



Awarding  
Great British  
Qualifications

# LEVEL 5 DIPLOMA IN BUSINESS

(L5DB)

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Qualification Unit Specification  
**2020/21**



**Level 5 Diploma in Business**  
**Qualification Unit Specification**

## Modification History

Version	Revision Description
V1.0	For release
V1.1	Version for academic year 2014/15
V1.2	Version for academic year 2015/16
V1.3	Minor addition to wording for <i>Section 3</i>
V1.4	Addition of Total Qualification Time information
V1.5	Updated qualifications framework information
V1.6	Added the TQT and GLH figures
V1.7	Update to ISO Assessment
V1.8	Added 4.6 Eligibility period
V1.9	Added 'Objective' in section 1.1 – 22/05/2019
V2.0	Added grading algorithm statement in <i>Section 6 Results and Certificates</i>
V2.1	Updated NOS January 2020
V2.2	Updated Ofqual link in Section 1.1 and removal of Northern Ireland regulation (April 2020)
V2.3	Update of assessment methodology for PBO
V3.0	Added IT specialisms and changed GX to TCA

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# 1. About NCC Education

NCC Education is a UK-based awarding body, active in the UK and internationally. Originally part of the 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 forty 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](http://www.ofqual.gov.uk)) in England.

## 1.1 Why choose this qualification?

NCC Education's Level 5 Diploma in Business is:

- **Regulated** by Ofqual and listed on the Qualifications and Credit Framework – Qualification Number 600/2480/X. 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** which makes up the second year of the NCC Education degree journey and builds upon the knowledge gained during NCC Education's Level 4 Diploma in Business (L4DB) (RQF).

## Objective

On successful completion, candidates will be able to complete the final year of a degree at one of the many universities that recognise NCC Education qualifications, or play a significant role in a business organisation.

## 2. Structure of the L5DB Qualification

Qualification Title, Credits, Units and Level
<p><b>NCC Education Level 5 Diploma in Business (RQF), 120 credits, all at RQF Level 5.</b></p> <p><b>Specialist pathways are included within brackets in the qualification title:</b></p> <ul style="list-style-type: none"> <li>• NCC Education Level 5 Diploma in Business</li> <li>• NCC Education Level 5 Diploma in Business (with IT)</li> </ul> <p><b>Total Qualification Time: 1,200 hours.</b></p> <p><b>Guided Learning Hours: 336 hours.</b></p> <p><b>Please see Section 5 below for Syllabuses, which include the Guided Learning Hours and Total Qualification Time for each Unit of the Level 5 Diploma in Business.</b></p> <p><b>This qualification is regulated by Ofqual and listed on the Qualifications and Credit Framework – Qualification Number 600/2480/X. For further information see <a href="http://register.ofqual.gov.uk/Qualification/Details/600_2480_X">http://register.ofqual.gov.uk/Qualification/Details/600_2480_X</a></b></p>

- NCC Education Level 5 Diploma in Business

**Candidates must pass 6 units to be awarded the Level 5 Diploma in Business certificate**

Category	Title	Unit Credit	Level
Specialist	Advanced Business Mathematics	20	5
Specialist	Business Economics	20	5
Specialist	Financial Management	20	5
Specialist	Human Resources in Business	20	5
Core	Information Systems and Organisations	20	5
Specialist	Marketing in Business	20	5
Core	Principles of Business Operations	20	5
Specialist	Understanding Consumer Behaviour	20	5

- **NCC Education Level 5 Diploma in Business (with IT)**

**Candidates must pass 6 units to be awarded the Level 5 Diploma in Business (with IT) certificate**

<b>Category</b>	<b>Title</b>	<b>Unit Credit</b>	<b>Level</b>
Specialist	Business IT Project	20	5
Specialist	Database Design and Development	20	5
Specialist	Dynamic Websites	20	5
Specialist	Information Systems Analysis	20	5
Core	Information Systems and Organisations	20	5
Specialist	Office Solutions Development	20	4
Core	Principles of Business Operations	20	5
Specialist	Professional Issues in IT	20	5

### 3. Assessment for the qualification

#### 3.1 Assessment objectives

All assessment for the qualification is intended to allow candidates to demonstrate that they have met the relevant Learning Outcomes. Moreover, the 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
Advanced Business Mathematics	100%	-
Business Economics	-	100%
Business IT Project	-	100%
Database Design and Development	-	100%
Dynamic Websites	-	100%
Financial Management	100%	-
Human Resources in Business	-	100%
Information Systems Analysis	100%	-
Information Systems and Organisations	-	100%
Marketing in Business	-	100%
Office Solutions Development	-	100%
Principles of Business Operations	100%	-
Professional Issues in IT	-	100%
Understanding Consumer Behaviour	-	100%

An examination is a time-constrained assessment that will take place on a specified date and usually in an NCC Education Centre. Global Assignments are marked by the Centre and Time-constrained Assessments are marked by NCC Education. 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 equality law and to confirm that the 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 *Marking and Moderation Manual*. The *Marking and 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 Services. 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"><li>• Holders of the NCC Education Level 4 Diploma in Business (L4DB)</li><li>• Holders of the NCC Education Level 4 Diploma in Business (with IT)</li><li>• Holders of the NCC Education International Diploma in Business (IDB)</li><li>• Holders of any local or international qualification deemed to be a similar level to Level 4 Diploma in Business (L4DB). These shall be agreed in advance with NCC Education.</li></ul>
For candidates whose first language is not English:
<ul style="list-style-type: none"><li>• IELTS 5.5 or equivalent.</li></ul>

### 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*. Interactive guides and a user manual for *Candidate Registration Portal* are available to Centres to assist with navigating the system and understanding all the services available via *Candidate Registration Portal*.

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. Advanced Business Mathematics

<b>Title:</b>	Advanced Business Mathematics
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<b>RQF code:</b>	K/503/3772	<b>Credits</b>	20	<b>Level</b>	5
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<b>Guided Learning Hours</b>	36 hours	<b>Total Qualification Time</b>	200 hours
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<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Use summary and inferential statistics to inform business decisions	1.1 Calculate and interpret standard scores 1.2 Use index numbers when reviewing data 1.3 Compare and contrast sampling methods and techniques 1.4 Use confidence intervals to indicate the reliability of estimates 1.5 Apply significance testing to business hypotheses
2. Analyse management decisions using optimisation techniques	2.1 Use differentiation in marginal analysis 2.2 Formulate a linear programme 2.3 Interpret the optimal and sensitivity results from the solution of a linear programme.
3. Understand and apply approaches to business forecasting	3.1 Use Pearson and Spearman correlation analysis 3.2 Perform a simple regression analysis 3.3 Evaluate results from a multiple regression analysis 3.4 Use time series analysis to predict future business performance
4. Evaluate sequential management decisions	4.1 Formulate a decision tree representation of a management decision 4.2 Solve a decision tree

<b>Syllabus content</b>	
<b>Topic</b>	<b>Course coverage</b>
Introductory management statistics	<ul style="list-style-type: none"> <li>• Summary statistics</li> <li>• Data types</li> <li>• Index numbers</li> </ul> <p><b>Learning Outcome: 1</b></p>

Probability distributions	<ul style="list-style-type: none"> <li>• Simple probability review</li> <li>• Standard scores (Z-scores)</li> <li>• Probability distributions</li> </ul> <p><b>Learning Outcome: 1</b></p>
Inferential statistics 1	<ul style="list-style-type: none"> <li>• Sampling distributions</li> <li>• Point estimates and confidence intervals</li> <li>• Introduction to hypothesis testing</li> </ul> <p><b>Learning Outcome: 1</b></p>
Inferential statistics 2	<ul style="list-style-type: none"> <li>• Hypothesis testing with a sample</li> <li>• Sampling approaches</li> <li>• Two sample t-test</li> <li>• Significance, error types, power</li> <li>• Frequency data and the <math>\chi^2</math> test</li> </ul> <p><b>Learning Outcome: 1</b></p>
Differentiation 1	<ul style="list-style-type: none"> <li>• Gradient and the derivative</li> <li>• Rules of differentiation</li> </ul> <p><b>Learning Outcome: 2</b></p>
Differentiation 2	<ul style="list-style-type: none"> <li>• Partial differentiation</li> <li>• The total derivative</li> </ul> <p><b>Learning Outcome: 2</b></p>
Regression analysis 1	<ul style="list-style-type: none"> <li>• Pearson correlation</li> <li>• Simple linear regression</li> <li>• Spearman correlation</li> </ul> <p><b>Learning Outcome: 3</b></p>
Regression analysis 2	<ul style="list-style-type: none"> <li>• Multiple regression analysis</li> <li>• Further regression models</li> </ul> <p><b>Learning Outcome: 3</b></p>
Time series analysis	<ul style="list-style-type: none"> <li>• Preparing time series for analysis</li> <li>• Time series decomposition <ul style="list-style-type: none"> <li>– Additive and multiplicative models</li> <li>– Centred moving averages</li> <li>– Seasonal adjustment</li> </ul> </li> <li>• Forecasting with time series</li> <li>• Exponential smoothing</li> </ul> <p><b>Learning Outcome: 3</b></p>
Linear Programming	<ul style="list-style-type: none"> <li>• Formulating two variable linear programme</li> <li>• Graphical solution of a linear programme</li> <li>• Sensitivity analysis</li> </ul> <p><b>Learning Outcome: 2</b></p>

Linear Programming with Solver routines	<ul style="list-style-type: none"> <li>• Multiple variable linear programmes</li> <li>• Solving linear programmes with software</li> <li>• Interpreting the output</li> <li>• Extensions of linear programming: the integer programme</li> </ul> <p><b>Learning Outcome: 2</b></p>
Decision tree analysis	<ul style="list-style-type: none"> <li>• Formulating decision trees</li> <li>• Solving decision trees with rollback</li> <li>• Posterior probabilities within decision trees</li> <li>• Uncertainty</li> </ul> <p><b>Learning Outcome: 4</b></p>

<b>Related National Occupational Standards (NOS)</b>
<p><b>Sector Subject Area:</b> Business and Administration (2013)</p> <p><b>Related NOS:</b> CFABAD321 Collate and organise data  CFABAD322 Analyse and report data  CFABAG127 Solve business problems  CFABAG128 Evaluate and solve business problems</p>

<b>Assessments</b>
Time-constrained Assessment (100%)
<b>See also Section 3 above</b>

## 5.2. Business Economics

<b>Title:</b>	Business Economics
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<b>RQF code:</b>	M/503/3787	<b>Credits</b>	20	<b>Level</b>	5
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<b>Guided Learning Hours</b>	48 hours	<b>Total Qualification Time</b>	200 hours
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<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Critically assess different approaches to the nature of the firm	1.1 Identify and critically appraise the different theories of firm objectives and motivations of main actors 1.2 Critically appraise the effect of different objectives and motivations on firm behaviour and outcomes e.g. profit, revenue etc 1.3 Understand the implications of different routes to firm growth
2. Critically examine the rationales for multi-national companies (MNCs) and the means by which they may emerge	2.1 Explain and critique the different theoretical rationales for MNCs 2.2 Discuss the different means by which MNCs may develop 2.3 Discuss how MNCs may expand through takeovers, mergers and acquisitions
3. Understand techniques for demand and cost estimation and the analysis of competitive structure	3.1 Apply the methods used for demand and cost estimation 3.2 Analyse competitive structure and understand the implications and limitations of such analysis 3.3 Understand and be able to evaluate different pricing techniques
4. Understand techniques for dealing with risk and uncertainty	4.1 Discuss the techniques used to support decision-making in conditions of risk and uncertainty
5. Evaluate the arguments for privatisation and regulation	5.1 Understand the theoretical arguments for both privatisation and regulation and the policy developments in each area 5.2 Evaluate different approaches to regulation

