a range of problem-solving and creative thinking techniques 3.2 Apply at least one problem-solving technique to a business and/or education-based problem 3.3 Apply a creative thinking technique to a problem based on one's own learning experience
4. Be able to handle and present data	4.1 Extract pertinent data from a given source 4.2 Design an appropriate document or spreadsheet to record given data 4.3 Record data accurately in a usable manner 4.4 Execute an elementary statistical analysis 4.5 Present data professionally in an appropriate format to a specified audience
5. Understand the need for lifelong learning	5.1 Explain the concepts of Continuing Professional Development (CPD) and lifelong learning 5.2 Explain the particular application of CPD and lifelong learning to the IT Profession

Syllabus Content	
Topic	Course coverage
Learning to Learn	<ul style="list-style-type: none"> • Learning Strategy (CREAM: Creative, Reflective, Effective, Active, Motivated). • Personal Learning Plans • Learning Situations: Lectures, Seminars, Tutorials and Labs • Continuing Professional Development (CPD) and Lifelong learning: applying your learning skills in other contexts <p>Learning Outcomes: 1 & 5</p>
Reading, Listening and Note-taking	<ul style="list-style-type: none"> • Extracting information from written sources • Taking notes from a speaker • Taking minutes in a meeting <p>Learning Outcome: 1</p>
Writing	<ul style="list-style-type: none"> • Analysing the question • Planning and structuring • Introductions and conclusions • Referencing <p>Learning Outcomes: 1 & 2</p>
Presentation Skills	<ul style="list-style-type: none"> • Presentation Skills: researching, preparing, presenting and delivering <p>Learning Outcomes: 2 & 4</p>
Problem Solving	<ul style="list-style-type: none"> • Problem Solving tools and techniques • Problem definition and analysis • Success criteria and selecting a solution <p>Learning Outcome: 3</p>
Creative Thinking	<ul style="list-style-type: none"> • Creative Thinking Techniques: Lateral Thinking etc. • Creative Thinking Models: Parallel Thinking (De Bono 'Six Hats'), TASC (Thinking Actively in a Social Context) <p>Learning Outcomes: 1 & 3</p>
Assignment Preparation	<ul style="list-style-type: none"> • Technical documentation; knowing your audience • Proof-reading • Exercises in writing and problem-solving based on topics 3-6, practising for assignment tasks <p>Learning Outcomes: 1, 2 & 3</p>
Data Acquisition	<ul style="list-style-type: none"> • Methods of obtaining data • Types of data • Storing data <p>Learning Outcome: 4</p>

Charts and Estimates	<ul style="list-style-type: none"> • Random variations • The importance of normal distributions. • Estimating the mean and median <p>Learning Outcome: 4</p>
Accuracy and Correlation; Presenting Results	<ul style="list-style-type: none"> • Handling uncertainty • Data comparisons • Organising information • Charts and plots • Showing dependence <p>Learning Outcomes: 2 & 4</p>
Regression Analysis	<ul style="list-style-type: none"> • Pearson correlation • Sample linear regression • Spearman correlation <p>Learning Outcome: 4</p>
Data Handling Revision and Exam Preparation	<ul style="list-style-type: none"> • Revision planning exercise • Exercises based on sample exam questions <p>Learning Outcomes: 1, 3, 4 & 5</p>

Related National Occupational Standards (NOS)

Sector Subject Area: IT and Telecoms

Related NOS: ESKITP4073 P9-12– Document, under supervision, specified information relating to system/solution/service designs;

ESKITP5053 P1-5- Assist with gathering and documenting information to support systems installation, implementation and handover;

ESKITP5054 P5-8- Document and present systems installation, implementation and handover activities;

ESKITP6015 P9-10- Communicate with others on information management activities;

ESKITP6023 P3-4 - Document IT/technology security management processes

Assessments

Global Assignment (50%)

Time-constrained Assessment (50%)

See also Section 3 above

5.15. Understanding Business Organisations

Title:	Understanding Business Organisations
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RQF code:	J/502/9275	Credits	15	Level	4
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Guided Learning Hours	36 hours	Total Qualification Time	150 hours
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Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Evaluate various types of organisation	1.1 Compare and contrast the form, aims, objectives and operations of business organisations across a number of sectors
2. Evaluate various forms of organisational structure	2.1 Discuss the process of organisational development 2.2 Compare and contrast the mechanistic and organic forms of organisation structure 2.3 Analyse the competitive forces exerting influences on an organisation and its structure
3. Examine the process of organisational change	3.4 Compare and contrast types of organisational change 3.5 Discuss the steps in the change process for organisations 3.6 Assess the impact of resistance to change on organisational performance
4. Assess the use of communication in organisations	4.1 Analyse the barriers to effective communication 4.2 Examine the ways in which communication processes can help or hinder organisational performance
5. Examine how organisational performance is monitored	5.1 Discuss the control processes put in place in organisations 5.2 Compare and contrast the use of budgetary and non-budgetary methods of control
6. Evaluate the use of IT systems on the performance and structure of an organisation	6.1 Assess how the effective use of IT can impact upon organisational performance 6.2 Explain how the Internet and collaboration technologies have enabled new forms of organisation

