



Awarding Great British Qualifications

Level 4 Diploma in Business Information Technology (QCF) (L4DBIT) Qualification Unit Specification 2014/15



Modification History

Version	Revision Description
V1.0	For release
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1. About NCC Education

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

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) in England and Northern Ireland.

1.1 Why choose this qualification?

NCC Education's Level 4 Diploma in Business Information Technology is:

- **Regulated** by Ofqual and listed on the Qualifications and Credit Framework – Qualification Number 600/0624/9. The Qualifications and Credit Framework (QCF) is a credit-based qualifications framework, allowing candidates to take a unit-based approach to building qualifications.

For more information see:

<http://ofqual.gov.uk/qualifications-and-assessments/qualification-frameworks/>

- **Quality assured** and well established in the UK and worldwide
- **Recognised and valued** by employers and universities worldwide
- **A pathway qualification** for candidates who wish to complete the NCC Education degree journey. NCC Education's Level 4 Diploma in Business Information Technology is equivalent to the first year of an IT degree programme in the UK university system.

Candidates will be given the opportunity to develop essential thinking and study skills in IT and business through a balance of academic and vocational subjects. You will be able to contribute to the development of computer systems and networks, databases and websites in a business context, whilst also developing an awareness of business needs. The programme will allow you to understand and enter the IT and business profession with the necessary knowledge expected within the industry and the ability to apply the skills to a range of IT-related functions.

2. Structure of the L4DBIT Qualification

Qualification Title, Credits, Units and Level			
<p>NCC Education Level 4 Diploma in Business Information Technology (QCF), 120 credits, all at QCF Level 4. Candidates must pass all 8 Units to be awarded the L4 Diploma in Business Information Technology certificate.</p>			
<p>Skills for Computing (15 credits)</p>	<p>Computer Networks (15 credits)</p>	<p>Computer Systems (15 credits)</p>	<p>Designing and Developing a Website (15 credits)</p>
<p>Databases (15 credits)</p>	<p>eBusiness (15 credits)</p>	<p>Essentials of Management (15 credits)</p>	<p>Understanding Business Organisations (15 credits)</p>
<p>Please see Section 5 below for Syllabuses</p>			
<p>This qualification is regulated by Ofqual and listed on the Qualifications and Credit Framework – Qualification Number 600/0624/9. For further information see http://register.ofqual.gov.uk/Qualification/Details/600_0624_9</p>			

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		
	Global Examination	Local Examination	Global Assignment
Skills for Computing	-	50%	50%
Computer Networks	75%	-	25%
Computer Systems	75%	-	25%
Designing and Developing a Website		75%	25%
Databases	75%	-	25%
eBusiness	-	-	100%
Essentials of Management	100%	-	-
Understanding Business Organisations	-	-	100%

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

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

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

3.3 Accessibility of Assessment

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

3.3.1 Reasonable adjustments and special consideration

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

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

3.3.2 Supervision and Authentication of Assessment

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

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

4 Administration

4.1 Assessment Cycles

Four assessment cycles are offered throughout the year, in March, June, September and December.

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

4.5 Candidate Entry

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

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

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

4.6 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. Skills for Computing

Title:	Skills for Computing
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QCF code:	F/502/8335	Credits	15	Level	4
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Guided Learning Hours	60
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Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Be able to use various skills to support the study of Computing	1.1 Explain strategies and skills to support learning at QCF Level 4 and above 1.2 Appreciate the importance of contributing and listening to discussion-based learning activities 1.3 Write clearly in a style appropriate to learning at QCF Level 4 1.4 Explain the importance of using citations and bibliographies and avoiding plagiarism 1.5 Apply a commonly-used system of organising citations and bibliographies in one's own work
2. Be able to communicate in a technical environment	2.1 Explain and apply common industry standards for technical documentation 2.2 Employ various media to communicate clearly in English 2.3 Explain technical issues in a manner appropriate to a non-technical audience
3. Be able to deploy thinking skills and problem-solving paradigms in both a business and learning context.	3.1 Summarise a range of problem-solving and creative thinking techniques 3.2 Apply at least one problem-solving technique to a business and/or education-based problem 3.3 Apply a creative thinking technique to a problem based on one's own learning experience
4. Be able to handle and present data	4.1 Extract pertinent data from a given source 4.2 Design an appropriate document or spreadsheet to record given data 4.3 Record data accurately in a usable manner 4.4 Execute an elementary statistical analysis 4.5 Present data professionally in an appropriate format to a specified audience
5. Understand the need for lifelong learning	5.1 Explain the concepts of Continuing Professional Development (CPD) and lifelong learning 5.2 Explain the particular application of CPD and lifelong learning to the IT Profession