Syllabus content	
Topic	Course coverage
Introduction to Managerial Economics	<ul style="list-style-type: none"> <li>• Subject matter and approach of managerial economics</li> <li>• Role of models in managerial economics</li> <li>• Profit maximisation and maximisation of shareholder wealth</li> <li>• Managerial models of firm objectives</li> <li>• Behavioural models of firm objectives</li> </ul> <p><b>Learning Outcome: 1</b></p>
Firm Behaviour in Reality	<ul style="list-style-type: none"> <li>• Maximising objectives in practice</li> <li>• Non maximising objectives in practice</li> <li>• Portfolio theory</li> </ul> <p><b>Learning Outcome: 1</b></p>
The Nature of the Firm	<ul style="list-style-type: none"> <li>• Different rationales for the existence of firms</li> <li>• Introduction to transaction cost analysis</li> <li>• Different forms of contractual relationships</li> <li>• Implications of incomplete contracts</li> <li>• In house production versus outsourcing</li> </ul> <p><b>Learning Outcome: 1</b></p>
Ownership and Control	<ul style="list-style-type: none"> <li>• Motivations of managers and shareholders</li> <li>• The market for corporate control</li> <li>• Principal-agent theory and incentives</li> </ul> <p><b>Learning Outcome: 1</b></p>
Diversification, Takeovers and Mergers	<ul style="list-style-type: none"> <li>• Different types of diversification</li> <li>• Rationales for different forms of diversification</li> <li>• Practical evidence concerning impacts of takeovers and mergers</li> </ul> <p><b>Learning Outcome: 2</b></p>
Multinational Companies (MNCs)	<ul style="list-style-type: none"> <li>• A brief history of MNCs</li> <li>• Different means by which MNCs emerge</li> <li>• Different rationales for the development of MNCs</li> </ul> <p><b>Learning Outcome: 2</b></p>
Forecasting Demand	<ul style="list-style-type: none"> <li>• Conceptual difficulties facing demand forecasting</li> <li>• Different practical methods of demand/sales forecasting.</li> </ul> <p><b>Learning Outcome: 3</b></p>
Cost Estimation	<ul style="list-style-type: none"> <li>• Conceptual difficulties facing cost estimation</li> <li>• Methods of cost estimation</li> <li>• Cost drivers</li> <li>• Breakeven analysis</li> </ul> <p><b>Learning Outcome: 3</b></p>



Analysing Competitive Structure	<ul style="list-style-type: none"> <li>• Porter's 5 forces model</li> <li>• Power of buyers</li> <li>• Power of suppliers</li> <li>• Threat of entry</li> <li>• Threat of substitution</li> <li>• Intensity of rivalry</li> </ul> <p><b>Learning Outcome: 4</b></p>
Pricing	<ul style="list-style-type: none"> <li>• Conceptual difficulties facing pricing</li> <li>• Practical real world approaches to pricing</li> </ul> <p><b>Learning Outcome: 3</b></p>
Privatisation	<ul style="list-style-type: none"> <li>• Arguments for privatisation</li> <li>• Natural monopoly and privatisation</li> <li>• Practice of privatisation</li> <li>• Recent policy developments</li> </ul> <p><b>Learning Outcome: 5</b></p>
Regulation	<ul style="list-style-type: none"> <li>• Economic case for regulation</li> <li>• Regulation of market power</li> <li>• Rate of return versus price cap regulation</li> <li>• Regulation of information asymmetries</li> </ul> <p><b>Learning Outcome: 5</b></p>

#### Related National Occupational Standards (NOS)

**Sector Subject Area:** Management and Leadership National Occupational Standards 2008

**Related NOS:** CFAMLE10 - Take effective decisions

CFABAF121 Monitor and evaluate the performance of contractors

CFABAH124 Improving corporate performance

#### Assessments

Time-constrained Assessment (100%)

See also Section 3 above

### 5.3. Business IT Project

<b>Title:</b>	Business IT Project
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<b>RQF code:</b>	L/503/4770	<b>Credits</b>	20	<b>Level</b>	5
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<b>Guided Learning Hours</b>	24 hours	<b>Total Qualification Time</b>	200 hours
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<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Plan and manage the development of a computing artefact	1.1 Produce a viable project plan 1.2 Check progress against a plan 1.3 Evaluate performance against a plan
2. Gather and evaluate requirements for an IT project	2.1 Document requirements in an appropriate way 2.2 Evaluate requirements 2.3 Prioritise requirements
3. Conduct research to support the development of a computing artefact	3.1 Document research activities in an appropriate way 3.2 Evaluate research material 3.3 Synthesise a course of action from the evaluation of material
4. Employ software engineering techniques in the development of a computing artefact	4.1 Select and justify the use of software engineering methods, techniques and tools for the development of a computing artefact 4.2 Employ and appropriately document the use of software engineering methods, techniques and tools for the development of a computing artefact 4.3 Evaluate the use of software engineering methods, techniques and tools for the development of a computing artefact
5. Evaluate the success of a computing artefact	5.1 Evaluate a computing artefact against specification and requirements 5.2 Test that a computing artefact meets its requirements

<b>Syllabus content</b>	
<b>Topic</b>	<b>Course coverage</b>
Introduction	<ul style="list-style-type: none"> <li>• Planning your Project</li> <li>• Documenting Requirements</li> </ul> <p><b>Learning Outcomes: 1 and 2</b></p>
Conducting Research	<ul style="list-style-type: none"> <li>• Documenting Research Activities</li> <li>• Evaluating Research</li> <li>• Synthesising a Course of Action</li> </ul> <p><b>Learning Outcome: 3</b></p>

Employing Software Engineering	<ul style="list-style-type: none"> <li>• Appropriate Development Methods</li> <li>• Structure of a Design Specification</li> <li>• Content of a Design Specification</li> </ul> <p><b>Learning Outcome: 4</b></p>
Evaluating Computing Artefacts	<ul style="list-style-type: none"> <li>• Why do we evaluate a computing artefact?</li> <li>• How do we evaluate a computing artefact?</li> </ul> <p><b>Learning Outcome: 5</b></p>
Final Report	<ul style="list-style-type: none"> <li>• Structure of Final Report</li> <li>• Content of Final Report</li> <li>• Citations and Referencing (Reminder)</li> <li>• Appropriate Appendices</li> </ul> <p><b>Learning Outcomes: 1, 2, 3, 4 &amp; 5</b></p>
Project and Report Completion	<ul style="list-style-type: none"> <li>• Private study time should include weekly meetings with your tutor to discuss your progress.</li> <li>• Project production</li> </ul> <p><b>Learning Outcomes: 1, 2, 3, 4 &amp; 5</b></p>

Related National Occupational Standards (NOS)
<p><b>Sector Subject Area:</b> IT and Telecoms</p> <p><b>Related NOS:</b> ESKITP4024 P10-14– Manage the outcomes from the data analysis assignment;</p> <p>ESKITP4025 P1-5– Prepare for data analysis activities;</p> <p>ESKITP4025 P6-9– Manage effective data analysis activities;</p> <p>ESKITP4025 P10-12– Maintain effective data analysis deliverables;</p> <p>ESKITP4034 P1-4 – Manage, under supervision, information to direct human needs analysis assignments;</p> <p>ESKITP4034 P5-9 – Produce, implement and maintain, quality human needs analysis activities;</p> <p>ESKITP4034 P10-13 – Provide human needs analysis findings to others;</p> <p>ESKITP4054 P1-4 – Assist with the development for data design activities;</p> <p>ESKITP4054 P5-9 – Manage, under supervision, the maintenance of data design assignments;</p> <p>ESKITP4054 P10-13 – Provide others, when requested, with specified information relating to data design activities;</p> <p>ESKITP4055 P1-5 – Select and implement appropriate data design processes;</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>ESKITP4074 P1-4– Prepare, under supervision, for system/solution/service design activities;</p> <p>ESKITP4074 P5-8– Assist with the design of system/solution/service design;</p> <p>ESKITP4074 P9-11– Monitor the progress of system/solution/service design activities;</p> <p>ESKITP5014v2 P1-5- Perform systems development activities;</p>

ESKITP5014v2 P6-10- Contribute to the management of systems development;  
ESKITP5015v2 P8-12- Manage systems development activities;  
ESKITP5016v2 P5-11- Control systems development activities;  
ESKITP5032 P1-5, ESKITP5024 P1-5- Plan software development activities;  
ESKITP5024 P6-12- Perform software development activities;  
ESKITP5024 P13-16- Control software development activities;  
ESKITP5024 P17-22 - Contribute to the management of software development;  
ESKITP5033 P1-5- Carry out IT/Technology solution testing activities under direction;  
ESKITP5034 P1-4- Carry out IT/Technology solution testing;  
ESKITP5034 P5-8- Contribute to the communication of the results of IT/Technology solution testing;  
ESKITP5044 P4-8, ESKITP5043 P1-5 - Perform systems integration activities;  
ESKITP5054 P1-4- Perform systems installation, implementation and handover activities;  
ESKITP5054 P5-8- Document and present systems installation, implementation and handover activities

<b>Assessments</b>
Global Assignment (100%)
<b>See also Section 3 above</b>

## 5.4. Database Design and Development

<b>Title:</b>	Database Design and Development
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<b>RQF code:</b>	D/503/4787	<b>Credits</b>	20	<b>Level</b>	5
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<b>Guided Learning Hours</b>	60 hours	<b>Total Qualification Time</b>	200 hours
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<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Understand the enterprise application of database systems	1.1 Summarise the common use of distributed database management systems 1.2 Explain the meaning of the term distributed database management system 1.3 Describe the components of a distributed database management system 1.4 Summarise the common use of data warehouses 1.5 Explain the meaning of the term data warehouse 1.6 Describe the structure of a data warehouse
2. Understand how to enhance the design of and further develop a database system	2.1 Describe how tables that contain redundant data can suffer from update anomalies 2.2 Explain how to overcome update anomalies using normalisation 2.3 Describe how to retrieve data from one or more tables using SQL
3. Be able to enhance a logical database design	3.1 Check the tables are well-structured using normalisation 3.2 Define the integrity constraints on the tables
4. Be able to develop a physical database design	4.1 Map a logical database design to a physical database design 4.2 Design tables for a target DBMS 4.3 Design a representation of derived data 4.4 Design integrity constraints for the target DBMS 4.5 Denormalise tables where appropriate
5. Be able to enhance a database system using SQL	5.1 Apply integrity constraints 5.2 Retrieve data from one or more tables using join 5.3 Retrieve data from one or more tables using sub-queries

Syllabus content	
Topic	Course coverage
Key Concepts in Databases and Database Management	<ul style="list-style-type: none"> <li>• Review of key material from Level 4 databases Unit</li> <li>• Common uses of databases</li> <li>• Types of databases</li> <li>• Overview of database development</li> </ul> <p><b>Learning Outcomes: All</b></p>
Enhancing Design 1	<ul style="list-style-type: none"> <li>• Introduction to normalisation</li> <li>• The concept of functional dependency</li> <li>• Data redundancy and update anomalies</li> <li>• Overcoming anomalies with normalisation</li> </ul> <p><b>Learning Outcome: 2</b></p>
Enhancing Design 2	<ul style="list-style-type: none"> <li>• Deriving a set of relations from a conceptual data model</li> <li>• Validating relations using normalisation</li> <li>• Integrity constraints on tables</li> </ul> <p><b>Learning Outcome: 3</b></p>
Data Retrieval 1	<ul style="list-style-type: none"> <li>• Table and view structure in a relational database</li> <li>• Data types</li> <li>• Null values</li> <li>• Retrieving data using SQL</li> </ul> <p><b>Learning Outcome: 2</b></p>
Data Retrieval 2	<ul style="list-style-type: none"> <li>• Referential integrity in relational databases</li> <li>• Types of joins</li> <li>• Retrieving data using joins</li> <li>• Retrieving data using sub-queries</li> </ul> <p><b>Learning Outcome: 5</b></p>
Physical Design 1	<ul style="list-style-type: none"> <li>• The purpose of physical design</li> <li>• Mapping the logical database design to a physical database design</li> <li>• Designing tables for the target DBMS</li> </ul> <p><b>Learning Outcome: 4</b></p>
Physical Design 2	<ul style="list-style-type: none"> <li>• The concept of derived data</li> <li>• Designing a representation of derived data</li> </ul> <p><b>Learning Outcome: 4</b></p>
Physical Design 3	<ul style="list-style-type: none"> <li>• Types of constraints</li> <li>• Designing integrity constraints for the target DBMS</li> </ul> <p><b>Learning Outcomes: 3, 4 &amp; 5</b></p>
Physical Design 4	<ul style="list-style-type: none"> <li>• Understanding transactions</li> <li>• Denormalisation</li> <li>• Improving performance</li> <li>• Estimating the size of the database</li> </ul> <p><b>Learning Outcome: 4</b></p>

Distributed Databases	<ul style="list-style-type: none"> <li>• The need for distributed databases</li> <li>• Components of distributed databases</li> <li>• Advantages and disadvantages of distributed databases</li> <li>• Homogenous and Heterogeneous distribution</li> <li>• Distributed Database Design</li> </ul> <p><b>Learning Outcome: 1</b></p>
Data Warehouses	<ul style="list-style-type: none"> <li>• The need for business intelligence and the concept of the data warehouse</li> <li>• The difference between Online Transaction Processing (OLTP) systems and data warehousing</li> <li>• The architecture and main components of a data warehouse</li> </ul> <p><b>Learning Outcome: 1</b></p>
Summary	<ul style="list-style-type: none"> <li>• Summary of Unit, linking Units to objectives and to each other</li> <li>• Clarification of material and related issues as identified by students</li> </ul> <p><b>Learning Outcomes: All</b></p>

#### Related National Occupational Standards (NOS)

**Sector Subject Area:** IT and Telecoms

**Related NOS:** ESKITP4024 P1-5 – Contribute, under supervision, to the preparation of a data analysis assignment;

ESKITP4024 P6-9– Assist in the development of data analysis models;

ESKITP4024 P10-14– Manage the outcomes from the data analysis assignment;

ESKITP4054 P5-9– Manage, under supervision, the maintenance of data design assignments;

ESKITP4054 P10-13– Provide others, when requested, with specified information relating to data design activities;

ESKITP4055 P1-5– Select and implement appropriate data design processes;

ESKITP4055 P6-10 – Manage the progress of data design assignments;

ESKITP4055 P11-15 – Review the effectiveness of data design deliverables.