Syllabus Content	
Topic	Course coverage
Different Types of Organisation	<ul style="list-style-type: none"> • Non-incorporated organisations, limited companies and other business organisations <p>Learning Outcome: 1</p>
Organisational Structures	<ul style="list-style-type: none"> • Alternative forms of organisation structure • Review advantages and disadvantages of the main types <p>Learning Outcome: 1</p>
Mechanistic and Organic Forms of Organisational Structure	<ul style="list-style-type: none"> • Compare and contrast the features of mechanistic and organic forms of organisational structure <p>Learning Outcome: 2</p>
Human Resource Management	<ul style="list-style-type: none"> • The impact of Human Resource Management (HRM) on organisational performance, and the key aspects of HRM <p>Learning Outcome: 3</p>
Organisations and the Competitive Environment	<ul style="list-style-type: none"> • The main sets of forces exerting influences on organisations • Tools to analyse the competitive environment <p>Learning Outcome: 2</p>
Change in Organisations	<ul style="list-style-type: none"> • The motivations for organisational change, the types of change that can be introduced and the impact of organisational culture on potential change <p>Learning Outcome: 3</p>
Implementing and Managing Organisational Change	<ul style="list-style-type: none"> • The steps in the change process, resistance to change and managing change successfully <p>Learning Outcome: 3</p>
Effective Communication in Organisations	<ul style="list-style-type: none"> • Different types of communication channels, advantages and disadvantages of each, and selecting the appropriate communication medium <p>Learning Outcome: 4</p>
Monitoring Organisational Performance – Financial & Budgetary Control	<ul style="list-style-type: none"> • The importance of financial results and budgetary control in evaluating organisational performance <p>Learning Outcome: 5</p>
Optimising Organisational Performance – Quality and Operational Measures	<ul style="list-style-type: none"> • The use of quality control, Total Quality Management (TQM) and operational systems <p>Learning Outcome: 5</p>

The IT Environment Within Business	<ul style="list-style-type: none"> The use of technology within the organisation for enhancing business activities, decision making and operations <p>Learning Outcome: 6</p>
New Organisational Structures and Opportunities Through IT	<ul style="list-style-type: none"> The use of evolving networking, eCommerce and social media technologies within organisations, and their impact on organisational structures and ways of working <p>Learning Outcome: 6</p>

Related National Occupational Standards (NOS)
<p>Subject Sector Area: Business and Administration (2013)</p> <p>Related NOS: CFABAA111 Respond to change in a business environment;</p> <p>Subject Sector Area: NOS for Operational Delivery Processing roles</p> <p>Related NOS: SFJPA1.5 Manage and evaluate an information system.</p>

Assessments
Global Assignment (100%)
See also Section 3 above

6. Results and Certificates

The grade descriptors Pass, Merit and Distinction are awarded by Unit to successful candidates. A Pass is awarded for an overall Unit mark of between 40 and 59. A Merit is awarded for an overall Unit mark of between 60 and 69 and a Distinction is awarded for an overall Unit mark of 70 and above. Candidates who obtain an overall Unit mark of below 40 are classed as failed in the Unit and may resit.

A final qualification mark will be awarded upon successful completion of all units. This is calculated by finding the average mark of all units that make up the qualification. Please note that in exceptional circumstances, NCC Education may be required to change the algorithm to calculate a final qualification mark for a learner in order to secure the maintenance of standards over time. Any necessary changes to this algorithm would be shared with Centres and learners promptly by NCC Education.

Grade Descriptors incorporate characteristics intended to provide a general indication of assessment performance in relation to each Unit's Learning Outcomes in this specification. The final Unit grade awarded will depend on the extent to which a candidate has satisfied the Assessment Criteria. A qualification is awarded when the candidate has achieved at least a pass in all Units.

After each assessment cycle, results slips are issued (in electronic format) which detail the grades achieved, i.e. Failed, Pass, Merit or Distinction (see *Appendix 2*). Certificates which contain your qualification grade and pass mark are then dispatched to Centres.

7. Further Information

For more information about any of NCC Education's products please contact customer.support@nccedu.com or alternatively please visit www.nccedu.com to find out more about our suite of high-quality British qualifications.

Appendix 1 Qualification Documentation

The following NCC Education documentation has been referred to in this specification:

- Reasonable Adjustments and Special Considerations Policy
- Examination Guidelines
- Marking and Moderation Manual
- Activity Schedule
- Operations Manual

All documentation, together with access to NCC Education's online resources, is available to Centres and (where applicable) candidates who have registered for assessment.

Appendix 2 Grade Descriptors

The grade descriptors Pass, Merit and Distinction are awarded to successful candidates. The following are characteristics intended to provide a general indication of assessment performance in relation to each Learning Outcome in this specification. The final grade awarded will depend on the extent to which a candidate has satisfied the Assessment Criteria overall.