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

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

Related National Occupational Standards (NOS)

Sector Subject Area: 6.1 ICT Professional Competence

Related NOS: 4.7.A.3 – Document, under supervision, specified information relating to system/solution/service designs;

5.5.A.1 - Assist with gathering and documenting information to support systems installation, implementation and handover;

5.5.P.2 - Document and present systems installation, implementation and handover activities;

6.1.S.3 - Communicate with others on information management activities;

6.2.A.2 - Document IT/technology security management processes

Assessments

Local Examination (50%)

Global Assignment (50%)

See also Section 3 above

5.2. Computer Networks

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

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

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

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

Related National Occupational Standards (NOS)
<p>Sector Subject Area: 6.1 ICT Professional Competence</p> <p>Related NOS: 4.1.A.1 – Contribute to IT architecture work;</p> <p>4.8.A.1 – Prepare, under supervision, for IT/technology infrastructure design and planning activities;</p> <p>4.8.A.2 – Assist with IT/technology infrastructure design and planning activities;</p> <p>4.8.A.3 – Assist others with relevant information concerning IT/technology infrastructure design and planning assignments;</p> <p>5.4.A.1 - Perform systems integration activities as directed;</p> <p>5.4.P.2 - Perform systems integration activities;</p> <p>5.5.A.1 - Assist with gathering and documenting information to support systems installation, implementation and handover;</p> <p>5.5.P.1 - Perform systems installation, implementation and handover activities</p>

Assessments
Global Examination (75%)
Global Assignment (25%)
See also Section 3 above

5.3. Computer Systems

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

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

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

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

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

Related National Occupational Standards (NOS)
<p>Sector Subject Area: 6.1 ICT Professional Competence</p> <p>Related NOS: 4.1.A.1 – Contribute to IT architecture work;</p> <p>4.1.A.2 – Gather, use and maintain information relating to IT architecture models;</p> <p>4.8.A.1 – Prepare, under supervision, for IT/technology infrastructure design and planning activities;</p> <p>4.8.A.2 – Assist with IT/technology infrastructure design and planning activities;</p> <p>4.8.A.3 – Assist others with relevant information concerning IT/technology infrastructure design and planning assignments;</p> <p>5.4.A.1 - Perform systems integration activities as directed;</p> <p>5.4.P.2 - Perform systems integration activities.</p>

Assessments
Global Examination (75%) Global Assignment (25%)
See also Section 3 above

5.4. Designing and Developing a Website

Title:	Designing and Developing a Website
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QCF code:	L/601/3315	Credits	15	Level	4
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Guided Learning Hours	90
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Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Design a website to address loosely-defined requirements	1.1 Identify the key design features inherent within a requirements specification 1.2 Use planning tools and techniques to create a site map 1.3 Evaluate different design models and select the most appropriate to meet requirements.
2. Use web development tools to build (X)HTML- and CSS-based websites to address well-defined specifications	2.1 Describe the use of (X)HTML to develop websites 2.2 Describe how to use CSS to standardise the overall style of a website 2.3 Write the source code for a simple web page in clean XHTML according to a specification. 2.4 Write the source code for a CSS according to a specification 2.5 Explain the contextual application of a variety of web development tools 2.6 Explain the advantages and disadvantages of various web development methodologies and technologies
3. Understand the technology and tools needed to use multimedia in the context of a website	3.1 Explain the advantages and disadvantages of various types of multimedia file formats 3.2 Explain the advantages and disadvantages of different types of multimedia elements in relation to different contexts 3.3 Embed functional multimedia components in an (X)HTML site
4. Develop test strategies and apply these to a website	4.1 Develop and apply a test strategy consistent with the design 4.2 Determine expected test results 4.3 Record actual test results to enable comparison with expected results 4.4 Analyse actual test results against expected results to identify discrepancies 4.5 Investigate test discrepancies to identify and rectify their causes 4.6 Explain the need for testing on different platforms and browsers

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

Syllabus Content	
Topic	Course coverage
Introduction to the Module	<ul style="list-style-type: none"> • What is the WWW? • How the WWW works • The W3C and the importance of web standards • The challenges of web design: <ul style="list-style-type: none"> - Browsers - Screen resolution - Accessibility - Usability <p>Learning Outcomes: 5 & 6</p>
Introduction to (X)HTML	<ul style="list-style-type: none"> • Basic principles of markup: elements, tags and attributes • Document structure: <ul style="list-style-type: none"> - Document Type Declarations - The root element - The head and body sections • Structuring text: heading, paragraphs and lists • Block level and inline elements • Validating documents <p>Learning Outcome: 2</p>
Hyperlinks	<ul style="list-style-type: none"> • Using the anchor element • Relative and absolute URLs • In-page hyperlinks • The HTML 5 nav element • Accessible hyperlinks <p>Learning Outcomes: 2 & 6</p>