#### Assessments

Global Assignment (100%)

**See also Section 3 above**

## 5.5. Dynamic Websites

<b>Title:</b>	Dynamic Websites
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<b>RQF code:</b>	Y/503/4786	<b>Credits</b>	20	<b>Level</b>	5
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<b>Guided Learning Hours</b>	68 hours	<b>Total Qualification Time</b>	200 hours
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<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Understand the various tools and techniques used for Web Application development	1.1 Define and explain web applications and their functions 1.2 Identify and evaluate appropriate web application development tools for a given scenario 1.3 Identify and evaluate appropriate web application development techniques for a given scenario
2. Be able to develop data-driven websites	2.1 Design and code a web-based user interface appropriate to a given problem 2.2 Design and build a database which interacts with a web page 2.3 Create scripts to facilitate data transfer between a database and a web page. 2.4 Evaluate the functionality of a database-driven website in the context of a given problem
3. Be able to apply the various tools and techniques used to build data-driven websites	3.1 Select appropriate web development tools for a given scenario 3.2 Use a development tool to develop a dynamic web solution which addresses a given scenario
4. Understand the functions of web services	4.1 Define and explain a range of web services (e.g XML, RSS, SOAP). 4.2 Evaluate and select the optimal web service solution for a given problem 4.3 Appraise the potential business benefits of web services
5. Be able to create and deploy web services	5.1 Use one or more web services to build a dynamic website which addresses a given business problem 5.2 Evaluate a dynamic website which utilises web services in the context of business objectives



Syllabus content	
Topic	Course coverage
Introduction to the Unit	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• N-Tier Architectures</li> <li>• Introduction to layers and the tools used</li> </ul> <p><b>Learning Outcomes: 1, 3, &amp; 4</b></p>
Introduction to PHP	<ul style="list-style-type: none"> <li>• Programming with PHP</li> <li>• Language design</li> <li>• Loops, Selections and Iterations</li> <li>• Version considerations</li> <li>• HTML via PHP</li> </ul> <p><b>Learning Outcomes: 1 &amp; 2</b></p>
Cookies and Sessions	<ul style="list-style-type: none"> <li>• Statelessness in HTTP</li> <li>• Cookies</li> <li>• Sessions</li> <li>• The role of PHP in web-based applications</li> </ul> <p><b>Learning Outcomes: 1 &amp; 2</b></p>
MySQL and PHP	<ul style="list-style-type: none"> <li>• Creating tables via PHP</li> <li>• Manipulating tables via PHP</li> <li>• Querying database tables via PHP</li> </ul> <p><b>Learning Outcomes: 2</b></p>
Web Based Protocols	<ul style="list-style-type: none"> <li>• XML</li> <li>• RSS</li> <li>• XHTML</li> <li>• CSS</li> </ul> <p><b>Learning Outcomes: 1 &amp; 3</b></p>
Ajax (1)	<ul style="list-style-type: none"> <li>• Introduction to dynamic client side scripting with Java-script</li> <li>• Building a web-based user interface</li> <li>• JavaScript events</li> <li>• Asynchronous Applications</li> </ul> <p><b>Learning Outcomes: 1 &amp; 2</b></p>
Ajax (2)	<ul style="list-style-type: none"> <li>• Manipulating the Document Object Model</li> <li>• XML DOM trees</li> <li>• Ajax requests and responses</li> <li>• jQuery</li> </ul> <p><b>Learning Outcomes: 1 &amp; 2</b></p>
Evaluation	<ul style="list-style-type: none"> <li>• Standards validation</li> <li>• User centred design</li> <li>• Accessibility</li> <li>• Browser compatibility</li> </ul> <p><b>Learning Outcomes: 2 &amp; 4</b></p>

Web Services	<ul style="list-style-type: none"> <li>• SOAP</li> <li>• REST</li> <li>• Google Directions</li> <li>• Mash-Ups</li> </ul> <p><b>Learning Outcomes: 4 &amp; 5</b></p>
jQuery	<ul style="list-style-type: none"> <li>• Overview of jQuery</li> <li>• Presentational Flourishes</li> <li>• Selectors</li> <li>• Filters</li> <li>• Callbacks</li> </ul> <p><b>Learning Outcomes: 1, 2 &amp; 3</b></p>
jQuery and Ajax	<ul style="list-style-type: none"> <li>• jQuery and Ajax</li> <li>• jQuery plug-ins</li> <li>• jQuery widgets</li> <li>• Themeroller</li> </ul> <p><b>Learning Outcomes: 1, 2 &amp; 3</b></p>
Integration	<ul style="list-style-type: none"> <li>• Integration of topics</li> <li>• Development of solution to meet a specified objective</li> </ul> <p><b>Learning Outcomes: 3 &amp; 5</b></p>

#### Related National Occupational Standards (NOS)

**Sector Subject Area:** IT and Telecoms

**Related NOS:** ESKITP4074 P1-4 – Prepare, under supervision, for system/solution/service design activities;

ESKITP4074 P5-8 – Assist with the design of system/solution/service design;

ESKITP4074 P9-11 – Monitor the progress of system/solution/service design activities;

ESKITP5015v2 P4-7- Initiate systems development activities;

ESKITP5015v2 P8-12- Manage systems development activities;

ESKITP5022v2 - Perform software development activities

#### Assessments

Global Assignment (100%)

**See Also Section 3 above**

## 5.6. Financial Management

<b>Title:</b>	Financial Management
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<b>RQF code:</b>	M/503/3773	<b>Credits</b>	20	<b>Level</b>	5
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<b>Guided Learning Hours</b>	36 hours	<b>Total Qualification Time</b>	200 hours
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<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Analyse and prepare financial statements using International Financial Reporting Standards (IFRS)	1.1 Interpret published financial statements 1.2 Prepare statements of financial position, income statements, statements of cash flows and statements of changes in equity 1.3 Discuss group accounting procedures involving associate and subsidiary companies
2. Assess the financial performance of companies	2.1 Prepare and interpret variance analysis statements 2.2 Use ratio analysis to assess company performance 2.3 Compare and contrast techniques of performance evaluation
3. Assess the use of managerial accounting in business strategy	3.1 Compare and contrast techniques of investment appraisal 3.2 Prepare and interpret investment appraisal reports 3.3 Discuss strategic management accounting techniques 3.4 Evaluate the role of good corporate governance and ethics in accounting

<b>Syllabus content</b>	
<b>Topic</b>	<b>Course coverage</b>
International Financial Reporting Standards (IFRS)	<ul style="list-style-type: none"> <li>• Introduction to IFRS.</li> <li>• Background and rationale of IFRS.</li> <li>• Application of IFRS.</li> <li>• Financial statements under IFRS:               <ul style="list-style-type: none"> <li>– statement of financial position;</li> <li>– income statement; and</li> <li>– statement of cash flows.</li> </ul> </li> </ul> <p><b>Learning Outcome: 1</b></p>

Preparation of published financial statements: Statement of Financial Position and Income Statement	<ul style="list-style-type: none"> <li>• The statement of financial position.</li> <li>• The income statement.</li> <li>• Comparison of statement of financial position and balance sheet.</li> </ul> <p><b>Learning Outcome: 1</b></p>
Preparation of published financial statements: Statement of Cash Flows and Statement of Changes in Equity	<ul style="list-style-type: none"> <li>• The statement of cash flows.</li> <li>• The statement of changes in equity.</li> <li>• Comparison of cash flow statement and statement of cash flows.</li> </ul> <p><b>Learning Outcome: 1</b></p>
Group financial statements	<ul style="list-style-type: none"> <li>• Definition of group, parent, subsidiary.</li> <li>• Rationale for group accounts.</li> <li>• Group financial statements.</li> </ul> <p><b>Learning Outcome: 1</b></p>
Interpretation of Financial Statements	<ul style="list-style-type: none"> <li>• Use and limitations of ratio analysis.</li> <li>• Key ratios and formula.</li> <li>• Calculation of key ratios.</li> <li>• Interpretation of ratios.</li> </ul> <p><b>Learning Outcome: 1</b></p>
Corporate Governance and Ethics	<ul style="list-style-type: none"> <li>• Definition of corporate governance.</li> <li>• Background of why corporate governance and ethics are important.</li> <li>• Ethical decisions.</li> <li>• UK Corporate Governance Code.</li> <li>• Remuneration and audit committees.</li> </ul> <p><b>Learning Outcome: 3</b></p>
Standard Costing and Variance Analysis (1)	<ul style="list-style-type: none"> <li>• Purpose of standard costs.</li> <li>• Types of standard.</li> <li>• Calculation and interpretation of material and labour variances.</li> </ul> <p><b>Learning Outcome: 2</b></p>
Standard Costing and Variance Analysis (2)	<ul style="list-style-type: none"> <li>• Calculation of variable and fixed overhead variances.</li> <li>• Investigation of variances.</li> <li>• Practical application of variance analysis.</li> </ul> <p><b>Learning Outcome: 2</b></p>
Performance Evaluation	<ul style="list-style-type: none"> <li>• Performance reporting.</li> <li>• Benchmarking.</li> <li>• Balanced scorecard.</li> <li>• Behavioural aspects of performance evaluation.</li> </ul> <p><b>Learning Outcome: 2</b></p>

Capital Investment Appraisal (1)	<ul style="list-style-type: none"> <li>• Purpose of capital investment appraisal.</li> <li>• Payback method.</li> <li>• Accounting rate of return.</li> </ul> <p><b>Learning Outcome: 3</b></p>
Capital Investment Appraisal (2)	<ul style="list-style-type: none"> <li>• Investment appraisal using net present value and internal rate of return methods.</li> <li>• Mutually exclusive projects.</li> </ul> <p><b>Learning Outcome: 3</b></p>
Business Strategy and Management Accounting	<ul style="list-style-type: none"> <li>• Definition of strategy.</li> <li>• Strategic management accounting.</li> <li>• Value chain analysis.</li> <li>• Total quality management.</li> <li>• Business process re-engineering.</li> </ul> <p><b>Learning Outcome: 3</b></p>

<b>Related National Occupational Standards (NOS)</b>
<p><b>Sector Subject Area:</b> Management &amp; Leadership</p> <p><b>Related NOS:</b> CFAMLE1 Manage a budget CFAMLE2 Manage finance in your area of responsibility CFAM&amp;LEA4 Manage budgets</p> <p><b>Sector Subject Area:</b> Accountancy</p> <p><b>Related NOS:</b> FSPFA5 Draft financial statements</p>

<b>Assessments</b>
Time-constrained Assessment (100%)
<b>See also Section 3 above</b>