Grade descriptors for Business Mathematics

Learning Outcome	Pass	Merit	Distinction
Use a range of mathematical and statistical techniques and concepts	Can adequately identify, adapt and make use of a sufficient range of techniques and information sources within an array of contexts.	Can appropriately identify, adapt and make use of a range of techniques and information sources within an array of contexts with depth that goes beyond the minimum to pass.	Can consistently identify, adapt and make use of a comprehensive range of techniques and information sources within an array of contexts with depth.
Describe and summarise data	Demonstrates a satisfactory ability to review the effectiveness and appropriateness of information, data and results due to adequate use of pre-defined techniques and/or criteria.	Demonstrates a very good ability to review the effectiveness and appropriateness of information, data and results that goes beyond the minimum required to pass due to an accurate use of pre-defined techniques and/or criteria.	Demonstrates an excellent ability to comprehensively review the effectiveness and appropriateness of information, data and results due to a meticulous use of pre-defined techniques and/or criteria.
Apply the laws of probability to a range of scenarios	Provides a satisfactory interpretation and consequently an adequate evaluation of several authoritative sources to meet the requirements of problems that are well defined but non-routine.	Provides a very good interpretation and consequently an accurate and relevant evaluation of a variety of authoritative sources that goes beyond the minimum requirements to address problems that are well defined but non-routine.	Provides an excellent to outstanding interpretation and consequently a sophisticated evaluation of numerous authoritative sources to critically address problems that are well defined but non-routine.
Use data for the purposes of forecasting	Can adequately identify, adapt and make use of a sufficient range of techniques and information sources within an array of contexts.	Can appropriately identify, adapt and make use of a range of techniques and information sources within an array of contexts with depth that goes beyond the minimum to pass.	Can consistently identify, adapt and make use of a comprehensive range of techniques and information sources within an array of contexts with depth.

Grade descriptors for Communications for Business

Learning Outcome	Pass	Merit	Distinction
Prepare business messages and reports	Provides a satisfactory interpretation and consequently an adequate evaluation of several authoritative sources to meet the requirements of problems that are well defined but non-routine.	Provides a very good interpretation and consequently an accurate and relevant evaluation of a variety of authoritative sources that goes beyond the minimum requirements to address problems that are well defined but non-routine.	Provides an excellent to outstanding interpretation and consequently a sophisticated evaluation of numerous authoritative sources to critically address problems that are well defined but non-routine.
Present quantitative data to convey information	Demonstrates a satisfactory ability to review the effectiveness and appropriateness of information, data and results due to adequate use of pre-defined techniques and/or criteria.	Demonstrates a very good ability to review the effectiveness and appropriateness of information, data and results that goes beyond the minimum required to pass due to an accurate use of pre-defined techniques and/or criteria.	Demonstrates an excellent ability to comprehensively review the effectiveness and appropriateness of information, data and results due to a meticulous use of pre-defined techniques and/or criteria.
Deliver effective presentations	Provides a satisfactory interpretation and consequently an adequate evaluation of several authoritative sources to meet the requirements of problems that are well defined but non-routine.	Provides a very good interpretation and consequently an accurate and relevant evaluation of a variety of authoritative sources that goes beyond the minimum requirements to address problems that are well defined but non-routine.	Provides an excellent to outstanding interpretation and consequently a sophisticated evaluation of numerous authoritative sources to critically address problems that are well defined but non-routine.
Contribute to business meetings	Can adequately identify, adapt and make use of a sufficient range of techniques and information sources within an array of contexts.	Can appropriately identify, adapt and make use of a range of techniques and information sources within an array of contexts with depth that goes beyond the minimum to pass.	Can consistently identify, adapt and make use of a comprehensive range of techniques and information sources within an array of contexts with depth.

<p>Understand theories of working in teams</p>	<p>Has satisfactory awareness of principles and concepts underlying theoretical frameworks and approaches and demonstrates sufficient ability to identify associated strengths and weaknesses.</p>	<p>Has very good awareness of principles and concepts underlying theoretical frameworks and approaches and is able in detail to identify associated strengths and weaknesses.</p>	<p>Has an excellent awareness of principles and concepts underlying theoretical frameworks and approaches and is comprehensively able to identify associated strengths and weaknesses.</p>
<p>Use non-verbal skills and listen effectively</p>	<p>Can adequately identify, adapt and make use of a sufficient range of techniques and information sources within an array of contexts.</p>	<p>Can appropriately identify, adapt and make use of a range of techniques and information sources within an array of contexts with depth that goes beyond the minimum to pass.</p>	<p>Can consistently identify, adapt and make use of a comprehensive range of techniques and information sources within an array of contexts with depth.</p>

Grade Descriptors for Computer Networks

Learning Outcome	Pass	Merit	Distinction
Understand network and communication protocols	Has an adequate understanding of some subject terminology and demonstrates a reasonable appreciation of current debates and updates in relation to this area of study.	Has very good understanding of a wide variety of subject terminology and demonstrates a wide appreciation of current debates and updates in relation to this area of study.	Has an extensive understanding of a comprehensive range of subject terminology and demonstrates an insightful appreciation of current debates and updates in relation to this area of study.
Understand the principles of common network topologies and architectures	Has an adequate understanding of some subject terminology and demonstrates a reasonable appreciation of current debates and updates in relation to this area of study.	Has very good understanding of a wide variety of subject terminology and demonstrates a wide appreciation of current debates and updates in relation to this area of study.	Has an extensive understanding of a comprehensive range of subject terminology and demonstrates an insightful appreciation of current debates and updates in relation to this area of study.
Understand the application of network security measures	Can adequately identify, adapt and make use of a sufficient range of techniques and information sources within an array of contexts.	Can appropriately identify, adapt and make use of a range of techniques and information sources within an array of contexts with depth that goes beyond the minimum to pass.	Can consistently identify, adapt and make use of a comprehensive range of techniques and information sources within an array of contexts with depth.
Be able to select and configure the hardware components of a computer network to meet the requirements of a precise specification	Produces a sufficiently-defined focus for enquiry, identifying relevant investigative strategies and plans. Reasonable data is collected from several sources and overall results meet the requirements and are communicated in an inappropriate format.	Produces a clearly-defined focus for enquiry, identifying relevant investigative strategies and plans. Accurate and relevant data is collected from a range of sources and overall results are precise and communicated in an appropriate format.	Produces a well-defined focus for enquiry, identifying insightful investigative strategies and plans. Meticulous data is collected from numerous sources and overall results are extensive and communicated in a highly appropriate format.
Be able to design and install network and server operating systems to meet the requirements of a	Demonstrates a satisfactory ability to use design principles to effectively create and adequately evaluate an artefact to solve an	Demonstrates a very good ability to use design principles to effectively create and accurately evaluate an artefact to solve an	Demonstrates an excellent ability to use design principles to effectively create and critically evaluate an artefact to