Introduction to Cascading Style Sheets (CSS)	<ul style="list-style-type: none"> • What is CSS, why do we need CSS? • Applying CSS: inline, embedded and external style sheets • Overview of CSS selectors, properties and values • Efficient CSS • Validating CSS • Developer tools <p>Learning Outcome: 2</p>
Integrating Media	<ul style="list-style-type: none"> • Image file types • Inserting images • Image maps • Audio and video file types • The object tag • HTML 5 video and audio tags • Accessibility and media types <p>Learning Outcomes: 2, 3 & 5</p>
HTML Tables	<ul style="list-style-type: none"> • Basic structure of HTML tables • Column and Row Spanning • Tables as a page layout device • CSS and tables • Accessibility and tables <p>Learning Outcomes: 2 & 5</p>
HTML Forms	<ul style="list-style-type: none"> • Basic structure of HTML Forms • HTML Form elements • Accessibility and HTML forms • Controlling the layout of forms • HTML 5 form elements <p>Learning Outcomes: 2 & 5</p>
Page Layout with CSS	<ul style="list-style-type: none"> • The class and id selectors • Floating and positioning • Fixed width and fluid page design • HTML 5 section elements • Page layout and mobile devices <p>Learning Outcomes: 2 & 5</p>
Introduction to Web Design	<ul style="list-style-type: none"> • Understanding why an organisation needs a website: <ul style="list-style-type: none"> – eBusiness models – eCommerce models • The process of designing a website • Involving users in the design process • Defining content and functionality <p>Learning Outcomes: 1 & 6</p>

Navigation and Interface Design	<ul style="list-style-type: none"> • Site structure • Designing navigation • Interface Design <p>Learning Outcomes: 1 & 5</p>
Evaluation and Testing	<ul style="list-style-type: none"> • Validating documents • Testing with a range of browsers • Testing with users • An iterative approach to development <p>Learning Outcomes: 4 & 5</p>
Summary	<ul style="list-style-type: none"> • Summary and recap of previous units • Hosting a website • HTML 5, CSS 3 and the mobile web <p>Learning Outcomes: All</p>

Related National Occupational Standards (NOS)
<p>Sector Subject Area: 6.1 ICT Professional Competence</p> <p>Related NOS: 4.6.A.1 – Contribute to human interaction and interface (HCI) design activities;</p> <p>4.6.A.2 – Assist, under supervision, with the progress of human interaction and interface (HCI) design assignments;</p> <p>4.6.P.1 – Prepare for human interaction and interface (HCI) design activities;</p> <p>4.6.P.2 – Implement, under supervision, human interaction and interface (HCI) design activities;</p> <p>4.6.P.3 – Manage the needs of different users of HCI design activities;</p> <p>4.6.S.1 – Plan human interaction and interface (HCI) design activities.</p>

Assessments
Local Examination (75%) Global Assignment (25%)
See also Section 3 above

5.5. Databases

Title:	Databases
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QCF code:	T/502/8333	Credits	15	Level	4
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Guided Learning Hours	60
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Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Understand the concepts associated with database systems	1.1 Summarise the common uses of database systems 1.2 Explain the meaning of the term database 1.3 Explain the meaning of the term database management system (DBMS) 1.4 Describe the components of the DBMS environment 1.5 Describe the typical functions of a DBMS 1.6 Summarise the advantages and disadvantages of a DBMS
2. Understand the concepts associated with the relational model	2.1 Summarise the concept of the relational model 2.2 Explain the terminology associated with the relational model 2.3 Explain the purpose of relational integrity
3. Understand how to design and develop a database system	3.1 Explain the use of ER modelling in database design 3.2 Describe the basic concepts of an ER model 3.3 Describe ways of identifying problems in an ER model 3.4 Explain ways of solving problems in an ER model 3.5 Summarise the purpose of SQL 3.6 Describe how to create database tables using SQL
4. Be able to develop a logical database design	4.1 Identify a set of tables from an ER model 4.2 Check that the tables are capable of supporting the required transactions
5. Be able to develop a database system using SQL	5.1 Create database tables based on a data dictionary 5.2 Insert data into the tables 5.3 Update data in the tables 5.4 Delete data in the tables