## 5.7. Human Resources in Business

<b>Title:</b>	Human Resources in Business
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<b>RQF code:</b>	R/503/3779	<b>Credits</b>	20	<b>Level</b>	5
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<b>Guided Learning Hours</b>	48 hours	<b>Total Qualification Time</b>	200 hours
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<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Understand the importance of HRM in optimising the performance and commitment of an organisation's employees	1.1 Explain the importance of people as a key organisational resource 1.2 Outline the roles of HRM professionals and line-managers 1.3 Define the nature of the 'psychological contract' between a worker and an organisation 1.4 Describe the evolving relationships between line-managers, workers, and the HRM function
2. Understand the role of effective and efficient resourcing of people in securing a workforce to contribute to organisational goals	2.1 Explain the purposes, processes and limitations of HR planning 2.2 Identify the principle elements in the processes of recruitment and selection 2.3 Assess the reliability and validity of specific techniques for selection
3. Understand the general theory and practice related to a range of HRM practices and processes	3.1 Apply learning theories to the management of employees' learning and development 3.2 Evaluate suitable methods of performance management and managing performance 3.3 Describe alternative approaches to reward and recognition in organisations 3.4 Explain the methods available for promoting positive employee relations in organisations
4. Understand the content and significance of key developments in the HRM arena	4.1 Explain the importance of High Performance Working (HPW) as a set of business methodologies, and evaluate the application of HPW techniques 4.2 Describe the benefits to be gained from a culture of employee engagement 4.3 Assess the advantages of employer branding 4.4 Explain the importance of personal

	development throughout an organisation's workforce
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<b>Syllabus content</b>	
<b>Topic</b>	<b>Course coverage</b>
The Nature and Context of Human Resource Management (HRM)	<ul style="list-style-type: none"> <li>• Defining HRM</li> <li>• HRM and its relationship to an organisation's external and internal environments</li> <li>• Roles in HRM</li> </ul> <p><b>Learning Outcome: 1</b></p>
Strategic HRM	<ul style="list-style-type: none"> <li>• HRM and Organisational Strategy</li> <li>• Optimising the performance of an organisation's Human Resources</li> <li>• The purposes, processes and limitations of HR planning.</li> <li>• High Performance Working</li> </ul> <p><b>Learning Outcome: 1</b></p>
HRM and the Law	<ul style="list-style-type: none"> <li>• National and International legal frameworks</li> <li>• Collective and Individualistic perspectives on employment law</li> <li>• The contract of employment</li> <li>• Terminating the contract of employment</li> </ul> <p><b>Learning Outcome: 2</b></p>
Recruitment and Selection	<ul style="list-style-type: none"> <li>• Employer Branding</li> <li>• The processes of recruitment and e-recruitment</li> <li>• Selection Methods: reliability and validity</li> <li>• Designing selection processes, including the role of e-selection methods</li> </ul> <p><b>Learning Outcome: 2</b></p>
Employee Reward and Retention	<ul style="list-style-type: none"> <li>• Motivation and Reward</li> <li>• Reward and Recognition</li> <li>• Pay and Benefits</li> <li>• Total Reward</li> </ul> <p><b>Learning Outcome: 3</b></p>
Performance Management	<ul style="list-style-type: none"> <li>• Performance management: objective-setting and systematic performance review</li> <li>• Managing performance: control/monitoring systems, absence control and the design of disciplinary procedures</li> </ul> <p><b>Learning Outcome: 3</b></p>
Learning and Development	<ul style="list-style-type: none"> <li>• Theories of Learning</li> <li>• Training and Development</li> <li>• Coaching and Mentoring</li> </ul> <p><b>Learning Outcome: 3</b></p>

Managing the Employment Relationship	<ul style="list-style-type: none"> <li>• Promoting positive Employee Relations</li> <li>• The psychological contract</li> <li>• Employee Commitment and Engagement</li> </ul> <p><b>Learning Outcome: 1</b></p>
Managing Equality and Diversity	<ul style="list-style-type: none"> <li>• Discrimination: Fair and Unfair</li> <li>• Equality and Inequality in organisations</li> <li>• Diversity and its Management</li> </ul> <p><b>Learning Outcome: 2</b></p>
HRM and Globalisation	<ul style="list-style-type: none"> <li>• Managing International Diversity</li> <li>• Globalisation and the Ethics of HRM</li> <li>• Outsourcing and Off-shoring</li> <li>• Managing a Global Career</li> </ul> <p><b>Learning Outcome: 4</b></p>
Measuring HRM	<ul style="list-style-type: none"> <li>• Strategy Re-visited</li> <li>• HRM Efficiency and Effectiveness</li> <li>• Measures and Scorecards</li> </ul> <p><b>Learning Outcome: 4</b></p>
Trends and Future Challenges in HRM	<ul style="list-style-type: none"> <li>• Employee Well-being and Work/Life Balance</li> <li>• Knowledge Management and Knowledge Workers</li> <li>• The Flexible Organisation and Flexi-work</li> </ul> <p><b>Learning Outcome: 4</b></p>

<b>Related National Occupational Standards (NOS)</b>
<p><b>Sector Subject Area:</b> Management and Leadership National Occupational Standards 2008</p> <p><b>Related NOS:</b> CFAMLD9 Build and manage teams  CFAMLD13 Support individuals to develop and maintain their performance  CFAMLD14 Initiate and follow disciplinary procedure  CFAMLD15 Initiate and follow grievance procedure</p> <p><b>Sector Subject Area:</b> Business and Administration NOS (2010)</p> <p><b>Related NOS:</b>  CFABAG1212 Supervise a team in a business environment</p>

<b>Assessments</b>
Global Assignment (100%)
<b>See also Section 3 above</b>



## 5.8. Information Systems Analysis

<b>Title:</b>	Information Systems Analysis
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<b>RQF code:</b>	Y/503/4769	<b>Credits</b>	20	<b>Level</b>	5
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<b>Guided Learning Hours</b>	60 hours	<b>Total Qualification Time</b>	200 hours
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<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Understand soft and hard approaches to the analysis of information systems	1.1 Explain the key aspects of Soft Systems Methodology (SSM) and related approaches 1.2 Explain the key aspects of Structured Systems Analysis and Design Methodology (SSADM) and related approaches 1.3 Identify business situations where a soft or hard systems analysis might be appropriate 1.4 Explain combined soft/hard frameworks (such as Multiview).
2. Understand the techniques associated with requirements capture	2.1 Explain and apply stakeholder analysis techniques 2.2 Explain and apply CATWOE
3. Understand the different viewpoints associated with IS methodologies	3.1 Explain object-oriented IS methodologies 3.2 Explain organisation-oriented IS methodologies 3.3 Explain process-oriented IS methodologies 3.4 Explain people-oriented IS methodologies 3.5 Evaluate IS methodologies of different types in the context of a business scenario
4. Be able to apply various analytical techniques for understanding a complex organisational environment	4.1 Evaluate a knowledge-based view of organisations 4.2 Define and apply techniques for analysing the business environment (such as PEST and SWOT)
5. Understand the relationship between the economic, social, political and technical factors influencing a business problem	5.1 Analyse the economic, social, political and technical aspects of a business systems problem 5.2 Evaluate the different aspects of a business problem in the context of potential solutions
6. Understand and apply the principles of interface design and the requirements and characteristics of users that motivate these	6.1 Design or evaluate an interface with regard to the characteristics of its users 6.2 Explain the requirements of computer users and how good design can address these

### Syllabus content

Topic	Course coverage
Introduction to Information Systems Analysis	<ul style="list-style-type: none"> <li>• An introduction to the Unit</li> <li>• Define and explain the term information system</li> <li>• Identify types and examples of information systems</li> <li>• Discuss Information systems analysis in the context of the SDLC</li> <li>• Define and explain the abbreviation SDLC</li> <li>• Define and explain analysis and requirements capture</li> <li>• Discuss the role of analysis and requirements capture in specific contexts</li> <li>• Define the term methodology</li> <li>• Determine the requirement for different methodologies</li> <li>• Present an overview of Information System Analysis and Design methodologies</li> <li>• Research and discuss case studies</li> </ul> <p><b>Learning Outcome: 1</b></p>
Hard Approaches to the Analysis of Information Systems	<ul style="list-style-type: none"> <li>• Define and explain the term hard approach to systems analysis</li> <li>• Identify examples of hard approach methodologies</li> <li>• Identify business situations where a hard approach to systems analysis might be appropriate</li> <li>• Define and explain the abbreviation SSADM</li> <li>• Identify and discuss the advantages of SSADM</li> <li>• Identify and discuss the disadvantages of SSADM</li> <li>• Define and explain the abbreviation DFD</li> <li>• Define and explain terminology associated with DFDs</li> <li>• Illustrate the use of DFDs</li> <li>• Construct DFDs</li> <li>• Provide solutions to business problems using DFDs</li> </ul> <p><b>Learning Outcome: 1</b></p>
Soft Approaches to the Analysis of Information Systems	<ul style="list-style-type: none"> <li>• Define and explain the term soft approach to systems analysis</li> <li>• Identify examples of soft approach methodologies</li> <li>• Identify business situations where a soft approach to systems analysis might be appropriate</li> <li>• Define and explain the abbreviation SSM</li> <li>• Identify and discuss the advantages of SSM</li> <li>• Identify and discuss the disadvantages of SSM</li> <li>• Provide solutions to business problems using SSM</li> <li>• Research and discuss case studies</li> </ul> <p><b>Learning Outcome: 1</b></p>

<p>Combined Soft/Hard Approaches to the Analysis of Information Systems</p>	<ul style="list-style-type: none"> <li>• Define and explain the term combined soft/hard approach to systems analysis</li> <li>• Identify examples of combined soft/hard approach methodologies</li> <li>• Identify business situations where a combined soft/hard approach to systems analysis might be appropriate</li> <li>• Define and explain the term Multiview</li> <li>• Identify and discuss the advantages of Multiview</li> <li>• Identify and discuss the disadvantages of Multiview</li> <li>• Provide solutions to business problems using Multiview</li> <li>• Research and discuss case studies</li> <li>• Compare and contrast soft, hard and combined approaches to systems analysis</li> </ul> <p><b>Learning Outcome: 1</b></p>
<p>Techniques Associated with Requirements Capture</p>	<ul style="list-style-type: none"> <li>• Define and explain the term stakeholder</li> <li>• Identify and discuss types of stakeholder analysis techniques</li> <li>• Define and illustrate the Stakeholder Analysis Matrix</li> <li>• Define and explain the abbreviation CATWOE</li> <li>• Identify and discuss the advantages of CATWOE</li> <li>• Identify and discuss the disadvantages of CATWOE</li> <li>• Provide solutions to business problems using CATWOE</li> <li>• Evaluate CATWOE</li> </ul> <p><b>Learning Outcome: 2</b></p>
<p>Organisation-Oriented and People-Oriented IS Methodologies</p>	<ul style="list-style-type: none"> <li>• Define and explain the term organisation-oriented IS methodology</li> <li>• Identify the types of organisation-oriented IS methodologies</li> <li>• Identify and discuss the advantages of organisation-oriented methodologies</li> <li>• Identify and discuss the disadvantages of organisation-oriented methodologies</li> <li>• Evaluate and discuss an organisation-oriented methodology in the context of a business scenario</li> <li>• Define and explain the term people-oriented IS methodology</li> <li>• Identify the types of people-oriented IS methodologies</li> <li>• Identify and discuss the advantages of people-oriented methodologies</li> <li>• Identify and discuss the disadvantages of people-oriented methodologies</li> <li>• Define and explain the abbreviation ETHICS</li> <li>• Evaluate and discuss the ETHICS methodology in the context of a business scenario</li> <li>• Define and explain the term Agile methodology</li> <li>• Evaluate and discuss the Agile methodology in the context of a business scenario</li> </ul> <p><b>Learning Outcome: 3</b></p>

<p>Process-Oriented IS Methodologies</p>	<ul style="list-style-type: none"> <li>• Define and explain the term process-oriented IS methodology</li> <li>• Identify the types of process-oriented IS methodologies</li> <li>• Identify and discuss the advantages of process-oriented methodologies</li> <li>• Identify and discuss the disadvantages of process-oriented methodologies</li> <li>• Define and explain the term Yourdon methodology</li> <li>• Evaluate and discuss the Yourdon methodology in the context of a business scenario</li> <li>• Define and explain the abbreviation POEM</li> <li>• Evaluate and discuss the POEM methodology in the context of a business scenario</li> </ul> <p><b>Learning Outcome: 3</b></p>
<p>Object-Oriented IS Methodologies</p>	<ul style="list-style-type: none"> <li>• Define and explain the term object-oriented IS methodology</li> <li>• Identify the types of object-oriented IS methodologies</li> <li>• Define and explain terminology associated with an object oriented methodology</li> <li>• Illustrate the construction of an object-oriented methodology</li> <li>• Identify and discuss the advantages of object-oriented methodologies</li> <li>• Identify and discuss the disadvantages of object-oriented methodologies</li> <li>• Evaluate and discuss an object-oriented methodology in the context of a business scenario</li> </ul> <p><b>Learning Outcome: 3</b></p>
<p>Analytical Techniques for Understanding a Complex Organisational Environment</p>	<ul style="list-style-type: none"> <li>• Define and explain the term knowledge-based view of organisations</li> <li>• Identify and discuss the advantages of an organisation-oriented methodology</li> <li>• Identify and discuss the advantages of an organisation-oriented methodology</li> <li>• Define and explain the abbreviation SWOT</li> <li>• Demonstrate how SWOT can be used</li> <li>• Apply SWOT to a business scenario</li> <li>• Define and explain the abbreviation PEST</li> <li>• Demonstrate how PEST can be used</li> <li>• Apply PEST to a business scenario</li> </ul> <p><b>Learning Outcome: 4</b></p>