precise specification	identified issue.	identified issue.	solve an identified issue.
Be able to install and configure internet telephony and communication systems	Can adequately identify, adapt and make use of a sufficient range of techniques and information sources within an array of contexts.	Can appropriately identify, adapt and make use of a range of techniques and information sources within an array of contexts with depth that goes beyond the minimum to pass.	Can consistently identify, adapt and make use of a comprehensive range of techniques and information sources within an array of contexts with depth.

Grade Descriptors for Computer Systems

Learning Outcome	Pass	Merit	Distinction
Understand the function of computer systems	Has satisfactory awareness of principles and concepts underlying theoretical frameworks and approaches and demonstrates sufficient ability to identify associated strengths and weaknesses.	Has very good awareness of principles and concepts underlying theoretical frameworks and approaches and is able in detail to identify associated strengths and weaknesses.	Has an excellent awareness of principles and concepts underlying theoretical frameworks and approaches and is comprehensively able to identify associated strengths and weaknesses.
Be able to design computer systems	Demonstrates a satisfactory ability to use design principles to effectively create an artefact to solve an identified issue.	Demonstrates a very good ability to use design principles to effectively create an artefact to solve an identified issue.	Demonstrates an excellent ability to use design principles to effectively create an artefact to solve an identified issue.
Be able to build and configure computer systems	Demonstrates a satisfactory ability to develop an artefact to solve an identified issue.	Demonstrates a very good ability to develop an artefact to solve an identified issue.	Demonstrates an excellent ability to develop an artefact to solve an identified issue.
Be able to undertake routine maintenance on computer systems	Demonstrates a satisfactory ability to review the effectiveness and appropriateness of information, data and results due to adequate use of pre-defined techniques and/or criteria.	Demonstrates a very good ability to review the effectiveness and appropriateness of information, data and results that goes beyond the minimum required to pass due to an accurate use of pre-defined techniques and/or criteria.	Demonstrates an excellent ability to comprehensively review the effectiveness and appropriateness of information, data and results due to a meticulous use of pre-defined techniques and/or criteria.

Grade descriptors for Databases

Learning Outcome	Pass	Merit	Distinction
Understand the concepts associated with database systems.	Has satisfactory awareness of principles and concepts underlying theoretical frameworks and approaches and demonstrates sufficient ability to identify associated strengths and weaknesses.	Has very good awareness of principles and concepts underlying theoretical frameworks and approaches and is able in detail to identify associated strengths and weaknesses.	Has an excellent awareness of principles and concepts underlying theoretical frameworks and approaches and is comprehensively able to identify associated strengths and weaknesses.
Understand the concepts associated with the relational model.	Has satisfactory awareness of principles and concepts underlying theoretical frameworks and approaches and demonstrates sufficient ability to identify associated strengths and weaknesses.	Has very good awareness of principles and concepts underlying theoretical frameworks and approaches and is able in detail to identify associated strengths and weaknesses.	Has an excellent awareness of principles and concepts underlying theoretical frameworks and approaches and is comprehensively able to identify associated strengths and weaknesses.
Understand how to design and develop a database system.	Demonstrates a satisfactory ability to use design principles to effectively develop an artefact to solve an identified issue.	Demonstrates a very good ability to use design principles to effectively develop an artefact to solve an identified issue.	Demonstrates an excellent ability to use design principles to effectively develop an artefact to solve an identified issue.
Be able to develop a logical database design.	Demonstrates a satisfactory ability to use design principles to effectively develop an artefact to solve an identified issue.	Demonstrates a very good ability to use design principles to effectively develop an artefact to solve an identified issue.	Demonstrates an excellent ability to use design principles to effectively develop an artefact to solve an identified issue.
Be able to develop a database system using SQL.	Demonstrates a satisfactory ability to develop an artefact to solve an identified issue.	Demonstrates a very good ability to develop an artefact to solve an identified issue.	Demonstrates an excellent ability to develop an artefact to solve an identified issue.

Grade descriptors for Designing and Developing a Website

Learning Outcome	Pass	Merit	Distinction
Design a website to address loosely defined requirements	Demonstrates a satisfactory ability to use design principles to effectively create an artefact to solve an identified issue.	Demonstrates a very good ability to use design principles to effectively create an artefact to solve an identified issue.	Demonstrates an excellent ability to use design principles to effectively create an artefact to solve an identified issue.
Use web development tools to build (X)HTML- and CSS-based websites to address well-defined specifications	Demonstrates a satisfactory ability to develop an artefact to solve an identified issue.	Demonstrates a very good ability to develop an artefact to solve an identified issue.	Demonstrates an excellent ability to develop an artefact to solve an identified issue.
Understand the technology and tools needed to use multimedia in the context of a website	Can adequately identify, adapt and make use of a sufficient range of techniques and information sources within an array of contexts.	Can appropriately identify, adapt and make use of a range of techniques and information sources within an array of contexts with depth that goes beyond the minimum to pass.	Can consistently identify, adapt and make use of a comprehensive range of techniques and information sources within an array of contexts with depth.
Develop test strategies and apply these to a website	Demonstrates a satisfactory ability to review the effectiveness and appropriateness of information, data and results due to adequate use of pre-defined techniques and/or criteria.	Demonstrates a very good ability to review the effectiveness and appropriateness of information, data and results that goes beyond the minimum required to pass due to an accurate use of pre-defined techniques and/or criteria.	Demonstrates an excellent ability to comprehensively review the effectiveness and appropriateness of information, data and results due to a meticulous use of pre-defined techniques and/or criteria.
Understand the need for Web standards	Has satisfactory awareness of principles and concepts underlying theoretical frameworks and approaches and demonstrates sufficient ability to identify associated strengths and weaknesses.	Has very good awareness of principles and concepts underlying theoretical frameworks and approaches and is able in detail to identify associated strengths and weaknesses.	Has an excellent awareness of principles and concepts underlying theoretical frameworks and approaches and is comprehensively able to identify associated strengths and weaknesses.

<p>Understand the concepts associated with using the Internet and the World Wide Web for business</p>	<p>Has an adequate understanding of some subject terminology and demonstrates a reasonable appreciation of current debates and updates in relation to this area of study.</p>	<p>Has very good understanding of a wide variety of subject terminology and demonstrates a wide appreciation of current debates and updates in relation to this area of study.</p>	<p>Has an extensive understanding of a comprehensive range of subject terminology and demonstrates an insightful appreciation of current debates and updates in relation to this area of study.</p>
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Grade descriptors for eBusiness

Learning Outcome	Pass	Merit	Distinction
Analyse eCommerce business models	Provides a satisfactory interpretation and consequently an adequate evaluation of several authoritative sources to meet the requirements of problems that are well defined but non-routine.	Provides a very good interpretation and consequently an accurate and relevant evaluation of a variety of authoritative sources that goes beyond the minimum requirements to address problems that are well defined but non-routine.	Provides an excellent to outstanding interpretation and consequently a sophisticated evaluation of numerous authoritative sources to critically address problems that are well defined but non-routine.
Analyse eCommerce business-to-consumer strategies	Demonstrates a satisfactory ability to review the effectiveness and appropriateness of information, data and results due to adequate use of pre-defined techniques and/or criteria.	Demonstrates a very good ability to review the effectiveness and appropriateness of information, data and results that goes beyond the minimum required to pass due to an accurate use of pre-defined techniques and/or criteria.	Demonstrates an excellent ability to comprehensively review the effectiveness and appropriateness of information, data and results due to a meticulous use of pre-defined techniques and/or criteria.
Analyse eCommerce business-to-business strategies	Demonstrates a satisfactory ability to review the effectiveness and appropriateness of information, data and results due to adequate use of pre-defined techniques and/or criteria.	Demonstrates a very good ability to review the effectiveness and appropriateness of information, data and results that goes beyond the minimum required to pass due to an accurate use of pre-defined techniques and/or criteria.	Demonstrates an excellent ability to comprehensively review the effectiveness and appropriateness of information, data and results due to a meticulous use of pre-defined techniques and/or criteria.
Evaluate various forms of online marketplace	Provides a satisfactory interpretation and consequently an adequate evaluation of several authoritative sources to meet the requirements of problems that are well defined but non-routine.	Provides a very good interpretation and consequently an accurate and relevant evaluation of a variety of authoritative sources that goes beyond the minimum requirements to address problems that are well defined but non-routine.	Provides an excellent to outstanding interpretation and consequently a sophisticated evaluation of numerous authoritative sources to critically address problems that are well defined but non-routine.

<p>Examine the security threats posed to eCommerce users</p>	<p>Can adequately identify, adapt and make use of a sufficient range of techniques and information sources within an array of contexts.</p>	<p>Can appropriately identify, adapt and make use of a range of techniques and information sources within an array of contexts with depth that goes beyond the minimum to pass.</p>	<p>Can consistently identify, adapt and make use of a comprehensive range of techniques and information sources within an array of contexts with depth.</p>
<p>Understand how to plan eCommerce strategies</p>	<p>Can adequately identify, adapt and make use of a sufficient range of techniques and information sources within an array of contexts.</p>	<p>Can appropriately identify, adapt and make use of a range of techniques and information sources within an array of contexts with depth that goes beyond the minimum to pass.</p>	<p>Can consistently identify, adapt and make use of a comprehensive range of techniques and information sources within an array of contexts with depth.</p>