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

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

Related National Occupational Standards (NOS)
<p>Sector Subject Area: 6.1 ICT Professional Competence</p> <p>Related NOS: 4.2.A.1 – Contribute to data analysis assignment; 4.2.A.2 – Carry out specified data analysis activities; 4.5.A.1 – Collate specified information relating to data design activities; 4.5.A.2 – Contribute to producing and maintaining data designs; 4.5.A.3 – Assist, under supervision, the management of data relating to data designs; 4.5.P.1 – Assist with the development for data design activities.</p>

Assessments
Global Examination (75%) Global Assignment (25%)
See also Section 3 above

5.6. eBusiness

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

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

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

Related National Occupational Standards (NOS)
<p>Sector Subject Area: 15.3 Business and Management</p> <p>Related NOS: M&LE4 - Promote the use of technology within your organisation; BAA111 Respond to change in a business environment; BAD421 IT security for users.</p>

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

5.7. Essentials of Management

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

Syllabus Content	
Topic	Course coverage
Introduction to Management	<ul style="list-style-type: none"> Management functions and characteristics of an organisation Learning Outcome: 1
Management Theories	<ul style="list-style-type: none"> Key research and theories in management Learning Outcome: 1

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

Related National Occupational Standards (NOS)

Sector Subject Area: 15.3 Business and Management

Related NOS:

BAG121 Contribute to decision-making in a business environment;

BAG1212 Supervise a team in a business environment.

Assessments

Global Examination (100%)

See also Section 3 above

5.8. Understanding Business Organisations

Title:	Understanding Business Organisations
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QCF code:	J/502/9275	Credits	15	Level	4
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Guided Learning Hours	36
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Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Evaluate various types of organisation	1.1 Compare and contrast the form, aims, objectives and operations of business organisations across a number of sectors
2. Evaluate various forms of organisational structure	2.1 Discuss the process of organisational development 2.2 Compare and contrast the mechanistic and organic forms of organisation structure 2.3 Analyse the competitive forces exerting influences on an organisation and its structure
3. Examine the process of organisational change	3.1 Compare and contrast types of organisational change 3.2 Discuss the steps in the change process for organisations 3.3 Assess the impact of resistance to change on organisational performance
4. Assess the use of communication in organisations	4.1 Analyse the barriers to effective communication 4.2 Examine the ways in which communication processes can help or hinder organisational performance
5. Examine how organisational performance is monitored	5.1 Discuss the control processes put in place in organisations 5.2 Compare and contrast the use of budgetary and non-budgetary methods of control
6. Evaluate the use of IT systems on the performance and structure of an organisation	6.1 Assess how the effective use of IT can impact upon organisational performance 6.2 Explain how the Internet and collaboration technologies have enabled new forms of organisation

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

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

Related National Occupational Standards (NOS)
<p>Subject Sector Area: 15.3 Business and Management</p> <p>Related NOS:</p> <p>BAA111 Respond to change in a business environment;</p> <p>BAD122 Manage and evaluate an information system.</p>

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

6. Results and Certificates

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

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 are then dispatched to Centres.

7. Further Information

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

Appendix 1 Qualification Documentation

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

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

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

Appendix 2 Grade Descriptors

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

Grade descriptors for Essentials of Management

Learning Outcome	Pass	Merit	Distinction
Analyse the function of management	Demonstrate adequate ability to analyse	Demonstrate ability to provide detailed and coherent analysis	Demonstrate ability to provide comprehensive, lucid analysis
Examine the management decision-making process	Provide examination of the subject with some suitable examples and references	Provide detailed examination of the subject with adequate use of appropriate references and examples	Provide consistently critical and detailed examination of the subject with innovative use of highly appropriate references
Assess the use of management and organisational strategies	Demonstrate an adequate awareness of issues associated with the subject and make some appropriate judgements	Demonstrate a sound awareness of issues associated with the subject and make consistently appropriate judgements	Demonstrate a detailed awareness of the complexity of issues associated with the subject and make highly appropriate judgements
Analyse how management can influence individual and group performance	Demonstrate adequate ability to analyse	Demonstrate ability to provide detailed and coherent analysis	Demonstrate ability to provide comprehensive, lucid analysis
Examine theories of leadership and control	Provide examination of the subject with some suitable examples and references	Provide detailed examination of the subject with adequate use of appropriate references and examples	Provide consistently critical and detailed examination of the subject with innovative use of highly appropriate references

Grade descriptors for eBusiness

Learning Outcome	Pass	Merit	Distinction
Analyse eCommerce business models	Demonstrate adequate ability to analyse	Demonstrate ability to provide detailed and coherent analysis	Demonstrate ability to provide comprehensive, lucid analysis
Analyse eCommerce business-to-consumer strategies	Demonstrate adequate ability to analyse	Demonstrate ability to provide detailed and coherent analysis	Demonstrate ability to provide comprehensive, lucid analysis
Analyse eCommerce business-to-business strategies	Demonstrate adequate ability to analyse	Demonstrate ability to provide detailed and coherent analysis	Demonstrate ability to provide comprehensive, lucid analysis
Evaluate various forms of online marketplace	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
Examine the security threats posed to eCommerce users	Provide examination of the subject with some suitable examples and references	Provide detailed examination of the subject with adequate use of appropriate references and examples	Provide consistently critical and detailed examination of the subject with innovative use of highly appropriate references
Understand how to plan eCommerce strategies	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding

Grade descriptors for Understanding Business Organisations

Learning Outcome	Pass	Merit	Distinction
Evaluate various types of organisation	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
Evaluate various forms of organisational structure	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
Examine the process of organisational change	Provide examination of the subject with some suitable examples and references	Provide detailed examination of the subject with adequate use of appropriate references and examples	Provide consistently critical and detailed examination of the subject with innovative use of highly appropriate references
Assess the use of communication in organisations	Demonstrate an adequate awareness of issues associated with the subject and make some appropriate judgements	Demonstrate a sound awareness of issues associated with the subject and make consistently appropriate judgements	Demonstrate a detailed awareness of the complexity of issues associated with the subject and make highly appropriate judgements
Examine how organisational performance is monitored	Provide examination of the subject with some suitable examples and references	Provide detailed examination of the subject with adequate use of appropriate references and examples	Provide consistently critical and detailed examination of the subject with innovative use of highly appropriate references
Evaluate the use of IT systems on the performance and structure of an organisation	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 Databases

Learning Outcome	Pass	Merit	Distinction
Understand the concepts associated with database systems	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Understand the concepts associated with the relational model	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Understand how to design and develop a database system	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Be able to develop a logical database design	Show adequate development	Show sound and appropriate development	Show innovative and highly appropriate development
Be able to develop a database system using SQL	Show adequate development	Show sound and appropriate development	Show innovative and highly appropriate development

Grade descriptors for Designing and Developing a Website

Learning Outcome	Pass	Merit	Distinction
Design a website to address loosely-defined requirements	Provide adequate design to address the specification	Provide detailed and appropriate design to address the specification	Provide wholly appropriate and innovative design that meets the specification
Use web development tools to build (X)HTML- and CSS-based websites to address well-defined specifications	Demonstrate adequate and appropriate ability to build artefact	Demonstrate sound and consistently appropriate ability to build artefact	Demonstrate exceptional ability to build artefact
Understand the technology and tools needed to use multimedia in the context of a website	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Develop test strategies and apply these to a website	Show adequate development	Show sound and appropriate development	Show innovative and highly appropriate development
Understand the need for Web standards	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Understand the concepts associated with using the Internet and the World Wide Web for business	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding

Grade descriptors for Computer Systems

Learning Outcome	Pass	Merit	Distinction
Understand the function of computer systems	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Be able to design computer systems	Provide adequate design to address the specification	Provide detailed and appropriate design to address the specification	Provide wholly appropriate and innovative design that meets the specification
Be able to build and configure computer systems	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 undertake routine maintenance on computer systems	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 Computer Networks

Learning Outcome	Pass	Merit	Distinction
Understand network and communication protocols	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Understand the principles of common network topologies and architectures	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Understand the application of network security measures	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Be able to select and configure the hardware components of a computer network to meet the requirements of a precise specification	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 design and install network and server operating systems to meet the requirements of a precise specification	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 install and configure internet telephony and communication systems	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 Skills for Computing

Learning Outcome	Pass	Merit	Distinction
Be able to use various skills to support the study of Computing	Draw upon and make use of an adequate range of skills	Draw upon a variety of skills and make an appropriate selection	Draw upon a wide range of skills and make a highly appropriate selection
Be able to communicate in a technical environment	Demonstrate adequate standard of communication	Demonstrate strong and consistent standard of communication	Demonstrate highly skilful, exemplary standard of communication
Be able to deploy thinking skills and problem-solving paradigms in both a business and learning context.	Demonstrate adequate deployment of skills and paradigms	Demonstrate sound and appropriate deployment of skills and paradigms	Demonstrate highly effective deployment of skills and paradigms
Be able to handle and present data	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 need for lifelong learning	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding