



Awarding Great British Qualifications

# Level 3 International Foundation Diploma for Higher Education Studies

Qualification Unit  
Specification 2016/17



## Modification History

Version	Revision Description
V1.0	For release

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## Contents

<b>1. About NCC Education</b> .....	<b>4</b>
<b>1.1 Why choose this qualification?</b> .....	<b>4</b>
<b>2. Structure of the L3IFDHES Qualification</b> .....	<b>5</b>
<b>3. Assessment for the qualification</b> .....	<b>6</b>
<b>3.1 Assessment objectives</b> .....	<b>6</b>
<b>3.2 Overview of Qualification Unit Assessment</b> .....	<b>6</b>
<b>4 Administration</b> .....	<b>7</b>
<b>4.1 Assessment Cycles</b> .....	<b>7</b>
<b>4.2 Language of Assessment</b> .....	<b>7</b>
<b>4.3 Candidates</b> .....	<b>7</b>
<b>4.4 Qualification and Unit Entry Requirements</b> .....	<b>7</b>
<b>4.5 Resits</b> .....	<b>7</b>
<b>5. Syllabus</b> .....	<b>8</b>
<b>5.1 Developing English Language Skills</b> .....	<b>8</b>
<b>5.2 English for Academic Purposes</b> .....	<b>13</b>
<b>5.3 Advanced English Language Skills</b> .....	<b>16</b>
<b>5.4 Study and Communication Skills</b> .....	<b>20</b>
<b>5.5 Culture Studies</b> .....	<b>23</b>
<b>5.6 Foundation Mathematics</b> .....	<b>26</b>
<b>5.7 Introduction to Computing</b> .....	<b>29</b>
<b>5.8 Introduction to Programming</b> .....	<b>33</b>
<b>5.9 Introduction to Business</b> .....	<b>36</b>
<b>5.10 Introduction to Accounting and Economics</b> .....	<b>39</b>
<b>6 Results and Certificates</b> .....	<b>42</b>
<b>7 Further Information</b> .....	<b>42</b>
<b>Appendix 1 Grade Descriptors</b> .....	<b>43</b>

# 1. About NCC Education

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

With Centres in over 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)), the English qualifications, examinations and assessments regulator.

## 1.1 Why choose this qualification?

NCC Education's Level 3 International Foundation Diploma for Higher Education Studies (L3IFDHES) is designed for speakers of English as a foreign language who are seeking to gain entry to Higher Education qualifications taught and assessed in English.

NCC Education's Level 3 International Foundation Diploma for Higher Education Studies is:

- **Regulated** by Ofqual under the Regulated Qualifications Framework.
- **Quality assured** and well established in the UK and worldwide.
- **A valuable university preparation qualification** which allows candidates to demonstrate their English language skills (both general and academic) together with key transferrable study skills, cultural knowledge and mathematical understanding, as well as an understanding of the essential concepts of business and economics (Business electives) or computer programming (Computing electives).

The Level 3 International Foundation Diploma for Higher Education Studies syllabus and assessment is suitable for students aged 16-19 as well as adult learners.

- **Recognised and valued** by many universities, both in the UK and in other countries. There are over fifty university progression routes to UK and overseas universities. For more details of the universities that successful L3IFDHES candidates can progress to, see [www.nccedu.com](http://www.nccedu.com)
- **A pathway** to NCC Education's Level 4 Diploma qualifications and greater employment opportunities

## 2. Structure of the L3IFDHES Qualification

Qualification Title, Credits, Units			
<p><b>NCC Education Level 3 International Foundation Diploma for Higher Education Studies, Total Qualification Time (TQT) of 1200 hours, 120 credits. Candidates must pass all core Units and two elective Units to be awarded the Level 3 International Foundation Diploma for Higher Education Studies certificate.</b></p>			
<b>Core Units</b>			
Developing English Language Skills (TQT: 300 hours / 30 credits)	Advanced English Language Skills (TQT: 200 hours / 20 credits)	English for Academic Purposes (TQT: 100 hours / 10 credits)	Study and Communication Skills (TQT: 200 hours / 20 credits)
Culture Studies (TQT: 100 hours / 10 credits)	Foundation Mathematics (TQT: 100 hours / 10 credits)		
<b>Elective Units</b>			
Computing Units		Business Units	
Introduction to Computing (TQT: 100 hours / 10 credits)	Introduction to Programming (TQT: 100 hours / 10 credits)	Introduction to Business (TQT: 100 hours / 10 credits)	Introduction to Accounting and Economics (TQT: 100 hours / 10 credits)

### 3. Assessment for the qualification

#### 3.1 Assessment objectives

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

#### 3.2 Overview of Qualification Unit Assessment

Unit	Assessment Methods		
	Local Examination	Global Assignment	Global Examination
Developing English Language Skills	100%		
Advanced English Language Skills			100%
English for Academic Purposes		100%	
Study and Communication Skills		100%	
Culture Studies		100%	
Foundation Mathematics			100%
Introduction to Computing			100%
Introduction to Programming	50%	50%	
Introduction to Business			100%
Introduction to Accounting and Economics			100%

An examination is a time-constrained assessment that will take place on a specified date and usually in an NCC Education Centre. An assignment requires candidates to produce a written response to a set of one or more tasks, meeting a deadline imposed by the Centre. Local Examinations and Global Assignments are marked 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 *Connect*, NCC Education's student registration system.

## 4 Administration

### 4.1 Assessment Cycles

Five assessment cycles are offered throughout the year, in January, March, May, June and September.

Examination dates and assignment submission deadlines are published in the NCC Education *Activity Schedule*, which is provided to Centres by Centre Support. It is also available on *Connect*, 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>Students must have successfully completed secondary school education in an appropriate range of subjects;</li></ul> <p><b>AND EITHER</b></p> <ul style="list-style-type: none"><li>Have the required minimum result in the NCC Education Standard English Placement Test (SEPT).</li></ul> <p><b>OR</b></p> <ul style="list-style-type: none"><li>Have a valid score of 4.5 or above in the International English Language Testing System (IELTS) examination or equivalent.</li></ul>

### 4.5 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 Developing English Language Skills

<b>Title</b>	Developing English Language Skills
<b>Unit reference number</b>	L/615/0156
<b>Credits</b>	30
<b>Total Qualification Time (TQT)</b>	300
<b>Guided Learning Hours (GLH)</b>	180
<b>Level</b>	1

<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Be able to communicate confidently, speaking on a range of familiar topics, using appropriate tenses, vocabulary and register	1.1 Demonstrate confident and accurate use of a range of past, present and future tenses 1.2 Participate in discussion of familiar issues, giving relevant and meaningful contributions appropriate to the conversation and participants 1.3 Demonstrate use of natural stress and intonation 1.4 Demonstrate, when participating in discussion, being understood without any recurring or major difficulty on the part of the listener 1.5 Prepare and present simple information to others confidently and clearly
2. Be able to comprehend the main content and overall meaning of a range of general texts in English	2.1 Review and predict the content or focus of a range of general English texts 2.2 Skim texts in order to pick out specific details or key information 2.3 Demonstrate the ability to understand the inferences made in a range of general English texts 2.4 Complete clearly defined language and comprehension tasks on a range of general, authentic texts which deal with familiar topics
3. Be able to write factual, descriptive and explanatory texts, utilising a range of linguistic structures and vocabulary, to complete clearly defined tasks	3.1 Demonstrate the ability to write a summary of information given or researched 3.2 Demonstrate the ability to write in a range of different styles appropriate to tasks 3.3 Demonstrate the ability to utilise different linguistic structures to complete written tasks on a range of familiar topics 3.4 Demonstrate the ability to organise, develop and link points together for a range of clearly defined writing tasks



<p>4. Be able to apply a range of listening strategies in order to understand predictable discussions and basic factual presentations</p>	<p>4.1 Demonstrate the ability to pick out key information when listening to a range of speakers</p> <p>4.2 Recognise, when listening for gist, the main linguistic structures used in general conversation</p> <p>4.3 Demonstrate the ability to predict the content of a conversation or speech on a general topic, based on listening to a brief introduction or extract</p> <p>4.4 Demonstrate the ability to utilise their listening skills in order to participate meaningfully in discussion of familiar issues</p>
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<b>Syllabus Content</b>	
<b>Intermediate Level</b>	
<b>Topic</b>	<b>Course coverage</b>
All about you	<ul style="list-style-type: none"> <li>• Present continuous and present simple</li> <li>• Forming questions</li> <li>• Everyday activities</li> <li>• Letter writing</li> </ul>
Memory	<ul style="list-style-type: none"> <li>• Past simple and past continuous tenses</li> <li>• <i>Used to</i></li> <li>• Writing about a memorable event</li> <li>• Discussing past events</li> </ul>
Around the world	<ul style="list-style-type: none"> <li>• Comparatives and superlatives</li> <li>• Character adjectives</li> <li>• Presentations</li> <li>• Writing about changes in a city</li> <li>• Designing a tour</li> </ul>
Life stories	<ul style="list-style-type: none"> <li>• Present perfect simple and continuous</li> <li>• Discussing past experiences</li> <li>• Skills and characteristics</li> <li>• Writing about a person</li> </ul>
Review 1	<ul style="list-style-type: none"> <li>• Review the language learned in Topics 1 – 4</li> <li>• Formative progress test</li> </ul>
Success	<ul style="list-style-type: none"> <li>• Words related to success</li> <li>• Future clauses</li> <li>• Careers and related vocabulary</li> <li>• Job interviews</li> <li>• Planning a future event</li> </ul>

The Media and Reading Focus 1	<ul style="list-style-type: none"> <li>• TV programme vocabulary</li> <li>• Active and passive voice</li> <li>• -ed and -ing adjective endings</li> <li>• Film reviews</li> <li>• Newspaper articles</li> </ul>
Socialising and Reading Focus 2	<ul style="list-style-type: none"> <li>• Social activities</li> <li>• Polite requests</li> <li>• Social behaviour and customs</li> <li>• Generalisations</li> <li>• Scanning for key words</li> <li>• Finding the meaning of key words</li> </ul>
Things you can't live without	<ul style="list-style-type: none"> <li>• Vocabulary for inventions and technology</li> <li>• Relative clauses</li> <li>• Important everyday items</li> <li>• Presentations</li> <li>• Shopping</li> </ul>
Review 2	<ul style="list-style-type: none"> <li>• Review the language learned in Topics 5 – 8</li> <li>• Formative progress test</li> </ul>
Future society and Reading Focus 3	<ul style="list-style-type: none"> <li>• Predictions</li> <li>• <i>Will</i></li> <li>• Changes in society</li> <li>• Hypothetical sentences with <i>if</i></li> <li>• Comprehension questions</li> <li>• Large numbers</li> </ul>
An amazing story and Reading Focus 4	<ul style="list-style-type: none"> <li>• Film vocabulary</li> <li>• Past perfect</li> <li>• Crime</li> <li>• Reported Speech</li> <li>• Say + tell</li> <li>• Expressing an opinion</li> <li>• Agreeing and disagreeing with an argument.</li> </ul>
Rules and freedom and Reading Focus 5	<ul style="list-style-type: none"> <li>• Modal verbs for obligation</li> <li>• Rules</li> <li>• For and against arguments</li> <li>• Linking words</li> <li>• Planning, organising and writing an essay</li> <li>• Analyse a writer's opinion</li> <li>• Summarise a text</li> </ul>

Dilemmas	<ul style="list-style-type: none"> <li>• Modal verbs in the past</li> <li>• Newspaper interviews</li> <li>• Hypothetical situations</li> <li>• Conditional sentences</li> <li>• Problems and solutions</li> </ul>
Review 3	<ul style="list-style-type: none"> <li>• Review the language learned in Topics 9 – 12</li> <li>• Intermediate level summative assessment</li> </ul>
<b>Upper Intermediate Level</b>	
Past and Present	<ul style="list-style-type: none"> <li>• Past tenses</li> <li>• Auxiliary verbs</li> <li>• Time phrases</li> <li>• Biography writing</li> </ul>
Feelings and Emotions	<ul style="list-style-type: none"> <li>• Function of expressing feelings and opinions</li> <li>• Word formation</li> <li>• Prefixes and suffixes</li> <li>• Structuring a text</li> <li>• Use of dictionaries</li> </ul>
Narration	<ul style="list-style-type: none"> <li>• Narrative tenses</li> <li>• Crime vocabulary</li> <li>• Using monolingual dictionaries</li> <li>• Writing about an exciting event in the past</li> <li>• Continuous and simple aspect</li> </ul>
The Mind	<ul style="list-style-type: none"> <li>• Vocabulary relating to the brain and intelligence</li> <li>• Interviews</li> <li>• Listening for specific details</li> <li>• Using common collocations</li> <li>• The passive voice</li> <li>• Formal writing</li> </ul>
Review 4	<ul style="list-style-type: none"> <li>• Review the language learned in Topics 1–4</li> </ul>
Experiences and Achievements	<ul style="list-style-type: none"> <li>• Vocabulary for discussing achievements and success</li> <li>• Note taking</li> <li>• Present perfect tenses</li> <li>• Common verb-noun collocations</li> <li>• Presentations</li> <li>• Question tags</li> </ul>
Giving Advice	<ul style="list-style-type: none"> <li>• Function of giving advice</li> <li>• Using articles</li> <li>• Sentence stress</li> <li>• Note taking</li> </ul>

Rich Descriptions	<ul style="list-style-type: none"> <li>• Vocabulary for events and celebrations</li> <li>• Extreme adjectives</li> <li>• Relative clauses</li> <li>• Vocabulary in context</li> <li>• Quantifiers</li> </ul>
Fame and Fortune	<ul style="list-style-type: none"> <li>• Role plays</li> <li>• Creating balanced arguments</li> <li>• Listening to a song</li> <li>• Infinitives and gerunds</li> <li>• Summarising</li> </ul>
Review 5	<ul style="list-style-type: none"> <li>• Review the language learned in Topics 5 –8</li> </ul>
Making Deductions	<ul style="list-style-type: none"> <li>• Vocabulary for strange and unusual events</li> <li>• Making predictions</li> <li>• Using modal verbs of deduction and possibility</li> <li>• Making decisions</li> <li>• Letters of complaint</li> </ul>
Getting Together	<ul style="list-style-type: none"> <li>• Social situations</li> <li>• Word formation</li> <li>• Meeting new people</li> <li>• Future tenses</li> <li>• Arranging an appointment</li> </ul>
Regrets and Hypothetical Situations	<ul style="list-style-type: none"> <li>• Critical reading</li> <li>• Making hypotheses</li> <li>• Wishes</li> <li>• Listening for gist and for details</li> <li>• Problems and regrets</li> </ul>
The Media	<ul style="list-style-type: none"> <li>• Media vocabulary</li> <li>• Reported speech</li> <li>• Skimming and scanning</li> <li>• Preparing and performing interviews</li> <li>• Film reviews</li> </ul>
Review 6	<ul style="list-style-type: none"> <li>• Review the language learned in Topics 9–12</li> </ul>

### Assessment Type

Local Examination (100%)

**See also Section 3 above**

## 5.2 English for Academic Purposes

<b>Title</b>	English for Academic Purposes
<b>Unit reference number</b>	Y/615/0158
<b>Credits</b>	10
<b>Total Qualification Time (TQT)</b>	100
<b>Guided Learning Hours (GLH)</b>	60
<b>Level</b>	2