Grade descriptors for eSports Fundamentals

Learning Outcome	Pass	Merit	Distinction
Examine the factors impacting the success of eSports	Provides a satisfactory interpretation and consequently an adequate evaluation of several authoritative sources to meet the requirements of problems that are well defined but non-routine.	Provides a very good interpretation and consequently an accurate and relevant evaluation of a variety of authoritative sources that goes beyond the minimum requirements to address problems that are well defined but non-routine.	Provides an excellent to outstanding interpretation and consequently a sophisticated evaluation of numerous authoritative sources to critically address problems that are well defined but non-routine.
Assess the professions and stakeholders within eSports and also the ecosystems that underpin it	Can adequately identify, adapt and make use of a sufficient range of techniques and information sources within an array of contexts.	Can appropriately identify, adapt and make use of a range of techniques and information sources within an array of contexts with depth that goes beyond the minimum to pass.	Can consistently identify, adapt and make use of a comprehensive range of techniques and information sources within an array of contexts with depth.
Evaluate the different tournament formats and the importance of gaming sponsorships	Has satisfactory awareness of principles and concepts underlying theoretical frameworks and approaches and demonstrates sufficient ability to identify associated strengths and weaknesses.	Has very good awareness of principles and concepts underlying theoretical frameworks and approaches and is able in detail to identify associated strengths and weaknesses.	Has an excellent awareness of principles and concepts underlying theoretical frameworks and approaches and is comprehensively able to identify associated strengths and weaknesses.
Assess the role of ethics within eSports	Demonstrates a satisfactory ability to review the effectiveness and appropriateness of information, data and results due to adequate use of pre-defined techniques and/or criteria.	Demonstrates a very good ability to review the effectiveness and appropriateness of information, data and results that goes beyond the minimum required to pass due to an accurate use of pre-defined techniques and/or criteria.	Demonstrates an excellent ability to comprehensively review the effectiveness and appropriateness of information, data and results due to a meticulous use of pre-defined techniques and/or criteria.

Grade descriptors for Essentials of Management

Learning Outcome	Pass	Merit	Distinction
Analyse the function of management	Can adequately identify, adapt and make use of a sufficient range of techniques and information sources within an array of contexts.	Can appropriately identify, adapt and make use of a range of techniques and information sources within an array of contexts with depth that goes beyond the minimum to pass.	Can consistently identify, adapt and make use of a comprehensive range of techniques and information sources within an array of contexts with depth.
Examine the management decision-making process	Provides a satisfactory interpretation and consequently an adequate evaluation of several authoritative sources to meet the requirements of problems that are well defined but non-routine.	Provides a very good interpretation and consequently an accurate and relevant evaluation of a variety of authoritative sources that goes beyond the minimum requirements to address problems that are well defined but non-routine.	Provides an excellent to outstanding interpretation and consequently a sophisticated evaluation of numerous authoritative sources to critically address problems that are well defined but non-routine.
Assess the use of management and organisational strategies	Can adequately identify, adapt and make use of a sufficient range of techniques and information sources within an array of contexts.	Can appropriately identify, adapt and make use of a range of techniques and information sources within an array of contexts with depth that goes beyond the minimum to pass.	Can consistently identify, adapt and make use of a comprehensive range of techniques and information sources within an array of contexts with depth.
Analyse how management can influence individual and group performance	Has satisfactory awareness of principles and concepts underlying theoretical frameworks and approaches and demonstrates sufficient ability to identify associated strengths and weaknesses.	Has very good awareness of principles and concepts underlying theoretical frameworks and approaches and is able in detail to identify associated strengths and weaknesses.	Has an excellent awareness of principles and concepts underlying theoretical frameworks and approaches and is comprehensively able to identify associated strengths and weaknesses.

<p>Examine theories of leadership and control</p>	<p>Demonstrates a satisfactory ability to review the effectiveness and appropriateness of information, data and results due to adequate use of pre-defined techniques and/or criteria.</p>	<p>Demonstrates a very good ability to review the effectiveness and appropriateness of information, data and results that goes beyond the minimum required to pass due to an accurate use of pre-defined techniques and/or criteria.</p>	<p>Demonstrates an excellent ability to comprehensively review the effectiveness and appropriateness of information, data and results due to a meticulous use of pre-defined techniques and/or criteria.</p>
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Grade descriptors for Fundamentals of Economics

Learning Outcome	Pass	Merit	Distinction
Apply the basic tools of microeconomics and the theories of demand and supply	Provides a satisfactory interpretation and consequently an adequate evaluation of several authoritative sources to meet the requirements of problems that are well defined but non-routine.	Provides a very good interpretation and consequently an accurate and relevant evaluation of a variety of authoritative sources that goes beyond the minimum requirements to address problems that are well defined but non-routine.	Provides an excellent to outstanding interpretation and consequently a sophisticated evaluation of numerous authoritative sources to critically address problems that are well defined but non-routine.
Analyse the various forms of market structure	Can adequately identify, adapt and make use of a sufficient range of techniques and information sources within an array of contexts.	Can appropriately identify, adapt and make use of a range of techniques and information sources within an array of contexts with depth that goes beyond the minimum to pass.	Can consistently identify, adapt and make use of a comprehensive range of techniques and information sources within an array of contexts with depth.
Analyse the key components of macroeconomics	Has satisfactory awareness of principles and concepts underlying theoretical frameworks and approaches and demonstrates sufficient ability to identify associated strengths and weaknesses.	Has very good awareness of principles and concepts underlying theoretical frameworks and approaches and is able in detail to identify associated strengths and weaknesses.	Has an excellent awareness of principles and concepts underlying theoretical frameworks and approaches and is comprehensively able to identify associated strengths and weaknesses.

<p>Examine the monetary policy and its effect on the economy</p>	<p>Demonstrates a satisfactory ability to review the effectiveness and appropriateness of information, data and results due to adequate use of pre-defined techniques and/or criteria.</p>	<p>Demonstrates a very good ability to review the effectiveness and appropriateness of information, data and results that goes beyond the minimum required to pass due to an accurate use of pre-defined techniques and/or criteria.</p>	<p>Demonstrates an excellent ability to comprehensively review the effectiveness and appropriateness of information, data and results due to a meticulous use of pre-defined techniques and/or criteria.</p>
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Grade descriptors for Introduction to Finance

Learning Outcome	Pass	Merit	Distinction
Analyse the use of accounting in organisations	Demonstrates a satisfactory ability to review the effectiveness and appropriateness of information, data and results due to adequate use of pre-defined techniques and/or criteria.	Demonstrates a very good ability to review the effectiveness and appropriateness of information, data and results that goes beyond the minimum required to pass due to an accurate use of pre-defined techniques and/or criteria.	Demonstrates an excellent ability to comprehensively review the effectiveness and appropriateness of information, data and results due to a meticulous use of pre-defined techniques and/or criteria.
Prepare and analyse financial statements	Provides a satisfactory interpretation and consequently an adequate evaluation of several authoritative sources to meet the requirements of problems that are well defined but non-routine.	Provides a very good interpretation and consequently an accurate and relevant evaluation of a variety of authoritative sources that goes beyond the minimum requirements to address problems that are well defined but non-routine.	Provides an excellent to outstanding interpretation and consequently a sophisticated evaluation of numerous authoritative sources to critically address problems that are well defined but non-routine.
Examine the use of costs in organisations	Can adequately identify, adapt and make use of a sufficient range of techniques and information sources within an array of contexts.	Can appropriately identify, adapt and make use of a range of techniques and information sources within an array of contexts with depth that goes beyond the minimum to pass.	Can consistently identify, adapt and make use of a comprehensive range of techniques and information sources within an array of contexts with depth.
Examine how accounting is used to support decision-making	Has satisfactory awareness of principles and concepts underlying theoretical frameworks and approaches and demonstrates sufficient ability to identify associated strengths and weaknesses.	Has very good awareness of principles and concepts underlying theoretical frameworks and approaches and is able in detail to identify associated strengths and weaknesses.	Has an excellent awareness of principles and concepts underlying theoretical frameworks and approaches and is comprehensively able to identify associated strengths and weaknesses.

Grade descriptors for Managing eSports Teams

Learning Outcome	Pass	Merit	Distinction
Discuss teamwork theories in the context of eSports	Has adequate awareness of different perspectives or approaches within the area of study	Has sound, informed awareness of different perspectives or approaches within the area of study	Has comprehensive, well-informed awareness of different perspectives or approaches within the area of study
Evaluate the factors facilitating effective eSports teams	Provides consistent interpretation and evaluation of relevant information and ideas to address problems that are well defined but non-routine.	Provides critical interpretation and evaluation of relevant information and ideas to address problems that are well defined but non-routine.	Provides consistently critical interpretation and evaluation of relevant information and ideas to address problems that are well defined but non-routine.
Discuss the creation of team goals within the context of team culture	Can adequately Identify, adapt and use appropriate skills, methods and procedures to reach appropriate solutions.	Can soundly identify, adapt and use appropriate skills, methods and procedures to reach supported and appropriate solutions.	Can coherently identify, adapt and use appropriate skills, methods and procedures to reach well supported and highly appropriate solutions.
Assess the cause of team misalignments	Demonstrates adequate ability to review the effectiveness and appropriateness of actions, methods and results	Demonstrates sound ability to review the effectiveness and appropriateness of actions, methods and results	Demonstrates comprehensive ability to review the effectiveness and appropriateness of actions, methods and results
Discuss the importance of leadership, communication and decision-making for eSports Team Managers.	Has adequate awareness of different perspectives or approaches within the area of study	Has sound, informed awareness of different perspectives or approaches within the area of study	Has comprehensive, well-informed awareness of different perspectives or approaches within the area of study

Grade descriptors for Principles of Marketing

Learning Outcome	Pass	Merit	Distinction
Understand key terms and concepts in marketing	Can adequately Identify, adapt and use appropriate skills, methods and procedures to reach appropriate solutions.	Can soundly identify, adapt and use appropriate skills, methods and procedures to reach supported and appropriate solutions.	Can coherently identify, adapt and use appropriate skills, methods and procedures to reach well supported and highly appropriate solutions.
Understand and apply the concepts associated with marketing mix	Provides consistent interpretation and evaluation of relevant information and ideas to address problems that are well defined but non-routine.	Provides critical interpretation and evaluation of relevant information and ideas to address problems that are well defined but non-routine.	Provides consistently critical interpretation and evaluation of relevant information and ideas to address problems that are well defined but non-routine.
Understand the marketing of products and services	Demonstrates adequate ability to review the effectiveness and appropriateness of actions methods and results	Demonstrates sound ability to review the effectiveness and appropriateness of actions methods and results	Demonstrates comprehensive ability to review the effectiveness and appropriateness of actions methods and results
Understand and apply marketing communication	Provides consistent interpretation and evaluation of relevant information and ideas to address problems that are well defined but non-routine.	Provides critical interpretation and evaluation of relevant information and ideas to address problems that are well defined but non-routine.	Provides consistently critical interpretation and evaluation of relevant information and ideas to address problems that are well defined but non-routine.
Understand the relationship between sales and marketing	Has adequate awareness of different perspectives or approaches within the area of study	Has sound, informed awareness of different perspectives or approaches within the area of study	Has comprehensive, well-informed awareness of different perspectives or approaches within the area of study

Grade descriptors for Skills for Computing

Learning Outcome	Pass	Merit	Distinction
Be able to use various skills to support the study of Computing	Demonstrates a satisfactory ability to review the effectiveness and appropriateness of information and data due to adequate use of pre-defined techniques and/or criteria.	Demonstrates a very good ability to review the effectiveness and appropriateness of information and data that goes beyond the minimum required to pass due to an accurate use of pre-defined techniques and/or criteria.	Demonstrates an excellent ability to comprehensively review the effectiveness and appropriateness of information and data due to a meticulous use of pre-defined techniques and/or criteria.
Be able to communicate in a technical environment	Can adequately identify, adapt and make use of a sufficient range of techniques and information sources within an array of contexts.	Can appropriately identify, adapt and make use of a range of techniques and information sources within an array of contexts with depth that goes beyond the minimum to pass.	Can consistently identify, adapt and make use of a comprehensive range of techniques and information sources within an array of contexts with depth.
Be able to deploy thinking skills and problem-solving paradigms in both a business and learning context.	Can adequately identify, adapt and make use of a sufficient range of techniques and information sources within an array of contexts.	Can appropriately identify, adapt and make use of a range of techniques and information sources within an array of contexts with depth that goes beyond the minimum to pass.	Can consistently identify, adapt and make use of a comprehensive range of techniques and information sources within an array of contexts with depth.
Be able to handle and present data	Can adequately identify, adapt and make use of a sufficient range of techniques and information sources within an array of contexts.	Can appropriately identify, adapt and make use of a range of techniques and information sources within an array of contexts with depth that goes beyond the minimum to pass.	Can consistently identify, adapt and make use of a comprehensive range of techniques and information sources within an array of contexts with depth.
Understand the need for lifelong learning	Has an adequate understanding of some subject knowledge and demonstrates a reasonable appreciation of current debates and updates in relation to this area of study.	Has very good understanding of a wide variety of subject knowledge and demonstrates a wide appreciation of current debates and updates in relation to this area of study.	Has an extensive understanding and a comprehensive range of subject knowledge and demonstrates an insightful appreciation of current debates and updates in relation to this area of study.

Grade descriptors for Understanding Business Organisations

Learning Outcome	Pass	Merit	Distinction
Evaluate various types of organisation	Provides a satisfactory interpretation and consequently an adequate evaluation of several authoritative sources to meet the requirements of problems that are well defined but non-routine.	Provides a very good interpretation and consequently an accurate and relevant evaluation of a variety of authoritative sources that goes beyond the minimum requirements to address problems that are well defined but non-routine.	Provides an excellent to outstanding interpretation and consequently a sophisticated evaluation of numerous authoritative sources to critically address problems that are well defined but non-routine.
Evaluate various forms of organisational structure	Provides a satisfactory interpretation and consequently an adequate evaluation of several authoritative sources to meet the requirements of problems that are well defined but non-routine.	Provides a very good interpretation and consequently an accurate and relevant evaluation of a variety of authoritative sources that goes beyond the minimum requirements to address problems that are well defined but non-routine.	Provides an excellent to outstanding interpretation and consequently a sophisticated evaluation of numerous authoritative sources to critically address problems that are well defined but non-routine.
Examine the process of organisational change	Demonstrates a satisfactory ability to review the effectiveness and appropriateness of information, data and results due to adequate use of pre-defined techniques and/or criteria.	Demonstrates a very good ability to review the effectiveness and appropriateness of information, data and results that goes beyond the minimum required to pass due to an accurate use of pre-defined techniques and/or criteria.	Demonstrates an excellent ability to comprehensively review the effectiveness and appropriateness of information, data and results due to a meticulous use of pre-defined techniques and/or criteria.
Assess the use of communication in organisations	Has satisfactory awareness of principles and concepts underlying theoretical frameworks and approaches and demonstrates sufficient ability to identify associated strengths and weaknesses.	Has very good awareness of principles and concepts underlying theoretical frameworks and approaches and is able in detail to identify associated strengths and weaknesses.	Has an excellent awareness of principles and concepts underlying theoretical frameworks and approaches and is comprehensively able to identify associated strengths and weaknesses.
Examine how organisational performance is monitored	Can adequately identify, adapt and make use of a sufficient range of techniques and information sources within	Can appropriately identify, adapt and make use of a range of techniques and information sources within an array of contexts with	Can consistently identify, adapt and make use of a comprehensive range of techniques and information sources within an array of

	an array of contexts.	depth that goes beyond the minimum to pass.	contexts with depth.
Evaluate the use of IT systems on the performance and structure of an organisation	Provides a satisfactory interpretation and consequently an adequate evaluation of several authoritative sources to meet the requirements of problems that are well defined but non-routine.	Provides a very good interpretation and consequently an accurate and relevant evaluation of a variety of authoritative sources that goes beyond the minimum requirements to address problems that are well defined but non-routine.	Provides an excellent to outstanding interpretation and consequently a sophisticated evaluation of numerous authoritative sources to critically address problems that are well defined but non-routine.