<p>Analysis of Factors Influencing a Business Problem</p>	<ul style="list-style-type: none"> <li>• Analyse the economic aspects of a business systems problem</li> <li>• Evaluate and discuss the economic aspects of a business systems problem in the context of potential solutions</li> <li>• Analyse the social aspects of a business systems problem</li> <li>• Evaluate and discuss the social aspects of a business systems problem in the context of potential solutions</li> <li>• Analyse the political aspects of a business systems problem</li> <li>• Evaluate and discuss the political aspects of a business systems problem in the context of potential solutions</li> <li>• Analyse the technical aspects of a business systems problem</li> <li>• Evaluate and discuss the technical aspects of a business systems problem in the context of potential solutions</li> <li>• Research and discuss case studies</li> </ul> <p><b>Learning Outcome: 5</b></p>
<p>Principles of Interface Design and the Requirements and Characteristics of Users that Motivate These</p>	<ul style="list-style-type: none"> <li>• Identify the principles and good practice of interface design</li> <li>• Analyse the requirements of the users of an interface</li> <li>• Analyse the characteristics of the users of an interface</li> <li>• Demonstrate how good interface design can address the requirements and characteristics of an interface user</li> </ul> <p><b>Learning Outcomes: 6</b></p>
<p>Design or Evaluate an Interface with regard to the Requirements and Characteristics of its Users</p>	<ul style="list-style-type: none"> <li>• Design an interface that addresses the requirements and characteristics of an interface user</li> <li>• Evaluate and discuss whether interface design principles have been applied to an interface</li> <li>• Evaluate and discuss whether interface design principles have addressed the requirements and characteristics of the interface user</li> </ul> <p><b>Learning Outcomes: 6</b></p>

<p><b>Related National Occupational Standards (NOS)</b></p>
<p><b>Sector Subject Area:</b> IT and Telecoms</p> <p><b>Related NOS:</b> ESKITP4014 P1-5 – Carry out IT/technology architecture activities</p> <p>ESKITP4014 P6-11 – Contribute to information activities relating to IT/technology architecture models</p> <p>ESKITP4024 P1-5 – Contribute, under supervision, to the preparation of a data analysis assignment;</p> <p>ESKITP4024 P6-9 – Assist in the development of data analysis models</p> <p>ESKITP6013 P1-5 - Contribute to information management</p> <p>ESKITP6013 P6-8 - Document information assets</p> <p>ESKITP6014 P1-3 - Manage the classification and categorisation of information</p>

<p><b>Assessments</b></p>
<p>Time-constrained Assessment (100%)</p>
<p><b>See also Section 3 above</b></p>

## 5.9. Information Systems and Organisations

<b>Title:</b>	Information Systems and Organisations
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<b>RQF code:</b>	H/503/3785	<b>Credits</b>	20	<b>Level</b>	5
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<b>Guided Learning Hours</b>	48 hours	<b>Total Qualification Time</b>	200 hours
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<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Analyse the use of Information Systems (IS) within organisations	1.1 Assess the importance of IS in organisations as a store for data, information and knowledge 1.2 Discuss the different social contexts and stakeholder perspectives of IS 1.3 Understand the relationship between IS and process change within organisations
2. Examine the many internal and external uses of an organisation's IS	2.1 Explain how IS contributes to the management of knowledge within organisations 2.2 Analyse how interactions with customers and external parties can be managed using IS
3. Critically evaluate the costs and benefits of a range of IS systems	3.1 Discuss the costs and benefits involved in implementing new IS 3.2 Analyse the importance of having a balanced portfolio of IS that supports organisational strategy
4. Critically evaluate the cultural, structural and political aspects of IS	4.1 Assess the effects of IS on organisational structure and central decision-making 4.2 Analyse the political aspects of IS
5. Examine the issues associated with human interaction with IS	5.1 Assess the IS needs of a range of individuals 5.2 Discuss the legal and ethical issues surrounding IS 5.3 Analyse how IS can be used to increase commitment and control in an organisation 5.4 Describe the issues surrounding the acceptance of new technology
6. Assess the effects of technological change on IS and the organisations	6.1 Evaluate the process of implementing new IS 6.2 Explain how to identify and influence stakeholders when implementing new IS

<b>Syllabus content</b>	
<b>Topic</b>	<b>Course coverage</b>
Organisations and Information Systems	<ul style="list-style-type: none"> <li>• Data, information and knowledge.</li> <li>• The uses and importance of IS to organisations</li> </ul> <p><b>Learning Outcome: 1</b></p>
Social Contexts and Perspectives on IS	<ul style="list-style-type: none"> <li>• Social contexts within organisations Different perspectives</li> <li>• Technology interaction with the organisation</li> </ul> <p><b>Learning Outcome: 1</b></p>
Internal IS and Enterprise Systems	<ul style="list-style-type: none"> <li>• Evolution and classification of IS</li> <li>• Information flows</li> <li>• Processes</li> <li>• Enterprise wide systems</li> </ul> <p><b>Learning Outcome: 1</b></p>
Organisational Strategy and IS	<ul style="list-style-type: none"> <li>• Alignment to organisational needs</li> <li>• Ensuring the IS portfolio supports the business and supports stakeholders</li> </ul> <p><b>Learning Outcome: 2</b></p>
Evaluating IS	<ul style="list-style-type: none"> <li>• Sources of cost and benefit</li> <li>• Tangible and intangible factors</li> <li>• Formal-rational evaluation</li> <li>• Wider criteria for evaluating IS</li> </ul> <p><b>Learning Outcome: 3</b></p>
Cultural, Structural and Political Aspects of IS	<ul style="list-style-type: none"> <li>• Culture and IS</li> <li>• How IS affects structure</li> <li>• Central and local decision making</li> <li>• Political aspects of IS</li> </ul> <p><b>Learning Outcome: 4</b></p>
People and IS Interpretation	<ul style="list-style-type: none"> <li>• Human needs</li> <li>• Information ownership</li> <li>• Legal and ethical issues</li> <li>• Data security</li> </ul> <p><b>Learning Outcome: 5</b></p>
The 21st Century Organisation	<ul style="list-style-type: none"> <li>• Using IS for commitment and control</li> <li>• Managing distributed work</li> <li>• Evolution of working practices</li> </ul> <p><b>Learning Outcome: 5</b></p>
User Acceptance and the Socio-technical Approach	<ul style="list-style-type: none"> <li>• Technology acceptance and the socio-technical approach</li> <li>• HCI and usability considerations</li> </ul> <p><b>Learning Outcome: 5</b></p>
IS and the Customer	<ul style="list-style-type: none"> <li>• Dealing with customers, suppliers and partners</li> <li>• eBusiness</li> </ul> <p><b>Learning Outcome: 2</b></p>

IS and Organisational Change	<ul style="list-style-type: none"> <li>• Implementing IS and the context of change</li> <li>• Critical aspects of a project</li> <li>• Understanding models of change</li> <li>• Identifying and influencing stakeholders</li> </ul> <p><b>Learning Outcome: 6</b></p>
Benefits Management	<ul style="list-style-type: none"> <li>• Characteristics of successful IS implementations</li> </ul> <p><b>Learning Outcome: 6</b></p>

<b>Related National Occupational Standards (NOS)</b>	
<p><b>Sector Subject Area:</b> Management and Leadership National Occupational Standards 2008</p> <p><b>Related NOS:</b> CFAMLE4 Promote the use of technology within your organisation</p>	
<p><b>Sector Subject Area:</b> Business and Administration (2013)</p> <p><b>Related NOS:</b></p> <p>CFABAD111 Support the design and development of information systems</p> <p>CFABAD121 Support the management and development of an information system</p> <p>CFABAD122 Manage and evaluate an information system</p>	

<b>Assessments</b>
Global Assignment (100%)
<b>See also Section 3 above</b>



## 5.10. Marketing in Business

<b>Title:</b>	Marketing in Business
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<b>RQF code:</b>	J/503/3780	<b>Credits</b>	20	<b>Level</b>	5
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<b>Guided Learning Hours</b>	36 hours	<b>Total Qualification Time</b>	200 hours
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<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Understand environmental and market factors affecting marketing decisions	1.1 Apply appropriate analysis tools to a variety of business contexts 1.2 Apply traditional and contemporary marketing tools to aid strategic marketing planning 1.3 Explain the importance of environmental impacts on strategic marketing decisions 1.4 Discuss the use of market segmentation in a range of markets 1.5 Discuss business-to-business marketing and the buying behaviour of businesses
2. Assess the role of information and research in marketing decision-making	2.1 Discuss the market research process and the techniques used to gather market research 2.2 Explain the role of information in the marketing planning process and the function of marketing information systems
3. Understand the process of marketing and selling new products	3.1 Explain the process of developing new products and the effect of the product lifecycle on marketing activities 3.2 Evaluate the strengths and weaknesses of a range of distribution channels available to businesses 3.3 Discuss the pricing strategies available to a business 3.4 Explain how internal and external pressures affect pricing strategies for new products
4. Understand the marketing process in global markets	4.1 Discuss the characteristics of global markets 4.2 Evaluate the social and cultural factors in international marketing 4.3 Explain the methods available for entry into global markets 4.4 Explain how to develop a 'brand' and how the brand can be communicated
5. Understand marketing strategies in contemporary businesses	5.1 Discuss the use of online marketing strategies 5.2 Discuss the use of Integrated Marketing Communications in modern businesses

Syllabus content	
Topic	Course coverage
Strategic Planning and Analysis	<ul style="list-style-type: none"> <li>• What is involved in strategic planning?</li> <li>• Core competencies</li> <li>• Tools to help with strategic planning</li> <li>• Development of mission statements</li> <li>• Business portfolio planning</li> <li>• The Boston Consulting Group matrix</li> <li>• The strategic planning process</li> <li>• The marketing plan</li> </ul> <p><b>Learning Outcome: 1</b></p>
The Marketing Environment and the Business Environment	<ul style="list-style-type: none"> <li>• The internal competencies of the company</li> <li>• The external environment</li> <li>• PESTEL analysis</li> <li>• Five forces analysis</li> </ul> <p><b>Learning Outcome: 1</b></p>
Marketing Research	<ul style="list-style-type: none"> <li>• What is meant by market research?</li> <li>• Why market research is necessary</li> <li>• Types of research</li> <li>• Strengths and weaknesses of methodologies</li> <li>• The research process</li> </ul> <p><b>Learning Outcome: 2</b></p>
Market Segmentation, Targeting and Positioning	<ul style="list-style-type: none"> <li>• The levels of market segmentation</li> <li>• Why segmentation is required</li> <li>• Criteria for successful segmentation</li> <li>• Targeted marketing</li> <li>• Market positioning</li> <li>• Competitive positioning</li> </ul> <p><b>Learning Outcome: 1</b></p>
Business-to-Business Marketing	<ul style="list-style-type: none"> <li>• Segmentation of business markets</li> <li>• How do businesses buy?</li> <li>• Differences between businesses and consumers</li> </ul> <p><b>Learning Outcome: 1</b></p>
Channel Marketing and Distribution	<ul style="list-style-type: none"> <li>• Channel partners</li> <li>• Different channel structures</li> <li>• Distribution strategies</li> </ul> <p><b>Learning Outcome: 3</b></p>
New Product Development	<ul style="list-style-type: none"> <li>• The new product development process</li> <li>• The Product Life Cycle</li> <li>• Product repositioning</li> <li>• Product deletion</li> </ul> <p><b>Learning Outcome: 3</b></p>

Pricing Strategies	<ul style="list-style-type: none"> <li>• Price setting strategies</li> <li>• Factors to include in pricing calculations</li> <li>• Pricing objectives</li> <li>• Elasticity of price</li> <li>• Supply and demand</li> </ul> <p><b>Learning Outcome: 3</b></p>
Global and International Marketing	<ul style="list-style-type: none"> <li>• Global markets</li> <li>• Social and cultural factors</li> <li>• Hofstede's country evaluation</li> <li>• Standard offering or adaption</li> <li>• Global communication</li> </ul> <p><b>Learning Outcome: 4</b></p>
Brand Development of Product and Services	<ul style="list-style-type: none"> <li>• What makes up a brand?</li> <li>• How is a brand developed?</li> <li>• Brand communication</li> </ul> <p><b>Learning Outcome: 4</b></p>
Marketing Online	<ul style="list-style-type: none"> <li>• Business online</li> <li>• Specifics of online marketing</li> <li>• The customisation of online marketing</li> <li>• Online communication</li> </ul> <p><b>Learning Outcome: 5</b></p>
Integrated Marketing Communication	<ul style="list-style-type: none"> <li>• Definition of IMC</li> <li>• Objectives</li> <li>• Planning IMC campaigns</li> </ul> <p><b>Learning Outcome: 5</b></p>

<b>Related National Occupational Standards (NOS)</b>
<p><b>Sector Subject Area:</b> Management and Leadership National Occupational Standards 2008</p> <p><b>Related NOS:</b> 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</p> <p><b>Sector Subject Area:</b> Marketing</p> <p><b>Related NOS:</b> 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>

<b>Assessments</b>
Global Assignment (100%)
<b>See also Section3 above</b>

## 5.11. Office Solutions Development

<b>Title:</b>	Office Solutions Development
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<b>RQF code:</b>	R/601/1971	<b>Credits</b>	20	<b>Level</b>	4
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<b>Guided Learning Hours</b>	60 hours	<b>Total Qualification Time</b>	200 hours
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<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Understand how application software can support business processes	1.1 Discuss ways in which application software can support business processes 1.2 Justify the use of different application software to support a given user requirement or business process 1.3 Discuss the importance of addressing both user and business requirements
2. Be able to design and implement office solutions	2.1 Design a solution to address a business or user need 2.2 Use advanced tools and techniques to implement a solution 2.3 Test a solution against expected results
3. Be able to demonstrate that business processes have been enhanced/improved	3.1 Discuss ways in which end user engagement has taken place 3.2 Provide evidence that business processes have been enhanced/improved 3.3 Evaluate possible further improvements that could be made to enhance the system

<b>Syllabus content</b>	
<b>Topic</b>	<b>Course coverage</b>
Application Software and Business Processes	<ul style="list-style-type: none"> <li>• An Introduction to the Unit</li> <li>• Types of business processes and functions</li> <li>• Application software defined</li> <li>• Types and range of application software</li> <li>• How application software supports business processes</li> <li>• Research into examples of commercial software</li> <li>• Evaluation of the role of applications software in specific business contexts</li> <li>• Case studies</li> <li>• Glossary</li> </ul> <p><b>Learning Outcome: 1</b></p>

<p>An Introduction to End User Software Development</p>	<ul style="list-style-type: none"> <li>• End-User defined</li> <li>• Examine the need to address both user and business requirements</li> <li>• Interface defined</li> <li>• Identify Interface Design principles and good practice</li> <li>• Microsoft Office interface development</li> <li>• Case studies</li> <li>• Glossary</li> </ul> <p><b>Learning Outcome: 1</b></p>
<p>An Introduction to the Advanced Features and Functions of the Microsoft Office Suite</p>	<ul style="list-style-type: none"> <li>• An introduction to the Microsoft Office suite</li> <li>• An overview of advanced features and functions</li> <li>• How the above improve business performance</li> <li>• Consideration of both user and business requirements</li> <li>• Application of interface design principles</li> <li>• Glossary</li> </ul> <p><b>Learning Outcomes: 1 &amp; 2</b></p>
<p>Advanced Features and Functions of Microsoft Access, Excel and Word</p>	<ul style="list-style-type: none"> <li>• An overview of advanced features and functions in Access</li> <li>• An overview of advanced features and functions in Excel</li> <li>• An overview of advanced features and functions in Word</li> <li>• Glossary</li> </ul> <p><b>Learning Outcome: 2</b></p>
<p>An Introduction to VBA and Macros</p>	<ul style="list-style-type: none"> <li>• Define what is meant by a macro</li> <li>• Define what is meant by VBA</li> <li>• Explain that there is a range of macros used for different purposes</li> <li>• Describe the methods that can be used to develop macros</li> <li>• Explain the issues of macros and security</li> <li>• Use the Visual Basic Editor to create macros</li> <li>• Use the Record Macro feature</li> <li>• Save macros</li> <li>• Edit macros</li> </ul> <p><b>Learning Outcome: 2</b></p>
<p>Using Macros in Microsoft Word</p>	<ul style="list-style-type: none"> <li>• Develop macros</li> <li>• Edit macros</li> <li>• Use the Macro Recorder</li> <li>• Assign a macro to the keyboard</li> <li>• Assign a macro to a button</li> <li>• Format text or pictures using macros</li> <li>• Customise headers and footers using macros</li> <li>• Secure documents against malicious macros</li> </ul> <p><b>Learning Outcome: 2</b></p>

Using Macros in Microsoft Access	<ul style="list-style-type: none"> <li>• Create a macro in Microsoft Access</li> <li>• Understand key macro terms</li> <li>• Explain the sequence of macro production</li> <li>• Create Autoexec macros</li> <li>• Input data using a macro</li> <li>• Validate data using a macro</li> <li>• Filter and find records using a macro</li> <li>• Print records using a macro</li> <li>• Assign a macro to a command button</li> <li>• Navigate between forms and records using a macro</li> <li>• Run a query using a macro</li> <li>• Secure documents against malicious macros</li> </ul> <p><b>Learning Outcome: 2</b></p>
Using Macros in Microsoft Excel - 1	<ul style="list-style-type: none"> <li>• Create a macro in Microsoft Excel</li> <li>• Format titles, formulas and tables</li> <li>• Input dates and times</li> <li>• Input and select data using a macro</li> <li>• Provide data validation using a macro</li> <li>• Design message boxes and feedback</li> <li>• Design interactive user forms</li> </ul> <p><b>Learning Outcome: 2</b></p>
Using Macros in Microsoft Excel - 2	<ul style="list-style-type: none"> <li>• Create a macro that uses absolute cell references</li> <li>• Create a macro that uses relative cell references</li> <li>• Create an icon to run a macro</li> <li>• Print data using a macro</li> <li>• Secure documents against malicious macros</li> </ul> <p><b>Learning Outcome: 2</b></p>
Testing Software Development	<ul style="list-style-type: none"> <li>• The need for testing</li> <li>• Types of testing</li> <li>• The Test Plan</li> <li>• Determine expected test results</li> <li>• Record actual test results to enable comparison with expected results</li> <li>• Analyse actual test results against expected results to identify discrepancies</li> <li>• Investigate test discrepancies to identify and rectify their causes</li> <li>• Testing Checklist</li> <li>• Glossary</li> </ul> <p><b>Learning Outcome: 2</b></p>

Evaluating Software Development	<ul style="list-style-type: none"> <li>• Types of evaluation</li> <li>• Functionality evaluated</li> <li>• Efficiency evaluated</li> <li>• Reliability evaluated</li> <li>• Usability evaluated</li> <li>• Identify successful user interaction</li> <li>• Identify enhancements</li> <li>• Identify potential improvements</li> <li>• Evaluation Checklist</li> <li>• Glossary</li> </ul> <p><b>Learning Outcome: 3</b></p>
Combining End User Software Development, Testing and Evaluation	<ul style="list-style-type: none"> <li>• Topic Scenario</li> <li>• Identify business processes</li> <li>• Identify application software</li> <li>• Identify good practice in software interface design</li> <li>• Use advanced features and functions in Microsoft Excel and Word</li> <li>• Use macros in Microsoft Excel and Word</li> <li>• Produce a test plan</li> <li>• Produce an evaluation checklist</li> </ul> <p><b>Learning Outcomes: 1, 2 &amp; 3</b></p>

<b>Related National Occupational Standards (NOS)</b>
<p><b>Sector Subject Area:</b> IT and Telecoms</p> <p><b>Related NOS:</b> 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> <p>ESKITP5013 P1-6- Carry out system development activities under direction;</p> <p>ESKITP5014v2 P1-5 - Perform systems development activities;</p> <p>ESKITP5014v2 P6-10 - Contribute to the management of systems development;</p> <p>ESKITP5022v2 - Perform software development activities;</p> <p>ESKITP5024 P6-12- Carry out IT/Technology solution testing activities under direction;</p> <p>ESKITP5034 P1-4 - Carry out IT/Technology solution testing.</p>

<b>Assessments</b>
Global Assignment (100%)
<b>See also Section 3 above</b>



## 5.12. Principles of Business Operations

<b>Title:</b>	Principles of Business Operations
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<b>RQF code:</b>	D/503/3784	<b>Credits</b>	20	<b>Level</b>	5
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<b>Guided Learning Hours</b>	48 hours	<b>Total Qualification Time</b>	200 hours
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<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Examine the frameworks of operations management	1.1 Evaluate the principles of operations management 1.2 Analyse the key activities in operations management and how they have changed over time 1.3 Analyse the use, design and development of value chains 1.4 Discuss the methods used to measure the performance of operations management activities 1.5 Assess how customers' wants and needs drive operations strategy
2. Analyse the use of technology in operations management	2.1 Examine how new technologies are used in value chains 2.2 Assess how technology is used to create integrated operating systems
3. Assess the design of goods and services	3.1 Examine how goods and services are designed 3.2 Examine how production and design processes are developed
4. Analyse how operations management processes are developed	4.1 Assess the layout of facilities and processes 4.2 Examine the need for workplace and job design 4.3 Discuss the components and design of supply chains 4.4 Assess the process and the use of forecasting in short and long-term decisions relating to capacity 4.5 Discuss the need for accurate resource planning and scheduling 4.6 Analyse the importance of various quality measures in operations management
5. Evaluate the use of lean operations	5.1 Examine the underlying principles of lean operations 5.2 Analyse the use of 'just-in-time' systems

<b>Syllabus content</b>	
<b>Topic</b>	<b>Course coverage</b>
Introduction to Operations	<ul style="list-style-type: none"> <li>The nature of operations and introduction to Business Operations concepts</li> </ul> <p><b>Learning Outcome: 1</b></p>
Value Chains and Global Operations	<ul style="list-style-type: none"> <li>Value chain design and development and their context in global operations</li> </ul> <p><b>Learning Outcome: 1</b></p>
Frameworks for Operations Management	<ul style="list-style-type: none"> <li>The scope of performance management and designing performance management and measurement systems</li> </ul> <p><b>Learning Outcome: 1</b></p>
Operations for Business Competitiveness	<ul style="list-style-type: none"> <li>Operations strategy and competitive priorities – understanding customers' wants and needs</li> </ul> <p><b>Learning Outcome: 1</b></p>
Using Technology	<ul style="list-style-type: none"> <li>Issues relating to operations design technologies implementation and management</li> </ul> <p><b>Learning Outcome: 2</b></p>
Goods and Services	<ul style="list-style-type: none"> <li>Designing goods and services in an operations context</li> </ul> <p><b>Learning Outcome: 3</b></p>
Facilities Design	<ul style="list-style-type: none"> <li>Facility design and layout decisions in an operations context</li> </ul> <p><b>Learning Outcome: 4</b></p>
Supply Chains and Facilities Location	<ul style="list-style-type: none"> <li>Designing supply chains and facilities location decisions</li> </ul> <p><b>Learning Outcome: 4</b></p>
Capacity	<ul style="list-style-type: none"> <li>Managing operations capacity and forecasting for business operations</li> </ul> <p><b>Learning Outcome: 4</b></p>
Resources	<ul style="list-style-type: none"> <li>Managing operations resource planning and scheduling</li> </ul> <p><b>Learning Outcome: 4</b></p>
Quality	<ul style="list-style-type: none"> <li>Managing operations quality in a global context</li> </ul> <p><b>Learning Outcome: 4</b></p>
Managing Operations	<ul style="list-style-type: none"> <li>Lean operations and just-in-time systems</li> </ul> <p><b>Learning Outcome: 5</b></p>

<b>Related National Occupational Standards (NOS)</b>
<p><b>Sector Subject Area:</b> Management and Leadership National Occupational Standards 2008</p> <p><b>Related NOS:</b> CFAMLB1 Develop and implement operational plans for your area of responsibility CFAMLF3 Manage business processes</p> <p><b>Sector Subject Area:</b> Business and Administration (2013)</p> <p><b>Related NOS:</b> CFABAG121 Contribute to decision-making in a business environment</p>

<b>Assessments</b>
Global Assignment (100%)
<b>See also Section 3 above</b>

## 5.13. Professional Issues in IT

<b>Title:</b>	Professional Issues in IT
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<b>RQF code:</b>	R/503/4768	<b>Credits</b>	20	<b>Level</b>	5
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<b>Guided Learning Hours</b>	60 hours	<b>Total Qualification Time</b>	200 hours
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<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Understand the social, ethical and professional issues essential to the IT profession	1.1 Identify and explain common legal, social and professional standards issues applicable to a professional working in the IT industry 1.2 Appraise the ethical aspects of various scenarios in the development, deployment and use of IT systems 1.3 Explain the social, legal and professional standards issues in the context of various scenarios in the development, deployment and use of IT systems
2. Understand a project management life cycle and associated techniques	2.1 Explain the project management lifecycle in the context of an IT project 2.2 Identify the key phases of the project management lifecycle in relation to a given scenario 2.3 Develop project management strategies for specified software development and maintenance projects
3. Understand how to deploy a software application	3.1 Explain the need for structured and planned deployment of a software application 3.2 Analyse the potential risks and problems of deploying a software application in a given scenario 3.3 Specify a software deployment process for a given scenario
4. Understand risks and the management of them in software projects	4.1 Explain the need for detailed risk analysis in a software engineering context 4.2 Explain risk management techniques 4.3 Analyse risks and risk management strategies in the context of an IT project
5. Understand the principles and techniques of IT service management	5.1 Analyse an IT service case study in respect to management requirements 5.2 Analyse objectives in an IT service case study 5.3 Apply management techniques to a problem situation in order to achieve objectives
6. Be able to design software quality policies and procedures	6.1 Define and explain the concept of software quality 6.2 Explain the use of metrics for software quality management and apply these to a given scenario

	6.3 Evaluate the requirements for software quality policies and procedures in a problem context 6.4 Design software quality policies and procedures and apply these to a given scenario
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Syllabus content	
Topic	Course coverage
Understanding IT Standards and Issues	<ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Ethics – What are ethics and why are they relevant?</li> <li>• Social, legal and professional issues in IT and their potential impact</li> <li>• Why understanding standards and issues is so important</li> </ul> <p><b>Learning Outcome: 1</b></p>
Applying IT Standards and Issues	<ul style="list-style-type: none"> <li>• Applying social, ethical, legal and professional standards and issues to the IT profession and projects</li> <li>• Analysing the effects of such issues and standards on the IT industry</li> </ul> <p><b>Learning Outcome: 1</b></p>
IT Project Management	<ul style="list-style-type: none"> <li>• What is IT project management and why is it necessary?</li> <li>• Identifying and understanding project management lifecycles and phases</li> <li>• Understanding project management strategies</li> </ul> <p><b>Learning Outcome: 2</b></p>
Applied IT Project Management	<ul style="list-style-type: none"> <li>• Identifying and applying project management lifecycle phases and strategies to IT projects</li> <li>• Analysing, evaluating, concluding and reporting findings</li> </ul> <p><b>Learning Outcome: 2</b></p>
Software Application Deployment	<ul style="list-style-type: none"> <li>• What is software application deployment?</li> <li>• Its place within an IT project's lifecycle</li> <li>• How to identify potential issues</li> <li>• Software application deployment standards</li> </ul> <p><b>Learning Outcome: 3</b></p>
Applying Software Application Deployment to Projects	<ul style="list-style-type: none"> <li>• Identifying deployment risks and issues</li> <li>• Creating a software deployment procedure for an IT project</li> <li>• Explanation of software deployment procedure</li> </ul> <p><b>Learning Outcome: 3</b></p>
IT Risk Management and Analysis	<ul style="list-style-type: none"> <li>• What is risk?</li> <li>• Risk management and the techniques employed</li> <li>• Risk identification and analysis in IT projects</li> <li>• The consequences of not planning for risk</li> <li>• Reactive vs. proactive</li> </ul> <p><b>Learning Outcome: 4</b></p>

Applying, Evaluating and Managing Risk Analysis	<ul style="list-style-type: none"> <li>• Applying risk analysis and risk management to an IT project</li> <li>• Evaluating findings</li> <li>• Reporting results</li> </ul> <p><b>Learning Outcome: 4</b></p>
IT Service Management (ITSM)	<ul style="list-style-type: none"> <li>• What is IT service management?</li> <li>• Where is ITSM focused?</li> <li>• Why is ITSM important?</li> <li>• ITSM International Standards</li> </ul> <p><b>Learning Outcome: 5</b></p>
Analysing and Applying IT Service Management	<ul style="list-style-type: none"> <li>• Analysing and applying IT service management</li> <li>• Evaluation of ITSM – advantages and disadvantages</li> </ul> <p><b>Learning Outcome: 5</b></p>
Software Quality Policies and Procedures	<ul style="list-style-type: none"> <li>• Understanding quality within IT</li> <li>• What are quality procedures and policies?</li> <li>• Why software quality procedures are important</li> <li>• Measuring quality</li> <li>• Theory of applying quality procedures to IT projects</li> <li>• External standards</li> </ul> <p><b>Learning Outcome: 6</b></p>
Applying Software Quality	<ul style="list-style-type: none"> <li>• Writing a software quality policy</li> <li>• Applying software quality procedures</li> <li>• Revision of Unit content</li> <li>• Assessment Clinic</li> </ul> <p><b>Learning Outcome: 6</b></p>

#### Related National Occupational Standards (NOS)

**Sector Subject Area:** IT and Telecoms

**Related NOS:** ESKITP4074 P9-11 – Monitor the progress of system/solution/service design activities;

ESKITP5015v2 P13-15 - Monitor, analyse and report on systems development activities;

ESKITP5024 P1-5 - Plan software development activities;

ESKITP5024 P13-16 - Control software development activities;

ESKITP5024 P17-22 - Contribute to the management of software development;

ESKITP5034 P5-8 - Contribute to the communication of the results of IT/Technology solution testing; ESKITP5035 P4-10 - Manage testing activities

#### Assessments

Global Assignment (100%)

**See also Section 3 above**

## 5.14. Understanding Consumer Behaviour

<b>Title:</b>	Understanding Consumer Behaviour
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<b>RQF code:</b>	T/503/3774	<b>Credits</b>	20	<b>Level</b>	5
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<b>Guided Learning Hours</b>	36 hours	<b>Total Qualification Time</b>	200 hours
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<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Examine the importance of understanding consumer behaviour	1.1 Distinguish between needs, motivation and values 1.2 Explain how an understanding of consumer behaviour may influence marketing strategy
2. Examine the many influences that affect an individual's buying behaviour	2.1 Assess the influence of consumer demographics and psychographics 2.2 Assess the influence of social groups, family and culture
3. Analyse the theories of new-product buying	3.1 Assess the relevance of the diffusion-adoption of innovation framework 3.2 Determine the importance of two-step communication for new product marketing
4. Analyse the theories of customer loyalty and retention	4.1 Explain the reasons behind customer defection 4.2 Illustrate the methods used to encourage loyalty 4.3 Assess the benefits of relational interaction between customers and organisations
5. Assess organisational buying behaviour	5.1 Compare and contrast the buying processes of consumers and organisations 5.2 Examine the major influences on organisational buying decisions
6. Evaluate the response of consumers to marketing in the different stages of purchasing	6.1 Explain the hierarchy of effects model and its relevance to marketing 6.2 Assess the importance of consumer perception to marketing activities 6.3 Examine the theories of impulse buying
7. Evaluate the methods used to research consumer behaviour	7.1 Discuss the methods used to identify consumer motives 7.2 Analyse the use of transactional data, pre-purchase data and geodemographics

<b>Syllabus content</b>
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Topic	Course coverage
Introduction to Consumer Behaviour - Influence of Consumer Motives and Values	<ul style="list-style-type: none"> <li>• Unit overview</li> <li>• Examination of needs and wants and the theories of motivation</li> <li>• Relationship between values and motivation</li> <li>• Evans et al Ch 1</li> </ul> <p><b>Learning Outcome: 1</b></p>
Influence of Consumer Demographics	<ul style="list-style-type: none"> <li>• Examination of the role of age, gender and social grade in consumer behaviour</li> <li>• Evans et al Ch5</li> </ul> <p><b>Learning Outcome: 2</b></p>
Influence of Consumer Psychographics	<ul style="list-style-type: none"> <li>• Examination of the role of personality in consumer behaviour</li> <li>• Evans et al Ch 6</li> </ul> <p><b>Learning Outcome: 2</b></p>
Influence of Social Groups, Family and Culture	<ul style="list-style-type: none"> <li>• Examination of the nature of social group influence of consumer behaviour</li> <li>• Examination of how families buy and the relative contributions to the buying process</li> <li>• Examination of the nature of different consumer values across cultures</li> <li>• Evans et al Ch 7 &amp; 8</li> </ul> <p><b>Learning Outcome: 2</b></p>
New Product Buying	<ul style="list-style-type: none"> <li>• Examination of new product buying behaviour – diffusion-adoption of innovation theories.</li> <li>• Evans et al Ch 9</li> </ul> <p><b>Learning Outcome: 3</b></p>
Repeat Buying, Loyalty and Relational Buying	<ul style="list-style-type: none"> <li>• Examination of the nature of switching, defection and repeat purchasing</li> <li>• Encouraging customer loyalty</li> <li>• The nature and benefits of relational interaction between consumers and organisations</li> <li>• Evans et al Ch 10</li> </ul> <p><b>Learning Outcome: 4</b></p>
Organisational Buying Behaviour	<ul style="list-style-type: none"> <li>• Examination of the differences between consumer and business markets</li> <li>• The organisation buying centre</li> <li>• The organisation buying process and major influences</li> <li>• Evans et al Ch 13</li> </ul> <p><b>Learning Outcome: 5</b></p>
Consumer Response to Marketing – Exposure, Attention and Perception	<ul style="list-style-type: none"> <li>• Examination of the hierarchy of effects model – exposure, attention and perception.</li> <li>• Evans et al Ch 2</li> </ul> <p><b>Learning Outcome: 6</b></p>



Consumer Response to Marketing – Learning, Attitude and Action	<ul style="list-style-type: none"> <li>• Examination of the hierarchy of effects model – learning, attitude and action</li> <li>• Evans et al Ch 3 &amp; 4</li> </ul> <p><b>Learning Outcome: 6</b></p>
Consumer Response to Marketing – Post-Purchase	<ul style="list-style-type: none"> <li>• Examination of how consumers respond post-purchase</li> <li>• Customer satisfaction, post-purchase dissonance</li> <li>• Levels of consumer involvement in decision making</li> <li>• Evans et al Ch 4</li> </ul> <p><b>Learning Outcome: 6</b></p>
Researching Consumer Behaviour	<ul style="list-style-type: none"> <li>• Examination of the complexity of identifying consumers' motives</li> <li>• Motivation research techniques</li> <li>• Attitude measures</li> <li>• Evans et al Ch 1 &amp; 3</li> </ul> <p><b>Learning Outcome: 7</b></p>
Researching Consumer Behaviour – Personalised Databases	<ul style="list-style-type: none"> <li>• Examination of the use of consumer buying information to explain and predict consumers' behaviour and facilitate individualised consumer-organisational interaction</li> <li>• Transactional data, pre-purchase data, geodemographics.</li> <li>• Evans et al CH 11</li> </ul> <p><b>Learning Outcome: 7</b></p>

<b>Related National Occupational Standards (NOS)</b>
<p><b>Sector Subject Area:</b> Management and Leadership National Occupational Standards 2008</p> <p><b>Related NOS:</b> CFAMLF9 Build your organisation's understanding of its market and customers</p> <p><b>Sector Subject Area:</b> Marketing; Social Marketing</p> <p><b>Related NOS:</b>  CFASMA1.2V4.0 Collect data on the knowledge, attitudes and behaviours of target groups  CFAM1.3.2 Define the customer experience towards informing marketing strategy</p>

<b>Assessments</b>
Global Assignment (100%)

## 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 *fail* 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. Fail, 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.service@nccedu.com](mailto:customer.service@nccedu.com) or alternatively please visit [www.nccedu.com](http://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.

### Grade descriptors for Advanced Business Mathematics

Learning Outcome	Pass	Merit	Distinction
<b>Use summary and inferential statistics to inform business decisions</b>	Demonstrate adequate and appropriate use of statistics	Demonstrate appropriate and effective use of statistics	Demonstrate highly appropriate and effective use of statistics
<b>Analyse management decisions using optimisation techniques</b>	Demonstrate adequate ability to analyse decisions	Demonstrate ability to provide detailed and coherent analysis of decisions	Demonstrate ability to provide comprehensive, lucid analysis of decisions
<b>Understand and apply approaches to business forecasting</b>	Demonstrate ability to perform the task	Demonstrate ability to perform the task consistently well	Demonstrate ability to perform the task to the highest standard
<b>Evaluate sequential management decisions</b>	Provide a reasonable assessment of the subject; Ideas are generally coherent	Provide a generally strong assessment with some well-reasoned assumptions; Ideas are consistently coherent	Provide a consistently strong assessment with well-reasoned and original assumptions; All ideas are highly coherent

## Grade descriptors for Business Economics

Learning Outcome	Pass	Merit	Distinction
Critically assess different approaches to the nature of the firm	Demonstrates adequate understanding of different perspectives, approaches or school of thought and the reasoning behind them	Demonstrates sound understanding of different perspectives, approaches or school of thought and the reasoning behind them	Demonstrates comprehensive understanding of different perspectives, approaches or school of thought and the reasoning behind them
Critically examine the rationales for multi-national companies (MNCs) and the means by which they may emerge	Provide consistent interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.	Provide critical interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.	Provide consistently critical interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.
Critically assess techniques available for demand and cost estimation and the analysis of competitive structure	Demonstrates adequate ability to evaluate actions methods and results	Demonstrates sound ability to evaluate actions methods and results	Demonstrates comprehensive ability to evaluate actions methods and results
Critically assess techniques available for dealing with risk and uncertainty	Demonstrates adequate ability to evaluate actions methods and results	Demonstrates sound ability to evaluate actions methods and results	Demonstrates comprehensive ability to evaluate actions methods and results
Critically assess the arguments for privatisation and regulation	Can adequately determine, adapt and use appropriate methods to reach appropriate solutions	Can soundly determine, adapt and use appropriate methods to reach established and appropriate solutions	Can coherently determine, adapt and use appropriate methods to reach well established and highly appropriate solutions

## Grade descriptors for BIT Project

<b>Learning Outcome</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
Plan and manage the development of a computing artefact	Demonstrate ability to perform the task	Demonstrate ability to perform the task consistently well	Demonstrate ability to perform the task to the highest standard
Gather and evaluate requirements for an IT project	Provide a reasonable assessment of the subject; Ideas are generally coherent	Provide a generally strong assessment with some well-reasoned assumptions; Ideas are consistently coherent	Provide a consistently strong assessment with well-reasoned and original assumptions; All ideas are highly coherent
Conduct research to support the development of a computing artefact	Demonstrate ability to perform the task	Demonstrate ability to perform the task consistently well	Demonstrate ability to perform the task to the highest standard
Employ software engineering techniques in the development of a computing artefact	Demonstrate ability to perform all techniques	Demonstrate ability to perform all techniques consistently well	Demonstrate ability to perform all techniques to the highest standard
Evaluate the success of a computing artefact	Provide a reasonable assessment of the subject; Ideas are generally coherent	Provide a generally strong assessment with some well-reasoned assumptions; Ideas are consistently coherent	Provide a consistently strong assessment with well-reasoned and original assumptions; All ideas are highly coherent

## Grade descriptors for Database Design and Development

<b>Learning Outcome</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
Understand the enterprise application of database systems	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 how to enhance the design of and further develop a database system	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.
Be able to enhance a logical database design	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.
Be able to develop a physical database design	Use appropriate research to inform actions/ conclusions.	Use detailed research to inform actions/ conclusions.	Use thorough and detailed research to inform well supported actions.
Be able to enhance a database system using SQL	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.

## Grade descriptors for Dynamic Websites

Learning Outcome	Pass	Merit	Distinction
Understand the various tools and techniques used for Web Application development	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
Be able to develop data-driven websites	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.
Be able to apply the various tools and techniques used to build data-driven websites	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 the functions of web services	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
Be able to create and deploy web services	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.



## Grade descriptors for Financial Management

<b>Learning Outcome</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
Analyse and prepare financial statements using International Financial Reporting Standards (IFRS)	Can adequately determine, adapt and use appropriate methods to reach appropriate solutions	Can soundly determine, adapt and use appropriate methods to reach established and appropriate solutions	Can coherently determine, adapt and use appropriate methods to reach well established and highly appropriate solutions
Assess the financial performance of companies	Provide consistent interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.	Provide critical interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.	Provide consistently critical interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.
Assess the use of managerial accounting in business strategy	Demonstrates adequate understanding of different perspectives, approaches or school of thought and the reasoning behind them	Demonstrates sound understanding of different perspectives, approaches or school of thought and the reasoning behind them	Demonstrates comprehensive understanding of different perspectives, approaches or school of thought and the reasoning behind them

## Grade descriptors for Human Resources in Business

Learning Outcome	Pass	Merit	Distinction
<b>Understand the importance of HRM in optimising the performance and commitment of an organisation's employees</b>	Demonstrates adequate understanding of different perspectives, approaches or school of thought and the reasoning behind them	Demonstrates sound understanding of different perspectives, approaches or school of thought and the reasoning behind them	Demonstrates comprehensive understanding of different perspectives, approaches or school of thought and the reasoning behind them
<b>Understand the role of effective and efficient resourcing of people in securing a workforce to contribute to organisational goals</b>	Demonstrates adequate ability to evaluate actions methods and results	Demonstrates sound ability to evaluate actions methods and results	Demonstrates comprehensive ability to evaluate actions methods and results
<b>Understand the general theory and practice related to a range of HRM practices and processes</b>	Provide consistent interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.	Provide critical interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.	Provide consistently critical interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.
<b>Understand the content and significance of key developments in the HRM arena</b>	Provide consistent interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.	Provide critical interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.	Provide consistently critical interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.

## Grade descriptors for Information Systems Analysis

Learning Outcome	Pass	Merit	Distinction
Understand soft and hard approaches to the analysis of information systems	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 the techniques associated with requirements capture	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 the different viewpoints associated with IS methodologies	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.
Be able to apply various analytical techniques for understanding a complex organisational environment	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 the relationship between the economic, social, political and technical factors influencing a business problem	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 and apply the principles of interface design and the requirements	Demonstrates adequate ability to review the effectiveness and	Demonstrates sound ability to review the effectiveness and appropriateness of	Demonstrates comprehensive ability to review the effectiveness and appropriateness of

and characteristics of users that motivate these	appropriateness of actions methods and results.	actions methods and results.	actions methods and results.
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## Grade descriptors for Information Systems and Organisations

Learning Outcome	Pass	Merit	Distinction
Analyse the use of Information Systems (IS) within organisations	Can adequately determine, adapt and use appropriate methods to reach appropriate solutions	Can soundly determine, adapt and use appropriate methods to reach established and appropriate solutions	Can coherently determine, adapt and use appropriate methods to reach well established and highly appropriate solutions
Examine the many internal and external uses of an organisation's IS	Provide consistent interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.	Provide critical interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.	Provide consistently critical interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.
Critically evaluate the costs and benefits of a range of IS systems	Demonstrates adequate ability to evaluate actions methods and results	Demonstrates sound ability to evaluate actions methods and results	Demonstrates comprehensive ability to evaluate actions methods and results
Critically evaluate the cultural, structural and political aspects of IS	Provide consistent interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.	Provide critical interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.	Provide consistently critical interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.
Examine the issues associated with human interaction with IS	Demonstrates adequate understanding of different perspectives, approaches or school of thought and the reasoning behind them	Demonstrates sound understanding of different perspectives, approaches or school of thought and the reasoning behind them	Demonstrates comprehensive understanding of different perspectives, approaches or school of thought and the reasoning behind them
Assess the effects of technological change on IS and the organisations	Use appropriate research to inform actions/ conclusions	Use detailed research to inform actions/ conclusions	Use thorough and detailed research to inform well supported actions/ conclusions

## Grade descriptors for Marketing in Business

Learning Outcome	Pass	Merit	Distinction
Understand environmental and market factors affecting marketing decisions	Provide consistent interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.	Provide critical interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.	Provide consistently critical interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.
Assess the role of information and research in marketing decision-making	Demonstrates adequate ability to evaluate actions methods and results	Demonstrates sound ability to evaluate actions methods and results	Demonstrates comprehensive ability to evaluate actions methods and results
Understand the process of marketing and selling new products	Can adequately determine, adapt and use appropriate methods to reach appropriate solutions	Can soundly determine, adapt and use appropriate methods to reach established and appropriate solutions	Can coherently determine, adapt and use appropriate methods to reach well established and highly appropriate solutions
Understand the marketing process in global markets	Provide consistent interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.	Provide critical interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.	Provide consistently critical interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.
Understand marketing strategies in contemporary businesses	Demonstrates adequate ability to evaluate actions methods and results	Demonstrates sound ability to evaluate actions methods and results	Demonstrates comprehensive ability to evaluate actions methods and results

## Grade descriptors for Office Solutions Development

Learning Outcome	Pass	Merit	Distinction
<b>Understand how application software can support business processes</b>	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.
<b>Be able to design and implement office solutions</b>	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.
<b>Be able to demonstrate that business processes have been enhanced / improved</b>	Demonstrates a satisfactory ability to review the effectiveness and appropriateness of the design, implementation and evaluation of substantial problems.	Demonstrates a very good ability to judge the effectiveness and appropriateness of the design, implementation and evaluation of substantial problems that goes beyond the minimum required to pass.	Demonstrates an excellent ability to comprehensively judge the effectiveness and appropriateness of the design, implementation and evaluation of substantial problems, providing a critical insight.

## Grade descriptors for Principles of Business Operations

<b>Learning Outcome</b>	<b>Fail</b>	<b>Referral</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
Examine the frameworks of operations management	Demonstrates basic understanding of different perspectives, approaches or school of thought and the reasoning behind them	Demonstrates limited understanding of different perspectives, approaches or school of thought and the reasoning behind them	Demonstrates adequate understanding of different perspectives, approaches or school of thought and the reasoning behind them	Demonstrates sound understanding of different perspectives, approaches or school of thought and the reasoning behind them	Demonstrates comprehensive understanding of different perspectives, approaches or school of thought and the reasoning behind them
Analyse the use of technology in operations management	Demonstrates basic understanding of different perspectives, approaches or school of thought and the reasoning behind them	Demonstrates limited understanding of different perspectives, approaches or school of thought and the reasoning behind them	Demonstrates adequate understanding of different perspectives, approaches or school of thought and the reasoning behind them	Demonstrates sound understanding of different perspectives, approaches or school of thought and the reasoning behind them	Demonstrates comprehensive understanding of different perspectives, approaches or school of thought and the reasoning behind them
Assess the design of goods and services	Provide basic interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.	Provide limited interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.	Provide consistent interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.	Provide critical interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.	Provide consistently critical interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.
Analyse how operations management processes are developed	Demonstrates basic understanding of different perspectives, approaches or school of thought and the reasoning behind them	Demonstrates limited understanding of different perspectives, approaches or school of thought and the reasoning behind them	Demonstrates adequate understanding of different perspectives, approaches or school of thought and the reasoning behind them	Demonstrates sound understanding of different perspectives, approaches or school of thought and the reasoning behind them	Demonstrates comprehensive understanding of different perspectives, approaches or school of thought and the reasoning behind them



Evaluate the use of lean operations	Provide basic interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.	Provide limited interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.	Provide consistent interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.	Provide critical interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.	Provide consistently critical interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.
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## Grade descriptors for Professional Issues in IT

Learning Outcome	Pass	Merit	Distinction
Understand the social, ethical and professional issues essential to the IT profession	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 a project management life cycle and associated techniques	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 how to deploy a software application	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 risks and the management of them in software projects	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
Understand the principles and techniques of IT service management	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.
Be able to design software quality policies and procedures	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.

## Grade descriptors for Understanding Consumer Behaviour

Learning Outcome	Pass	Merit	Distinction
Examine the importance of understanding consumer behaviour	Provide consistent interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.	Provide critical interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.	Provide consistently critical interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.
Examine the many influences that affect an individual's buying behaviour	Use appropriate research to inform actions/ conclusions	Use detailed research to inform actions/ conclusions	Use thorough and detailed research to inform well supported actions/ conclusions
Analyse the theories of new-product buying	Demonstrates adequate understanding of different perspectives, approaches or school of thought and the reasoning behind them	Demonstrates sound understanding of different perspectives, approaches or school of thought and the reasoning behind them	Demonstrates comprehensive understanding of different perspectives, approaches or school of thought and the reasoning behind them
Analyse the theories of customer loyalty and retention	Demonstrates adequate understanding of different perspectives, approaches or school of thought and the reasoning behind them	Demonstrates sound understanding of different perspectives, approaches or school of thought and the reasoning behind them	Demonstrates comprehensive understanding of different perspectives, approaches or school of thought and the reasoning behind them
Assess organisational buying behaviour	Provide consistent interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.	Provide critical interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.	Provide consistently critical interpretation and evaluation of relevant information, concepts and ideas to address problems that are broadly defined yet complex.
Evaluate the response of consumers to marketing in the different stages of	Can adequately determine, adapt and use appropriate methods to reach	Can soundly determine, adapt and use appropriate methods to reach established and	Can coherently determine, adapt and use appropriate methods to reach well established and highly

purchasing	appropriate solutions	appropriate solutions	appropriate solutions
Evaluate the methods used to research consumer behaviour	Demonstrates adequate ability to evaluate actions methods and results	Demonstrates sound ability to evaluate actions methods and results	Demonstrates comprehensive ability to evaluate actions methods and results