<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Be able to utilise different 'pre', 'while' and post reading strategies to understand academic texts	1.1 Predict the content of various academic texts prior to reading them fully 1.2 Identify the overall function of an academic text 1.3 Identify the specific function of sentences, paragraphs and sections in academic texts 1.4 Demonstrate comprehension of a range of academic texts
2. Be able to demonstrate an appropriate academic vocabulary	2.1 Identify subject specific vocabulary in a range of academic texts 2.2 Demonstrate active use of a range of subject specific vocabulary 2.3 Use subject specific vocabulary accurately
3. Be able to structure sentences, paragraphs and full texts to suit academic requirements	3.1 Demonstrate an understanding of what is required in a range of academic writing tasks at this level 3.2 Demonstrate the ability to use the structure and linguistic conventions of well written academic sentences 3.3 Demonstrate the ability to use the structure and linguistic conventions of well written academic paragraphs 3.4 Demonstrate the ability to link sentences, paragraphs and sections together to produce overall cohesion in academic writing 3.5 Follow a step by step process to produce a final draft piece of academic writing
4. Be able to utilise 'pre', 'while' and post listening strategies to understand different speakers and academic topic information	4.1 Demonstrate the ability to recognise linguistic signposts and reference markers when listening to different speakers and to different delivery styles 4.2 Demonstrate the ability to utilise notes made whilst listening to a range of different speakers 4.3 Identify key information when listening to a range of speakers and delivery styles

Syllabus Coverage	
Topic	Course coverage
Entertainment	<p>Students focus on the initial processes and strategies involved when approaching academic writing, reading and listening tasks:</p> <ul style="list-style-type: none"> <li>• Examining structures of academic written texts</li> <li>• Considering simple, compound and complex sentences</li> <li>• Considering the basic elements of a paragraph</li> <li>• Using the passive voice in academic writing</li> <li>• Considering pre-listening strategies</li> <li>• Listening for gist and for specific information</li> <li>• Understanding academic word lists</li> <li>• Understanding the process of reading</li> <li>• Using prediction strategies as a pre-reading technique</li> </ul>
The Environment	<p>Students focus on detailed processes and strategies for beginning to tackle academic writing, reading and listening tasks:</p> <ul style="list-style-type: none"> <li>• Using word transformations in academic writing</li> <li>• Using signposting in academic writing</li> <li>• Practising cohesion within paragraphs</li> <li>• Considering the use of punctuation in academic writing</li> <li>• Recognising signposts in a lecture</li> <li>• Examining solutions to spelling difficulties</li> <li>• Examining strategies for exploiting handouts in a lecture</li> <li>• Exploiting the use of visual aids in lectures</li> <li>• Considering the use of dictionaries</li> <li>• Understanding how affixes and roots show word meanings</li> <li>• Practising skimming skills to extract the main idea from a text</li> <li>• Practising scanning skills to search for specific information in a text</li> </ul>
Travel and Transport	<p>Students focus on some of the methods involved in exploiting academic writing, reading and listening materials:</p> <ul style="list-style-type: none"> <li>• Examining paraphrasing and summarising other writers' work</li> <li>• Understanding the issue of plagiarism and how to reference a source</li> <li>• Considering thesis statements</li> <li>• Considering how to respond to questions and instructions in academic writing</li> <li>• Understanding the paralinguistic features of a lecture</li> <li>• Examining the use of inference in lectures</li> <li>• Understanding attitude and opinion in lectures</li> <li>• Understanding how to deal with less-frequent vocabulary</li> <li>• Understanding how to use the contents and index pages of a text</li> <li>• Making inferences from written work</li> </ul>

Achievements	<p>Students focus on polishing their skills in academic writing, reading and listening:</p> <ul style="list-style-type: none"> <li>• Organising details and examples in a written text</li> <li>• Providing feedback on a piece of writing</li> <li>• Considering paragraph divisions within a text</li> <li>• Examining how referencing is used by lecturers</li> <li>• Considering the structure of academic lectures</li> <li>• Working out the meaning of unknown vocabulary</li> <li>• Practising intensive reading</li> <li>• Considering the use of linking words in a text</li> <li>• Practising note-taking techniques</li> </ul>
Technology	<p>Students focus on techniques for enhancing their skills in academic writing, reading and listening:</p> <ul style="list-style-type: none"> <li>• Examining techniques for adding and hiding opinion in writing</li> <li>• Considering the importance of proof reading</li> <li>• Correcting written work based on criteria</li> <li>• Developing a system of abbreviations for note-taking</li> <li>• Discovering how best to record new vocabulary</li> <li>• Finding further reading material on a subject</li> <li>• Examining connotations and opinions in writing</li> </ul>

<b>Assessment Type</b>
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Global Assignment (100%)
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<b>See also Section 3 above</b>
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## 5.3 Advanced English Language Skills

<b>Title</b>	Advanced English Language Skills
<b>Unit reference number</b>	R/615/0157
<b>Credits</b>	20
<b>Total Qualification Time (TQT)</b>	200
<b>Guided Learning Hours (GLH)</b>	120
<b>Level</b>	2

<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Be able to communicate confidently, speaking on a range of familiar and unfamiliar topics, using appropriate tenses, vocabulary and register	1.1 Demonstrate confident and accurate use of the full range of past, present and future tenses 1.2 Participate in discussion of a broad range of issues, giving relevant and meaningful contributions appropriate to the conversation and participants 1.3 Demonstrate good use of natural stress and intonation 1.4 Participate in discussion and be understood without difficulty on the part of the listener 1.5 Prepare and present detailed information to others confidently and clearly
2. Be able to comprehend the main content and overall meaning of both general and more unfamiliar English texts	2.1 Review and predict the content or focus of a range of general English texts 2.2 Review and predict the content or focus of a range of more complex texts within their area of study 2.3 Skim texts in order to pick out specific details and key information 2.4 Demonstrate the ability to understand the inferences made in a range of general and more unfamiliar English texts



<p>3. Be able to write structured, factual, descriptive and explanatory texts, utilising complex linguistic structures and vocabulary</p>	<p>3.1 Demonstrate the ability to write a clear and concise summary of information given or researched</p> <p>3.2 Demonstrate the ability to write in a range of different styles appropriate to tasks</p> <p>3.3 Demonstrate the ability to utilise a wide range of linguistic structures to produce pieces of writing on a range of familiar and some unfamiliar topics</p> <p>3.4 Demonstrate the ability to organise, develop and link points effectively in a range of written pieces of work</p>
<p>4. Be able to apply a range of listening strategies in order to understand lengthy predictable discussions, factual presentations and more abstract conversations</p>	<p>4.1 Demonstrate the ability to pick out specific details and key information when listening to a range of speakers</p> <p>4.2 Recognise, when listening for gist, the main linguistic structures used in general conversation</p> <p>4.3 Demonstrate the ability to predict the content of a conversation or speech, based on listening to a brief introduction or extract</p> <p>4.4 Demonstrate the ability to utilise their listening skills in order to participate meaningfully in discussion of a broad range of issues</p>

<b>Syllabus Content</b>	
<b>Topic</b>	<b>Course coverage</b>
Globalisation	<ul style="list-style-type: none"> <li>• Note taking</li> <li>• Vocabulary related to globalisation and the environment</li> <li>• Posters and leaflets</li> <li>• Continuous verb forms</li> <li>• Giving and understanding opinions</li> </ul>
Feelings and Emotions	<ul style="list-style-type: none"> <li>• Vocabulary related to happiness and humour</li> <li>• Perfect verb forms</li> <li>• Cleft sentences</li> <li>• Book reviews</li> <li>• Word stress</li> </ul>

Best Behaviour	<ul style="list-style-type: none"> <li>• Language related to cultural taboos and manners</li> <li>• Modal verbs</li> <li>• Relative clauses</li> <li>• Emails</li> <li>• Idioms</li> <li>• IELTS reading</li> </ul>
Mind, Body and Spirit	<ul style="list-style-type: none"> <li>• Debating</li> <li>• Health vocabulary</li> <li>• Adjectives and adverbs</li> <li>• Reading for detail</li> <li>• Interviews and questionnaires</li> </ul>
Learning for Life	<ul style="list-style-type: none"> <li>• Education vocabulary</li> <li>• The passive voice</li> <li>• Search engines</li> <li>• Writing reports</li> <li>• Particles with verbs</li> </ul>
Money, Money, Money	<ul style="list-style-type: none"> <li>• Money vocabulary</li> <li>• Hypothetical situations</li> <li>• Future plans</li> <li>• Time and tense</li> <li>• Presenting statistical information</li> <li>• Writing for a target audience</li> </ul>
Living Together	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Character adjectives</li> <li>• Infinitives and gerunds</li> <li>• Giving a speech</li> <li>• Reading for comprehension</li> <li>• Editing a report</li> </ul>
Style and Tastes	<ul style="list-style-type: none"> <li>• Style and trends</li> <li>• Adding emphasis</li> <li>• Language related to the fashion industry</li> <li>• A letter of complaint</li> <li>• Tactful language</li> <li>• IELTS writing</li> </ul>

21 <sup>st</sup> Century Lifestyles	<ul style="list-style-type: none"> <li>• Future changes and technology</li> <li>• Biographies</li> <li>• Vocabulary in context</li> <li>• The workplace</li> <li>• IELTS speaking</li> </ul>
Truth and Lies	<ul style="list-style-type: none"> <li>• Crime and the law</li> <li>• Writing questions</li> <li>• Listening for humour</li> <li>• Ellipsis and substitution</li> <li>• Body language</li> </ul>

<b>Assessment Type</b>
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Local Examination (100%)
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<b>See also Section 3 above</b>
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## 5.4 Study and Communication Skills

<b>Title</b>	Study and Communication Skills
<b>Unit reference number</b>	A/504/1424
<b>Credits</b>	20
<b>Total Qualification Time (TQT)</b>	200
<b>Guided Learning Hours (GLH)</b>	75
<b>Level</b>	3

<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Be able to take effective notes from a variety of sources	1.1 Identify key information from a range of different texts 1.2 Record key points when listening to information being given 1.3 Critically review their own notes 1.4 Use their own notes to accurately summarise information given 1.5 Use their own notes to present a summary to others 1.6 Demonstrate using a range of sources to gather information
2. Understand how to work out the meaning of unfamiliar content	2.1 Identify unfamiliar content 2.2 Identify a number of different strategies for working out the meaning of unfamiliar content 2.3 Demonstrate the ability to find the meaning of unfamiliar content 2.4 Demonstrate the application of own understanding to an unfamiliar content
3. Understand common steps in producing academic work	3.1 Describe the common steps in producing academic work 3.2 Define plagiarism 3.3 Explain correct referencing in an academic essay

4. Be able to produce a piece of academic work suitable for this level, following a drafting process	4.1 Create a timetabled plan to meet the requirements of an academic assignment 4.2 Check own work for errors 4.3 Evaluate own work against criteria/requirements given 4.4 Develop sections of an assignment towards a final draft 4.5 Demonstrate the correct use of academic referencing 4.6 Present a completed piece of academic work to others
5. Understand different learning styles	5.1 Explain the idea of multiple intelligences 5.2 Describe a range of learning styles 5.3 Identify own preferred learning style 5.4 Identify own study strengths and weaknesses

<b>Syllabus Content</b>	
<b>Topic</b>	<b>Course coverage</b>
Learning to Learn	<ul style="list-style-type: none"> <li>• Learner styles and multiple intelligences</li> <li>• Self study methodology</li> <li>• Time management</li> <li>• Goal setting</li> <li>• Self analysis and critical reflection</li> <li>• Keeping a learner diary</li> </ul>
Reading Textbooks and Note Taking	<ul style="list-style-type: none"> <li>• Reading a textbook &amp; note taking skills</li> <li>• Using notes to write summaries</li> <li>• Public Speaking skills &amp; Peer assessment</li> <li>• Learner diaries and study skills self-assessment</li> </ul>
Note Taking in Lectures	<ul style="list-style-type: none"> <li>• Note taking in lectures</li> <li>• Recognising key points</li> <li>• Guessing meaning</li> <li>• Editing and reviewing notes</li> <li>• Planning a speech</li> <li>• Public speaking practice and assessment</li> </ul>
Library Research and Writing an Essay	<ul style="list-style-type: none"> <li>• Accessing the library and reading strategies</li> <li>• Note taking from books</li> <li>• Essay planning and organising notes</li> <li>• Public speaking practice and assessment</li> </ul>

Journal-based Research for Essay Writing	<ul style="list-style-type: none"> <li>• Journals and articles</li> <li>• Critical reading and analyzing data</li> <li>• Describing data in an essay</li> <li>• Academic Style</li> <li>• Editing and proof reading</li> <li>• Public speaking practice and assessment</li> </ul>
Internet Research for Essay Writing	<ul style="list-style-type: none"> <li>• Using the internet for research</li> <li>• Bibliographies and referencing</li> <li>• Plagiarism and paraphrasing</li> <li>• Editing and checking work against criteria</li> <li>• Including sufficient detail</li> <li>• Public speaking practice and assessment</li> </ul>
Writing a Research Report	<ul style="list-style-type: none"> <li>• Approaching a task and making an assignment strategy</li> <li>• Understanding requirements and using criteria</li> <li>• Integrating evidence into a report</li> <li>• Editing and proofreading</li> <li>• Public speaking practice and assessment</li> </ul>
Examinations and Assessment	<ul style="list-style-type: none"> <li>• Writing summaries and reviewing notes</li> <li>• Preparing for exams</li> <li>• Time Management</li> <li>• Stress and anxiety management</li> </ul>

### Assessment Type

Global Assignment (100%)

The assignment is broken into three sections:

- Learner Portfolio
- Note-taking and summary writing assignment
- Research project

**See also Section 3 above**

## 5.5 Culture Studies

<b>Title</b>	Culture Studies
<b>Unit reference number</b>	J/615/0155
<b>Credits</b>	10
<b>Total Qualification Time (TQT)</b>	100
<b>Guided Learning Hours (GLH)</b>	48
<b>Level</b>	3

<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Understand the concept of culture and how different cultures can be defined	1.1 Explain the terms 'culture' and 'subculture' 1.2 Identify a range of cultural practices and their unique aspects 1.3 Explain what is meant by a 'stereotype'
2. Understand how the education system of a foreign country differs from their own	2.1 Explain the general organisational structure of the education system of a particular city or country 2.2 Demonstrate understanding of the application and enrolment process for studying abroad 2.3 Explain what a personal statement is 2.4 Identify what makes a strong personal statement
3. Understand the key geographical, demographic and cultural features in a range of English speaking countries and cities	3.1 Demonstrate using a variety of sources to conduct research on a foreign culture 3.2 List a range of geographical, social and cultural features of a chosen foreign country 3.3 Compare and contrast a range of cultural features and practices in their home country and abroad
4. Understand some of the key issues relating to student life away from home	4.1 Explain what is meant by the term 'culture shock' 4.2 Describe some of the life skills needed when living and studying away from home 4.3 Describe a range of sources of help for students living away from home

<b>Syllabus Content</b>	
<b>Topic</b>	<b>Course coverage</b>
What is Culture?	<ul style="list-style-type: none"> <li>• Definition of culture and subculture</li> <li>• Aspects of culture and subculture</li> <li>• Personal Cultural Identity</li> <li>• Cultural Practice and unique aspects</li> <li>• Comparisons between different cultural aspects</li> <li>• Stereotypes</li> </ul> <p><b>Learning Outcome: 1</b></p>
Geography	<ul style="list-style-type: none"> <li>• Geography: Australia, Canada, Britain &amp; the USA</li> <li>• Demographic features</li> <li>• Popular destinations and attractions</li> <li>• Climate and weather patterns</li> <li>• Lifestyle and culture</li> <li>• National parks and protected land</li> </ul> <p><b>Learning Outcome: 3</b></p>
Government	<ul style="list-style-type: none"> <li>• Basic types of political systems</li> <li>• Personal, familial and societal values</li> <li>• Common etiquette in different countries</li> <li>• Crime and the police in other countries</li> </ul> <p><b>Learning Outcome: 1, 3</b></p>
Daily Life	<ul style="list-style-type: none"> <li>• Housing in different countries</li> <li>• Utility services</li> <li>• Bank accounts</li> <li>• Public transport in chosen countries</li> <li>• Getting information</li> </ul> <p><b>Learning Outcome: 1, 3, 4</b></p>
Leisure	<ul style="list-style-type: none"> <li>• Popular free time activities in other countries</li> <li>• Comparing pastimes in different cultures</li> <li>• Traditional foods and cuisine in chosen countries</li> <li>• Food/cuisine terminology</li> <li>• Places to eat out</li> </ul> <p><b>Learning Outcome: 1, 3, 4</b></p>
Education	<ul style="list-style-type: none"> <li>• Different stages of education systems at home and abroad</li> <li>• Identifying universities in different places</li> <li>• Courses, subjects and methods of assessment at chosen universities</li> <li>• The university application process</li> <li>• Personal statements</li> </ul> <p><b>Learning Outcome: 2</b></p>



Student Life	<ul style="list-style-type: none"> <li>• University campuses and their layouts</li> <li>• Enrolment at university</li> <li>• University services</li> <li>• Classes and class etiquette at university</li> <li>• University clubs and associations</li> <li>• Student Unions</li> <li>• Safety issues</li> <li>• Emergency services in other countries</li> </ul> <p><b><i>Learning Outcome: 4</i></b></p>
Studying Away From Home	<ul style="list-style-type: none"> <li>• Homesickness</li> <li>• Preparing for international travel</li> <li>• Culture Shock</li> <li>• Working while studying</li> <li>• Making the right choices</li> </ul> <p><b><i>Learning Outcome: 4</i></b></p>

<b>Assessment Type</b>
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| <ul style="list-style-type: none"> <li>• Global Assignment (100%)</li> </ul> |
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<b>See also Section 3 above</b>
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## 5.6 Foundation Mathematics

<b>Title</b>	Foundation Mathematics
<b>Unit reference number</b>	F/615/0154
<b>Credits</b>	10
<b>Total Qualification Time (TQT)</b>	100
<b>Guided Learning Hours (GLH)</b>	50
<b>Level</b>	3

<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Be able to perform a range of algebraic calculations	1.1 Simplify a range of algebraic expressions involving powers 1.2 Simplify algebraic expressions by multiplying and dividing expressions 1.3 Factorise algebraic expressions using a range of techniques 1.4 Simplify and solve Algebraic Fractions
2. Be able to solve a range of basic Calculations equations	2.1 Transpose formulae 2.2 Solve linear and quadratic equations 2.3 Solve simultaneous equations 2.4 Perform statistical calculations relating to central tendency
3. Be able to present data in graphical form	3.1 Present data using tables, pie charts and bar charts 3.2 Construct frequency distributions 3.3 Present data as histograms, ogives and time series graphs 3.4 Present linear and quadratic equations in graphical form 3.5 Provide graphical solutions to simultaneous equations
4. Understand the fundamentals of Differential Calculus	4.1 Explain the rate of change of one variable in respect of another 4.2 Calculate the gradient of a curve using differentiation 4.3 Plot maximum and minimum turning points using graphs 4.4 Identify the maximum and minimum turning points using differentiation

5. Understand the fundamentals of Integral Calculus	5.1 Recognise integration as the inverse of differentiation 5.2 Recognise the constant of integration 5.3 Evaluate the constant of integration 5.4 Evaluate the definite integral 5.5 Calculate of the area under a curve
6. Understand Measures of Dispersion	6.1 Calculate the range, quartiles and quantiles 6.2 Calculate the mean deviation 6.3 Calculate the variance 6.4 Calculate the standard deviation
7. Understand the fundamentals of Probability	7.1 Calculate probability using the addition and multiplication rules 7.2 Calculate the probability of compound events 7.3 Use tree diagrams to determine probability 7.4 Calculate probabilities of permutations and combinations

Syllabus Content	
Topic	Course coverage
Introduction to Algebra	<ul style="list-style-type: none"> <li>• Simplification of a range of algebraic expressions including those involving powers</li> <li>• Simplifying a range of algebraic expressions by multiplying and dividing expressions</li> <li>• Factorising algebraic expressions by using a range of techniques</li> <li>• Simplify and solve a range of Algebraic Fractions</li> </ul> <p><b>Learning Outcome: 1</b></p>
Using Algebraic Equations	<ul style="list-style-type: none"> <li>• Transposing formulae</li> <li>• Solving simple linear equations</li> <li>• Solving simple quadratic equations</li> <li>• Solving simultaneous equations</li> </ul> <p><b>Learning Outcome: 2</b></p>
Solving algebraic equations Using Graphs	<ul style="list-style-type: none"> <li>• Presenting a range of linear equations in graphical form</li> <li>• Presenting a range of quadratic equations in graphical form</li> <li>• Solving simultaneous equations using graphical forms</li> </ul> <p><b>Learning Outcome: 3</b></p>

Introduction to Differential Calculus	<ul style="list-style-type: none"> <li>Using the principles of calculus to explain the rate of change of one variable in respect of another</li> <li>Calculation of the gradient of a curve using differentiation</li> <li>Plotting maximum and minimum turning points using graphical means</li> <li>Identification of the maximum and minimum turning points using differentiation</li> </ul> <p><b>Learning Outcome: 4</b></p>
Introduction to Integral Calculus	<ul style="list-style-type: none"> <li>Recognising the process of integration as the inverse of differentiation</li> <li>Recognition of the role played by the constant of integration</li> <li>Evaluation of the constant of integration</li> <li>Evaluation of the definite integral</li> <li>Calculation of the area under a curve</li> </ul> <p><b>Learning Outcome: 5</b></p>
Presentation of Data	<ul style="list-style-type: none"> <li>Present data using tables, pie charts and bar charts</li> <li>Construct Frequency distributions</li> <li>Present data as histograms, ogives and time series graphs</li> </ul> <p><b>Learning Outcome: 3</b></p>
Beginning Statistics	<ul style="list-style-type: none"> <li>Calculation of the arithmetic mean for a range of data samples</li> <li>Calculation of the arithmetic mean for a range of frequency distributions</li> <li>Calculation of the arithmetic mean for grouped data</li> <li>Calculation of the modal value of data sets</li> <li>Calculation of the median value of data sets</li> </ul> <p><b>Learning Outcomes: 2</b></p>
Understanding Dispersion	<ul style="list-style-type: none"> <li>Calculation of the range, quartiles and quantiles</li> <li>Calculation the mean deviation</li> <li>Calculation of the variance</li> <li>Calculation of the standard deviation</li> </ul> <p><b>Learning Outcome: 6</b></p>

<b>Assessment Type</b>
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| <ul style="list-style-type: none"> <li>Global Assignment (100%)</li> </ul> |
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<b>See also Section 3 above</b>
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## 5.7 Introduction to Computing

<b>Title</b>	Introduction to Computing
<b>Unit reference number</b>	F/504/0727
<b>Credits</b>	10
<b>Total Qualification Time (TQT)</b>	100
<b>Guided Learning Hours (GLH)</b>	70
<b>Level</b>	3

<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Be able to identify the main components of a computer system	1.1 Describe a range of different computer systems 1.2 Define 'data' and 'information' 1.3 Explain the relationship between data and information 1.4 Describe the historical and ongoing development of computers
2. Understand a microprocessor in terms of its main parts and how it runs a programme	2.1 Explain how different data is represented in the computer 2.2 Demonstrate knowledge of the basics of decimal, binary and hexadecimal number systems
3. Understand the role of databases in information management	3.1 Explain what a database is and its advantages over other methods of information storage 3.2 Explain the basic security requirements associated with data storage
4. Be able to design and create a simple working relational database	4.1 Demonstrate the ability to use a DBMS (Database Management System) 4.2 Demonstrate the ability to construct entity relation diagrams 4.3 Demonstrate the ability to create tables 4.4 Demonstrate the ability to create links between tables 4.5 Demonstrate the ability to query a database

5. Understand the basic concepts of human-computer interaction	5.1 Describe a range of different human-computer interfaces 5.2 Explain the common challenges faced in developing new human-computer interfaces 5.3 Explain natural language use in human-computer interfaces
6. Understand the fundamental features of a computer network	6.1 Explain what is meant by a computer 'network' 6.2 Describe a range of different network topologies 6.3 Explain the use of protocols with respect to data transmission across a network 6.4 Identify a range of issues related to the use of the Internet
7. Understand the use of graphics and multimedia in computing	7.1 List a range of principal applications of computer graphics 7.2 Explain how graphics can help to communicate abstract data 7.3 Describe a range of common issues relating to the size of graphic files 7.4 Demonstrate an awareness of the use of graphics in virtual reality and gaming

<b>Syllabus Content</b>	
<b>Topic</b>	<b>Course coverage</b>
Introduction to Computer Systems	<ul style="list-style-type: none"> <li>• Definitions of basic terms</li> <li>• Hardware components of a computer system</li> <li>• Software components of a computer system</li> <li>• Examples of computer systems such as personal computers, mainframes and embedded systems</li> <li>• Data and information</li> <li>• How computers developed, key milestones</li> <li>• Current important developments such as the dominant organisations and the place of Open Source</li> </ul> <p><b>Learning Outcome: 1, 2</b></p>

Computer Architecture	<ul style="list-style-type: none"> <li>• Digital logic</li> <li>• Data representation</li> <li>• Number systems</li> <li>• Basic computer arithmetic</li> <li>• Microprocessors</li> <li>• Primary and secondary Memory</li> <li>• Little Man Computer</li> <li>• The machine cycle</li> <li>• Input/output</li> <li>• Communication</li> </ul> <p><b>Learning Outcome: 2</b></p>
Information Management	<ul style="list-style-type: none"> <li>• Databases</li> <li>• Data modelling</li> <li>• Relational databases</li> <li>• Data integrity and security</li> <li>• Query language</li> <li>• Data mining</li> <li>• Confidentiality of data</li> <li>• Threats to data</li> </ul> <p><b>Learning Outcome: 3, 4</b></p>
Human-Computer Interaction	<ul style="list-style-type: none"> <li>• Principles of Human-Computer Interfaces</li> <li>• Examples of Human-Computer Interfaces</li> <li>• GUIs</li> <li>• The benefits of standardization</li> <li>• Voice recognition</li> <li>• Natural language interaction</li> </ul> <p><b>Learning Outcome: 5</b></p>
Networks	<ul style="list-style-type: none"> <li>• Definition of a network</li> <li>• Types of network – LAN, WAN and SAN</li> <li>• Topologies</li> <li>• Bandwidth</li> <li>• Protocols</li> <li>• Data transmission</li> <li>• Error checking</li> <li>• The Internet</li> <li>• Security issues</li> <li>• Data compression</li> <li>• Search engines</li> <li>• Hypertext</li> </ul> <p><b>Learning Outcome: 6</b></p>

<p>Graphics and Multimedia</p>	<ul style="list-style-type: none"> <li>• Types of graphics</li> <li>• Uses of graphics</li> <li>• Storage issues</li> <li>• Speed issues</li> <li>• Examples of graphics processing</li> <li>• Rendering of abstract data into visual displays</li> <li>• Animation</li> <li>• Virtual reality</li> <li>• Games</li> </ul> <p><b><i>Learning Outcome: 7</i></b></p>
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<p><b>Assessment Type</b></p>
<ul style="list-style-type: none"> <li>• Global Examination (100%)</li> </ul>
<p><b>See also Section 3 above</b></p>



## 5.8 Introduction to Programming

<b>Title</b>	Introduction to Programming
<b>Unit reference number</b>	A/504/0967
<b>Credits</b>	10
<b>Total Qualification Time (TQT)</b>	100
<b>Guided Learning Hours (GLH)</b>	50
<b>Level</b>	3

<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Understand the Visual Basic (VB) Integrated Development Environment (IDE) and development framework.	1.1 Describe the fundamental facilities of the Visual Basic (VB) Integrated Development Environment (IDE) 1.2 Describe the concept of variables and scope 1.3 Explain the concept of forms and modules 1.4 Explain the difference between Modal and Non-Modal forms 1.5 Explain the communication process between procedures and functions 1.6 Explain the use of debugging facilities provided by the VB IDE
2. Understand the programming constructs of sequence and iteration.	2.1 Describe the 'For – Next' construct 2.2 Explain the purpose of the 'For – Next' construct 2.3 Describe the 'If – Then – Else – End If' construct 2.4 Explain the purpose of the 'If – Then – Else – End If' construct
3. Understand the concept of project documentation.	3.1 Explain why the design, implementation and testing of programmes should be supported by appropriate documentation 3.2 Describe the Project Control Object Definition Sheet
4. Understand data capture and validation.	4.1 Describe how data is captured in a VB programme 4.2 Describe the approach to serial handling used by VB 4.3 Explain what data validation is and why it is important.

5. Implement a programme that uses iteration and sequence constructs.	<p>5.1 Write code for either a 'Form_Paint' or 'Form_Load' procedure that uses the 'For – Next' construct</p> <p>5.2 Write code for either a 'Form_Paint' or 'Form_Load' procedure that uses the 'If – Then – Else – End' If construct</p> <p>5.3 Write code for either a 'Form_Paint' or 'Form_Load' procedure that uses the For – Next construct and the If – Then – Else – End If construct</p> <p>5.4 Identify and document appropriate testing</p>
6. Implement a programme that uses screen controls	<p>6.1 Write code that demonstrates the use of a range of screen controls</p> <p>6.2 Write code that demonstrates the use of the TextBox control</p> <p>6.3 Write code that demonstrates the use of the ListBox control</p> <p>6.4 Write code that demonstrates the use of the InputBox control in conjunction with the Rnd and Randomize functions</p> <p>6.5 Demonstrate programming of arrays to select and search</p> <p>6.6 Demonstrate programming of a range of controls, the Sort Method and programme menus</p> <p>6.7 Identify and document appropriate testing</p>
7. Implement a programme that uses serial files	<p>7.1 Identify 'Data', 'Items', 'Records' and 'Files</p> <p>7.2 Design and implement a data capture form</p> <p>7.3 Demonstrate programming of the Common Dialog control, StreamWriter and StreamReader objects</p> <p>7.4 Identify and document appropriate testing</p>

<b>Syllabus Content</b>	
<b>Topic</b>	<b>Course coverage</b>
Introduction to the Programming Constructs of Sequencing and Iteration	<ul style="list-style-type: none"> <li>• Introduction to programming</li> <li>• Introduction to objects</li> <li>• Introduction to variables</li> <li>• Assignment statements</li> <li>• From specification to code</li> <li>• The VB Integrated Development Environment (IDE)</li> <li>• VB forms, basic graphics facilities and statements</li> </ul> <p><b>Learning Outcome: 1</b></p>

Introduction to the Programming Construct of Selection.	<ul style="list-style-type: none"> <li>• Further data types</li> <li>• Simple expressions</li> <li>• String manipulation</li> <li>• VB-specific constructs for the above</li> </ul> <p><b>Learning Outcome: 2</b></p>
Programming the Graphical User Interface	<ul style="list-style-type: none"> <li>• Variable scope</li> <li>• VB screen controls</li> </ul> <p><b>Learning Outcome: 1,</b></p>
Project Definition and Design	<ul style="list-style-type: none"> <li>• Multiple forms</li> <li>• Specification, design, implementation, test cycle</li> <li>• VB debugging and testing</li> <li>• Student mid-course assignment</li> </ul> <p><b>Learning Outcome: 1, 3, 5</b></p>
Programming More Complex User Interfaces	<ul style="list-style-type: none"> <li>• Arrays and their manipulation</li> <li>• More VB screen controls</li> </ul> <p><b>Learning Outcome: 6</b></p>
Programming Serial File Processing	<ul style="list-style-type: none"> <li>• Files and records</li> <li>• Data validation</li> <li>• File handling in VB</li> </ul> <p><b>Learning Outcome: 4, 7</b></p>
Programming the Range and Type of Procedures.	<ul style="list-style-type: none"> <li>• Procedures, functions and scope</li> <li>• Parameter passing</li> <li>• Collections</li> </ul> <p><b>Learning Outcome: 5</b></p>

### Assessment Type

Global Assignment (50%)

Local Examination (50%)

**See also Section 3 above**

## 5.9 Introduction to Business

<b>Title</b>	Introduction to Business
<b>Unit reference number</b>	T/504/0966
<b>Credits</b>	10
<b>Total Qualification Time (TQT)</b>	100
<b>Guided Learning Hours (GLH)</b>	60
<b>Level</b>	3

<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Understand different types of businesses and their functions	1.1 List different types of businesses found in the public and private sectors 1.2 Identify the various stakeholders involved with a business 1.3 Describe how stakeholders can affect business activity 1.4 Identify an organisation's business objectives 1.5 Define primary, secondary and tertiary organisations 1.6 Define corporate social responsibility 1.7 List a range of benefits of socially responsible business behaviour 1.8 List a range of perceived negatives of socially responsible business behaviour
2. Understand a range of basic business and management structures	2.1 Identify different business departments 2.2 Explain the function of different business departments 2.3 Explain why organisations develop layers of authority 2.4 Identify a range of leadership styles 2.5 Explain an organisation's staffing and management structure 2.6 Describe a range of elements which can influence business culture
3. Be able to demonstrate an understanding of basic marketing principles in business	3.1 Define 'marketing' 3.2 Define 'needs' and 'wants' in relation to marketing 3.3 Identify a range of market segment categories 3.4 Explain market research and the 'marketing mix'

4. Understand the basic concepts of production	4.1 Define 'production' 4.2 Describe the steps necessary in a range of production processes 4.3 Explain different production layouts 4.4 Demonstrate the ability to select the most suitable production method for a particular product
5. Be able to utilise a number of key business concepts	5.1 Explain the difference between a micro and macro business environment 5.2 Explain why quality is important in business 5.3 Explain the 'Kaizen method' for quality control 5.4 Present information to others, following research, on what type of business an unfamiliar organisation is 5.5 Present information to others, following research, on the activities of an unfamiliar organisation 5.6 Create a SWOT analysis for an organisation 5.7 Perform a PESTLE analysis on an organisation

<b>Syllabus Content</b>	
<b>Topic</b>	<b>Course coverage</b>
Concepts of Business	<ul style="list-style-type: none"> <li>• Business activities</li> <li>• Types of business</li> </ul> <b>Learning Outcome: 1</b>
Business Environment	<ul style="list-style-type: none"> <li>• Macro Economy</li> <li>• Competition</li> <li>• Legal Environment</li> <li>• Corporate Social Responsibility</li> <li>• Ethics</li> <li>• PESTLE</li> </ul> <b>Learning Outcome: 5</b>
Production and Quality	<ul style="list-style-type: none"> <li>• Production</li> <li>• Manufacture vs. Services</li> <li>• Quality</li> </ul> <b>Learning Outcome: 4</b>

People and Processes	<ul style="list-style-type: none"> <li>• Management and structures</li> <li>• Organisation Design</li> <li>• Leadership and Management styles</li> <li>• Change and culture</li> </ul> <p><b>Learning Outcome: 2</b></p>
Marketing	<ul style="list-style-type: none"> <li>• Market analysis</li> <li>• Marketing mix</li> <li>• SWOT</li> </ul> <p><b>Learning Outcome: 3</b></p>

<b>Assessment Type</b>
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|---|
| <ul style="list-style-type: none"> <li>• Global Examination (100%)</li> </ul> |
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<b>See also Section 3 above</b>
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## 5.10 Introduction to Accounting and Economics

<b>Title</b>	Introduction to Accounting and Economics
<b>Unit reference number</b>	M/504/0965
<b>Credits</b>	10
<b>Total Qualification Time (TQT)</b>	100
<b>Guided Learning Hours (GLH)</b>	48
<b>Level</b>	3

<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Understand essential aspects of accounting	1.1 Define the term 'accounting' 1.2 Contrast the role of the accountant with the economist 1.3 Explain a range of common accounting terms 1.4 Describe the different forms of business unit
2. Understand essential aspects of economics	2.1 Define the term 'economics' 2.2 Explain the difference between microeconomics and macroeconomics 2.3 Contrast the role of the economist with the accountant 2.4 Explain a range of common Economics terms 2.5 List a range of factors that influence supply and demand
3. Understand how markets operate	3.1 Describe the different types of market that can exist 3.2 Explain a range of factors which can determine the structure of a market 3.3 Describe the effect of competition on the structure of a market 3.4 Explain the term 'globalisation' 3.5 Explain how economic growth may occur within markets
4. Understand the role of money, interest rates and inflation within the area of accounting and economics	4.1 Describe the different measures of money 4.2 Explain how governments use interest rates 4.3 Explain how governments use monetary policy 4.4 Explain what is meant by 'exchange rates' 4.5 Explain the link between exchange rates and monetary policy 4.6 Describe the effects of inflation on the economy

5. Be able to apply a number of key concepts in accounting	5.1 Process simple accounting statements using the double entry system 5.2 Balance a business account 5.3 Produce a trial balance 5.4 Calculate period end adjustments 5.5 Explain the process of preparing a financial statement 5.6 Interpret a financial statement 5.7 Prepare a financial statement 5.8 Incorporate period end adjustments into a financial statement 5.9 Prepare supply and demand curves to describe how markets work
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<b>Syllabus Content</b>	
<b>Topic</b>	<b>Course coverage</b>
Introduction	<ul style="list-style-type: none"> <li>• The economic perspective</li> <li>• Types of economic system</li> <li>• What is economics?</li> <li>• What is accounting?</li> <li>• Module overview</li> </ul> <p><b>Learning Outcome: 1, 2</b></p>
Supply and Demand	<ul style="list-style-type: none"> <li>• How markets work</li> <li>• Describing the behaviour of sellers</li> <li>• Describing the behaviour of buyers</li> <li>• How prices reconcile supply and demand</li> </ul> <p><b>Learning Outcome: 3</b></p>
Market Structures and Competition	<ul style="list-style-type: none"> <li>• Describing markets</li> <li>• Things that affect the structure of markets</li> <li>• Is competition important?</li> </ul> <p><b>Learning Outcome: 3</b></p>
Income and Output of Nations	<ul style="list-style-type: none"> <li>• Micro and macro economics</li> <li>• Describing the behaviour of national economies</li> </ul> <p><b>Learning Outcome: 2</b></p>
Money, Interest Rates and Inflation	<ul style="list-style-type: none"> <li>• The price of money</li> <li>• The banking system</li> <li>• When money loses its value</li> </ul> <p><b>Learning Outcome: 4</b></p>
Introducing the International Dimension	<ul style="list-style-type: none"> <li>• The international dimension</li> <li>• How currencies affect international trade</li> <li>• Globalisation, is this good or bad?</li> </ul> <p><b>Learning Outcome: 3, 4</b></p>
Introduction to Accounting	<ul style="list-style-type: none"> <li>• From economics to accounting</li> <li>• Concepts and conventions in accounting</li> </ul> <p><b>Learning Outcome: 1</b></p>



Bookkeeping	<ul style="list-style-type: none"> <li>• Writing things down</li> <li>• Income, expenses, assets, liabilities and capital</li> </ul> <p><b>Learning Outcome: 5</b></p>
Period End Adjustments	<ul style="list-style-type: none"> <li>• The accounting period</li> <li>• Accounting estimates; depreciation, inventories, payables, receivables and provisions</li> </ul> <p><b>Learning Outcome: 5</b></p>
Preparing Financial Statements	<ul style="list-style-type: none"> <li>• Putting the numbers together</li> <li>• Types of financial statement</li> <li>• How financial statements are linked</li> <li>• The annual report</li> </ul> <p><b>Learning Outcome: 5</b></p>
Interpreting Financial Statements	<ul style="list-style-type: none"> <li>• Reasons for interpreting statements</li> <li>• Methods of interpretation</li> <li>• Reporting the results of interpretation</li> </ul> <p><b>Learning Outcome: 5</b></p>
Review	<ul style="list-style-type: none"> <li>• The main ideas in this module</li> <li>• Economics, the big picture of markets and countries</li> <li>• Accounting, the view from the firms</li> </ul> <p><b>Learning Outcome: 1, 2, 3, 4, 5</b></p>

<b>Assessment Type</b>
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|---|
| <ul style="list-style-type: none"> <li>• Global Examination (100%)</li> </ul> |
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<b>See also Section 3 above</b>
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## 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 a fail in the unit and may resit.

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 relevant 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 1) and numerical marks. Certificates 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 and programmes.

## Appendix 1 Grade Descriptors

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

### Grade descriptors for Developing English Language Skills

<b>Learning Outcome</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
Be able to communicate confidently, speaking on a range of familiar topics, using appropriate tenses, vocabulary and register	Demonstrate adequate level of communication	Demonstrate robust level of communication	Demonstrate highly comprehensive level of communication
Be able to comprehend the main content and overall meaning of a range of general texts in English	Demonstrate adequate level of comprehension	Demonstrate robust level of comprehension	Demonstrate high level of comprehension
Be able to write factual, descriptive and explanatory texts, utilising a range of linguistic structures and vocabulary, to complete clearly defined tasks	Demonstrate ability to perform the task	Demonstrate ability to perform the task consistently well	Demonstrate ability to perform the task to the highest standard
Be able to apply a range of listening strategies in order to understand predictable discussions and basic factual presentations	Demonstrate adequate and appropriate application	Demonstrate sound and consistently appropriate application	Demonstrate detailed and highly appropriate application

## Grade descriptors for English for Academic Purposes

<b>Learning Outcome</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
Be able to utilise different 'pre', 'while' and post reading strategies to understand academic texts	Demonstrate adequate and appropriate use	Demonstrate appropriate and effective use	Demonstrate highly appropriate and effective use
Be able to demonstrate an appropriate academic vocabulary	Demonstrate an adequate vocabulary	Demonstrate a robust vocabulary	Demonstrate a comprehensive vocabulary
Be able to structure sentences, paragraphs and full texts to suit academic requirements	Demonstrate ability to perform the task	Demonstrate ability to perform the task consistently well	Demonstrate ability to perform the task to the highest standard
Be able to utilise 'pre', 'while' and post listening strategies to understand different speakers and academic topic information	Demonstrate adequate and appropriate use	Demonstrate appropriate and effective use	Demonstrate highly appropriate and effective use

## Grade descriptors for Advanced English Language Skills

<b>Learning Outcome</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
Be able to communicate confidently, speaking on a range of familiar and unfamiliar topics, using appropriate tenses, vocabulary and register	Demonstrate adequate level of communication	Demonstrate robust level of communication	Demonstrate highly comprehensive level of communication
Be able to comprehend the main content and overall meaning of both general and more unfamiliar English texts	Demonstrate adequate level of comprehension	Demonstrate robust level of comprehension	Demonstrate high level of comprehension
Be able to write structured, factual, descriptive and explanatory texts, utilising complex linguistic structures and vocabulary	Demonstrate ability to perform the task	Demonstrate ability to perform the task consistently well	Demonstrate ability to perform the task to the highest standard
Be able to apply a range of listening strategies in order to understand lengthy predictable discussions, factual presentations and more abstract conversations	Demonstrate adequate and appropriate application	Demonstrate sound and consistently appropriate application	Demonstrate detailed and highly appropriate application

## Grade descriptors for Study and Communication Skills

Learning Outcome	Pass	Merit	Distinction
Be able to take effective notes from a variety of sources	Demonstrate ability to perform the task	Demonstrate ability to perform the task consistently well	Demonstrate ability to perform the task to the highest standard
Understand how to work out the meaning of unfamiliar content	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Understand common steps in producing academic work	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Be able to produce a piece of academic work suitable for this level, following a drafting process	Demonstrate ability to perform the task	Demonstrate ability to perform the task consistently well	Demonstrate ability to perform the task to the highest standard
Understand different learning styles	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding

## Grade descriptors for Culture Studies

Learning Outcome	Pass	Merit	Distinction
Understand the concept of culture and how different cultures can be defined	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Understand how the education system of a foreign country differs from their own	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Understand the key geographical, demographic and cultural features in a range of English speaking countries and cities	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Understand some of the key issues relating to student life away from home	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding

## Grade descriptors for Foundation Mathematics

<b>Learning Outcome</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
Be able to perform a range of algebraic calculations	Demonstrate ability to perform calculations	Demonstrate ability to perform calculations consistently well	Demonstrate ability to perform all calculations to the highest standard
Be able to solve a range of basic Calculations equations	Demonstrate ability to perform techniques	Demonstrate ability to perform techniques consistently well	Demonstrate ability to perform techniques to the highest standard
Be able to present data in graphical form	Demonstrate ability to perform techniques	Demonstrate ability to perform techniques consistently well	Demonstrate ability to perform techniques to the highest standard
Understand the fundamentals of Differential Calculus	Demonstrate adequate understanding of techniques	Demonstrate robust understanding of techniques	Demonstrate highly comprehensive understanding of techniques
Understand the fundamental of Integral Calculus	Demonstrate adequate understanding of techniques	Demonstrate robust understanding of techniques	Demonstrate highly comprehensive understanding of techniques
Understand Measures of Dispersion	Demonstrate adequate understanding of techniques	Demonstrate robust understanding of techniques	Demonstrate highly comprehensive understanding of techniques
Understand the fundamentals of Probability	Demonstrate adequate understanding of techniques	Demonstrate robust understanding of techniques	Demonstrate highly comprehensive understanding of techniques

## Grade descriptors for Introduction to Accounting and Economics

<b>Learning Outcome</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
Understand essential aspects of accounting	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Understand essential aspects of economics	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Understand how markets operate	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Understand the role of money, interest rates and inflation within the area of accounting and economics	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Be able to apply a number of key concepts in accounting	Demonstrate adequate and appropriate application	Demonstrate sound and consistently appropriate application	Demonstrate detailed and highly appropriate application



## Grade descriptors for Introduction to Business

<b>Learning Outcome</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
Understand different types of businesses and their functions	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Understand a range of basic business and management structures	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Be able to demonstrate an understanding of basic marketing principles in business	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Understand the basic concepts of production	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Be able to utilise a number of key business concepts	Demonstrate adequate and appropriate use	Demonstrate appropriate and effective use	Demonstrate highly appropriate and effective use

## Grade descriptors for Introduction to Programming

<b>Learning Outcome</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
Understand the Visual Basic (VB) Integrated Development Environment (IDE) and development framework	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Understand the programming constructs of sequence and iteration	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Understand the concept of project documentation	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Understand data capture and validation	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Implement a program that uses iteration and sequence constructs	Demonstrate ability to perform the task	Demonstrate ability to perform the task consistently well	Demonstrate ability to perform the task to the highest standard
Implement a program that uses screen controls	Demonstrate ability to perform the task	Demonstrate ability to perform the task consistently well	Demonstrate ability to perform the task to the highest standard
Implement a program that uses serial files	Demonstrate ability to perform the task	Demonstrate ability to perform the task consistently well	Demonstrate ability to perform the task to the highest standard
Implement a program that uses arrays	Demonstrate ability to perform the task	Demonstrate ability to perform the task consistently well	Demonstrate ability to perform the task to the highest standard

## Grade descriptors for Introduction to Computing

<b>Learning Outcome</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
Be able to identify the main components of a computer system	Demonstrate adequate ability to differentiate and recognise components	Demonstrate sound and consistent ability to differentiate and recognise components	Demonstrate exceptional ability to differentiate and recognise components
Understand a microprocessor in terms of its main parts and how it runs a program	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Understand the role of databases in information management	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Be able to design and create a simple working relational database	Demonstrate ability to perform the task	Demonstrate ability to perform the task consistently well	Demonstrate ability to perform the task to the highest standard
Understand the basic concepts of human-computer interaction	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Understand the fundamental features of a computer network	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Understand the use of graphics and multimedia in computing	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding