



Business & Computing Examinations (BCE)

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BCE is a member of International Network for Quality Assurance Agencies in Higher Education (INQAAHE)

Centre Accreditation Handbook



BCE Centre Information

Business & Computing Examinations (BCE) Programmes

Business Studies

	Description	Level
1.	Accounting	
	Diploma in Accounting & Finance (519)	Level 5
	Advanced Diploma in Corporate Financial Reporting (520)	Level 6
	Diploma in Computerised Accounting (333)	Level 5
2.	Business Administration	
	Certificate in Business Studies & Information Systems (301)	Level 4
	Diploma in Business Administration & Computer Systems (501)	Level 5
	Advanced Diploma in Business Admin. & Database Technology (900)	Level 6
3.	Project Management	
	Diploma in Project Management	Level 5
4.	Business Economics	
	Diploma in Business Economics (870)	Level 5
5.	Management	
	Diploma in Management (890)	Level 5
	Advanced Diploma in Management (891)	Level 6
6.	Human Resource	
	Diploma in Human Resource Management (630)	Level 5
	Advanced Diploma in Human Resource Management (631)	Level 6
7.	Marketing	
	Diploma in Marketing (880)	Level 5
	Advanced Diploma in Marketing (881)	Level 6
8.	Finance	
	Diploma in Finance (530)	Level 5
	Advanced Diploma in Finance (531)	Level 6
9.	Administrative	
	Diploma in Administrative Assistant (677)	Level 5
	Diploma in Secretarial Studies (777)	Level 5
10.	Hospitality	
	Diploma in Hotel Management (610)	Level 5
	Diploma in Travel & Tourism Management (620)	Level 5

Computer Studies

	Description	Level
1.	Information Technology	
	Certificate in Information Systems (102)	Level 3
	Diploma in Information Technology (103)	Level 5
	Advanced Diploma in Information Technology (104)	Level 6
2.	Computer Science	
	Certificate in Computer Fundamentals (105)	Level 4
	Diploma in Systems Analysis & Design (401)	Level 5
	Advanced Diploma in Computer Science (907)	Level 6
3.	Networking (specialist Programmes)	
	Certificate in Networking (107)	Level 4
	Certificate in Unix Networking (188)	Level 4
	Diploma in IP Routing (111)	Level 5
	Diploma in Unix Networking (189)	Level 5
	Diploma in Windows Networking (200)	Level 5
	Diploma in PC Engineering & Structured Cabling (108)	Level 5
	Advanced Diploma in Routing & Switching (112)	Level 6
4.	e-Commerce and Web Design	
	Diploma in e-Commerce & Web Design (901)	Level 5
	Advanced Diploma in Web Development (902)	Level 6
5.	Graphic Design (specialist Programmes)	
	Diploma in Graphic Design (991)	Level 5
	Advanced Diploma in Graphic Design (992)	Level 6
6.	Programming	
	Diploma in Programming (601)	Level 5
	Advanced Diploma in Programming (602)	Level 6
7.	Database Management	
	Diploma in Database Administration (990)	Level 5
	Diploma in Database Developer (997)	Level 5

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Summary

- i. A brief description of BCE aims, objectives, Programmes, awards, rules of combination, assessment evaluation methods, progression routes, occupational outlook and membership scheme. The introduction also outlines BCE applied focus in all Programmes, Computing/Business Programmes rationale and analysis.
- ii. The Centre Approval process and requirements gives an outline of proposed BCE Centres' supervision levels, general and educational environment expectations. This section also explains the Accreditation Criteria Report to be produced by Centres.
- iii. The Centre Assessment Information section gives update details on Exam Fee Deadline Dates / Late Entry Deadline Dates, Exam Timetable, BCE Programmes entry requirements and exemption process.

The Assessment Standards advises both BCE staff and Centres on how to implement good policies and procedures for all Programmes.

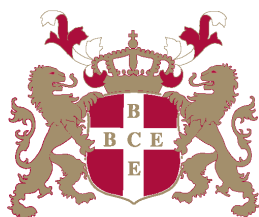
The Assessment Procedures highlights the assessment controls and processes to be followed.

- iv. Credit Framework (CF) outlines BCE Programmes specifications, diagnostic and formative assessment, accountability framework, rationale for quality assurance and monitoring and evaluation. The framework aims to help BCE set clear goals and directions for continuous learning, to obtain quality-assured Programmes. The importance and principles of accountability are analysed and assessed.
- v. BCE implementation and management of quality in Programmes design through quality assurance, quality enhancement and quality control is enforced in Chapter 5; The Designing of BCE Programmes. The Programme and Performance Specification Standards criteria demonstrate compliance, satisfactory performance and understanding of all requirements given in the specification document.

A list of identical/similar units section identifies units that can be combined and also the Learner Reference Manuals for breadth of study.

- vi. The delivery of assessment looks at the aim and design specifications of BCE Programmes. Assessment panel preparations are also highlighted. The Exam Regulation policy describes the conduct of BCE assessment, disciplinary and particulars of misconduct. The Assessment Quality Assurance describes how learner achievements are assessed and quality assured in BCE Programmes. The Declaration and Marking Framework outlines examiner integrity and provides assessment marking guidelines for both written and coursework.
- vii. How to Navigate BCE Website highlights the layout of BCE Website, giving an analysis of the different sections and menus.
- viii. BCE Candidate Assessment and Centre Management Documents provides a list of Candidate Assessment and Centre Management Forms.

1. **Introduction**



Business & Computing Examinations (BCE) is an internationally recognised Awarding organisation founded in 1996 by a group of Business and Computing professionals. There have been many changes over the last few years, not all technological. The *gap* between industry expectations from learners and what [learners] can do, has always led to much argument. Quite often, on completion of their education, learners find it hard to get jobs in the Computing or Business industries because even though they might have a Programme; but what the industry expects them to deliver, is far less than the level of expectation, mainly because most have *academic knowledge* and not *practical knowledge*. In other cases, the academic syllabus does not focus on learner skills. The Programmes sought mainly in the computing industry today are: Information Technology, Computer Science, Networking (Basic Networking, PC Engineering, IP Routing, Structured Cabling, Windows/Unix Server Operating System), Web Design, Graphic Design, Programming and Database. On the other hand, Programmes sought mainly in the business services industry are: Accounting (including Computerised Accounting), Business Administration, Project Management, Management, Business Economics, Human Resource Management, Marketing, Finance, Administrative and Hospitality. One of the main reasons why BCE was established is to produce a modified syllabus to bridge this gap. On realising the importance of the industry's requirements (since the main aim for undertaking a Programme is to get employment), BCE designed Programmes which focus on practical and skill elements. Also, our research found that it is practically impossible for someone with no experience to take, for example, a one week training in C Programming or Accounting and expect to get a job, which is why our Programmes are designed to incorporate Total Programme Time (TQT)/Contact Learning, Independent Learning, Research Activities, Groupwork and Assessment (self and class) to give learners enough time to gain literacy, problem solving, communication, technological, critical and creative thinking skills.

1.1 **BCE Objectives**

1. To present a substantial, useful and practical knowledge in Business, Computing and Hospitality fields.
2. To bridge the gap between academic learning and industrial requirements.
3. To reflect on technology changes.
4. To address specific business, organisational and technological needs.
5. To enhance career opportunities.
6. To provide highly recognised professional Programmes.

1.2 **BCE Programmes Aim**



The world we are living in today is more complex than it has ever been in history, but there are also many more opportunities available now that past generations could only dream of. Learners are thrown into the world with no idea what the real business is like. We need to integrate real world job skills into the education system, else learners will be left out in the cold. As an educational entity, the primary focus of higher education is geared toward the learner as a "whole" and not solely on the mastery of "certain skills."

BCE Programmes aim to:

- Promote activities and curriculum that enhance the learners capacity for understanding, critical thinking, and self-expression.
- Develop competencies in decision-making.
- Enable learners to cope with the rapid advances in Computing (Information Technology, Computer Science, Networking, Web Design, Graphic Design, Programming, Database) and Business (Accounting, Business Administration, Project Management, Business Economics, Management, Human Resource, Marketing, Finance, Administrative, Hospitality).
- Instil the qualities necessary for active and intelligent participation, teamwork, and leadership.
- Offer curriculum that emphasises real-world scenarios so that learners can relate to it and the learning experience becomes more meaningful to each individual learner.
- Offer credible, comprehensive and competitive Computing and Business curriculum.
- Measure analytical and technological skills.
- Integrate real world job skills into the curriculum.

With the increase in globalisation, workforce diversity and new technology, the demands to improve the quality of our society's workforce is paramount. To meet these demands, our main focus is defining what constitutes "employability skills." As society and individuals are inundated with the challenge of making decisions everyday; from what product to purchase; whom to vote for; whether they should drink or smoke; to what kind of career they want; we aim to produce learners who can think for themselves and develop their skills and learning capacity. By offering assessment (examinations), learners have to show the expertise and knowledge they gained and defend their own work in coursework. During the learning period, both hands-on/practical and theory tutorial are encouraged. Hands-on sessions produce more knowledgeable learners in the long run. Theory education on the other hand, implies learning the principles. BCE discourages *learning by rote* (memorising by repetition, often without an understanding of the reasoning or relationships involved in the material that is learnt), but to make sure learners understand the mechanics as well. However, experimentation and research is encouraged. All Programmes entail "we believe in knowing the background" and "whys and wherefores".

1.3 BCE Programme Levels

The learning Programme levels for BCE progression routes are as follows:

- Level 3 Certificate
- Level 4 Certificate
- Level 5 Diploma
- Level 6 Advanced Diploma

These levels provide an organisational framework for the knowledge, skills, and attitudes contained in the learning outcomes and assessment criteria.

All of us are familiar with the pyramids of Egypt. These magnificent structures have stood for thousands of years, withstanding extreme heat and other factors that would bring down an ordinary structure.



When we look at these pyramids, we instinctively look toward the peak. The same applies to BCE Programmes structure (Level 3 and 4 Certificate at the bottom, Level 5 Diploma at the middle and Level 6 Advanced Diploma at the peak).

Most learners are interested in the Level 6 Advanced Diploma, the truth is "complete the Level 3/4 Certificate and Level 5 Diploma first". The reason the pyramids of Egypt are so strong, and the reason they have lasted for thousands of years, is that their foundations are so strong. It is not the well-built peak that allows such a building to last, it is the foundation.



The same can be said for BCE Programmes. At Level 3 and 4 Certificate, look ahead towards the Level 5 Diploma. You must realise, though, that the skills you will learn in Level 5 Diploma and Level 6 Advanced Diploma are built upon the studies covered at Level 3/4 Certificate.

Indeed, the Level 3/4 Certificate is the most important element of learner's career.

To obtain a Programme, each learner has to sit for a final examination, set and marked at BCE (UK) London and has to pass *all* units, including the coursework. Examinations are extremely difficult, hence only those who thoroughly read are bound to pass. Centres are encouraged to offer weekly/monthly tests [on top of the Tasks/Exercises in Student Manuals] to prepare learners for the final examinations. Learner marked tasks/exercises and weekly/monthly tests should be recorded by Centre Administration. BCE quality assurance make impromptu visits to Centres to check on running Programmes and learners recorded achievements during the learning period. Learners can re-sit failed units. Cheating/plagiarism is an offence. Learners who cheat or copy during the exam will be disqualified (see BCE Assessment and Examination Regulation Policies P001b and P001b respectively for more information).

1.4 Rules of Combination and Assessment Evaluation Methods

All BCE Examinations are externally assessed.

The Rules of Combination sets out the requirements for the full achievements of a BCE Programme.

BCE Rules of Combination

Level 3 Certificate:

- all units are mandatory

Level 4 Certificate:

- all units are mandatory

Level 5 Diploma:

- all units are mandatory; *except* **Diploma in Computerised Accounting** [Sage/Pastel/Tally/Myob **Computerised Accounting Packages**] where Centre chooses only one package from the list.

Level 6 Advanced Diploma:

- all units are mandatory

Level 3 and 4 Certificate Examination: A 2-hour written examination paper with Section A and Section B. Section A has 40 multiple choice questions. Section B has three essay questions, each carrying 20 marks. Candidates are required to answer all questions. There is coursework for each unit. The final coursework mark is the average of all coursework combined (coursework for each unit in that particular Programme).

Level 5 Diploma Examination: A 2½-hour essay written examination paper with 5 questions, each carrying 20 marks. Candidates are required to answer all questions. There is coursework for each unit. The final coursework mark is the average of all coursework combined (coursework for each unit in that particular Programme).

Level 6 Advanced Diploma Examination: A 3-hour essay written examination paper with 5 questions, each carrying 20 marks. Candidates are required to answer all questions. There is coursework for each unit. The final coursework mark is the average of all coursework combined (coursework for each unit in that particular Programme).

All examinations are written except for;

- Level 5 Diploma in Secretarial Studies; Paper 1 [Computer Keyboard, Typing & WordProcessing Skills]
- Level 5 Diploma in Computerised Accounting; Paper 4 and 5; Quickbooks Accounting and Sage/Pastel/Tally/Myob Accounting respectively

which are hands-on; using the computer.

Coursework (Project)

Coursework is submitted in electronic form (on flash drive). We do not accept coursework to be emailed directly to us.

All coursework to be on soft copy (saved on flash). Do not print. Minimum number of words *per unit* are as follows:

Level 3/4 Certificate	500 words
Level 5 Diploma	1,000 to 1,500 words
Level 6 Advanced Diploma	3,000 words

However, candidates can produce more words if they so wish, the above are minimum requirements.

Candidates must pass all written papers and project/coursework in order to receive an award; **Certificate Level 3 or 4, Diploma Level 5 or Diploma Level 6**. The grading is as follows:

Grade	Mark
Distinction	>=80%
Merit	>=65%
Pass	>=50%
Fail	<50%

Exam results take about 6 to 8 weeks to be released and are then forwarded to BCE Centres. We do not publish results on the website, however, we notify Centres when exams have been dispatched, by displaying a marquee message on BCE website homepage.

1.5 **Applied Focus in Curriculum/Specification**

The aim of BCE specification is to help learners develop advanced knowledge and the lifelong learning patterns needed to live and work effectively in an information-rich technological society. To achieve this, the curriculum provides a framework for learners to learn how to solve problems using different computing, business and management technologies.

An applied focus in all Programmes promotes the use of practical applications to demonstrate theoretical knowledge. Using real world/workplace problems and situations as a context for the application of theory makes the Programme more relevant to learner's needs and goals. An applied focus strengthens the link between what learners need to know to function effectively in the workplace and the skills learned from Level 3/4 Certificate to Level 6 Advanced Diploma.

Implementation of an applied approach involves working with a wide range of partners including further education institutions, employers, community groups, parents and the government. The applied focus combines the following components in curriculum development, consistent with the nature of each unit:

Learning outcomes – expressed as observable, measurable, and reportable abilities or skills

Employability skills – inclusion of outcomes or strategies that promote skills that will enable learners to be successful in the workplace (e.g. literacy, critical and creative thinking, problem solving, technology, and communication skills).

Contextual learning – an emphasis on learning by doing; the use of abstract ideas and concepts, including theories, laws, principles, formulae, rules, or proofs in a practical context (e.g. home, workplace, community).

Interpersonal skills – inclusion of strategies that promote co-operative activities and teamwork.

Career Development – inclusion of appropriate connections to employment opportunities, occupations, entrepreneurship, or work placement.

Applied focus give learners a practical administrative and technological edge that enables them to create useful systems to provide business solutions. Applied focus is the route of working with the latest industry technologies, supported by the following instructional strategies:

- **Strategies that use technology** – the ability to use technology to solve problems is an essential skill in the workplace and is an important “new basic” in higher education. Hence we encourage those interested in business Programmes to think of Information Technology as well. This is also the reason why Level 3 Certificate in Information Systems and Level 5 Diploma in Information Technology are recommended to learners before embarking on Certificate in Business Studies.
- **Strategies that develop applied skills** – in order to see computing or business Programmes as relevant and useful, learners must learn how they can be applied to a variety of real-world situations. Instructional strategies should be designed to help learners understand their world, and identify and solve problems that occur in their daily lives.
- **Strategies that foster the development of individual and group skills** – the workplace requires that people work effectively, individually and with others to solve problems and to complete tasks. Learners need to experience the dynamics of group work to enhance their understanding of the problem-solving process. Group work focuses on skills such as collaboration, communication, leadership, and co-operation.
- **Strategies that foster the development of research skills and critical thinking** – in order to make informed and responsible choices, learners need to listen, view and read critically.

Critical thinking is an important aspect of all Programmes. Programme instruction should include opportunities for learners to justify positions on issues and to apply business or computing principles to particular circumstances. This focus on critical thinking is not solely to improve learners' understanding of business or computing; it also fosters their abilities to think critically.

- **Strategies that foster problem-solving skills** – learners identify needs, pose real or invented problems of their own, and respond to problems presented to others. To develop decision-making and problem-solving skills, learners need to be challenged to identify problems and present possible solutions.

1.6 **Computing Rationale (Why study computing)**

To participate and make informed decisions in today's world, all citizens require technological and information literacy skills that include the ability to gather, process, and manipulate data. These skills are now as essential as traditional numeracy and literacy.

UK and the rest of the world are becoming highly computer-literate societies with a large percentage of businesses and households connected to the information super highway (Internet). Computer technology and the Web are also providing new opportunities for learning. Now a learner in a remote or rural part can have the same access to resources as a learner in a large urban centre.

Computers are also quickly changing the way we work. Traditional jobs, such as those in the banking industry, are still dominating; however, new areas of economic activity, such as multimedia production, are growing rapidly. Also, how and where we work continues to evolve as technology impacts on the workplace.

As well as the rapid development of new technologies that gather, organise, and share information, familiar technologies such as television, telephone, and computers are evolving and being expanded by digitised information, causing a convergence of technologies.

The challenge for learners and instructors is to develop an understanding of the fundamentals of information literacy and the tools required to prepare for, and participate in, an evolving information-based society. Learners need to have a firm grounding in computing for their careers, for lifelong learning, and for recreation. The computing curriculum provides learners with the analytical, interpersonal, and technical skills they require to be active participants in an exciting and dynamic world.

BCE Programmes focus on what learners must know and understand about computing in order to be effective and productive. There are at least four broad categories of rationale motivating an understanding of computers: *personal*, *workforce*, *educational*, and *societal*.

Personal rationale - today's world is increasingly an information society. Computers and communications not only perform routine tasks like controlling a flying jet or connecting cellular phones, but with the Internet, they give the computer-capability among other things; access to much of the world's digital information and the means to process it - from planning a holiday to locating the best place to buy books or best supermarket. Many of us find that the use of information technology is a valuable enhancement to our way of life. Computers help people to keep in contact with family and friends via e-mail, manage finances with spreadsheets and online banking, track investments through online brokers, do homework and projects using word processing and graphing tools, find medical information, read news, track environmental issues and monitor public policy issues over the World Wide Web.

Workforce rationale - in today's workplace, information technology is increasingly common. If the nation is to obtain the maximum benefit from its investments in computerisation, a labour pool capable of using IT [information technology] appropriately is necessary. It is obvious that individuals who work with information and knowledge need to understand the ubiquitous technologies, but it is also true that few job adverts require no knowledge of computers at all. For example, the clerk in a retail establishment at one time had only to know how to use a cash register. Today, the same clerk can come into contact with inventory systems, online order tracking, credit card and other business systems, which are becoming more sophisticated and integrated.

Though a company must train its employees in the use of its business systems, it is naïve to consider such training as a one-time activity. The systems are upgraded frequently and become more complex. Obviously, this training task is greatly simplified if the employee is already well educated in computers, as the employee

requires less training overall. Further, they will probably utilise existing systems more fully and adapt to upgrades better. Employee productivity is directly affected by the employees' knowledge of computing.

From the employee's point of view, expertise in computing is valuable. It not only leads to the simple satisfaction of performing one's job well and nimbly responding to problems; it can also improve job mobility. More facilities with a company's information technology infrastructure can be a valuable job asset that may be considered in promotions. Finding a job at another company will entail learning new computer systems, but understanding them more abstractly knowing which features should be common and how they might differ is also an asset in a labour market where employees no longer enjoy a "job for life."

Educational rationale - computer technology is an enabler for many new types of educational opportunities. Computers can be the means for educators "to support the development of new ways of thinking and learning". We believe that computers can be a conduit of powerful ideas and "the seeds of cultural change", helping people form new relationships with knowledge that cuts across the traditional lines separating humanities from sciences and knowledge of the self.

Information conveyed through advanced information technology such as computers and the World Wide Web can appear more convincing than the same information conveyed through a conversation with a stranger or the newspaper, despite the fact that it may have equivalent accuracy and validity.

Technology is a unique mode of human operation and is therefore worthy of study on its own merits. In other words, technological achievements are as much a part of our culture as literacy, scientific or artistic achievements and, as such, deserve study as a part of general education.

Societal rationale - in today's increasingly technological society, many public policy debates are connected to information technology. For example:

A person with a basic understanding of database technology can better appreciate the risks to privacy entailed in data-mining based on his or her credit-card transactions.

A jury that understands the basics of computer animation and image manipulation may have a better understanding of what counts as "photographic truth" in the reconstruction of a crime or an accident.

Understanding choices about representation of information can be key to understanding how copyright laws may apply to information in electronic media.

Some basic understanding of information technology is needed to make informed judgments about public policy issues, many of which have a direct impact on the local population whether or not they use information technology in their daily lives.

1.7 Computing Programmes Listing

Programmes that need no introduction!

1. Information Technology		
Level 3 Certificate in Information Systems (102)	Level 5 Diploma in Information Technology (103)	Level 6 Adv Diploma in Info Tech (104)
<ul style="list-style-type: none"> Introduction to Computers Business Information System Business English & Report Writing Project (Coursework) 	<ul style="list-style-type: none"> Windows Operating System PowerPoint Word Excel Access Project (Coursework) 	<ul style="list-style-type: none"> Adv. Windows Desktop Operating Sy. Email Communicat. & Internet Tech Advanced Word Advanced Excel Advanced Access Project (Coursework)
2. Computer Science		
Level 4 Cert. in Computer Fundamentals (105)	Level 5 Diploma in System Design (401)	Level 6 Adv Diploma in Comp Science (907)
<ul style="list-style-type: none"> HTML Internet Technology Introduction to Programming Computer Fundamentals QBasic Programming Business Maths Project (Coursework) 	<ul style="list-style-type: none"> Business Computer Systems System Design Network Fundamentals Pascal Programming Operating System Management Project (Coursework) 	<ul style="list-style-type: none"> Computer Systems Architecture Database Technology Management Science Data Communications & Networking Software Engineering C and VB .Net Programming Project (Coursework)
3. Networking		
Basic Networking	Specialised Routing Networking	Specialised Unix Networking
Level 4 Certificate in Networking (107)	Level 5 Diploma in IP Routing (111)	Level 4 Certificate in Unix Networking (188)
<ul style="list-style-type: none"> Networking Essentials Windows Client Networking Windows Server Admin & Implementation TCP/IP Network Architecture Network Security Project (Coursework) 	<ul style="list-style-type: none"> Technological Elements of Networks Internetwork Infrastructure IP Routing Technology Connecting Routing Devices Introduction to Telecommunications Project (Coursework) 	<ul style="list-style-type: none"> Overview of Operating Systems Introduction to SCO Unix Introduction to Linux Introduction to Solaris Introduction to Shell Programming Project (Coursework)
Specialised Computing & Networking	Level 6 Advanced Diploma in Routing & Switching (112)	Level 5 Diploma in Unix Networking (189)
Level 5 Diploma in PC Engineering & Structured Cabling (108)	<ul style="list-style-type: none"> Advanced IP Routing Switching Adv. LAN, WAN & Switching Configuration Telephone Signalling Sy Technologies Fibre Optic Technology Project (Coursework) 	<ul style="list-style-type: none"> Unix Performance Management SCO Unix Administration Linux Administration Solaris Administration Perl Programming Project (Coursework)
Level 5 Diploma in Windows Server Networking (200) - Specialised Windows Networking		
<ul style="list-style-type: none"> Windows Server Administration Windows Server Infrastructure 	<ul style="list-style-type: none"> Windows Server Active Directory Windows SQL Server Database Administration 	<ul style="list-style-type: none"> Windows Exchange Server Project (Coursework)
4. Web Design	5. Graphic Design	6. Programming
Level 5 Diploma in eCommerce & Web Design (901)	Level 5 Diploma in Graphic Design (991)	Level 5 Diploma in Programming (601)
<ul style="list-style-type: none"> eBusiness Fundamentals HTML Authoring XML Document Creation JavaScript DreamWeaver Flash Project (Coursework) 	<ul style="list-style-type: none"> Introduction to Computer Graphics PageMaker/InDesign Illustrator Photoshop CorelDraw AutoCAD Project (Coursework) 	<ul style="list-style-type: none"> Programming Principles & Paradigms C Programming VB .Net Programming C++ Programming Java Programming Project (Coursework)
Level 6 Adv Diploma in Web Dev. (902)	Level 6 Adv Diploma in Graphic Design (992)	Level 6 Adv Diploma in Programming (602)
<ul style="list-style-type: none"> Advanced HTML Advanced JavaScript Web Server Configuration ASP .Net PHP Project (Coursework) 	<ul style="list-style-type: none"> Adv Windows Desktop Operating System Computer Animation Photography & Video Editing Adobe Acrobat Advanced AutoCAD Project (Coursework) 	<ul style="list-style-type: none"> Advanced Operating System Principles Advanced C Programming Advanced VB .Net Programming Advanced C++ Programming Advanced Java Programming Project (Coursework)
7. Database		
Level 5 Diploma in Database Administration (990)		
<ul style="list-style-type: none"> Oracle SQL Oracle PL/SQL 	<ul style="list-style-type: none"> Oracle Database Administration Windows SQL Server Database Admin 	<ul style="list-style-type: none"> Oracle Solaris Network Administration Project (Coursework)
Level 5 Diploma in Database Developer (997)		
<ul style="list-style-type: none"> Programming the Web using HTML & XML Oracle Forms Developer 	<ul style="list-style-type: none"> Oracle Reports Developer Oracle Designer 	<ul style="list-style-type: none"> Oracle JDeveloper Project (Coursework)

1.7.1 **Computing Programmes Analysis and Occupational Outlook**

[See BCE Computing Syllabus on website for each Programme analysis and career options]

1.8 **Business Rationale**

Forget the cynics, a Business Programme is important. The role of business is to make the world a better place for everyone - creating wealth and well-being, prosperity, jobs and choices.

There is a strong argument that in the future, everyone will need to have had a business education. Whatever you do in your professional life, the chances are that it will involve some form of '*business*'. Scientists, engineers, even artists, will inevitably have to understand at least the basics of business, and probably a lot more.

Services are essential to every British business, either as a core activity or as a support to the core activities. Business services can be internally or externally provided to an organisation. Business services are those activities which bind an organisation together, enable it to function and connect it to its customers and community. As such, 'Business Services' represents both an industry sector (comprising those firms which provide a business service to other companies) and an occupational grouping (comprising those workers in all industries who are providing a business service within their own company).

Services include management, administration, human resource management, marketing, accounting, business economics, finance and hospitality. In 2019, the financial services alone employed over 15.1 million people across UK (financial services alone account for around 40% of GDP, despite the impact of the previous recession). The business services workforce is the largest cross-industry occupational group in UK. The UK's Gross Domestic Product (GDP) is dominated by the services sector, accounting for some 76.2% of total GDP, according to EconomyWatch, a research firm specialising in statistics from the world of economics and finance. The UK's retail sector is another major services area, making up around 8% of GDP, and employing about 11% of the country's workforce. The UK's heavy industry and manufacturing sectors amount to 22.8% of GDP between them. While the total number of business service workers has remained fairly steady since the early 2000s, the size of the workforce ensures that the sector will provide current and future learners with employment opportunities. It is likely that employers will require higher-level skills and place a greater emphasis on formal Programmes.

The inclusion of industry-recognised business Programmes will allow learners to develop a range of skills which will give them access to both long-term and short-term employment opportunities.

Our mandate is to enable learners in developing individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy. To develop an effective and prosperous economy, UK and the rest of the world require people who understand economics, administration, accountancy, financial services, administrative issues, management, marketing and business principles and possess the creativity and skills to apply them in inventive ways.

To participate fully in society, people need to be aware of the impact of economic forces in their lives. Economic literacy enables learners to better understand the ramifications of economic changes that cause individuals, businesses, and societies to make critical choices concerning the allocation of resources. As national economies become increasingly interrelated and interdependent, individuals and businesses need to understand both the economic forces shaping society and the ethical considerations of their decisions.

The study of accounting, management and business provides a variety of strategies that learners can use as citizens in their public and private lives. They develop research, evaluation, communications, teamwork, and technological skills which will not only give them an advantage but also will make them more aware of the value of both co-operation and competition in their social, personal, and vocational pursuits.

As tomorrow's leaders, today's learners must be able to envisage the long-term implications of issues and changes within their communities, their country, and the world. They must also be confident in their abilities to respond effectively to these challenges. The business studies specification emphasize creative and critical thinking in both independent and co-operative activities and provide learners with opportunities to solve problems while applying skills and knowledge in practical ways to a variety of situations.

The rapid rate of technological change affects families, workplaces, communities, and environment. For example, individuals frequently change jobs to adapt to changing working conditions. In such a world, learners need to be increasingly entrepreneurial and flexible. Business studies prepare learners for this new reality by incorporating the challenges of technology, recognising the evolving roles of women and men, and fostering the concept of lifelong learning.

Business & Computing Examinations (BCE)

Programmes that need no introduction!

1. Accounting		
Level 5 Diploma in Accounting & Finance (519) <ul style="list-style-type: none"> Financial Accounting Corporate Finance Auditing & Assurance Management Accounting Taxation * Forensic Accounting Project (Coursework) 	Level 6 Advanced Diploma in Corporate Financial Reporting (520) <ul style="list-style-type: none"> Advanced Financial Reporting Advanced Management Accounting Quantitative Methods for Business Financial Accounting Theory Project Risk Management Project (Coursework) 	Level 5 Diploma in Computerised Accounting (333) <ul style="list-style-type: none"> Windows Operating System Accounting for Computerised Accounting Accounting Information System Excel Accounting Quickbooks Accounting Sage/Pastel/Tally/Myob Accounting † Project (Coursework)
2. Business Administration		
Level 4 Certificate in Business Studies & Internet Technology (301) <ul style="list-style-type: none"> HTML Internet Technology Accounting Principles Business Communication Business Organisation Business Maths Project (Coursework) 	Level 5 Diploma in Business Admin & Computer Systems (501) <ul style="list-style-type: none"> Business Computer Systems Accounting Business Administration Economics Business Ethics Project (Coursework) 	Level 6 Advanced Diploma in Business Admin & Database Technology (900) <ul style="list-style-type: none"> Management Information Systems & SQL Human Resource Management Marketing Management Management Accounting Financial Management Project (Coursework)
3. Project Management		
Level 5 Diploma in Project Management (888) <ul style="list-style-type: none"> Project Management Skills Project Management Information Systems Business Analysis Project Quality Management Project Risk Management Project (Coursework) 	5. Management	
	Level 5 Diploma in Management (890) <ul style="list-style-type: none"> Operations Management Business Strategy Organisational Management International Business Management Business Law Project (Coursework) 	6. Human Resource
		Level 5 Diploma in Human Resources Management (630) <ul style="list-style-type: none"> Human Resource Management Organisational Behaviour Managing the Labour Market Labour Law Training & Development Project (Coursework)
4. Business Economics		
Level 5 Diploma in Business Economics (870) <ul style="list-style-type: none"> Business Finance Managerial Economics International Trade & Policy Economics Real Estate Management Project (Coursework) 	Level 6 Advanced Diploma in Management (891) <ul style="list-style-type: none"> Project Management Skills Entrepreneurship Strategic Management Business Statistics International Politics Project (Coursework) 	Level 6 Advanced Diploma in Human Resources Management (631) <ul style="list-style-type: none"> Project Management Skills Organisational Development Industrial Organisation Business Research Methods Ethics in Management Project (Coursework)
7. Marketing		
Level 5 Diploma in Marketing (880) <ul style="list-style-type: none"> Services Marketing & Management Sales Management Purchasing & Supply Management Marketing Management Retail Management Project (Coursework) 	8. Finance	
	Level 5 Diploma in Finance (530) <ul style="list-style-type: none"> Public Finance Financial Markets & Investments Financial & Managerial Accounting Financial Management Corporate Governance Project (Coursework) 	9. Administrative
		Level 5 Diploma in Administrative Assistant (677) <ul style="list-style-type: none"> Help Desk & Problem Solving Skills Accounting Business Management Business Legal & Regulatory Environment Personal Finance Project (Coursework)
Level 6 Advanced Diploma in Marketing (881) <ul style="list-style-type: none"> Consumer Behaviour International Marketing Strategic Marketing Marketing Research Advertising Management Project (Coursework) 	Level 6 Advanced Diploma in Finance (531) <ul style="list-style-type: none"> Corporate Financial Management Financial Risk Management Quantitative Methods for Business Finance Theory Economics of Social Issues Project (Coursework) 	Level 5 Diploma in Secretarial Studies (777) <ul style="list-style-type: none"> Computer Keyboard, Typing & WordProcessing Skills Accounting Business Office Skills Business Legal Documents Managerial Comm & Interpersonal Skills Project (Coursework)
10. Hospitality		
Level 5 Diploma in Hotel Management (610) <ul style="list-style-type: none"> Front Office Management Food & Beverage Management Hospitality Management Hospitality Managerial Accounting Hospitality Strategic Management Project (Coursework) 	Level 5 Diploma in Travel & Tourism Management (620) <ul style="list-style-type: none"> Tourism Management Travel & Tourism Marketing Tourism Law World Geography GDS Fares and Ticketing Project (Coursework) 	<p>* Taxation. Syllabus to be tailor made to conform to local tax pertaining to Centre country; hence exam questions will be based on country taxation system.</p> <p>† Sage/Pastel/Tally/Myob Computerised Accounting Packages - Centre to choose <u>only one package</u> from the list. However, if Centre opts for more than one; examination fee of £35 per each extra package applies.</p>

1.9.1 **Business Programmes Analysis and Occupational Outlook**

[See BCE Business Syllabus on website for each Programme analysis and career options]

1.10 **BCE Membership**

As an awarding body, BCE offers membership to both Approved Centre learners and other professional body Programme holders. Those interested can download and complete a BCE Membership Application Form from BCE website. All BCE members receive a quarterly Newsletter via email.

Associate (ABCE)

On successful completion of the Level 5 Diploma, learners can apply to become Associates. The Associate application fee is a one off payment of £40, then yearly subscription fee of £20.

Member (MBCE)

On successful completion of the Level 6 Advanced Diploma, learners can apply to become Member. 1 year experience in a senior position or holders of other professional Programmes can also apply to be Member. Member application fee is a one off payment of £50, then yearly subscription fee of £30.

Fellow (FBCE)

A minimum of three years experience in Business or Computing field or a relevant degree is required for Fellowship application. The Fellowship application fee is a one off payment of £60, then yearly subscription fee of £40.

[Upon successful registration, the appropriate membership certificate is posted]

2. **Centre Approval Process and Requirements**

BCE will approve organisations operating in the United Kingdom and overseas provided the requirements set out below are met.

The approval of an organisation (normally for a period of between one and five years) will be based on inspection of the teaching services offered and consideration of learner and staff welfare (including health and safety requirements) and other relevant aspects of the organisation's management [Centre's long-range policy and programme goals, direction of the electronic data process functional for the current and future years].

Approval will imply a trust in the management to maintain acceptable standards, as determined by BCE, in all activities undertaken by that organisation and to operate within the requirements of the law of its country.

An organisation will be required to re-apply for approval at the end of the nominated period of renewal. If major changes occur after approval, BCE must be informed immediately. Should an organisation cease to comply with BCE's conditions, approval will be withdrawn.

Effective control of the organisation must be the responsibility of an accountable management. The organisation should be led, directed and administered by a proprietor or designated Centre Head/Principal/Director with clearly defined responsibilities for implementing policy, day-to-day running of the organisation and for the quality of its work. Learner registers and records must be kept including any other information and returns as BCE may require from time to time.

As a matter of policy, BCE does not get involved in:

- legal disputes between Centres and learners
- setting and method of payment of learner tuition fees

However, BCE reserves the right to remove approval status where the service to learners does not match the expected standards, equal opportunities and malpractice/maladministration policy.

2.1 **BCE Centre Supervision and Enforcement**

This document provides only internal BCE guidance. It is not intended to create any rights, substantive or procedural, enforceable at law or in any administrative proceeding.

The primary goals of the regulatory oversight, evaluation, and supervisory activities are for BCE and Approved Centres to operate in a safe and sound manner; comply with law and regulations, and take corrective actions when needed. The oversight and evaluation process has many facets, but essentially involves assessing risk and evaluating control processes; identifying material weaknesses; and maintaining effective communications. Centre details on oversight and evaluation policies, procedures, and practices should be addressed through deemed methods and appropriate guidance documents. When weaknesses are identified, corrective actions are obtained through the most appropriate level of supervision for the situation. This section provides an overview of BCE's supervision processes, with an emphasis on the remedies available when heightened supervision is needed through use of BCE's enforcement authorities.

The BCE Programme Development & Services functional unit has primary responsibility for ongoing oversight, evaluation and supervision of BCE Assessment and Approved Centres, and manages the regulatory enforcement action process. Although enforcement actions will typically be initiated by Programme Development & Services, all BCE functional units and staff, while carrying out their areas of responsibility, are observant to conditions that may warrant consideration of an enforcement action.

2.1.1 **Levels of Supervision**

BCE utilises the concept of differential supervision at three levels: Normal Supervision, Special Supervision and Enforcement Supervision. As depicted in the graphic below, Normal Supervision is the first level of supervision and is basically handled within the context of the ongoing oversight and evaluation programme. As the level of risk and concern increases, the intensity of supervision needed to resolve those risks and concerns is heightened. Special Supervision and, if necessary, Enforcement Supervision are used to address these latter situations.

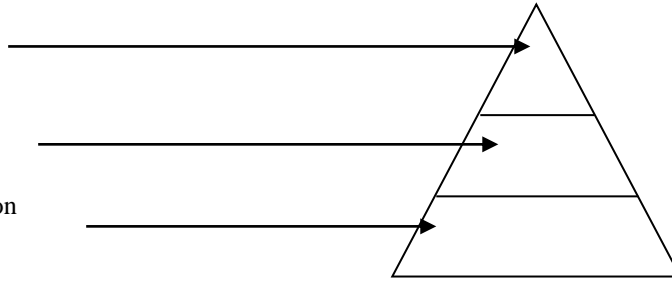
General considerations when determining the appropriate supervisory approach include:

- Risk identification results
- Oversight and evaluation findings

- Capability and willingness of Centre Management in addressing problems
- Effect of weaknesses on the integrity and soundness of Approved Centre on BCE
- Magnitude of the weaknesses or violations identified
- Understandings and agreements (both written and unwritten)

The levels of supervision are:

- Normal supervision
- Special supervision
- Enforcement supervision



The Quality Assurance Manager generally determines the level and scope of supervision needed and documents it in the **Oversight Plan**. Responsible staff must exercise reasonable judgment based on the circumstances of a specific situation. As the level of concern increases, the Quality Assurance Manager will collaborate with CEO and/or Programme Development Manager to discuss the preferred supervisory approach for each situation.

Normal Supervision

BCE's preferred approach is to proactively address potential risks and concerns through the Normal Supervision process. Organisations operating under Normal Supervision generally have the following characteristics:

1. Problems identified do not endanger the administrative conditions of the Centre or materially impact its performance.
2. Centre Management are willing and able to address problems that might arise in the normal course of business.

The Quality Assurance Manager's primary responsibility is to examine and supervise the operations of Centres that have demonstrated they can correct identified weak conditions or unsafe and unsound practices in the normal course of their operations. Thus, Normal Supervision is basically an extension of ongoing oversight and evaluation activities. Programme Development Manager will ensure that Quality Assurance Manager follows current policies and procedures and other guidance documents in completing oversight and evaluation activities, and communicating the results to the organisation. This will include identifying and communicating corrective action expectations through use of required actions, recommendations, other suggestions, or best practices, and obtaining commitment from the Centre Board and/or Management to implement these corrective actions, as appropriate. Through the Normal Supervision process, the "loop" is then closed through Quality Assurance Manager follow-up activities to reasonably ensure corrective action expectations are appropriately addressed and the underlying concerns are resolved.

Special Supervision

For Centres exhibiting conditions that are serious, but do not necessarily critically impair the integrity and soundness of the organisation, the level of concern increases from Normal Supervision to Special Supervision, and Programme Development & Services oversight increases accordingly. The Special Supervision of a Centre does not involve an enforcement action, but rather provides the Centre's management an opportunity to correct the problems discovered during the oversight and evaluation process, and thus avoid the need for a formal enforcement action. The use of Special Supervision, which is at the discretion of the Programme Development Manager in consultation with CEO, is generally applicable when any number of the following conditions exists:

1. The "risk profile" (risk relationship to financial/learner capacity) of a Centre is considered to be weak and deteriorating, but its total condition is not such that an enforcement action is justified. Other trend indicators may also be unfavourable. For example:

- failure to submit examination fees as required
- adverse reports i.e. malpractice or maladministration allegations
- high number of learner complaints or failures

2. Unsatisfactory conditions or practices exist that, if not promptly and sufficiently addressed, may warrant consideration of an enforcement action. For example:
 - The magnitude of uncontrollable problems approach or exceeding the managerial capability of the organisation. (i.e. the key elements of management systems)
 - A significant number of items are identified as requiring corrective actions
 - The internal review is unreliable
 - The organisation is engaging in unsafe and unsound practices
 - The organisation is violating law or regulation
 - There are significant breaches of fiduciary duties
3. Centre Management recognise the identified integrity and soundness or regulatory compliance weaknesses/concerns and are willing and able to correct them, and such actions are likely to resolve the concerns.

The Quality Assurance Manager, in consultation with Programme Development Manager or CEO, is responsible for determining when a Centre operating under Special Supervision can be returned to Normal Supervision or should be recommended for Enforcement Supervision. Generally, the transition to Normal Supervision can be considered when the Quality Assurance Manager has the confidence in Centre Management that problems can be addressed in the normal course of business. If deterioration in the Centre is evident or financial conditions worsen, an enforcement action may be warranted to establish the management discipline and put in place the controls needed to prevent further deterioration or the failure of the organisation.

Enforcement Supervision

Enforcement Supervision is applicable to those Centres where a formal enforcement action is needed to correct unsafe or unsound conditions and practices or violations of law and regulations. Generally, Centres that require consideration of Enforcement Supervision are those where any one of the following conditions exists:

1. The Centre is deemed unable or unwilling to address a material: (a) unsafe or unsound condition or practice; or (b) violation or ongoing violation of law or regulation;
2. The Centre is about to engage in a material unsafe or unsound practice or is about to commit a wilful or material violation of law or regulation that exposes the organisation to significant risk;
3. Conditions meet the statutory criteria for a suspension or removal;
4. Conditions meet the statutory criteria for assessing penalty and the factors to be considered in determining the penalty justify the imposition of the penalty;
5. Conditions meet the statutory criteria for Centre to be in receivership; or
6. A Centre fails to comply with an enforcement document or is unwilling or unable to address a violation of a condition imposed in writing. An enforcement document is conditions imposed in writing to address unsafe or unsound practices or violations of law, rule or regulation.

2.1.2 BCE Enforcement Authority

BCE has enforcement authorities over Centres. These enforcement powers enable BCE to impose rehabilitative or punitive enforcement measures to Centres for violating a law, rule, or regulation and/or engaging in an unsafe or unsound condition or practice. These powers include the authority to enter written agreements; issue orders to cease/desist from using BCE Programmes; and remove, suspend, or prohibit officers, directors, and any other persons from participating in the affairs of Approved Centres. These authorities provide BCE with appropriate powers to ensure that Centre Management, and related parties comply with laws and regulations and operate in a safe and sound manner. The following summarises each type of enforcement action.

Written Agreement

A written agreement is a contract between BCE and the Centre. An agreement commits the Centre to taking the specified actions needed to correct a problem. BCE uses agreements when problems are not severe enough to warrant a more rigorous action and the Centre Board and Management are able and willing to address the agreement's requirements. Centre Manager executes the agreement with an authorised representative of BCE. If Centre fails to comply with an agreement, BCE may begin desist proceedings.

Order to Desist

An order to desist is issued to Centres when problems are severe. It also may be used when the Centre violates agreements or conditions that were imposed on the Centre. BCE may issue an order to desist when: (1) the Centre has engaged, is engaging, or is about to engage in an unsafe or unsound practice, or (2) the Centre has violated, is violating, or is about to violate a law, rule, or regulation, any condition imposed in writing by BCE in connection with the granting of any application or other request by the organisation or person, or any written agreement entered into with BCE.

An order to desist either specifies affirmative actions necessary to correct illegal or unsafe practices or conditions, or requires that such activities be stopped, or both. All desist proceedings begin with a notice of charges served on the Centre. The notice sets forth allegations about the unsafe or unsound practices and/or any violations of law, regulations, written agreements, or conditions that have been identified by BCE, and sets a time and place for a hearing, should one be needed.

Generally, BCE asks Centre to consent to *cease offering BCE Programmes* or *the desist order* before issuing the notice of charges. If the Centre consents to a desist order, the matter does not continue to an administrative hearing; however, the Centre should give assurance in writing. If assurance is not obtained, the notice of charges must be answered within 30 days of service, and the matter continues to a formal hearing.

Temporary Order to Cease offering BCE Programmes/Assessment

BCE may issue a temporary order for a Centre to cease/desist offering BCE Programmes before a cease proceeding is completed when a violation, threatened violation, or unsafe or unsound practice is likely to:

- (1) cause insolvency;
- (2) cause substantial dissipation of candidate exam fees;
- (3) seriously weaken the condition of the Centre;
- (4) incite learners or bring BCE into disrepute;
- (5) damage BCE reputation;

Removal, Suspension and Prohibition

BCE may remove, suspend or prohibit from participation in the conduct of the affairs of BCE Assessment, Centre Management or Officer that has violated a law, rule, regulation, or engaged in an unsafe or unsound practice, or committed or engaged in any act, omission, or practice which constitutes a breach of fiduciary duty if: (1) the Centre has suffered or probably will suffer substantial financial loss or other damage; (2) the Centre Management have received financial gain through a violation or unsound practice; and (3) the interests of the Centre's learners obligations could be seriously prejudiced; and, the violation, unsound practice, or breach of fiduciary duty involves personal dishonesty, or demonstrates wilful or continuing disregard for the integrity and soundness of the Centre. Officers, or other persons participating in the conduct of the affairs of the Centre can also be removed from BCE Assessment responsibilities if their conduct or practice with respect to BCE: (1) has caused a substantial learner financial loss or other damage; (2) shows personal dishonesty or wilful or continuing disregard for the entity's integrity or soundness; or (3) shows that the individual is unfit to participate in the conduct of the Centre's affairs.

2.1.3 Assessing Compliance with Enforcement Actions

Supervision of Centres operating under enforcement actions will include: (1) offsite monitoring of the organisation's submissions required by the enforcement action, and (2) onsite visits and evaluation activities to verify compliance with the enforcement action and to determine the organisation's condition and progress in taking corrective action. An evaluation of the adequacy of each required submission is made by the enforcement Responsible Person or those assigned responsibility for monitoring the organisation, and a response is provided to the organisation within 30 calendar days of receiving the submission. Compliance is measured according to the following standards:

- **Compliance:** The Centre has appropriately responded to all material actions required and corrected the unsatisfactory condition(s) that prompted the need for enforcement. When "compliance" is achieved, required reporting is no longer necessary. However, if conditions exist that subsequently take the organisation out of compliance, reporting requirements will be reinstated.
- **Substantial Compliance:** The Centre is taking appropriate actions to comply with all material requirements. Accordingly, substantial evidence exists that the organisation's performance will eventually correct the unsatisfactory conditions that prompted the need for the enforcement;

however, additional performance and reporting are necessary to monitor and fully resolve the unsatisfactory conditions.

- **Partial Compliance:** The Centre has made a "good faith effort" to meet the requirements, but weaknesses are still evident or there are sufficient flaws in the actions taken to cast doubt on whether the unsatisfactory conditions will be fully resolved. Additional actions and/or oversight by senior management are necessary. Typically, a meeting is arranged to discuss with the Centre management the additional action needed to correct the existing problem(s).
- **Noncompliance:** The Centre did not comply with any requirements. Noncompliance may prompt the need for additional enforcement actions.
- **Not Determinable:** Requirements were not evaluated, or the organisation was not able to comply with the requirements during the period examined, for well substantiated and valid reasons.

Disclosure of Enforcement Actions

BCE believes it is in the best interest of the public that certain information concerning the issuance and any subsequent termination of Centre Agreement be disclosed to the public by publishing suspended Centres on BCE website.

2.2 General Centre Approval Requirements

Centre Approval will be based, among other things, on:

- inspection of the teaching services wherever possible, including consideration of lesson plans and observation, if deemed necessary;
- consideration of learner and staff conditions;
- continuity of acceptable standards;
- keeping a record of registered learners, including those who drop;
- control by accountable management;
- protection of learner records;
- learning resources and learning environment
- teaching and learning strategy
- correct information regarding number of learners, backed by acceptable record keeping system;
- records of learner marked weekly exercises/tasks or tests;
- Centre's long-range policy and programme goals;
- direction of the electronic data processing functional for the current and future years provided;
- how functional strategy, programmatic direction, hardware, software needs and approaches are addressed;
- completion of BCE mandatory reports. The following reports should be emailed to BCE:
 - Learner electronic learner registers (once a month).
 - ¶Tutor end of chapter questions.
 - Annual Programme Review (at the end of the year).
 - ∆ Record of learners questions.

¶ On completion of each chapter, tutors are required to set five questions on relevant completed topic/chapter. This helps us assess tutor competence and knowledge on the unit taught.

∆ On completion of each chapter, each learner sets out five questions. These questions will help the tutor to assess learner understanding of the completed chapter and can be used as class test. These will be filed by administration.

Failure on the part of any approved organisation to respond to BCE communications, or not complying with the requirements set by BCE, may lead to approval being withdrawn. BCE reserves the right, to visit an organisation or to review its approval at any time.

Centres should especially take note of emailing electronic registers each month and tutor end of chapter questions. *Inconsistent information when BCE quality assurance visits will lead to sanctions.*

2.3 Educational Centre Approval Requirements

- a) The organisation must be conducted at a level of efficiency which is satisfactory with regard to its objectives and in the best interests of the learners.

- b) The organisation must provide Programmes appropriate to the needs of the learners. Programme delivery must be appropriate to the stated specification contents and objectives outlined in BCE Programme specification (intended learning outcomes and assessment criteria) and provided within a suitable educational framework.
- c) There must be satisfactory arrangements to ensure that learners are not placed on inappropriate Programmes.
- d) The teaching must be suitable, efficient and adequate in scope and character. To this end, there must be satisfactory academic supervision and, where appropriate, training of staff.
- e) The teaching staff must be adequate in number and possess the Programmes and experience necessary to meet the standards and levels of the Programme. All staff should enjoy satisfactory working conditions.
Note: that it is a requirement of organisations that they maintain authenticated copies of staff and tutors' Programmes, as well as CVs.
- f) Centres must have adequate learner reading materials. These can be BCE Learner Study Materials, recommended textbooks or other.

All learners should be given equal opportunities to learn in order to achieve their full potential. Varied teaching methods and strategies should be used effectively and appropriately to accommodate different learning styles.

2.3.1 Teaching and Learning policy

Aims of teaching and learning policy are:

- To provide a safe, stimulating learning environment for all learners and tutors.
- To enable learners to achieve their full potential by learning in a variety of ways and through challenging learning experiences.
- To follow BCE specification that will motivate, engage and challenge learners whilst also equipping them with the skills required on completion of a Programme.
- To raise standards in both teaching and learning.
- To advise tutors how to research and prepare for lessons.

2.3.1.1 Plan/Scheme of Work

All tutors should plan their work on a weekly basis (see sample work plan at the end of this chapter). However, Centres/Institutions are free to use/design whatever style they feel suitable. Lesson plans should:

- Allow learners to progress in their learning.
- Clearly state the objective of a topic.
- Use plenary to summarise learning and help learners to understand how to improve.
- Allow learners to develop and practice higher order thinking skills such as creativity, analysis, problem solving, decision making and application.
- Differentiate from varying needs by task, resources, outcomes and/or method.
- Use stimulating resources including use of ICT.
- Provide pace and challenge for all learners.
- Meet both Centre formative and BCE summative assessment requirements.
- Make the lesson enjoyable and interesting.

2.3.1.2 Assessment, recording and reporting

Tutors should set, mark and record all assignments. It is important to:

- Assess learners work regularly according to the Centre's assessment policy.
- Use analysis of assessment to inform learners of their progress.
- Ensure learners are working at full potential and set targets to achieve this.

2.3.1.3 Learners' Contributions

Learners should realise why they enrolled for a Programme and be prepared to learn. They should:

- Complete all assignments to enhance their learning.
- Take note of BCE requirement of setting five questions at the end of each topic/chapter.
- Take pride in their work through consistent expectations across the specification for well presentation and accurate work.
- Make positive contributions to class discussions.
- Follow BCE and Centre code of conduct/practice.
- Take responsibility for improving their own learning and ask for help if required.
- Not miss lessons un-necessarily.
- Take note of BCE examination fee deadline dates and exam dates.

2.3.1.4 Centre Management

Centre Heads are responsible for the effective teaching of all Programmes, evaluating the quality of teaching and standards of learners' achievements and setting targets for improvement. They are also responsible for monitoring and evaluating of the overall experience of different groups and individuals. They are responsible for:

- a) Evaluating the teaching and planning of lessons and using this analysis to identify and share effective practice and to lead action for improvement.
- b) Ensuring curriculum coverage, continuity and progress of all learners.
- c) Establishing and implementing clear policies and practices for assessing, recording and reporting on learners' progress and setting targets for further improvement.
- d) Analysing and interpreting data on learners' performance against Centre expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual learners and key groups (e.g. able learners, gender groups etc).
- e) Monitoring learners work by regular sampling of homework, classwork, learner responses and attitudes in order to make a comparative evaluation of learners work against other classes and Programme groups to ensure quality, consistency and to implement strategies for improvement.
- f) Observing tutors in class and giving constructive feedback, as this informs performance management of tutors.
- g) Monitoring the work of tutors (lesson plans)
- h) Monitoring attitudes of learning through attendance and homework.
- i) Monitoring performance of staff members.

2.3.1.5 Reviewing of teaching and learning strategy

A comprehensive review of teaching and learning strategy should take place at the end of each exam (April, August and December) or at the end of year. Frequent on-going reviews should take place to focus on particular issues or to support where the need for development has been identified. The aim of this review is to:

- Identify and share good practice.
- Evaluate the quality of teaching in line with BCE criteria and set targets for improvement.
- Identify key aspects of teaching for developing for the Centre as a whole.
- Identify and support weaker tutors.
- Standardise monitoring procedures including lesson observations and work scrutiny.

2.4 Centre Environment

- a) The organisation should have reasonable security of tenure of premises for those periods of the year in which Programmes are offered. If the location/name of an organisation changes during the period of approval, or there is a change in the ownership, nature or scale of the organisation, then it must not be assumed that approval is continued; approval must be re-sought.
- b) The premises must be suitable and properly equipped in relation to the Programmes offered. There must be adequate teaching and learning facilities in terms of equipment (including access to relevant IT/computer facilities) and general teaching accommodation, according to the nature of the Programme and the number, age and gender of the learners and staff. Organisations are expected to retain statistical data relating to the nature of the learner cohort (age, gender, educational background).
- c) Satisfactory arrangements must be made for those aspects of the welfare of learners for which the organisation either undertakes, or can reasonably be expected to undertake responsibility. This may include but not be limited to: health and safety aspects, classroom accommodation (including décor) and learner support services.

BCE reserves the right at its discretion and without prejudice to refuse approval on the grounds of inappropriate or excessive competition due to proximity of existing approved organisations.

2.5 Centre Promotional Material

Any brochure, prospectus or advertisement issued by the organisation or its agents must describe accurately what the organisation offers to prospective learners. *Approval must not be claimed or implied when it has not been granted formally in an official letter from BCE or when it has been withdrawn or suspended.* When it has been granted, reference to approval may be made only in a form of wording approved by BCE.

2.6 Learner Records System

The organisation must ensure that learner records system will be centrally administered by suitably trained staff. As part of this system, learner records should be filed and securely stored. A computerised system should comply with any relevant data protection legislation in force in the country where the organisation is registered.

The records should show:

- the learner's enrolment details (including date of birth, gender, education, nationality, address);
- in-course progress records (student manual tasks/exercises and revision tests marks);
- actual and projected examination dates;
- examination results, with grades obtained;
- attendance records;
- end of chapter questions;

Access to confidential records should be restricted to:

- Administrators responsible for maintaining them to the Principal/Centre Head.
- BCE officials engaged in approval or monitoring.
- Any other authorised personnel.

2.7 Centre Monitoring

Learner enrolments, learner progress supervision level, unreported incidence and suspected malpractice will be taken as a gauge of general organisational performance and will have a bearing on continuing approval and re-approval. Organisations may, at the discretion of BCE, be subject to ad hoc inspections.

[You can download the following policies and other relevant documents from BCE website under the specified headings:

BCE Policies

- a. P010 Centre Assessment Policy
- b. P020 Learning and Assessment Design Policy
- c. P023 Sanctions Policy
- d. P029 Maladministration and Malpractice Policy

Centre Procedures

1. CP001 Centre Complaints Management
2. CP002 Learning Resources & Learning Environment
3. CP003 Teaching & Learning Strategy
4. CP004 Supporting Robust and Fair Assessment
5. CP005 BCE Assessment Procedures
6. CP006 BCE Approved Centre Management Principles

2.8 Centre Accreditation Criteria

As an integral part of quality assessment, organisations seeking BCE approval should meet the following accreditation criteria:

1. **Mission** – be able to produce a mission statement with strategic objectives and a mechanism for reviewing and updating it.
2. **Governance and Administration** - the organisational structure and academic leadership should ensure that policies, systems and practices are effective, be responsive to changing priorities and emerging needs.
3. **Human Resources** – detailed information should be available for academic and non-academic staff members. The organisation should be able to demonstrate that they are capable of meeting the institution's objectives and explain staff development policies, equal opportunities and practices for meeting emerging challenges.
4. **Educational Programmes** – define the quality of educational Programmes. The monitoring procedures should ensure that learners are achieving learning outcomes in accordance with benchmark standards. Centres should set out timeframes in which tutors should complete different units and have enough time to revise. Tutors should produce weekly Plan/Scheme of Work, mark learner daily exercises/tasks as shown in student manuals and any other work given to learners (weekly tests or end of month revision tests).

5. **Quality of Learning Opportunities** – institutions should prove that their facilities and resources are adequate;
 - a) to achieve the intended learning outcomes
 - b) to enable socially challenged learners to pursue quality education
 - c) provide adequate teaching/learning strategies for different Programmes based on benchmark
 - d) ensure suitable academic and pastoral support and adequate learning resources (physical facilities including lecture rooms, study manuals, reference books, laboratories and computers). Organisations should demonstrate evidence of a suitable feedback and control mechanism by learners and other stakeholders.
6. **Quality Management and Enhancement** – institutions should demonstrate evidence of a vision for quality enhancement and clear strategies for achieving it through a suitable monitoring and control system.
 - a) the extent of engagement with relevant stakeholders in order to gain their confidence
 - b) the effectiveness of the internal-review quality assurance system
 - c) the existence of any policies or procedures for assessing overall learner performance

2.9 **Centre Approval Application Report**

Organisations wishing to become approved must complete BCE Approval Application Form, agree to BCE Terms and Conditions and also produce an Accreditation Criteria Report. On completion, BCE Approval Application Form must be returned to BCE with any requested supporting documents. Such documentation may include but not be limited to:

- Centre prospectus, names, Programmes, experience and responsibilities of staff teaching each of BCE Programmes
- details of learning Centre facilities
- details of reprographic facilities available to staff and learners
- other inspection/approval details whether provided by the government ministry, approval body or other relevant organisation
- all other documentation as may be requested on BCE Approval Application Form.

All copies of documents must be certified as true and correct by the Principal/Centre Head of the organisation. After BCE receives the fully completed Approval Application Form, arrangements will be made for a representative to visit the Centre. However, BCE may write to the Centre, giving them permission to start recruiting learners.

Informal discussion of the approval process may occur prior to the formal approval visit; this may be at the discretion of BCE. A formal visit to the organisation will be the normal process for approval. Organisations will be given prior notice of visitation and areas for inspection therein. The organisation must provide facilities for a meeting of the visiting panel and for a brief meeting with the senior officials (e.g. the Director, Principal) together with the Head of Department concerned.

Seminars are held regularly to update Centres on BCE requirements.

We expect to receive a Centre Accreditation Criteria Report within six months from the permission to recruit learners date.

APPEALS: If an organisation feels that BCE has not followed the procedures specified in BCE Accreditation Handbook, the organisation may appeal against the decision. BCE will not accept appeals on the grounds of 'interpretation of', or 'disagreement with', points of detail.

2.10 **BCE Centre Approval Application Form**

The completion of the Application Form is a mandatory requirement for approval.

- Requisite documentation, where requested, must be attached. Without this documentation the approval process cannot be completed.
- The Accreditation Handbook must be read in conjunction with the completion of the Application Form.
- If there are difficulties or queries with this form, please contact BCE officials before submitting the form. Incomplete forms will delay approval.
- BCE reserves the right to recover any additional information that may be pertinent to satisfactory approval.

BCE Approval Application Form is downloadable from BCE website [on the right hand side of the screen] under **BCE Forms → Centre Management Forms** heading)

2.11 Changes after Centre Approval

Approval will be granted for a period of between one and five years, as BCE may determine, and is subject to the organisation meeting the requirements for approval. If, subsequently, any significant change occurs, whether or not it lessens the organisation's ability to meet these requirements, the organisation must at once report this to BCE. *An organisation may not use BCE logo prior to having received written notification of approval from BCE.*

BCE will consider the situation and take whatever steps may be necessary to determine the impact of the change. It will then make whichever of the following decisions is believed to be appropriate:

- the change is minor only; hence approval is continued. BCE requests the organisation to effect specified improvement within a stated period. Approval will continue until the end of this period, when BCE will review the situation.
- BCE withdraws approval, and will not accept any more examination candidates from the organisation. Existing candidates will be allowed to continue there, if they wish, until their next examination. When they have sat this, they must arrange to study elsewhere.

Appeals against any BCE decision can only be undertaken via a formal appeals procedure.

BCE will communicate the decision to the organisation as soon as it is practicable. In the event of approval being withdrawn, BCE will simultaneously notify learners of their position. BCE website will also be adjusted to show any decision with regard to an organisation's approval.

An organisation from which approval has been withdrawn may re-apply for approval unless it has been informed otherwise. The procedure will be the same as for the initial approval. *In the event that an organisation has approval withdrawn, or appeal withheld, it must immediately desist from using BCE logo and Programmes.*

2.12 BCE Verification and Authentication Policy

[see BCE Verification and Authentication Policy on BCE Policies]

2.13 Sample Plan/Scheme of Work

Lesson Plan <week ending: >

Certificate in Information Systems

Unit Title: Business Information System	Weekly Learning Hours: 6 hours
Week: 1	Total number of weeks: 7
Major Learning Outcome: LO 1	
Specific Performance Objectives: LO 1.1 – 1.5	
Planning for Assessment and Evaluation <ul style="list-style-type: none"> Procedure 3 hr lesson 20 mins Describe the characteristics of today's information technology. Discuss why technology is moving at such a high pace. 30 mins Discuss the components of information technology. Debate whether it's possible to do without technology. <u>Break – 10 mins</u> 30 mins Class discussion on advantages and disadvantages of information technology 45 mins Learners give their views on the future of information technology – what new things they think will be invented in the field of IT.	Assessing and Evaluating Learner Class Performance Formative assessment done through: <ul style="list-style-type: none"> Class work Home work Exercises Oral discussion Assignments (see class performance report)

Break – 10 mins

30 mins

Discussion with Q and A

15 mins

Recap on characteristics of information technology

5 mins

Assign practical work to learners

3 hr lesson

20 mins

Discuss IT job available and salary estimates. Use the internet to search on IT jobs.

30 mins

Discuss on major IT companies in the country and important Programmes in IT

Break – 10 mins

30 mins

Explain information-handling functions. Class discussion vast amounts of data handled in banks etc.

45 mins

Go through the learning materials for LO 1.1-5

Break – 10 mins

30 mins

Discussion with Q and A

15 mins

Recap on IT jobs and information-handling functions.

5 mins

Give learners homework assignment

Topic exercises and assignments

1. Describe five IT careers and what Programme you think is needed.
2. Describe in your own words, five advantages and disadvantages of computers
3. Give five reasons why businesses invest in information systems.
4. Describe the major characteristics of the digital world.
5. Explain data, information, and information systems.
6. Discuss the use of information systems in organisations.
7. Describe the newer aspects of working in the digital world.
8. Define ethics and describe the major ethical problems posed by the digital world.

Internet Exercise

Visit BT at www.bt.com. What types of jobs are available? Are they primarily knowledge work or data work (or neither)? Would you want one of these jobs? Why or why not? What are the services provided by BT and what Programme do they ask.

3. **BCE Centre Assessment Information**

Examinations are held 3 times a year: **April, August and December**

Learners should not rush to sit for examinations until they are ready and prepared. Examinations are extremely difficult!

Each learner is required to complete an Examination Form called **Candidate Examination Registration Form** (downloadable from BCE website) and two passport size photos (names to be written at the back). BCE does not issue ID cards, however, learners interested in purchasing ID Cards from BCE, should pay £25.00. *Please note; this is not part of examination fee.*

3.1 **Examination Information**

The annual examination timetable is designed 6 months in advanced i.e. the timetable for 2030 April, August and December assessment is published in October 2029.

Centres should check for public holidays and notify BCE if an exam date falls on a public holiday in their country. If an exam week falls on a public holiday, the Centre should notify BCE and written permission would be given to postpone the exam to the following week. Postponed examinations cannot be written a week before the actual date, but a week later.

Centres should take note of examinations and exam fee deadline dates. There are two exam fee deadline dates: **Exam Fee Deadline Date** and **Late Entry Deadline Date** [each is explained below]. BCE expects to receive the Examination Fee Bank Drafts 5-7 days after the **Late Entry Deadline Date**, together with the Candidate Exam Registration Forms. However, the soft copies (typed list) of **Candidate Exam Number Request** would have already been emailed to BCE and the invoices for payment emailed to Centres.

Inconsistence on emailed list (learner registers, Candidate Exam Number Request) and candidate filled in Exam Registration Forms can lead to Centre sanctions. Please check all work before forwarding to BCE.

3.1.1 **Exam Fee Deadline Date**

This is the latest acceptable date learners sitting for a particular examination are supposed to pay by. Centres are required to email all learners who have made their payment by 10am (your local time) the following day after the deadline. Failure to do so leads to a fine of £100.00 payable by the Centre. No examinations will be sent until this amount is paid. Centres are required to *type* the list of learner names using the **Centre Candidate Exam Number Request; Excel Spreadsheet** downloadable from BCE website under **Candidate Forms** heading. Please do not complete the Centre Candidate Exam Number Request by hand. Use one page per each Programme e.g. separate Accounting & Finance candidate list from Information Technology etc.

Remember to email this list by 10am the day after the deadline date.

3.1.2 **Late Entry Deadline Date**

Late candidates (those who did not pay by the acceptable deadline date) are given another chance to pay. *However*, there is a fine of £35.00 on top of the normal examination fee for each learner who pays after the EXAM FEE DEADLINE DATE. Again Centres are required to email all Late Entry Candidates list (those who paid after the normal deadline date) by 10am (your local time) the following day. Failure to do so leads to a fine of £100.00 payable by the Centre. Again the list to be typed not hand written, using the **Candidate Examination Number Request** Spreadsheet.

Candidate examination fees together with the completed **Candidate Examination Registration Forms** are to be sent to BCE by courier or registered mail.

What is the difference between **Exam Fee Deadline Date** and **Late Entry Deadline Date**?

- **Exam Fee Deadline Date:** The latest acceptable date for candidates to pay their Examination fees. This is the latest acceptable date Centres have to prepare the candidate list so that they email it [the list]; the following morning to BCE at: info@bcexam.com.
- **Late Entry Deadline Date:** Final chance given to candidates who missed the deadline date but still want to sit for examinations. HOWEVER, A CHARGE OF £25 APPLIES on top of the normal examination fee.

These exam fee dates are shown on BCE Web site. See the chapter on **How to Navigate BCE Website**.

Learners who decide not to sit for examinations for whatever reason, have to ensure Centre Management communicates with BCE reasons for postponing examinations two months (8 weeks) before the examination date. However, Centres can still communicate to BCE any situations that arise after the 8-week period. (See Reasonable Adjustment and Special Consideration Policy for explanation on (i) Reasonable Adjustment (ii) Special Consideration (iii) Access Arrangements).

3.1.3 **Entry Requirements / Examination Fees / Membership Fee / Examination Timetable**

Entry Requirements for BCE Programmes

Applicants should have the following entry requirements:

- Level 3 Minimum GCSE educational level. Any recognised Level 2 or 3 Programmes.
- Level 4 Minimum GCSE educational level. Any recognised Level 2 or 3 Programmes.
- Level 5 Recognised Level 4 or higher.
- Level 6 Recognised Level 5 or higher.

Examination Fees

See BCE website for different Programmes examination fees

Membership Fee

Associate (ABCE)	One off payment of £40, then yearly subscription of £20
Member (MBCE)	One off payment of £50, then yearly subscription of £30
Fellow (FBCE)	One off payment of £60, then yearly subscription of £40

[Membership is valid for 3 years, but renewals to be made each year]

Examination Timetable

Examinations are held 3 times a year – April, August and December. Check the website (www.bcexam.com) for examination dates and examination fee deadlines.

3.1.4 **How to sort Exam Answer sheets**

Centres should make sure candidate scripts are sorted before packaging them. At the end of each exam, candidate scripts for each subject/unit should be sorted according to BCE Exam Numbers, in the same order as on the CANDIDATE EXAM NO. REQUEST list showing exam numbers BCE emailed to you.

3.1.5 **Labelling Coursework Flash/CD/DVD disks**

Candidates should label both the cover and the actual CD/DVD ROM/Flash with permanent marker. Most candidates just label the cover, *but this can be torn on transit*. Centres should remind candidates to label their coursework [Name and Exam Number] and also check to ensure candidate work has been copied to CD/DVD/Flash. Most candidates' CD/DVD/Flash are discovered to be blank/empty during marking of coursework assessment.

3.1.6 **Exemptions**

BCE can exempt learners from sitting units they are already qualified. However, decision solely lies with BCE, hence Centres and candidates should not assume exemption. Learners who seek exemption should forward their credentials well in advance. Exemption approval will be given by BCE in writing. [see BCE Exemption Policy for more information].

Please note: Examination fees are not charged per unit hence learners seeking for exemption still have to pay full examination fees.

Exempted units will be shown on Programme [award] and the *examination result slip* will say “**exempted**”.

3.2 **Assessment Standards**

This document has been produced to assist BCE staff and Centres in continuing to design and implement good policies and procedures for the Level 3 Certificate to Level 6 Advanced Diploma Programmes. It will assist in the evaluation of best practices.

Standards are activities with defined parameters – (‘I behave as they want me to and as I think appropriate’). Competence - quality and safety.

An overview

Assessment is the process of identifying, gathering and interpreting information about learner achievement. Assessment can be used for a number of key purposes, including to:

- Assist candidates learning
- Evaluate and improve teaching and learning programmes
- Provide information on candidate learning and progress in a Programme in relation to the curriculum outcomes
- Provide evidence of satisfactory completion of a Programme
- Report on the achievement by each candidate at the end of the Programme

In the context of BCE Programmes, a major requirement of the assessment programme is to provide a summative measure of a learner's achievement in each Programme based on:

- Completion of a wide range of specification outcomes that can only be measured by external examination alone
- Multiple measurements and observations made through Centre implementation of BCE Programmes.

It is a requirement of BCE assessment programme that for each Programme we offer, we must establish a program of assessment tasks. These tasks are conducted throughout the duration of the Programme.

Each BCE produced Learner Study Material has Tasks/Exercises learners are supposed to answer within the same week as the topic/chapter is covered. BCE encourage Centres to also give their own learner assignments. Learners are also supposed to set five questions at the end of each chapter and ask the tutor. This helps in many ways:

- rather than just answering questions set/designed by someone else, roles are reversed (giving learners a chance to understand how questions are set).
- help learners to read; by so doing, can identify areas they do not understand

The assessment standards set out BCE's procedures for the assurance, enhancement of quality and maintenance of Programme levels.

The purpose of the Accreditation handbook is to provide a core set of procedures to ensure that BCE has a consistent approach to the management of quality and standards of assessment.

The handbook can be tailored so that Centres can reflect their local practices and add additional procedures as necessary.

Good Practice Policy

BCE's vision, as stated in its Strategic Plan is *to build an internationally respected Awarding body which gives candidates the capabilities to move successfully into further study or work as confident and responsible citizens.*

We recognise that practice often develops over long periods, however, we also acknowledge that practice which meets agreed policy and regulation is to be accepted in its own right for being committed to effective delivery and management.

We define good practice as:

- Effective practice that goes beyond basic policy or regulation
- Innovation that enhances the learning and experience for learners
- Practice that has been developed to meet a particular identified need

Identification of Good Practice

We recognise that good practice is identified formally through reflection or review of the delivery and management of provision. The core processes through which such formal identification of good practice takes place are:

- i. **Internal Control Annual Evaluations**
This is an important process in being able to record innovations and developments within disciplines, internal control, processes and systems.
- ii. **Examiners' Reports**

Examiners' reports are particularly useful mechanisms for identifying examples of good practice since the appointee is normally benchmarking the Programme results against comparable provisions within the professional Programmes sector.

iii. **Programmes Development and Assessment Management Annual Review**

In annual Programmes development and assessment management review, the Programme Design & Review Panel and Programme Development & Services are responsible for compiling self-evaluation documents which should include potential areas of good practice.

iv. **Approved Centre Reports**

Approved Centres are responsible for introducing BCE Programme to the world, hence, their views are vital.

3.2.1 **BCE Assessment Procedures**

It is important that our Assessment Policy is consistent to all Centres and applied across all Programmes.

However, the assessment panel has the discretion to make rulings in special cases or exceptional circumstances.

Procedures to be followed are:

1. **Providing adequate time for assessment dates.** Exam dates, including exam fees, coursework deadlines should be scheduled well in advanced. Exam fee deadlines should leave enough time for Programme Development Manager to prepare and check printed exam questions and enable exam papers to be sent on time.
2. **Submission of tasks.** It must be made clear to learners what format is required for coursework (i.e. electronic) and also handing-in deadline. Learners should sign when they submit coursework.
3. **Learners who hand in coursework late.** To maintain standards, no coursework should be accepted after deadline, however, sometimes exceptions apply (see Reasonable Adjustment and Special Consideration Policy).
4. **Procedures to be followed when dealing with malpractice.** The following contain what constitutes malpractice, including plagiarism, and how Centres and BCE staff will act should they become aware of any form of malpractice brought to their attention.

Malpractice is any activity undertaken by a learner or member of staff that allows them to gain an unfair advantage over others. It includes, but not limited to:

- Copying someone else's work in part or in whole, and presenting it as their own.
- Using material directly from books, student manuals, journals, CDs or the internet without reference to the source.
- Building on the ideas of another person without reference to the source.
- Buying, stealing or borrowing another person's work and presenting it as their own
- Submitting work to which another person such as a parent, tutor or subject expert has contributed substantially.
- Paying someone to write or prepare material.
- Breaching examination rules.
- Contriving false explanations to explain work not handed in by the due date.
- Assisting another candidate to engage in malpractice.

[For more information, see Malpractice and Maladministration Policy]

If the malpractice is proven, zero-mark should be considered for the task.

5. **Strategies taken to ensure authenticity of learner responses to tasks completed outside class time.** These include:

- Providing advice to learners on what constitutes malpractice and how to avoid it.
- Thoroughly briefing all learners in relation to the requirements of each task.
- Allocating class time to the planning of a response to a task.
- Requiring that learners maintain a process diary or journal to show how their response or project was developed.
- Incorporating learner oral presentations on the progress of their work.

- Communicating clearly to learners the extent of tutor, other expert or outside involvement permitted in the development of the work.
6. **Guidelines for maintaining secure records of all marked assessment.** Marks for each individual assessment are recorded and updated to a database system. Procedures exist for protection of data in the event of fire, theft or other misadventure. These procedures include having a centrally-filed electronic copy of the marks and duplicates stored off-site.
 7. **Procedures for dealing with learners not studying at Centres.** BCE Programmes can be class-based or distance learning. However, those undertaking distance learning have to use an Approved Centre to sit for their assessment and should adhere to BCE exam fee deadline dates.
 8. **Procedures for dealing with learners who want to finish their Programme quicker than Centre stated duration.** This is left to Centres to make their own decisions. However, minimum recommended guided learning hours should be fulfilled.
 9. **Procedures for monitoring satisfactory completion of a Programme.** Centres have responsibility to make sure learners meet the assessment requirements in a Programme. A learner will be considered to have satisfactorily completed a Programme if, in the Centre Head's view, there is sufficient evidence that the learner has:
 - Followed the Programme developed and endorsed by BCE.
 - Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the Programme by the Centre.
 - Achieved all of the Programme outcomes.

BCE policy also requires Centres to produce plan of work and email attendance registers once a month to BCE.

While BCE does not stipulate attendance requirements, Centre Heads may determine that, as a result of being absent 25% to 30% of the time, the Programme completion criteria may not be met. Clearly, absences should be regarded seriously by Centre Heads who must give learners early warning of the consequences of missing lessons.

10. **Procedures for conducting reviews of final examination marks and appeals to BCE.** Disputes typically arise over marks awarded sometimes. BCE reduces the possibility of disputes arising by:
 - Providing clear instructions and expectations for each assessment.
 - Providing clear criteria for marking.
 - Administering a task simultaneously to all Centres studying the same Programme.
 - By communicating the assessment guidelines of both written assessment and coursework.
 - Checking that examination questions and coursework conforms with the learning outcomes.
 - Committing to standardisation meetings.

BCE has a committee to settle exam results or Centre disputes. The committee is carefully constituted and ensures that evidence from all affected parties is heard. Learners should be aware of the grounds for such an appeal, and the closing date for submissions. (see Appeals Policy for more information)

11. **Procedures for conducting Centre reviews of BCE Programmes and the assessment process.** Centres need to be aware that seminars are held frequently to assess weaknesses or obstacles in the assessment process. It is important for Centres to attend mandatory training seminars. Centres are also required to submit Centre Annual Reports.
12. **Communicating the policy – how BCE make learners and Centres aware of their rights and responsibilities regarding assessment.** All BCE policies are published on the website. This is designed to assist everybody understand their responsibilities; rules and regulations in relation to the BCE requirements.
13. **Evaluating policies – who monitors and reviews the assessment programmes.** BCE Board of Advisors oversight convenes to evaluate policies, procedures and lines of communication at least once a year and when ever need arises. BCE also has Quality Assurance system which monitors BCE Centre

Programmes and provide advice where required. The Assessment Panel conducts Standardisation meetings before each BCE Assessment window. The Programme Design & Review Panel conducts annual reviews to evaluate Programme currency.

14. **What are the features of quality assessment tasks.** The following list assist Centres for internal assessment and BCE Exam Setters to ensure that the questions they design promote learning as well as obtaining accurate measures of learner achievement. Assessment tasks should:
- Focus on learning outcomes
 - Give learners the opportunity to demonstrate what they know and assist their learning
 - Be valid and reliable, measuring what the task purports to assess, and providing accurate information on each learner's achievement

Feedback and reporting on learner progress and achievement should be:

- Meaningful and constructive, designed to assist learners to improve their performance
- Linked to the specific learning outcomes and marking criteria addressed by the task
- Provided in a timely manner

For information on;

- BCE Assurance Services and Standards;
 - BCE Quality Control;
 - BCE Quality Management;
 - BCE Programme and Performance Standards Criteria;
 - Assessment Quality Assurance Policy.
- (see Sections 5.1, 5.2, 5.3, 5.4 and 6.4 respectively in this Handbook.)

15. **How will the Programme outline components given in curriculum documents be incorporated into the final written exam and coursework.** Examination questions are set based on intended learning outcome and assessment criteria components. Each Programme has a set of Student Manuals Centres can obtain from BCE for a small fee. Also, for each Programme, there are recommended BCE Learner Study Material used in setting examinations which Centres should use as cross-reference manual. Each unit specification/curriculum also has a set of recommended text books Centres can buy from any bookshop. It is up to the Centres to determine various ways of checking if tutors plan for their work and learners are given exercises and assignments relating to the learning outcomes.

There should be a balance between the assessment of knowledge and understanding outcomes; and Programme content, skills outcomes and Programme content.

16. **Procedures in place to ensure that the Programme assessment components given in the specification are adhered to in the summative exam.** BCE has an Assessment Panel to oversee such matters. The responsible assessment panel follow laid procedures before final examination papers are printed for distribution to Centres.

For BCE Assessment to be valid, the examination paper must reflect the aims, objectives and content of the syllabus; hence each Exam Setter completes the Examination Questions Validity Criteria Template when setting exams. Exam Revisers/Scrutinisers also complete Examination Question Review document to ensure quality, validity and reliability.

17. **Learner's rights and responsibilities.** In relation to BCE examinations, learners have the right to:
- Be informed of the examination policies
 - Receive clear guidelines relating to the requirements of each examination and coursework
 - Receive meaningful feedback from tutors that assist them to review their work
 - Access all relevant information from BCE website easily. The website is very simplified (lots of text and less graphics for easy download even to those using basic internet speeds).

Learners have a responsibility to:

- Follow the examination requirements set by BCE
- Complete all coursework on time

- Avoid behaviour which could be considered cheating, including plagiarism, and ensure that all assessment work is your own and contains acknowledgement of the contribution of others

Why does honesty matter to BCE

BCE examinations are well-respected and widely recognised educational credentials, used by many learners to help them gain employment and access further education. Cheating is absolutely unacceptable, as it undermines the integrity of the Programmes. It distorts legitimate measures of a learner's achievements, leading to inaccurate reporting and disadvantages to other learners.

Why do learners cheat and what are the consequences?

Some learners cheat because they are under pressure. They can be under pressure because they have not organised their time and feel they have to take shortcuts to meet the examination requirements. Others are under pressure because they are trying to achieve unrealistic academic goals. Some cheat because they don't understand the seriousness of what they are doing and tell themselves it does not matter. Some learners cheat accidentally because they do not understand plagiarism.

Cheating in examinations has serious consequences. Learners receive zero marks for their examinations. Once the Centre finds out a candidate cheated, they are not allowed to accept coursework from those involved. Apart from anything else, if a candidate is caught cheating, they are likely to lose the trust and respect of their fellow learners.

BCE treats cheating in written examinations and coursework very seriously and take measures to deal with candidates who are caught. Depending on the circumstances of the case, one or more of the following apply:

- Zero marks will be awarded for part or all of the examination
- Candidates may be suspended and may not be allowed to sit for further BCE examinations for a given period.

[For more information, see BCE Malpractice and Maladministration Policy]

4. Credit Framework (CF)

Learners need to be clear about the requirements of the Programmes to which they are committed, and about the levels of achievement expected of them. BCE is focused on the maintenance, assurance of standards of Programmes and quality of provision across all levels.

4.1 **What is the Credit Framework?**

is a way of recognising skills and Programmes.

All units developed for the credit framework have a credit level and credit value. The level signifies the scope of challenge or difficulty. The value indicates the amount of 'notional' learning time required, on average, for a learner to achieve a unit. One credit = 10 notional learning hours.

Total Programme Time (TQT) outlines the minimum duration of time it takes a learner to complete their Programme learning. It comprises of Guided Learning Hours (GLH). As with GLH, notional learning includes activities that learners need to do in order to complete their Programme, such as:

- classes
- tutorials
- practical work
- assessment

In addition to these however, notional learning time includes other activities such as homework, independent research, unsupervised rehearsals and work experience. GLH includes learner activities under tutor supervision. TQT includes GLH, independent learning, research activities, group work, self or class assessments and coursework. TQT is calculated for the whole Programmes (total of all Programmes units).

The Programme outline is as follows:

- 120 TQT hours or fewer - Award
- 121-369 TQT hours or fewer - Certificate
- Above 370 TQT hours - Diploma.

BCE is responsible for the quality and standards of its professional awards and as such has a set of quality control policies and regulations for maintaining appropriate standards and enhancing the quality of Programmes and examinations. The Framework is an umbrella term used to describe our *assessment regulations, policies and procedures*.

Every unit and Programme has a credit value and a level. One credit represents ten notional hours of learning, showing how much time the average learner would take to complete the unit or Programme. Levels indicate difficulty and vary from entry 1 to level 8.

Levels are from 1 to 8. This is because the type indicates the size of Programme, not its difficulty.

- BCE Level 3 Programmes are equivalent to O-level standard.
- BCE Level 4 Programmes are the equivalent to A-level standard.
- BCE Level 5 + Programmes are the equivalent of components in a degree.

Awarding bodies offer advanced examinations at levels 5, 6 and 7.

Universities award Degrees, Post Graduate, Masters and PhDs and as a guide a PhD is at the highest level; Level 8.

What is the Purpose?

The Framework is a tool to enable BCE to assure itself of the quality maintenance of Programmes standards and awards. It is based on the recommendations by the Regulatory agency to produce Credit Framework showing Programme levels, Programme credits, unit guided learning hours, unit credits and Programme specifications (intended learning outcomes and assessment criteria).

We believe BCE and approved Centres are all held accountable for learners achievement.

Specification Content standards - *specify the general domains of knowledge that learners should learn.*

Basis of learner assessment - *Performance standards mean identification of a desired level of proficiency on an examination. We use it as a method of reporting examination grades; pass, merit, distinction or fail;*

based on the % mark range obtained. Performance standards define how learners demonstrate their proficiency in the skills and knowledge.

Three interrelated issues guide us developing assessment:

- (i) **Assessment Technical quality**
 - a. **Cognitive complexity** – the assessment calls for complex intellectual activity such as problem solving, critical thinking and reasoning.
 - b. **Content quality** – the assessment calls for learners to demonstrate their knowledge of challenging and important subject matter
 - c. **Meaningfulness** – the assessment tasks are worth learners' time and learners understand their value
 - d. **Language appropriateness** – the language demands are clear and appropriate to the assessment tasks and to learners
 - e. **Transfer and generalisability** – successful performance on the assessment task allows valid generalisation about achievement to be made; indicates ability to successfully perform other tasks
 - f. **Fairness** – learner performance is measured in a way that does not give advantage to irrelevant factors
 - g. **Reliability** – answers to assessment can be consistently trusted to represent what learners know
 - h. **Consequences** – the assessment has desired effects on learners, tutors and the examination system.

(ii) **Assessment Credibility**

Learners must understand what the project/coursework or written examination accomplish, why they are needed and how they fit with the other ways of testing learners. Tutors also play an important role. Centres should give tutors past exam papers and project questions for them to go through. Tutor's understanding and support of exam process improves the learners' learning effort.

(iii) **Feasibility**

Assessment should be feasible; in design and development.

4.2 **Programme Specifications**

What are Programme Specifications?

These are concise descriptions of the intended learning outcomes for a Programme level and units contained within the Programme, and the means by which these outcomes are normally achieved and demonstrated.

Purpose of Programme Specifications?

The main purpose is to show content levels and to create an overall record of the Programme scheme. It provides a consistent framework. They set out clearly and concisely:

1. The intended learning outcomes of Programmes.
2. The assessment criteria.
3. The teaching and learning methods that enable learners to achieve these outcomes and the assessment methods used to demonstrate their achievement.
4. The relationship of the Programmes to the Programme Framework.

The BCE website lists Programme Level and Credits, and associated Units (unit title, total Programme time and credits).

4.2.1 [Appendix 1] **Intended Learning Outcomes and Programme Content**

4.2.2 [Appendix 2] **BCE Credit Framework**

Programme specifications are clearly indicated on BCE website, including relevant occupational outlook information for each Programme.

4.3 **Assessment Guidelines**

What is the Assessment Policy

BCE's assessment policy is a statement within which we operate our assessment/examinations. The assessment standards and performance lies at the heart of the experience of learners and the expectations of the stakeholders of BCE. It is integral to the Approved Centres' Teaching and Learning Strategy and the responsibilities of BCE to its learners, regulators and prospective employers. The internal and external trust and confidence in the integrity of the assessment standards and our procedures are central to the claims which we make about BCE awards and Programmes.

Purpose of the Assessment Policy

The purpose is to enable BCE to operate assessment for Programmes, within a consistent set of principles and guidance notes.

The UK Regulatory Agency Code of Practice identifies: **quality, consistency, accuracy and fairness** in the assessment and awarding of Programmes. BCE's Assessment policy, Assessment Reviews and Examiner Marking Comments are intended to provide consistency of approach.

We recognise that there are differing practices that take place with regard to the marking of examinations and that have been developed in accordance with local requirements to reflect the nature of the examination. BCE Assessment policy aims to provide consistency through the identification of a common set of definitions to which all staff within the organisation are expected to work.

Particular attention should be paid to mechanisms for dealing with learners at the border, pass/fail line.

Examination Timetable Structure

The examinations are held three times a year (April, August and December). This enables flexibility and reduces delay in learners undertaking examinations and also receiving their results/certificates.

The first examination is in April, shortly before or sometimes after the Easter holidays. It means those who register for Programmes towards end of the year and those starting in January can sit for their examinations in April, rather than wait until mid year. The next set of examinations is in August and then lastly December. Effectively there are examinations after every three months.

Mostly, learners require examination results in order to pursue employment or further their studies, hence the importance of (a) frequent examinations (three times a year – every three months), learners won't wait too long; (b) those who are not ready to sit for examinations can sit on next available schedule, without much delay.

4.4 Assessment Regulations

What are the Assessment Regulations?

The Assessment Regulations are the means by which BCE articulates the requirements for achievement of its examinations.

Purpose of the Assessment Regulations?

The purpose of the Assessment Regulations is to enable BCE to operate assessment for Programmes within a consistent set of rules.

Key areas to which the Assessment Regulations relate?

1. Multiple choice
2. Written essay examinations
3. Hands-on exam [using the computer]
4. Coursework/project

For more information on assessment, refer to the following policies:

- i. Assessment Policy
- ii. Examination Regulation Policy
- iii. Reasonable Adjustment & Special Consideration Policy
- iv. Exemption Policy
- v. Assessment Quality Assurance Policy
- vi. Learning and Assessment Design Policy
- vii. Standardisation Policy
- viii. Sanctions Policy
- ix. Quality Management Policy
- x. Verification & Authentication Policy
- xi. Maladministration & Malpractice Policy

4.5 The Assessment Criteria

What is an Assessment Criteria

An assessment criteria is the mechanism to agree achievement of learners in assessment, progression and award.

Objectives of assessment process

1. Provide a Programme that is recognised by employers
2. Provide a Programme that enable learners to further/enhance their future prospects.
3. Encourage learners to develop a higher level of intellectual skills.
4. Ensure learners developed sufficient lifelong knowledge needed to live and work effectively in a business oriented society.
5. Ensure learners encompass capable knowledge to progress into further education.

Purpose of Examiners, Exam Setters/Revisers and External Verifiers

The Examiners are responsible for overseeing the marking of examinations. The purposes of Examiners:

- i. To mark examinations and assessment
- ii. To consider recommendations from centres extenuating circumstances and misconduct during examinations
- iii. To make recommendations to Programme Design & Review Panel on the award of Level 3 and 4 Certificates, Level 5 Diplomas and Level 6 Advanced Diplomas as appropriate.
- iv. To consider External Verifier comments
- v. To report to the Chief Examinations Officer any recommendations concerning the content, operation and assessment of the examinations

The purpose of Exam Setters/Revisers and External Verifiers:

- i. To prepare examination and re-sit examination papers together with model answers that should be provided to those who mark the exams for consideration and approval by the Management
- ii. To mark examinations and projects/coursework
- iii. Attend assessment meetings (standardisation)
- iv. Take an overview of the Programmes
- v. To agree the marks obtained by each candidate
- vi. Quality assurance role in relation to assessment
- vii. Quality enhancement role through comments and advice on Programme/assessment structure, content and delivery
- viii. To review the assessed work
- ix. To approve recommendations
- x. To report on the standards of the examinations, the candidate performance, and the soundness and fairness of processes for the assessment and determination of examination results

Key areas to which the Assessment Regulations relate?

All written examination Programmes and coursework.

4.6 Proficiency Levels

Learners must pass all written papers, including project/coursework in order to receive an award; Level 3 or 4 Certificate, Level 5 Diploma or Level 6 Advanced Diploma.

The grading is as follows:

Grade	Mark
Distinction	≥ 80
Merit	≥ 65
Pass	≥ 50
Fail	< 50

Proficiency levels are cut offs, which label a learner's performance as Distinction, Merit, Pass or Fail.

Proficiency levels are set against percentile normative rankings, which show how learners are doing compared to one another, as opposed an absolute standard.

1. Learners can re-sit examinations as many times as possible
2. Learners cannot sit next progression level examinations until they pass all units i.e. to undertake an Level 6 Advanced Diploma in Computer Science, learners must pass Level 5 Diploma in System Design or have equivalent Programme.
3. Learners must pay examination fees by the due dates
4. Late entry fee is £35

BCE Assessment

1. Examinations improve learners' knowledge academically.
2. Examinations help learners develop in analysis, synthesis, evaluation, application of knowledge and problem-solving.
3. BCE specifications focus on more advanced thinking and implementation of knowledge
4. "Tough assessment" equal true high standards. Examinations help us measure high standards.
5. We believe that more assessing and accountability improves the examination system as a whole.
6. Examination testing is a way of training learners to think and apply knowledge.

4.7 Centre Diagnostic and Formative Assessment

Instead of just waiting for the final summative assessment, Centres can assess learners using the following methods:-

Home work – learners do not read unless asked to do so. Giving learners extra work after lessons help them perform better in the final examination. Practice makes perfect.

Performance-based items or events – questions, tasks or activities in groups

Projects or experiments – extended performance tasks that may take several days or weeks.

Portfolios – collections of learner work. Portfolios can be used both formally and informally; ideally, portfolios capture the evolution of learners ideas and can be used instructionally and as progress markers for learners, tutors and programme evaluators.

BCE give Centres free past examination questions so that learners can practice.

For more information, see relevant Centre documents downloadable from BCE website:

- i. Learning Resources and Learning environment
- ii. Teaching & Learning Strategy
- iii. Supporting Robust and Fair Assessment
- iv. Centre Assessment Policy
- v. Centre Class Visit

4.7.1 Centre Assessment Policy

[see BCE Centre Assessment Policy on BCE Policies]

4.7.2 Accreditation of Prior Learning (APL)

APL is the overall term widely used for the recognition of, and award of, academic credit on the basis of demonstrated learning that has occurred at some time in the past. This learning may have come about as the result of a Programme, or self-directed study, or as the result of experience either at work or in leisure pursuits.

It is used in further education, adult education and higher education for the purpose of:

- entry into a Programme;
- advance standing of a Programme;
- credit against some of the outcomes of a Programme that will count towards an award.

Prior learning capable of assessment and accreditation may take the form of:

- uncertificated or experiential learning Accreditation of Prior Experiential Learning (APEL) e.g. work or leisure experience;
- certificated learning which is the form of prior learning most usually identified as APL, and also called Accreditation of Prior Certificated Learning (APCL). It can also be termed Recognition of Prior/ Previous, Learning (RPL).

The Accreditation of Prior Learning (APL) is a process by which credit is awarded for learning derived from study at current or another institution which has previously been assessed and/or awarded credit.

Any learner intending to register on a taught Programme leading to a BCE award who has pursued appropriate studies at other institutions or who possesses appropriate Programmes or experience has the right to be considered for the Accreditation of Prior Learning (APL) or the Accreditation of Prior Experiential Learning (APEL) can be accepted on a Programme. However, this does not mean that they may be exempted for the final examinations.

[for more information, see BCE Exemption Policy]

4.8 Accountability Framework

Recognition is a process of validation. The standards for recognition are set by the regulatory agency using set criterias, for example:

- Overall Mission
- Objectives and Goals
- Services Available
- Quality Assurance of Assessment Management
- Quality Assurance of Programmes Development

Why is recognition important?

An important factor in realising a successful career is choosing a reputable and well known Programme. Organisations that have been through the recognition process are more likely to offer Programmes that employers and recruiters recognise. Companies want to know that a likely employee will have a quality education and that they will have something to bring to the table when they join their team. For this purpose, recognition enable companies to filter those individuals who have obtained a Programme awarded by an approved institution from those who have not. The recognition process also offer learners a better chance of having their credits transferred to other reputable institutions should they decide to obtain further education.

Accountability is a major issue in any educational system. Accountability entails the procedures and processes by which one party justifies and take responsibility for its activities. The concept of accountability contains these essential components:

- i. Delegation of accountability (parties that can be held accountable or hold others accountable).
- ii. Domains of accountability (professional competence, legal and ethical conduct, financial performance, adequacy of access, community promotion /public benefit).
- iii. Procedures of accountability (including formal and informal procedures for evaluating compliance with domains and for disseminating the evaluation and responses by the accountable parties).
- iv. Assurance to users that Programmes are delivered by an organisation whose integrity, governance, resources and competence has been independently checked.
- v. Assurance to stakeholders that Programmes are monitored and meet robust requirements, including that they are of the standard and level they purport to be.
- vi. Assurance to employers, universities and government that Programmes meet robust requirements.
- vii. Opportunities to be referenced to national and international frameworks providing progression and transfer opportunities for learners.
- viii. Enhancing standing of organisation and its Programmes in competitive markets internationally.

4.8.1 Principles for Accountability – The Awarding Body

BCE must ensure adequate provision and fair use of resources so as to provide equity of opportunities; disseminate knowledge; provide focused help where needed; and intervene in Centres only when necessary and with methods that have shown to be successful.

Key Data Sources

The principles for accountability uses several key data sources, most of which are already collected from:

- Centre outcome surveys, enquiries and comments
- Learners
- Other stakeholders

1. Focus on Learning

A *Focus on Learning* requires us to create a learner centred environment with high expectations for all learners. Each learner, with the right support and direction, can achieve success in terms of their learning and wellbeing. Quality teaching lies at the heart of learner achievement. We work to continuously improve the services that promote and support teaching and learning and build effective learning communities.

2. Thinking Systemically

Thinking Systemically means understanding the complex relationships between all parts of the systems within which we work. It requires us to work together to develop effective processes and strategies, involving the broader community, to support the needs and aspirations of learners and other young people not in education.

3. **Shared Leadership**

Sharing Leadership requires us to build leadership capacity and expertise throughout the system. The most effective sites and systems are those where leadership is purposefully developed and distributed within and across the local community.

4. **Attending to Culture**

Attending to Culture requires us to build a positive learning culture focused on continuous improvement and growth for all. By clarifying our expectations of behaviours and practices we create an environment where stakeholders are involved in transforming the capacity of their system to improve outcomes.

5. **Listening and Responding**

Listening and Responding requires us to be customer focused by purposefully developing processes to understand the current and future needs of learners and stakeholders. In connecting to and understanding these needs and aspirations we are able to take action, direct our improvement efforts and target strategies to support improvement.

6. **Making Data Count**

We Make Data Count when we collect and interrogate the key data required to strategically evaluate and improve outcomes. Inquiring into multiple measures of data enables us to consider aspects of our context, practices and performance to direct future actions.

7. **Setting Direction**

By *Setting Direction* based on agreed values, vision and purpose, developed with stakeholders, we identify priorities and actions to continuously improve outcomes. Effective planning processes support the achievement of BCE directions and priorities.

8. **Target Resources**

Targeting Resources requires us to align resources effectively and innovatively to reflect our priorities and provide the best opportunity to achieve desired outcomes.

9. **Continuously Improve**

We Continuously Improve when we seek to advance processes and programmes across the systems in which we work. Through developing successful and known processes we are better able to ensure continuous improvement for individuals, the system and a sustainable future.

4.8.2 **Reciprocal Responsibility and Accountability**

An accountability framework is a comprehensive communication tool that captures the essential information for our Centres and stakeholders, which lets them know:

- Who we are
- What we are able to do and how we go about this (approach methodology)
- What we really believe in and thus what matters when deciding what to do
- What are the minimum expectations of good practice that we commit to keep

The framework has two purposes:

- To benefit learners by ensuring they receive quality education and educational opportunities relevant to their needs and the needs of the labour market.
- To benefit national and international communities by ensuring BCE Programmes' ongoing contribution to social and economic development.

An accountability framework will also benefit staff and inter educational co-ordination by creating a baseline of good practice and approach methodology. The minimum essentials to be included in an accountability framework are:

1. **A set of definitions:** every awarding body has its own jargon and understanding of key terms. It is therefore important to be clear what is meant by terms used within the framework. For example, what does a "Centre" mean for BCE?
2. **Statement of commitments:** against which standards, codes, principles and laws we keep (internal or external)
3. **Implementation mechanism:** these are the processes and procedures we use to apply the commitments made in the framework. For example, the standard procedures on setting assessment.

4. **Baseline analysis:** recognising that ongoing application and continual improvement are a key part of accountability – baseline gives the space for us to state where we currently are in our attempt to apply the standards, codes and principles. This transparency helps to set a clear expectation for all.
5. **Implementation plan:** having analysed the baseline (or current status) against our commitments, the framework now outlines how we will improve by stating our end goal or quality objective in the application of each commitment and how we measure progress (i.e. progress indicators).

The accountability framework not only creates an overall picture of who we are, what our abilities are and how we work – but gives a clear commitment statement of the level of quality we aim to provide, why and how we deliver this. In so doing, we have created the clarity needed for stakeholders to know what BCE is accountable for and thus if they need to raise concerns, seek redress or feedback, they will be able to have a better understanding of what BCE can be held to account for. The accountability framework is central to forming a structure for a complaints handling mechanism.

The framework has the added advantage of creating a knowledge management tool that advises staff of their responsibilities in applying the various relevant standards and codes BCE has committed to, and gives clear monitoring and evaluating indicators to quality assure application and accountable impact.

BCE Accountability Framework recognises that Centres, regulators, government authorities, are jointly responsible and accountable for the achievement of standards, the provision of quality services and continuous improvement of learner achievement and wellbeing outcomes. Each group has a role to play to ensure the effective and efficient delivery of education and services.

Approved Centres are responsible and accountable for:

- learner achievement and wellbeing outcomes
- monitoring and improving staff and Centre performance
- delivering a quality local service supported by sound management practices
- developing strategic relationships with the local community and key partners
- working effectively within legal and policy requirements
- directing their income to further organisation, staff and learner well being
- taking necessary action to improve performance.

BCE is responsible and accountable for:

- monitoring performance
- providing timely and effective support services and direction
- Centre leadership performance and wellbeing
- developing Centres capacity supported by sound management practices
- providing feedback to stakeholders regarding needs
- timely implementation of targeted intervention programmes
- ensuring compliance within legal and policy requirements.

Regulatory Agency is responsible and accountable for:

- monitoring performance across the organisation
- developing systemic responses to needs
- development and monitoring of policies and programmes
- the quality of systems and processes supported by sound management practices
- developing workforce capabilities and system capacity
- timely identification and prioritisation of areas for targeted intervention and support
- establishing the risk context and the legal and policy framework

4.8.3 Elements of the Accountability Framework

The core elements of BCE Accountability Framework, when implemented in an integrated way, improve the effectiveness of programmes and practices. Each element outlines a focus for improvement and requirements for accountability.

Principles for Improvement and Effectiveness

- **Standards** – what are we aiming to achieve?
- **Self Review** – how are we doing? How do we know?
- **Improvement Planning** – what more do we need to do? Where to go from here?

- **Intervention and Support** – what will we do to ensure success?
- **Performance Reporting** – who will we inform and how?

4.8.3.1 **Standards**

BCE has a range of standards to direct and gauge our improvement efforts. These standards assist with target setting, performance analysis, resource allocation and decision making. Standards provide direction and focus for our improvement efforts and target programs and actions for intervention and support.

Accountability Focus

We fulfil our accountability when we monitor, report and demonstrate the achievement of BCE standards, policies and priorities. We do this by self reviewing, reporting on performance and complying with legal and policy requirements, including the Ethical Code of Conduct, Occupational Health and Safety standards and regulatory standards.

4.8.3.2 **Self Review**

Effective organisations regularly monitor and review their performance to guide their actions. BCE and Centres are required to self review the effectiveness of programmes and practices to bring about improvement.

Self review enables an analysis of current performance and the effectiveness of strategies implemented to support performance improvement. It provides the basis for performance reporting and future improvement planning.

Formal self review processes, including an analysis of performance are to be conducted against stated priorities, objectives and standards.

Accountability Focus

We demonstrate our accountability by conducting annual self review processes and using this information to direct future plans and actions. An annual data analysis is used to review improvements.

4.8.3.3 **Improvement Planning**

Effective planning engages stakeholders in setting directions, targeting resources and optimising processes for successful growth and improvement. Improvement plans detail strategies and processes to achieve our priorities. Improvement plans are supported by annual operational planning processes. Effective consultation and decision making processes to engage all stakeholders are fundamental to successful improvement planning practices.

Accountability Focus

We demonstrate our accountability by the development of improvement plans that address priorities, minimise risks and articulate how expected outcomes will be achieved. Improvement plans are updated regularly in response to self review and emerging issues.

4.8.3.4 **Intervention and Support**

Effective organisations acknowledge performance concerns and seek alternative solutions to achieve quality outcomes. When improvement planning and strategies don't achieve the desired results or meet standards, we are required to provide the necessary intervention and support to ensure improvement.

The degree and nature of intervention and support will vary depending on the circumstances. It may include better resource targeting, programme review or implementation and/or supporting staff capacity and capability. Quality performance management processes facilitate building a positive culture to support and achieve required improvement.

When necessary, direct intervention at an individual, programme or management level may be provided to help guide and direct improvement efforts. The nature of the intervention and support will reflect the circumstances at the time in terms of capacity, capability, resources and needs.

Accountability Focus

We demonstrate our accountability by responding to self review findings and providing targeted intervention to support performance improvement when standards are not being met. This may include seeking external support if required and responding to identified recommendations. We further demonstrate our accountability when stakeholders are made aware of actions taken, progress made and outcomes achieved in areas targeted for intervention.

4.8.3.5 **Performance Reporting**

Performance Reporting involves all personnel in the system documenting and reporting upon their performance against planned outcomes and agreed standards. Effective performance reporting ensures stakeholders are fully informed of organisational and professional performance so that they understand and support improvement initiatives. High quality communication processes are fundamental to successful performance reporting practices.

Accountability Focus

Performance reporting involves reporting to stakeholders on BCE performance and operations. These include Annual Reports, Examination Reports and Performance report on achievements.

4.8.4 **Principles for Accountability – Approved Centres**

This section help Centres to apply their professional judgement, putting regulatory principles into practice; taking note that Centres are accountable for actions and omissions in their practice and must always be able to justify their decisions.

Accountability is integral to professional practice. Centres make judgements in a wide variety of circumstances, and use their professional knowledge, and skills to make decisions based on evidence for best practise and learner's best interests.

Centres hold a position of responsibility and many others rely on them. They are professionally accountable to their nation, as well as having a contractual accountability to BCE and are accountable in the law for their actions.

Accountable to What Ends?

1. *Improvement.* Centres must implement procedures for using information to improve the quality of environment and learning. Because the most fundamental characteristic of a good Centre is good teaching, extensive high-quality and ongoing tutor training; hence constant improvement is essential.
2. *Equity.* A good education system contributes to closing the race and class achievement gaps and help overcome the consequences of racism.
3. *Democracy.* Accountability systems must include structures that promote the informed, involvement of all the key actors in an educational system, including relevant government ministries/departments
4. *Informing the public.* The public deserves substantive and accurate information about the functioning, successes and problems of the establishment.

Accountable for What?

1. *Priorities.* Accountability must be based on a shared vision and goals for education, hence Centres must prioritise what is most important in examinations, learner well-being, the class environment, and in how well the establishments prepare learners to be active participants and be able to continue their education and make a living.
2. *Resources.* Centres must provide learners with adequate resources to meet priorities such as tutor training, appropriate class sizes, books/learner study materials, computers, supplies etc.
3. *Learner learning.* Centres should enable all learners to pursue areas of individual interest, than promote Programmes which suites the Centre.
4. *Learner well-being.* Learners are happier and achieve more in environments that are welcoming and where learners feel empowered, challenged, motivated and supported.
5. *Inclusion.* The progress and well being of all learners must be accounted for. Accountability data of all sorts should be broken out by major demographic categories.

Accountable to Whom?

1. *The Awarding Body.* Centres must work in accordance to BCE Rules and Regulations. They should adhere to examination deadlines, inform learners of examination dates and exam fee deadlines (well in advanced) and prepare learners for examinations.
2. *Learners.* Must be the primary authorities in the accountability process. Centres are first of all accountable to their learners and local community.
3. *Local Regulatory Agency* – Each country has different regulatory bodies with their own rules and regulations which BCE Centres should adhere to.

Accountable by What Means?

1. *Use multiple forms of evidence.* Accountability requires the use of multiple forms of qualitative and quantitative evidence from academic and non-academic areas to determine whether a learner is doing well and to provide a basis for making improvements. No important decision about a learner should be made using one factor, such as weekly tests.
2. *Use helpful indicators.* Assess the key factors, from within and outside of Centres, that contribute to or hinder the attainment of important outcomes
3. *Use helpful learner assessment.* Skilled use of feedback from learners is one the most powerful means tutors have for improving learning. To prepare for examinations, make use of classroom assessment.

4.8.5 Accountability Framework Measurements

Areas of Management

1. Values and Ethics

- The organisation reflects and supports values and ethics:
 - Respect to staff
 - Works hard to create a workplace that prevents harassment
 - Initiates a formal recourse process (grievance, complaint, appeal) without reprisal
 - Senior managers lead by example in ethical behaviour
- Evidence to demonstrate how the organisation is developing a culture based on values and ethics
- Evidence to demonstrate how managers and employees are applying values and ethics principles in their daily work

2. Evaluation

Evaluation reports consistently address relevance and performance in a sound and credible manner.

- Coverage of issues
- Quality of methodology
- Limitations
- Quality of findings and conclusions
- Quality of recommendations
- Quality of management response and action plan

3. Governance and Planning

Extent to which the organisation develops clear expected results, track performance, set priorities and plans for service improvement.

- Priority setting and planning for service improvement
- Consideration of stakeholder views
- Internal audits regime
- Programmes, policies and procedures are in place
- Monitoring, performance measurement and reporting (compliance monitoring)
- Effective governance structures are in place
- Diversity and employment equity

4. Information Technology Management

An organisation's Information Technology Management strategy supports the effective management of information and records to meet program and services outcomes, operational needs and accountabilities.

- Inventory of information repositories and documented practices for the consistent management, search and retrieval of information
- Integrated record keeping practices into day-to-day activities
- Retention periods for information
- Annual statistical reports are prepared/submitted according to requirements
- Roles and responsibilities for employees are defined and communicated
- Access to private information governance structure is effective
- Delegation (where applicable) is appropriate

4.9 Rationale for Quality Assurance

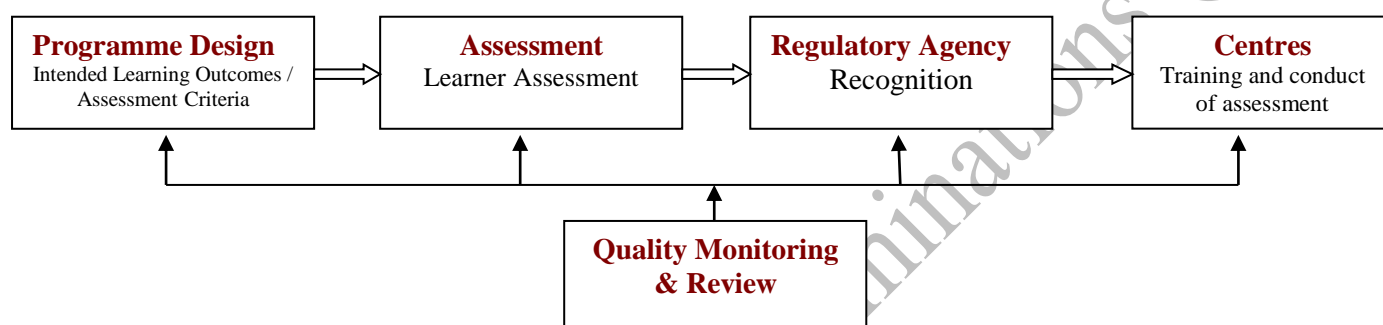
The underlying rationale with quality assurance in higher education is:

to ensure that institutions effectively and efficiently deliver education, training, research and community service which is of high quality and produce socially useful and enriching knowledge as well as relevant range of learner skills and competencies necessary for social and economic progress.

Quality assurance rooted in minimum thresholds of educational quality is seen as a necessary measure to instil public confidence in the quality of higher education provision and provide the foundations for the development and support of excellence at all levels of higher education and training.

Quality criteria are statements regarding the minimum standards or requirements for programmes that are necessary to support and enhance quality Programmes. The case for minimum standards is informed by a need to:

- Protect learners from inferior and non-relevant education.
- Determine the level at which provision and the depth of learning is acceptable with regard to open, distance and e-learning higher education environments.
- Determine the fitness for purpose and the progress in moving towards institutional national and Programme goals and mission.
- Identify problem areas and action plans for addressing these.
- Contribute to continuous improvement.



The concept of quality was developed in the industrial age and was initially identified solely with product quality control (verification). This remained the case throughout the 19th century and for most of the 20th. It was not until after World War II, and especially during in the sixties thanks to the work of Demin and Juran, that the idea of Total Quality became widespread.

Total Quality (TQ) embraces the modern concept of quality. It seeks to minimise errors and dysfunction in the production cycle: planning, production, maintenance, etc. With Total Quality, the focus shifts away from detection of product defects to evaluation of all the phases of production. The concept behind TQ is this: *final product control does not add quality; rather, quality is to be built up step by step throughout the whole production cycle.*

According to the modern concept of quality, a product need not necessarily be something tangible, it may also be something intangible such as the delivery of a service.

The TQ of products, goods and services embraces a variety of elements. The importance of traditional quality control within these does not overshadow other controls or evaluations related to the whole production cycle. Careful quality control will obviously not compensate for product shortcomings arising from design faults. In turn, design cannot be efficient if carried out by poorly trained staff using unsuitable tools.

In short, quality represents a fundamental approach for satisfying clients and justifying market presence. It leads to a new way of managing organisations. Underpinning quality is the principle of global efficiency based on getting things right the first time. This is a new, more wide-ranging way of achieving quality, one that affects every aspect and process of the organisation.

The basic elements of this new philosophy are:

1. *Total customer priority:* the customer is the central focus of an organisation. Without customers the organisation cannot survive, so satisfying them is a high priority.
2. *Direct and constant effort from upper management:* successful TQ calls for continuous leadership.
3. *Ongoing improvement of all activities:* there are no limits to customer satisfaction, so as each level of quality is reached, expectations grow.
4. *Staff involvement:* TQ entails the involvement of all the organisation's resources; everyone must play a part in the improvement process.
5. *Internal customer focus:* To guarantee the satisfaction of external customers, the internal customer must be happy with his/her role.

6. *Regard for processes:* Above all, this means mastering each process, knowing how to govern it, which calls for communication and transparency.
7. *Prevention instead of cure:* This means carefully analysing the root cause of problems so as to deal with them preventatively.
8. *Scientific approach to problem solving:* The study of cause-effect relationships requires a scientific approach to problems. A useful tool in this respect is PDCA (Plan, Do, Check, Act).
9. *Continuous training:* Seen as an ongoing, open-ended process, training plays a vital role in motivating and enabling everyone to take part in this activity.

The concept of Total Quality should be considered a synonym of *improvement*; obviously, it is not possible to launch an improvement process without addressing the issue of the required know-how, both in terms of product and processes.

4.10 **Monitoring and Evaluation**

[see BCE Staff Development Policy]

5. The Designing of BCE Programmes

BCE Programme development incorporates the latest design standards and methodologies, this ensures that a learner's theoretical understanding is captured within an innovative and flexible Programme model. We have the expertise to design Programmes that capture both formative and summative understanding. Our Programme models allow for practical application of theoretical concepts whilst at the same time developing greater understanding of knowledge within a competency based learning framework.

Underpinning any credible learning programme is a quality assurance procedure. We work with our line managers to ensure that internal quality assurance systems are designed, implemented and managed to ensure the highest standards of quality.

BCE will continuously improve and build upon these standards in response to priorities, stakeholder feedback, emerging best practices and research. Where standards exist they provide an expectation for performance.

Existing standards include:

- BCE Programmes Development and Assessment Management Assurance Services Standards which provide a basis for planning and monitoring Programmes. These are:
 - (i) Statement of Equity Principles (Fair Access-by Design)
 - (ii) Curriculum/Specification Development Process
 - (iii) Principles for Assessment Guidelines
- The BCE Quality Control which support performance development and monitoring.

5.1 **BCE Assurance Services Standards**

5.1.1 **Statement of Equity Principles (Fair Access-by Design)**

This Statement of Equity Principles provides a guideline to writers/designers of specification, support materials and assessment in developing materials which relate to two of BCE's corporate strategic goals/objectives:

- ☐ To improve further the excellence in education, especially professional examinations.
- ☐ To increase high-quality educational activities that influences strategy, policy and practice.

Statement of Values

The Programme Design & Review Panel and Programme Development & Services functional units should incorporate aims, objectives, outcomes, content, teaching, learning and assessment strategies which incorporate the following:



Support the pursuit of excellence

- (a) place a high value on learning, inquiry, rational discourse and critical reflection, the pursuit of excellence and the attainment of knowledge and skills;

Support quality teaching and learning

- (b) encourage high standards of achievement and enjoyment of learning by good teaching and learning practice;

Encourage personal growth and self-confidence

- (c) enable learners to accept themselves as worthwhile individuals;
- (d) encourage learners to develop, explore and maintain their personal integrity in situations of challenge or stress;
- (e) place a high value on individual development within a social context;

Promote a fair and just society

- (f) provide all learners with the knowledge, skills and attitudes which will enable them to be critical thinkers and to participate actively as individuals and as cooperative members of a group;
- (g) encourage the democratic values of recognition of diverse opinions, open rational debate, respect for persons, equality before the law and participation in democratic processes;
- (h) encourage knowledge, understanding, skills and attitudes which facilitate the non-violent resolution of conflict and an understanding of the underlying causes of human conflict;
- (i) encourage learners to develop knowledge, attitudes and values which are crucial to the achievement of social justice;
- (j) ensure learners are free from and reject prejudice, discrimination and stereotyping on the basis of race, gender, class, beliefs, ethnicity, age or disability;

Value diversity

- (k) value the diversity of UK society and multiculturalism as a positive feature of our society;
- (l) acknowledge and be sensitive to the culture, religious background and prior experiences of all learners regardless of their gender, ethnicity or beliefs;
- (m) recognise that learners come to their studies with diverse backgrounds and provide constructive educational experiences which build on those backgrounds;

Encourage English language literacy

- (n) provide for all learners to develop their proficiency in the English language in all areas of the specification;

1. Supporting the Pursuit of Excellence

BCE Curriculum, Learner Materials (Manuals, Handbooks and Assessment) will support the pursuit of excellence by:

- enabling all learners to develop to their full potential and
- catering for the developmental needs of learners across the period of learning.

(a) Enabling learners to develop to their full potential

BCE Specification and Learner Materials should facilitate the development of all learners to their full potential, across all domains (e.g. intellectual, creative and social-emotional).

To achieve this, specification, support documents and other materials will:

- provide advice about a range of approaches to assessment which will show evidence of the achievement of outcomes across a range of domains (e.g. intellectual, creative, psycho-motor impairment* and social-emotional);
- provide appropriate materials for learners who can move quickly through the specification;
- specify content and strategies which develop skills including problem-solving, critical thinking skills, abstract thinking, analysis, creativity;
- provide opportunities for learners to think holistically by emphasising the integration of outcomes across unit areas;
- provide a variety of assessment methods to cater for the needs of the full range of learners (e.g. competency skill-based testing, oral presentation, practical tasks, research)

* involves a slowing-down of thought and a reduction of physical movements in an individual

(b) **Incorporating Developmental Needs**

BCE documents should cater for the developmental needs of learners across the range of Level 3 and 4 Certificate, Level 5 Diploma and Level 6 Advanced Diploma Programmes.

In order to achieve this, BCE Programmes and other products will:

- acknowledge that as learners progress through major developmental phases, there are qualitative differences in the ways in which learners learn (process information and construct cognitive representations of knowledge);
- acknowledge that there are considerable variations in the rates at which learners progress through these developmental stages;
- contain statements that are developmentally appropriate to different ethnic origins;
- include advice to tutors on implementing strategies that are based on developmentally appropriate specification, assessment and teaching practices, in particular, active learning from the beginning of the Programme;
- provide for a range of opportunities for learners to learn through active problem-solving strategies;
- acknowledge the importance of Centres observing learners' behaviours in a range of settings/activities and report back to BCE when developing learning opportunities and programmes for individual learners;
- ensure that specification, assessment and teaching activities address the development of positive self-esteem in all learners.

2. **Supporting Quality Teaching and Learning**

BCE Materials will only encourage high standards of achievement and enjoyment of learning if they are:

- clear and explicit and
- of intrinsic value and significance to all learners.

(a) **Clear and explicit materials**

An important element of good teaching practice is that all learners should, at all times, be aware of what is being taught, why it is being taught, how it is being taught, how it fits into a sequence of learning, how it will be assessed, and what is expected of them. Assessment should relate to the goals of the specification, be shaped to reinforce the intentions of learning and relate to standards explicitly stated and exemplified for easy comprehension by tutors and learners.

Teaching practice that includes these elements will facilitate higher standards of achievement and greater enjoyment of learning for all learners, but in particular, learners with lower levels of literacy in English, and those who may be less 'system wise' than their peers.

BCE syllabus and other materials will complement and facilitate good teaching practice by:

- being clear and explicit
- being written in plain English
- enabling learners to understand:
 - the nature of the Programme
 - the purpose of the Programme
 - Programme requirements
 - Programme structure
 - assessment requirements
 - Programme outcomes
- recommending assessment tasks which:
 - relate to the objectives and outcomes of the specification
 - are shaped to, and reinforce, the intentions of learning
 - relate to standards explicitly stated and exemplified for comprehension by tutors, parents and learners.

In addition to supporting good teaching practice, these requirements are of particular importance to learners who are isolated or disabled.

(b) Content of intrinsic value and significance

If learners are to achieve high standards and enjoy learning, then what they learn must be of intrinsic value and significance to them. Hence pictures (if any) should reflect UK's multicultural society.

Specification and other materials will include outcomes of intrinsic value and significance to all learners by:

- making explicit curriculum multi-disciplinary;
- making explicit key competencies that are integral to the syllabus;
- developing and reinforcing skills which are analytical, practical, creative and expressive.

3. Encouraging Personal Growth and Self-confidence

(a) Encouraging self-esteem

BCE syllabus and support materials will encourage a positive self-image and self-confidence in all learners by:

- including resources, illustrations and content from both gender and a range of cultures and backgrounds with which learners may identify in a positive way;
- ensuring that assessment, as far as possible, identifies learners' successes;
- incorporating strategies to promote an educational environment of high expectations.

(b) Promoting individual development within a social context

BCE specification and support materials will place a high value on individual development within a social context by providing assistance to tutors to:

- enable learners to understand the fullness of social and economic futures open to them;
- develop in learners high expectations of themselves so that they may be more likely to achieve their desired social and economic futures;
- enable learners to understand the educational pathways and required standards leading to desired futures.

(c) Promoting self-directed learning

BCE specification, support documents and other materials will:

- enable learners to develop skills as self-directed learners.

This requirement will benefit all learners, but particularly isolated learners who, in many instances, have to take greater responsibility for their learning than other learners.

4. Promoting a Fair and Just Society

(a) Encouraging critical thinking about social processes

BCE syllabus and other materials should encourage all learners to reflect critically upon all social institutions and processes.

Syllabus and other materials will:

- be designed to enable learners to address the following questions in relation to all social institutions and processes:
 - Where does this institution/process come from?
 - Whose interests does it serve?
 - How does it affect me/my community?
 - How could this institution/process be different?
 - Should this institution/process be different?
- provide opportunities to increase learners' awareness and understanding of what they are learning;
- enable learners to understand that UK has ethnic society and to reflect multicultural Britain viewpoints, interests, perceptions and expectations on social and historical matters;

(b) Freedom from prejudice, discrimination and stereotyping

BCE specification, support documents and assessment materials will be free from, and reject prejudice, discrimination and stereotyping on the basis of race, gender, class, beliefs, ethnicity, age or disability by:

- using gender-inclusive language;
- portraying neither males nor females in a way that encourages stereotyping;
- including knowledge and skill content that values equally the achievements of women and men and boys and girls;

- enabling all learners to develop knowledge of, appreciation for and empathy with multicultural people, cultures and histories;
- reflecting ethnic composition in the range of pictorial materials, examples, exercises, assessment tasks and in prescribed or recommended texts and resource materials. (This does not mean that ethnocentric or culturally biased materials cannot be presented. They can be a useful educational tool if learners have the opportunity to identify the shortcomings of such texts and contrast them with other perspectives);
- avoiding ‘country of origin’ stereotypes where cultural norms and values of particular ethnic groups are presented, the preferred reference point being the British context;
- promoting learner awareness of, and respect for, the equal rights of all individuals and groups, including their rights to have different beliefs and values and encouraging learners to respect those rights;
- assisting tutors to promote equity and to counter stereotyping.

5. **Valuing Diversity**

BCE believes that all learners are entitled to receive an education that takes account of their special characteristics as “learners”. They differ in their gender, cultural heritage, indigenouness, socioeconomic status, where they live, the language spoken in their home and their abilities/disabilities. BCE specification and assessment materials will be written with sensitivity to the variations in life experiences and accessibility to learning experiences, which may be the result of such differences, singly or in combination.

BCE specification, support documents and other materials will:

- be appropriate and relevant to the full range of learners, so that all learners can experience success;
- assist tutors to be aware that all learners have experiences which provide a positive basis for learning, for example:
 - assisting tutors to be aware of the cultural diversity that results in bringing different experiences to the classroom;
- include values, attitudes, objectives and outcomes which help all learners develop:
 - a respect for the equal worth of all learners;
 - cross-cultural understanding through an examination of their own attitudes, values and beliefs, and the attitudes, values and beliefs of others;
 - an appreciation of the benefits to all of living in a multicultural society and acknowledgment of national identities and their ethnic identities.

6. **Encouraging English Language Literacy**

[All BCE assessment are written in English]

BCE specification, support documents and other materials will provide for all learners to develop their proficiency in the English language in all areas of the curriculum by:

- assisting in providing tasks/exercises;
- explicitly including the language of the unit in specification content and providing for learners to develop competence in the vocabulary, registers, functions and structure of subject-oriented language;
- reflecting the fact that the learning of a subject and the learning of language skills occur concurrently.

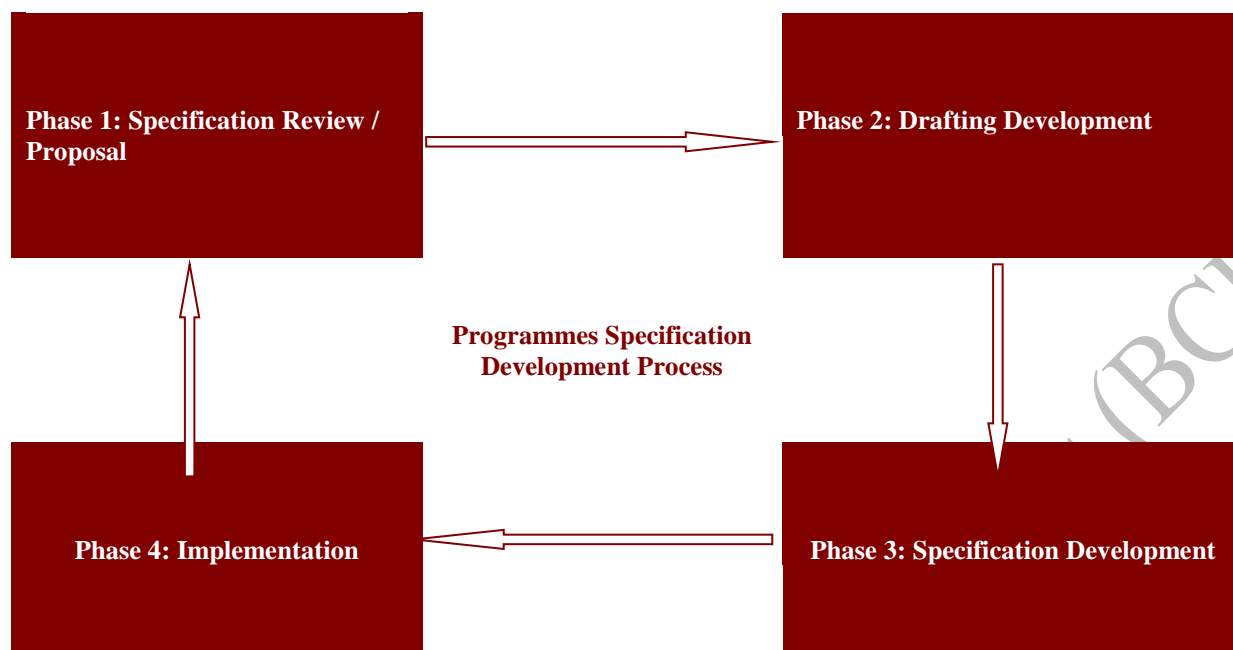
These requirements are of particular importance to learners who are learning English as a second language. In general, these learners achieve rapid mastery of conversational English, but often more time years before their competence in English enables them to perform academic tasks equivalent to those of their peers for whom English is their first language.

5.1.2 **Programmes Curriculum/Specification Development Process**

BCE is committed to a specification development process that provides opportunities for consultation, establishes achievable timelines and ensures quality specifications.

The process, using a project management approach, involves four phases:

1. Specification Review/Proposal
2. Drafting Development
3. Specification Development
4. Implementation.



Major features of the process are:

- Advice is sought at key points from BCE Centres, significant individuals and organisations. In particular, industry changes play an important role.
- The CEO with the help of the Development Manager appoints the Programme Design & Review Panel. The Development Manager assists with the monitoring and quality assurance role. The panel reports directly to the CEO on the quality of the material produced at each state and ensure the integrity of the specification development process.
- The Panel selects the Project Manager who manages the specification development project, developing the initial proposal, establishing consultative networks, managing consultation, monitoring drafting and revising specification documentation. Panel members might, at various stages of the curriculum/specification; Support materials development process, include Programme Development & Services (Assessment Panel or Quality Assurance).
- All Panel personnel are contracted writers/designers and BCE maintains a register. To be considered for appointment as writers/designer, personnel demonstrate knowledge and expertise in relevant Business, Computing and Hospitality fields.
- During discussion of Panel work, a devil's advocate asks questions the Panel to justify their work.

Programme Design & Review Panel Membership

- Chief Executive Officer
- Programme Development Manager
- External Consultants (writers/designers and devil's advocate to challenge the work done) grouped as follows:

Business	Computing
<ul style="list-style-type: none"> ○ Accounting/Finance ○ Business/Management ○ Hospitality 	<ul style="list-style-type: none"> ○ Information Technology/Computer Science/Programming/Database ○ Networking ○ Web Design/Graphic Design

- Other stakeholders

Roles

The CEO will advise the Board of Advisors on:

- whether the agreed processes have been followed;
- whether due attention has been given to the views identified during consultation;
- whether the specification development processes have been followed;
- the quality of the specification package

The role of Programme Development Manager is to:

- provide advice to project team members at defined stages throughout the project;
- provide advice on the groups or individuals to be consulted during the development of the specification;
- review documentation/reports prepared during the specification development process;
- recommend specification documents to the CEO for endorsement.

External Consultants/Project Teams

Project teams will comprise various personnel from the industry with relevant Programmes contracted to do the work. The Project Manager, from the specification development project membership panel will:

- coordinate and manage the production of a specification development proposal, producing minutes;
- inform the panel on issues identified during consultation;
- co-ordinate research to evaluate particular syllabuses and make appropriate recommendations to the CEO
- receive and act on advice from the consultative network, including:
 - CEO
 - Board of Advisors

The Specification Development Process

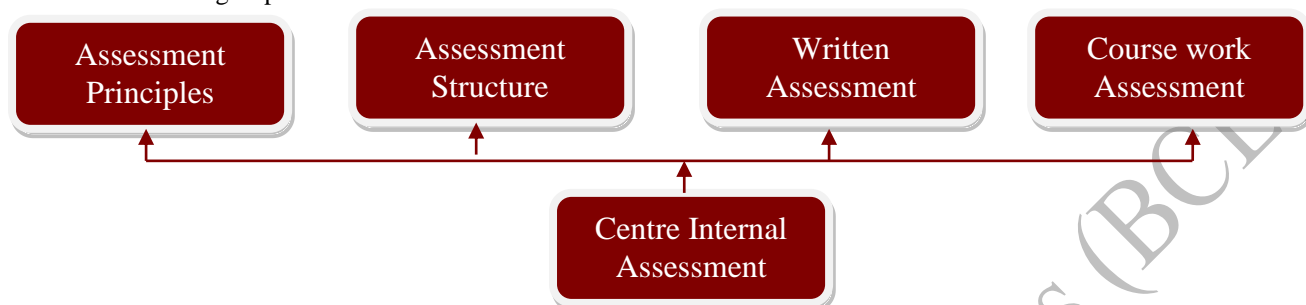
Phase 1: SPECIFICATION REVIEW	Phase 2: DRAFTING DEVELOPMENT
<p><i>Purpose:</i> A review of the existing specification provision and a plan for the revision or development of proposed new specification.</p> <p>Following consideration of relevant data, knowledge and reviews, BCE determines whether a review of existing specification provision will be conducted or development of proposed new specification. The review phase will typically involve:</p> <ul style="list-style-type: none"> • establishment of a Programme Design & Review Panel to be involved with the Specification Development Process; • the Project Manager to monitor and provide advice throughout the project; • establishment of the project plan which includes consultation and a timeline; • evaluation of the existing/proposed new specification against the specification criteria; • discussing and reviewing the weaknesses of existing specification viability or need of proposed new specification and the general directions for the new specification development; • review of UK literature and practice and compare to other countries; • produce a recommendation on the broad directions for specification revision or development in response to BCE review findings; • CEO endorsement of broad directions for specification revision or development; • proposed dates of Programme/unit withdrawal/introductory. <p>Outcomes</p> <ul style="list-style-type: none"> • endorsement by the CEO of the broad directions for specification revision or development; • information provided to senior officers about the consultation and timeline for the specification revision or development; • Programme/unit withdrawal/introductory timeline. 	<p><i>Purpose:</i> The development of the draft specification that takes account of the broad directions established during the specification review phase.</p> <p>This phase will typically involve</p> <ul style="list-style-type: none"> • preparation of a draft writing, taking into account information from consultation and research undertaken during the previous phase; • meetings, involving: <ul style="list-style-type: none"> - CEO - other professionals who might have been asked to take part - other relevant staff • identification of major items to be included; • submission of the draft writing; • a briefing session with those involved; • agreement/timeline to meet for consideration of amendments; • Programme/unit withdrawal/introductory notification dates. <p>Outcomes</p> <ul style="list-style-type: none"> • a written document which provides the detailed blueprint for the development of the specification; • preparation of the draft specification package; • date for major discussion, analysis against which the final specification will be produced; • Programme/unit introductory/withdrawal notification timescale.



Phase 4: IMPLEMENTATION	Phase 3: SPECIFICATION DEVELOPMENT
<p><i>Purpose:</i> Implementation of the specification is conducted by BCE Centres. The Programme Development & Services and Administration functional units' role is the on-going collection of data on the use of the specification to ascertain whether the intentions of the specification are being achieved.</p> <p>This phase will typically involve:</p> <ul style="list-style-type: none"> • distribution of the specification package to BCE Centres; • collection, collation and analysis of data on the use of the specification; • routine reports to the CEO; • publishing of the specification package on BCE web site; • identification and recording of issues that need to be taken into account in subsequent specification revision/development. <p>Outcomes</p> <ul style="list-style-type: none"> • Publication and distribution of the specification package. • Data on the use of the specification that can be used to inform a future specification review/development. • Annual reviews/action plans 	<p><i>Purpose:</i> The development of the specification package as defined by the project plan and outcomes of the pilot evaluation.</p> <p>This phase will typically involve:</p> <ul style="list-style-type: none"> • distribution of a draft specification package for consultation to: (senior officers, stakeholder members); • arrangement for a consultation meeting where the writer defends his/her work; • preparation of a report that identify issues emerging from the consultation meeting and the action to be taken in response to those issues; • modification of the draft specification package in response to consultation feedback; • editing, design, layout and printing of the approved specification package; • consideration of the amended draft specification package by the Panel; • submission of the amended specification package; • arrangement for final consultation meeting highlighting amendments; • submission of the specification to the Project Manager for approval; • briefing of senior officers to effect handover of specification package for implementation in BCE Centres; • selection of Centres for pilot testing; • implementation of the outcomes of the pilot evaluation in the development of the final package. <p>Outcomes</p> <ul style="list-style-type: none"> • Amendments made • Specification approved by senior officers • Distribution for pilot testing. • Pilot testing evaluation results

5.1.3 Principles for Assessment Guidelines

A set of guiding principles has been developed to assist BCE Programme /assessment writers/designers in developing Programme specifications/assessment. These principles provide a framework for specifying how the assessment of learner achievement should be undertaken BCE Programmes. The framework is to be used by writers/designers and others who develop requirements for examinations and assessment as part of BCE Programme development and Assessment Management standards. The assessment guideline process principles fall into five broad groups:



- (i) Overarching assessment principles
- (ii) Principles for assessment structure
- (iii) Principles for written assessment
- (iv) Principles for practical /coursework assessment
- (v) Principles for Centre Internal Assessment.

They have been grouped in this way in order to assist both specification and assessment writers in seeing the assessment requirements for the Programme holistically, so that the Centre internal assessment guidelines the Programme specifications, separately and together, will allow for valid and effective measurement of learner achievement in the final summative assessment.

Please note:

Internal assessment does not count towards BCE examination final marks. However, by Centres understanding the principles used in setting examinations; there is a 95% chance learners will pass.

No.	Principle	In practice this means
I. Overarching assessment principles		
1.	The form of the examination and tasks /exercises in BCE Learner Study Handbooks will allow for efficient and effective assessment of learner achievement in relation to the Programme outcomes and content.	The assessment specifications allow Centres to devise appropriate formative programmes consisting of three to five tasks in each topic. Formative and summative assessment must allow reliable educational judgements to be made about learner achievement in efficient and cost-effective ways.
2.	The weightings given to the content and skills in the formative and summative assessment should reflect the emphases given or implied in the specification.	The assessment requirements for the Programme as a whole should reflect the content and outcomes of the Programme, and the proportions of Programme time devoted to the various parts of the Programme. As far as possible, this should also be reflected in the Centre internal assessment and BCE external examination separately.
3.	The type of tasks specified in the Programme specifications and for the assessment are to be appropriate to the outcomes to be assessed and as a whole should not allow discrimination of performance across all levels on the performance scale.	By following specification tasks, a variety of tasks, including written, oral practical and performance, can be used for Centre internal assessment. These variety of tasks enable learners to be well prepared for BCE external assessment.
II. Principles for assessment structure		

4.	Written examinations will have small chunks/parts to a question. This could be from (i) to (x) or (a) to (e).	In reality, a candidate has more chances of achieving higher marks by subdividing the question into smaller chunks each carrying [1], [2], [3], [4] or [5] marks. Consideration needs also to be given to the time learners are required to spend on a question.
5.	The specifications (intended learning outcomes and assessment criteria) will prescribe the various components of the assessment.	Specifications are to be as specific as possible, consistent with the intended learning outcome and the nature of the subject.
6.	The Programme specifications will specify weightings for the various parts of the Programme consistent with the emphases given or implied in the intended learning outcome.	BCE Programme structure specifies the proportion of Programme time to be given to content and practical areas. For each Programme, learners are required to undertake both written and coursework assessment.
7.	The time allowed for the examination will be the minimum required for reliable measurement of achievement on the outcomes to be assessed.	Written papers are worth 100% derived from 5 questions each 20 marks and are between two and half hours and three hours duration for Level 5 Diploma and Level 6 Advanced Diploma Programmes respectively. Level 3 and 4 Certificate exam time is two hours; 40 multiple choice questions in Section A and 3 essay questions in Section B. Performances or coursework examinations need to cover enough ground to allow learners to demonstrate complex or skilled responses, but should not overtax learners' ability to sustain the performance. Coursework is normally sent to Centres two months before the examinations. This gives enough time for learners to finish their work. For each Programme level, there is coursework directives for the minimum number of words. However, there are Programmes like Programming, Graphic Design and Web Design, where number of words do not apply.
8.	The length of any part of an examination will be commensurate with the marks allocated to that part.	Questions worth 1 or 2 marks mean learners should not write more than 4 or 5 lines.
9.	Where identical units appear but in different Programmes e.g. Windows Operating Systems (exists in both Computerised Accounting and Information Technology Programmes).	Examinations for identical units in different Programmes at same Levels should have exactly same questions and time and are also written on the same day. Centres are encouraged to combine such learners during lessons for these units.
10.	The source of examinations.	All examinations question should be taken from the same source; (a) intended learning outcome and assessment criteria (b) Learner Study Manuals (c) recommended reference manuals for breadth of study. [a and b are specifications on each unit curriculum; c is shown on BCE Assessment Policy]
III. Principles for written assessment		
11.	The scope of the written examination will cover all content and outcomes that can be validly assessed by a written examination.	In any given examination a representative range of content and outcomes will be sampled. However, the Programme specifications will allow that over time, all relevant content and outcomes can be addressed.

12.	Written examinations will include a range of item types, consistent with the outcomes and content of the Programme, and with good assessment practice.	Item types commonly include multiple-choice for Level 3 and 4 Certificate Examinations, short-response and extended response items in essay questions. Learners should realise the importance of diagrams. Level 5 and 6 Diploma require learners to give clear, detailed and meaningful answers.
13.	Examination questions should cover all topics in specification.	Examinations questions should cover all Intended Learning Outcomes else learners will focus on particular sections and this create problems (learners trying to predict exam questions).
14.	The Programmes will prescribe the sections and parts of the written examination, the item types within each, and the mark value for each section or part.	Examination papers are well structured and 'question parts' reflect the Programme level and assist learners in working through the paper. Questions may be grouped on the basis of item type or content, as appropriate.

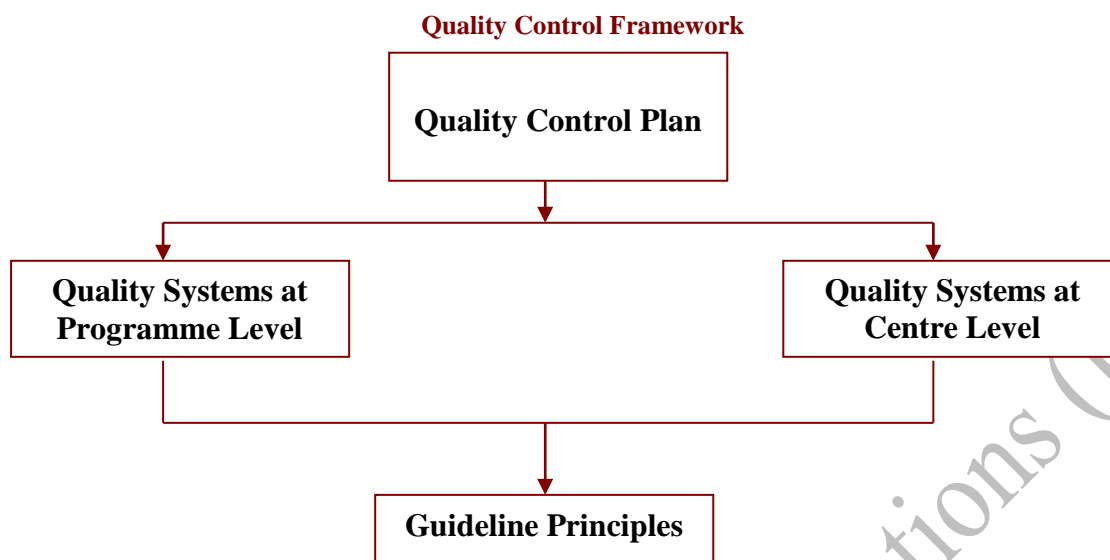
IV. Principles for practical coursework assessment

15.	The coursework specifications will clearly set out the requirements of the task, and will specify the marks allocated to any parts or aspects of the task that are assessed separately.	It should be clear to learners what they are being asked to produce, what is required in order to gain high marks in the task, what the components being assessed are, and the mark values for each unit. In developing these requirements, consideration should be given to ensure that the tasks do not allow discrimination (consideration for reasonable adjustment) across the range of learner achievement. The expected time that learners would need to devote to the task(s) will also be taken into account. Also, coursework questions should be specified to allow individual work by using scenarios learners can relate to.
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V. Principles for Centre internal assessment

16.	The scope for the Centre internal assessment should cover all Programme outcomes, including understanding the procedures used in setting BCE examinations.	The components and weightings specified by BCE for each Programme should be followed in Centre formative assessment of all Programmes.
17.	The components for assessment should be skills and content areas specified in the specification, and the weightings will be consistent with the emphases given in the specification.	For all Programmes it may be appropriate to ensure learners do practice to gain skills and also theory to understand principles, formulas and ideas.
18.	Where types of assessment tasks are specified, they should be appropriate to the outcomes being assessed.	In developing assessment questions, BCE encourages the use of a range of types of assessment tasks to allow learners to demonstrate their achievement.
19.	Centre internal assessment should recommend or include practical or extended-project-type tasks.	Centres should always remind learners the importance of independent learning hours (excluding guided/contact learning hours). Research tasks should have more depth in content and have longer submission duration.
20.	Where the external examination has practical or written tasks, any internal assessment relating to these tasks should be exactly the same on aspects that are assessed externally.	When Centres give coursework as internal assessment, they should clearly indicate it is for internal purpose only. Centres can use past BCE examination and coursework questions. This enable learners to gain experience and technical requirements in preparation for the final exams. <i>In most cases, learners copy because they have no idea on how to do coursework.</i>

5.2 BCE Quality Control



Quality control (detecting quality problems)

Quality assurance (preventing quality problems)

All quality systems involve some level of regulation. Such regulation has progressively shifted from informal rules based on professional norms and values, to more explicit codes of practice. Quality systems are seen as instruments of external regulation (accountability, ownership) rather than self-regulation and improvement.

- Ownership (self assurance)
- Accountability (assurance of others)

within institutional quality systems

- Top-down (outside-in)
- Bottom up (inside-out)

approaches to quality management and improvement

We promote quality ownership by asking “Are we doing things properly”? Can we do things better?

Our Programme specifications provide clear, accurate information on the content, delivery and standards of individual Programmes, in a form acceptable to Centres and learners and other external stakeholders.

Programmes to be assessed against internally set quality objectives and externally set unit standards

- a) Regulator
- b) BCE cycle of reviews to test the effectiveness of processes and systems for assuring the quality and standards of provision against code of practice.

Board of Advisors are responsible for the oversight of educational character and mission of BCE and for overseeing its overall direction and performance. This responsibility is discharged through Senior Management comprising the Chief Executive Officer and Line Managers.

The Board of Advisors have been established to ensure that the CEO decision making would be subject to scrutiny/comment.

The Chief Executive is responsible for setting the broad strategic objectives.

Centres are expected to develop their own policies and plan to ensure responsiveness to local needs. Centres are subject to periodic internal audits to assess the effectiveness of self-regulation, within the terms of their devolved responsibilities.

BCE Quality Control Plan

1. Provide a full range of learning experiences independent of time, location and mode of study.
2. Provide a flexible portfolio of learning routes through a centre-wide framework.
3. Facilitate a continuous requirement for higher education.
4. Provide a framework for quality assurance and enhancement in all areas of activity.
5. Establish service standards and performance targets in all Programmes.
6. Enhance our educational standards profile.

Annual Review

The main purpose of the review is to develop a new institutional framework for defining, maintaining and enhancing the quality and standards of educational provision which is responsive to:

- (i) Anticipated requirements of external quality agencies.
- (ii) BCE goals, capabilities and constraints (resource and regulatory).
- (iii) Needs of Centres and BCE functional areas.
- (iv) Needs and expectations of learners.

Guiding principles for the development of this framework

- a. Quality should be assessed by reference of agreed stakeholder needs.
- b. Scope and boundaries of the quality framework should be clearly defined. This means identifying quality criteria and indicators for defined aspects of institutional provision.
- c. Quality should be properly planned and managed. Quality assurance is about preventing as well as detecting quality problems.
- d. Quality objectives and standards should be subject to an ongoing process of monitoring and evaluation in order to facilitate continuous quality improvement.
- e. Promote staff ownership and accountability for the quality and standards of educational provision. Staff ownership to be re-enforced via protocols designed to promote self-evaluation and improvement.
- f. Accountability is promoted through planning and audit exercises.

5.2.1 Quality Systems at Programme Level

All new Programmes development pass through planning process to ensure conformity and consistency with BCE objectives. Programmes undergo a “validation” process, involving internal and external representatives, to ensure that they satisfy stated design requirements and threshold standards appropriate to the type and level of award. In essence, validation is about establishing confidence in Programme aims and how they are to be realised. Thereafter, the Programme Design and Review Panel hold an annual evaluation review to ascertain the “currency” of all BCE Programmes.

Framework for Programmes Planning Review

Programme Entry	<ul style="list-style-type: none">• Learner target group• Learner access• Marketing strategies (publicity)• Enrolment process• Centre induction
Programme Resources	<ul style="list-style-type: none">• Programme Development team• Learner feedback mechanisms• Staff support/development• Learning resources
Programme Structure and Delivery	<ul style="list-style-type: none">• Programme content• Programme structure• Teaching and learning strategies• Learner guidance and support• Assessment strategies
Programme Outcomes	<ul style="list-style-type: none">• Progression routes• Progression rates• Award success rates• Learner destinations

Self-Evaluation Process

Making judgement about quantitative and qualitative data collected from ‘monitoring process’. In providing evidence of quality standards, performance measurement is seen as an integral component of the self-evaluation system. A wide range of internal and external monitoring information is/would be used to inform the evaluation

process, including feedback from Centres, employers and external verifiers. The outcomes of the self-evaluation process to be recorded in BCE Programmes respective Logs.

5.2.2 Quality Systems at Centre Level

Each Centre is expected to submit an Annual Report Review Summary appraising the operation of all Programmes within its administrative charge. The purpose of summative assessment is to consider the outcomes of Programme Monitoring & Evaluation by looking at each Programme, not just in terms (is it a good Programme? Can it be improved?) but in the wider context of Centre policy and plans.

Centre Self evaluation

Centre audits are intended to address the following questions:

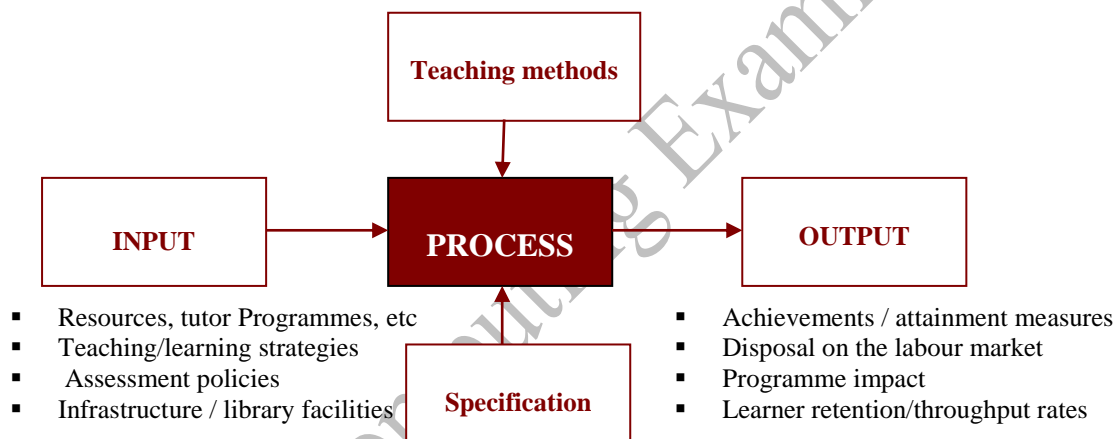
- What is the Centre trying to achieve
- How are we seeking to achieve our objectives
- Are we successful in achieving our objectives
- Can we improve our performance

Centre Effectiveness

Centre effectiveness refers to the performance of the organisation. The performance can be expressed as the **output** of the Centre, which in turn is measured in terms of the average achievement of the **learners** at the end of a period of formal schooling.

Process

A process is an activity or a series of activities that convert inputs into outputs. Processes give purpose to activities. They use resources and controls to add value to inputs to produce outputs.



Examples of processes

1. Developing learning routes (Programmes, units/subjects)
2. Recruiting learners
3. Facilitating learner learning and progression
4. Providing welfare and recreational services

Examples of Centre Process indicators

1. Human Resources

- tutor experience
- Centre achievement standards
- the degree to which Centre follow the arrears of learners after they have left the Centre

2. Educational Leadership

- the amount of time Principals/Centre Heads spend on educational matters, as compared to administrative and other tasks
- whether or not principals appraise the performance of tutors
- the amount of time dedicated to instructional issues during staff meetings
- lecturer/staff turnover
- frequency of duration of formal and informal staff meetings
- statistics on absenteeism and delinquency
- ratings of Centre discipline given by Principals, Tutors and learners

3. **Efficient use of time**
- total instruction time and time per unit-matter areas
 - average loss of time per teaching hour (due to organisation, moving to different rooms, locations, disturbances)
 - percentages of lessons 'not given' on an annual basis
 - tutor or learner ratings of whether each item of an achievement test was taught or not
 - the frequency of specification-specific tests
 - the frequency of standardised achievement tasks
 - the actual use tutors make of test results
 - quality of instruction as rated by peers (other tutors)
 - quality of instruction as rated by learners
4. **Internal Process Model**
- planning documents
 - disciplinary rules
 - management information system
 - formalisation of positions
 - integrated curricula
 - attendance rates
 - lessons 'not given'
5. **Evaluation Methods; when learners are the object**
- informal procedures of marking/evaluating learning tasks [tutors]
 - specification-tied progress tests for different units [tutor]
 - semi-formal presentations of completed learning tasks such as portfolios [tutor]
 - authentic assessment i.e. when learners' progress is evaluated in different circumstances [tutor]
 - summative assessment [awarding body]
 - certification [awarding body]
6. **Evaluation Methods; when tutors are the object**
- formal methods of tutor appraisal [Centre head]
 - informal methods of tutor appraisal [learner]
 - evaluating tutors by means of observation of the quality of instruction [Centre Head / BCE Quality Assurance]
 - ratings of instructional quality by learners
7. **Evaluating Methods; when the Centre or department is the object**
- opinions and self-appraisal of Centre staff
 - Centre management information systems e.g. computerised registration of absenteeism
 - integrated Centre self-evaluation systems in which assessment of Centre processes is combined with assessment of Centre' achievement
 - accreditation, whereby an external organisation screens aspects of Centre functioning using a formal set of standards
 - inspection, qualitative or semi-qualitative assessment
 - Centre-level indicators or key data (Centre monitoring)
 - external Centre review [by private consultancy]
8. **Evaluation Methods; when the systems of Centre is the object**
- national assessment [awarding body]
 - Programme evaluation [awarding body]
 - inspection [awarding body]
9. **Rationality Paradigm**
- Lies at the heart of theories on planning and public policy-making.
- thinking in advance and pre-structure (synoptic planning)
 - creating incentives for task-related behaviour (public-choice theory)
 - evaluation-feedback mechanisms (retroactive planning)

The basic principles of the rationality paradigm are:

- a. goal-oriented behaviour

- b. optimal choice between alternative means to reach given goals
- c. recognizing that the alignment of individual preferences and organisational goals is a major issue in organisation settings

Defining characteristics of high-reliability organisations e.g. nuclear power plants and air navigation systems

1. Notion that failures within the organisation would be disastrous.
2. Clarity regarding goals and a strong sense of the organisation's primary mission held by the staff.
3. Use of standard operating procedures.
4. Importance of recruitment and intensive training.
5. Initiatives that identify flows (e.g. monitoring system).
6. Considerable attention given to performance, evaluation, and analysis to improve processes of the organisation.
7. Monitoring seen as being mutual, without counter-productive loss of overall autonomy and confidence.
8. Alertness to surprises or lapses (the notion that a small failure could cascade into major system failures).
9. Hierarchical structure, allowing for collegial decision-making during times of peak loads.
10. Equipment maintained in the highest working order.
11. The notion that "short-term" efficiency takes a back seat to high reliability.

How to improve effectiveness

1. Organisational goals
2. Organisational structure
3. Organisational culture
4. Organisational environment
5. Organisational primary process

Cultural issues

1. **Managing the learner experience** – focused activities of recruiting, registering, induction, accrediting and progressing learners – process student visa etc.
2. **Providing personal support and development** – involves activities associated with the personal, welfare and recreational needs of the learners. The process recognises that learner health and security must be seen as a precondition of effective learner learning and progression. It further recognises that recreation and leisure should be viewed as an integral part of the learner experience and that opportunities for cultural development should be available to all learners.
3. **Facilitating Learning and Curriculum Development** – concerned with the design, development, delivery and review of Programmes of study (learning routes). Learning routes are part of a continuous development process. The process extended beyond the production of a design template (the Programme scheme) to include the development of human, learning and physical resources necessary to achieve design intentions.

Support processes

1. **Managing staff** – how staff are recruited, trained, developed, and appraised and rewarded
2. **Managing information** – how information is collected, analysed, stored and retrieved and communicated.
3. **Managing finance** – how revenue and capital resources are planned and managed
4. **Managing physical resources** – how physical assets are acquired, used and replaced
5. **Managing quality** – how quality is defined, maintained and enhanced
6. **Making policies and plans** – how policies and plans are formulated, approved, implemented and reviewed.

Managing quality

1. **How quality is to be defined** – the articulation of objectives and standards for a quality service which are customer-focused, specific, measurable, attainable across the organisation.
2. **How quality is to be planned and managed** – the development of systems which provide confidence that given requirements for quality can be assured within and across 'functional' boundaries.
3. **How quality is to be maintained and enhanced** – the establishment of performance review systems, including external benchmarking, which facilitate continuous and transformative approaches to process improvement.

4. **How the costs of quality are to be assessed** – examining the relationships between the costs of quality management (prevention/detection costs) and the costs of quality mismanagement (internal/external failure costs).

How to improve accountability and ownership for the effectiveness and efficiency of the learner entry process

1. A new personal tutor system to support the learning and personal needs of new learners.
2. A personal portfolio to record the learning and personal needs of learners prior to arrival.
3. A review of the curriculum to reinforce its diagnostic function.
4. A comprehensive range of open days.
5. A corporate knowledge base of BCE services and facilities.
6. 'Provisional' registration cards for use by prospective learners.
7. Protocols for complaints management.
8. Provisional learner timetables.
9. Learner classroom accommodation.

Organisational Development

All organisations go through a development path in which they are required to adopt their structures to meet changes to their operating environments. The structures that once served to solve problems became problems in their own right.

Quality improvement focused on transformational change, can only be assessed by examining the following issues:

- the nature and scale of the problem
- the required pace of change
- the risk/fear of failure
- the degree of staff resistance to change
- the designed form of corporate identity
- commitment of senior management to assist change
- the scale of staff involvement in the change
- the scale of resources required

Managing for Quality

A number of key questions need to be addressed in the development and review of an institutional quality system.

1. Does the organisation have a defined policy on quality?
2. How are customer needs and expectations to be address within the quality policy?
3. Have staff been consulted in developing the quality policy?
4. Are the quality objectives and standards clearly defined?
5. Are those deployed consistently throughout the organisation?
6. Are the quality objectives/standards measurable and achievable?
7. Have the **processes** and **systems** for assuring quality been defined?
8. Do they satisfy customer needs and expectations?
9. Are resources adequate to meet the needs of the processes?
10. Are roles and responsibilities clearly defined?
11. Have people been adequately trained to carry out these roles?
12. Is there a monitoring system to check that quality standards are being met and systems followed?
13. Are appropriate tools and techniques used to analyse the causes of quality problems?
14. Is there a system for evaluating the outcomes of the monitoring system?
15. Does the evaluation lead to corrective action?
16. Are Centres/learners rewarded for achieving high quality?
17. Is there a process for monitoring the costs of operating the quality system?
18. Do the benefits exceed the costs?

Effective Centres have the following factors:

- strong educational leadership
- emphasis on the acquiring of the basic skills
- an orderly and secure environment
- high expectations of learners attainment
- frequent assessment of learners progress

Effective teaching methods

1. **Clarity** – clear presentation adopted to suite cognitive level of learners
2. **Flexibility** – varying teaching behaviour and teaching aids, organizing different learner activities
3. **Enthusiasm** – tutor's behaviour, expressed in verbal and non-verbal
4. **Task related and/or business like behaviour** – directing the learners to complete tasks, duties, exercises etc in a businesslike manner.
5. **Criticism** – much negative criticism has a negative effect on learner achievement
6. **Indirect activity** – taking up ideas, accepting learners' feeling and stimulating individual activity
7. **Providing the learners with an opportunity to learn criterion material** – that is to say a clear correspondence between what is taught in class and what is tested in examinations and assessment.
8. **Making use of stimulating comments** – directing the thinking of learners to questions, summarising a discussion, indicating the beginning or end of a lesson, emphasizing certain features of the Programme material.
9. **Varying levels** – of both cognitive questions and cognitive interaction
10. **Actual net learning time** – the result of perseverance and opportunity to learn. Also necessary is not learning time as a result of learner aptitude, but quality of education and learner ability to understand instructions.

Effectiveness of direct teaching

1. Teaching goals are clearly formulated
2. Programme material to be followed is carefully split into learning tasks and placed in sequence
3. Tutor explains clearly what the learners must learn
4. Tutor regularly asks questions to gauge what progress learners are making and whether they have understood.
5. Learners have ample time to practice what has been taught, how much use being made of 'prompts' and feedback.
6. Skills are taught until mastery of them is automatic
7. Tutor regularly tests the learners and calls on them to be accountable for their work.

Most significant effects for the teaching conditions

- re-enforcement
- cues and feedback
- working in small groups

Educational domains

- curriculum (including goals and standards)
- finance
- the conditions of labour and personnel policy
- Centre management
- teaching methods
- quality control

5.3 **BCE Quality Management Policy**

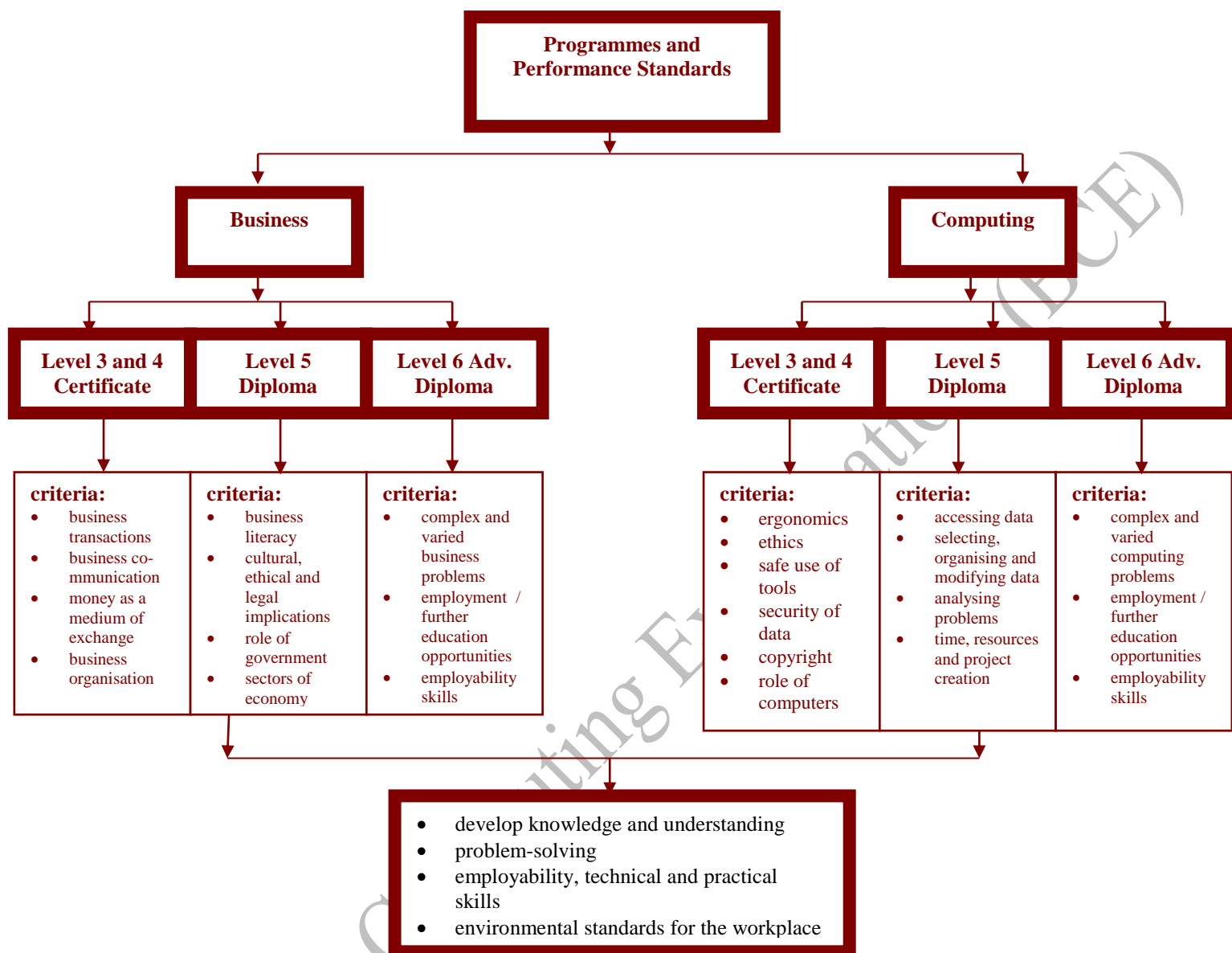
[see BCE Quality Management Policy]

5.4 **BCE Programmes and Performance Standards Criteria**

The intended purpose of Programme and Performance Standards criteria is to demonstrate compliance, satisfactory performance and understanding of all requirements given in the specification document. Programme and Performance Specification criteria follows the successful completion of defined intended learning outcomes and assessment criteria to enable learners to develop a detailed knowledge to demonstrate satisfactory performance over a full range of expected systems and processes.

This specification is intended to provide Programme and performance criteria requirements for BCE Level 3 and 4 Certificate, Level 5 Diploma and Level 6 Advanced Diploma in Business and Computing Programmes respectively.

Standards Criteria Framework



5.4.1 Aim and Approach of Computing Performance Standards

5.4.1.1 Level 3 and 4 Certificate Emphasis and Achievements Expectation

The Level 3 and 4 Certificate provide learners with the fundamental knowledge, skills, and attitudes needed for a lifetime of using computers. Issues of ergonomics, ethics, and the safe use of tools are included, as are connections to larger social issues such as security of information, copyright, and ethical issues. The Level 3 and 4 Certificate emphasises on:

- acquiring skills for using information technology tools;
- developing the knowledge and skills to formulate questions and to access information from a variety of sources;
- exploring careers and occupations related to information technology;
- developing suitable attitudes and practices about safety and ergonomics in the use of information technology tools;
- developing an understanding of the ethical use of information technology;
- developing a positive attitude toward using information technology as a tool for lifelong learning
- undertaking coursework research;

Achievements Expected - It is expected that on completion of BCE Level 3 and 4 Certificate, learners will be able to:

- identify information technology tools used to access information;
- protect information using information technology tools;

- enter information accurately using appropriate keyboarding techniques and software that allows for the storage, retrieval, and editing of material;
- demonstrate the ability to formulate questions and to use a variety of sources and tools to access, capture, and store information;
- use appropriate information technology terminology;
- evaluate a variety of input and output devices;
- demonstrate the difference between software programs and operating systems;
- describe and practise appropriate safety procedures when working with information technology tools;
- demonstrate the ability to understand the Internet;
- demonstrate an understanding of the ethical use of information;
- demonstrate an awareness of the impact of electronic resources on education, careers, and recreation;
- evaluate the impact of information technology tools on the workplace, on individuals, and on society;
- identify different components of the computer;
- produce detailed project/coursework based on research.

5.4.1.2 **Level 5 Diploma Emphasis and Achievements Expectation**

The Level 5 Diploma allows learners to select, organise, and modify information to solve problems. Learners develop skills in selecting appropriate computer technology tools, learn to use these tools to access and structure information to analyse problems, synthesize ideas, and justify opinions or values. Learners also gain an understanding of time, resource, and project creation. In addition to learning the principles of computing, learners develop skills in integrating information systems, programming, networking, graphics, web design and database management. The Level 5 emphasises on:

- producing detailed coursework;
- awareness of multiple solutions for computing problems;
- thinking critically to determine and develop the most effective program platform;
- producing highly written programs;
- evaluating and selecting information based on specific requirements;
- personal relevance of problems involving technology;
- developing information literacy by accessing, evaluating, synthesising, making inferences, validating, and creating information using appropriate information technology tools;
- understanding the ethical use of information;
- applying a variety of trouble-shooting techniques related to programming, networking and database design;
- undertaking coursework research.

Achievements Expected - *It is expected that on completion of BCE Level 5 Diploma, learners will be able to:*

- apply detailed computer skills;
- be able to access, capture, and store information;
- prepare well written programs using different programming, networking and database tools;
- use a variety of information technology tools to help solve IT problems;
- apply predetermined search criteria to locate, retrieve, and evaluate information;
- create electronic text documents;
- design and deliver integrated business presentations using relevant software;
- prepare database and spreadsheet files and create various problem-solving reports using searches, sorts, and queries;
- synthesise information from a variety of electronic sources for their presentations;
- use information technology tools to gather and organise information and produce documents;
- evaluate the suitability of information technology tools for solving problems related to specific tasks;
- demonstrate an understanding of computing, using a variety of tools;
- identify different careers related to the field of computing;
- identify networking manufacturers and hardware equipment;
- identify different computer technological fields;
- demonstrate the ability to use different software programs that can be shared within a network;
- evaluate networking, programming, database and web design technology.

5.4.1.3 **Level 6 Advanced Diploma Emphasis and Achievements Expectation**

The Level 6 Advanced Diploma provides learners with an understanding of how to communicate, implement ideas effectively using a variety of information media. In addition to learning the principles of advanced

computing, learners develop skills in integrating information systems, programming, networking, graphics, web design, database technology etc. The Level 6 emphasises on:

- gaining advanced knowledge in programming, networking, database technology etc.;
- evaluating different computer programs;
- applying the principles of programming and design to develop effective programs;
- differentiating between computing jobs;
- using a variety of computing tools to synthesize the presentation of ideas and information;
- thinking critically to determine and develop the most effective program platform;
- producing highly written programs;
- entrepreneurship values and skills;
- computer diversity awareness;
- undertaking advanced coursework research.

Achievements Expected - It is expected that on completion of BCE Level 6 Advanced Diploma, learners will be able to:

- be innovative;
- develop critical thinking skills;
- produce detailed project work based on advanced research;
- effectively use networking, programming and database tools;
- identify and consider ethical and legal issues when presenting information;
- use a variety of software to create documents;
- demonstrate the ability to arrange information in different forms to create new meaning;
- analyse the effects of computer programming;
- apply a variety of trouble-shooting techniques related to programming, networking and database design;
- demonstrate an awareness of the impact of information technology tools on society;
- identify most sought out careers and occupations that use information technology variations;
- evaluate different software and defend their use in solving problems;
- describe the effect of multimedia presentations on intended audiences;
- apply knowledge into entrepreneurship.

5.4.2 **Aim and approach of the Business Performance Standards**

The aim of the Business performance standards is to help learners develop sufficient business knowledge and the lifelong learning patterns they need to live and work effectively in a business oriented society. To achieve this, the specification provides a framework for learners to learn how to solve different business problems using different platforms i.e. administration, communication, accounting, marketing, finance, hospitality, management, human resources, administrative and problem solving skills.

The business performance standards are foundations upon which learners build an understanding of economic, accounting, finance, marketing, hospitality, human resource, business etc. concepts and their applications. Business is the process by which individuals, organisations, and societies interact to improve their economic well-being through the exchange of products, services, and ideas. The ability to make individual decisions based on choice is essential to this process.

In UK's free enterprise system, there are four major issues to address:

- what to produce with our available resources
- how to produce goods and services
- how to distribute goods and services
- how to effectively manage and sustain the production and distribution of goods and services

BCE specification addresses these questions by presenting a sequence of business principles, accounting, management, finance, marketing, hospitality, economic etc. concept and skill developments that respond to learners' increasing sophistication and skill levels.

The business Programmes provide a framework within which a variety of perspectives may be integrated, including those of small businesses, corporate businesses, government, labour unions, workers, economists, and entrepreneurs. The viewpoints of employees, consumers, and employers are also considered. High ethical and environmental standards for the workplace and for business and consumer practices are emphasised.

Business Programmes help learners understand an individual's place in the national and global economy. It also provides candidates with practical skills that can be applied in their daily lives, now and in the future, to enhance their employability skills.

5.4.2.1 **Level 3 and 4 Certificate Emphasis and Achievements Expectation**

Learners become aware of the transactions all around them. They begin to understand the role of business communication in their lives and explore technology as a helpful tool. They use money as a medium of exchange and understand business from a personal perspective. Learners begin to appreciate the impact that business transactions have on individuals and society. Learners become aware that people exchange goods and services. They begin to understand the role business accounting, organisation, communication and web activities play in their lives. The Level 3 and 4 Certificate emphasises on:

- participating in the collection, organisation, and presentation of financial information;
- practising respectful communication when carrying out personal transactions;
- talking about some elements of the workplace;
- working with simple business forms and types of record keeping;
- using computers for business transactions;
- understanding the role of businesses in the economy;
- looking at entrepreneurial activity and exploring its role in an economy;
- exploring the contribution of public, private, and not-for-profit activities;
- conducting project/coursework research.

Achievements Expected - It is expected that on completion of BCE Level 3 and 4 Certificate, learners will be able to:

- develop and use skills and strategies in both business and personal communication;
- choose and use appropriate methods of communication;
- produce various documents using industry-standard software;
- understand the importance of accounting in business;
- acquire the skills to work with the accounting equation;
- research, plan, and produce both oral and written reports;
- apply group problem-solving and decision-making skills to complete business tasks;
- demonstrate a willingness to participate as a member of a team;
- describe the relationship between debit and credit entries;
- explain the relationships among assets, liabilities, and owner's equity;
- describe the relationships among journals, ledgers, trial balances, and financial statements in the accounting cycle;
- justify the use of accounts in business;
- compare various career opportunities in bookkeeping and accounting;
- understand organisational functional departments;
- describe different types of companies/industries.

5.4.2.2 **Level 5 Diploma Emphasis and Achievements Expectation**

Learners become increasingly sophisticated in their understanding of business. They reach a higher level of performance in business literacy and learn about social responsibility in the world of work. They consider cultural, ethical, and legal implications of applied business practices. Learners gain an understanding of the role of government in an economic system. They identify the key elements of a simple economy (factors of production) and begin to understand that the exchange of goods in all sectors of the economy has an economic impact. The Level 5 Diploma emphasises on:

- using a variety of business technologies, including software, to conduct research and to solve business problems;
- modelling ethical and acceptable behaviour when engaged in business communication and when making business transactions;
- using interpersonal and teamwork skills in business opportunities and in resolving business problems;
- selecting, justifying, and implementing the technology needed to accomplish business tasks;
- identifying and analysing skills needed to manage information in a business operation;
- identifying and demonstrating ethical standards with respect to privacy, confidentiality, and personal behaviour appropriate to business settings;

- exploring the financial and ethical requirements and obligations associated with establishing and operating a small business;
- providing examples of entrepreneurial activity;
- conducting project/coursework research.

Achievements Expected - It is expected that on completion of BCE Level 5, learners will be able to:

- describe the financial status of enterprises based on analysis of financial statements;
- demonstrate acknowledgment of and respect for the different attributes, opinions, and roles of team members;
- explain the importance of ethics, integrity, and honesty in finance;
- explain the contribution of leadership and teamwork to the workplace environment;
- assess the current and projected financial strength of a business using financial statements;
- compare financial reporting used in single proprietorships, partnerships, and corporations;
- prepare basic payroll, remittances, and required payroll tax documents;
- assess, choosing, and justifying appropriate marketing strategy;
- apply inventory accounting methods using software;
- compare periodic and perpetual inventory methods;
- explain the use of sales journals, purchase journals, cash receipt journals, and cash payment journals in merchandising businesses;
- demonstrate proficiency in using accounts receivable (debtors), accounts payable (creditors), and merchandise accounting procedures;
- demonstrate proficiency in using cash control procedures;
- defend the need for security systems, data protection, and backup for accounting records;
- apply managerial skills;
- appreciate the importance of GAAP;
- outline importance of small scale businesses;
- deal with staff and employee problems;
- implement different projects;
- explaining the importance of ethics, integrity, and honesty in accounting;
- explain the role of accounting in business;
- describe the marketing environment;
- analyse organisational managerial activities.

5.4.2.3 **Level 6 Advanced Diploma Emphasis and Achievements Expectation**

Learners make use of sophisticated tools to increase and refine their skills and knowledge while solving complex and varied business problems. They prepare for further education and employment opportunities through meaningful activities within the institution and community. In this way, learners grasp the relevance of employability skills and the significance of literacy, numeracy, critical thinking, communication, problem solving skills and the significance of their business education experience. The Level 6 Advanced Diploma emphasises on:

- designing and production of business plans to market products, services, or ideas;
- using web site information to identify and explore business opportunities;
- understanding the integration and use of business technologies in the workplace;
- analysing and demonstrating personal skills applicable to a business setting;
- developing high levels of proficiency in accounting, marketing, human resource, finance and management;
- exploring marketing as it applies to organisations and individual initiatives, locally and globally;
- carrying out accounting practices using industry-standard software;
- understanding and appreciating the contribution of entrepreneurial activity to business and the economy;
- project management, business research, consumer behaviour and economics of social issues;
- entrepreneurship innovation and economic development relationship;
- developing economic literacy with respect to the use of resources by individuals, businesses, and governments;
- investigating the potential of advertising in marketing;
- risk management and analysis of economic issues;
- conducting project/coursework research.

Achievements Expected - It is expected that on completion of BCE Level 6, learners will be able to:

- engage in social and political debates;
- identify sources and uses of cash related to the cash flow statement;
- differentiate between the accounting needs of service and merchandising businesses;
- describe relationships among different forms of capital and current assets;
- describe career opportunities associated with various fields of accounting, finance, human resource, marketing, management;
- analyse financial statements and changes in financial position for various businesses;
- explain the use of budgeting in managing personal and business finances;
- defend recommendations based on a comparison of budgeted and actual transactions;
- explain methods used to issue debt, common and preferred shares, bonds, and promissory notes;
- propose methods to deal with employee errors, theft, and fraud;
- compare different types of investments;
- explain and justify the use of various inventory methods;
- analyse the importance and use of project management;
- conduct business research.

5.4.3 **Aim and approach of Hospitality Performance Standards**

Tourism is the activities of persons travelling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business or other purposes. Tourism is a dynamic and competitive industry that requires the ability to constantly adapt to customers' changing needs and desires, as the customer's satisfaction, safety and enjoyment are particularly the focus of tourism businesses. Tourism encompasses: outbound and inbound tourism. The tourism industry is divided into five different sectors: *accommodation, food and beverage services, recreation and entertainment, transportation and travel services*. The tourism industry can be an important part of a country's economy: in UK it employs more than two million people.

5.4.3.1 **Level 5 Diploma Emphasis and Achievements Expected**

Level 5 prepare learners for the transition from secondary school to a sustainable career in the hospitality and tourism industry. Through hospitality and tourism Programmes, learners have the opportunity to learn and practise employability skills, as well as the technical and applied skills relating to specific occupations in this diversified career field. This level emphasise on:

- applying basic numeracy, literacy, and other fundamental skills in a context focused to careers in hospitality and tourism;
- connecting already existing aptitudes and interests with the lifestyle(s) made possible by a careers in hospitality and tourism;
- gaining the specific knowledge, skills, and attitudes needed to be successful in hospitality and tourism workplaces;
- connecting and identifying with courtesy, respect, discipline and goodwill needed in hospitality and tourism workplaces, as well as in several key sectors of our local and global economies;
- understanding and appreciating the contribution of entrepreneurial activity to business and the economy;
- preparing learners for direct transition to appropriate hospitality and tourism and programmes.

Achievements Expected - It is expected that on completion of BCE Level 5 Diploma, learners will be able to:

- understand, create, and manage economic and human resources to address the needs and wants of hospitality and tourism industry;
- practise and think critically about principles and techniques related to the acquisition, production, and consumption in hospitality and tourism;
- participate in activities that reflect the work of hospitality and tourism careers;
- consider, propose, and implement ways to meet hospitality and tourism professionals;
- practise managing resources to develop as globally responsible producers and consumers;
- appreciate the diversity of cultures ;
- consider and apply practices to nurture the growth and development of individuals and professionals;
- investigate job and career opportunities in related industries;
- analyse and evaluate strategies and products ;
- use appropriate technology used in hospitality and tourism industry;

- consider global implications of decision making;
- use appropriate skills for enhancing interpersonal relationships in the workplace
- demonstrate safety, sanitation, and equipment usage;
- demonstrate principles of food preparation, food service and food preparation techniques;
- demonstrate food-preparation principles, food products and nutritional values;
- assess social and economic issues;
- analyse local and international hospitality and tourism issues;
- explain the role of accounting in business;
- analyse financial statements and changes in financial position for various businesses.

5.5 The Aggregation of Programme Results

BCE Rules of Combination

All units in Level 3/4 Certificate, Level 5 Diploma and Level 6 Advanced Diploma are mandatory.

Exemptions

Learners can claim ‘*exemption*’ from some of the credit achievement requirements of a Programme based on prior Programme or certification achievements.

[see BCE Exemption Policy for more information]

BCE Grading System

1) BCE Examinations across all Levels are graded using the following scale.

- **Distinction**
- **Merit**
- **Pass**
- **Fail**

2) This marking scheme uses the following published thresholds. A description of each grade is provided below.

Grade	Percentage Thresholds
Distinction	>= 80
Merit	>= 65
Pass	>=50
Fail	<50

Distinction

A Distinction does not equal perfection, however it shows:

- evidence of wide, critical reading, beyond recommended works in many cases, and demonstrating an excellent awareness of the topic;
- imaginative, often original argument and analysis backed by command of details, and also demonstrating a sophisticated awareness of the broader context of a particular problem;
- signs of individual reflection and thought;
- fluency and cogency of expression, maturity of style and ‘sparkle’;
- breadth of coverage, with a good awareness of links and interconnections;
- clear focus on the question;
- relevant and accurate answers;
- competent arguments, demonstrating conventional understanding of issues and problems and backed up by examples and use of evidence.

Merit

An answer based upon extensive and comprehensive research/reading, with a good use of material in support of argument, and a sound awareness of issues reflected in the reading;

- well structured around an argument, with emphasis upon analysis, and expressing own opinions intelligently, fluently and clearly;
- clearly focused upon the question, with presentation of appropriate evidence;
- a confident, lucid (and often concise and focused) style, with sound grasp of good conventions.

Pass

- reasonable body of knowledge, although it may not be used to its full effect;
- occasionally an answer that misses the point of the question, but demonstrates a solid body of research and argument;
- relevant knowledge, but may be superficial, incomplete or inaccurate;

- argument is either unstructured or with limited focus upon question asked.

Fail

- poorly structured and written, with poor attention to vocabulary and grammar;
 - comprehensive failure to answer question or to understand it, so that few, if any sections of the answer relevant to question posed;
 - very poor style, on occasion verging on incomprehensible; often includes problems with spelling and/or grammar;
 - no attempt to answer the question;
- 3) Grades for the Programme are aggregated from the units that need to be successfully completed in order to achieve the Programme. Each unit is equally weighted and the overall Programme grade is derived from the mean of the unit percentage scores given.
 - 4) All BCE Programmes require learners to undertake a combination of written Programme units examinations and coursework. The weighting given to written examination and research coursework is available in the Programme specification.
 - 5) Each written examination or piece of submitted research coursework is marked using a marking grid. Marking grids for each BCE Programme at each Level are available in (i) Performance Standards [Assessment Quality Assurance Policy] and (ii) BCE Marking Framework [section 6.4.1 of this Handbook] and also in Assessment Policy which is downloadable from BCE website.
 - 6) Learners will only be graded on the basis of work submitted for purposes the particular to BCE Programme.
 - 7) Learners will be permitted to retake BCE Programme unit examinations an unlimited number of times within the life of the Programme. The best result will count towards the final award.
 - 8) Learners must achieve a pass in all units to be awarded the Programme. BCE does not operate compensation between failed and passed units.
 - 9) Any claims for prior achievement (exemption) are verified against BCE Prior Achievement Policy by the Centre's examination officer. However, Centres should forward copies of certificates for learners seeking exemptions **eight weeks before the exam fees deadline** for BCE verification and approval. BCE advise learners to seek clarification as soon as they start their Programme.
 - 10) BCE ensures all Centres have a robust understanding of BCE marking scheme used and what constitutes different grades. In addition, BCE ensures that Centres clearly understand how the marking scheme links to the assessment criteria and level of that Programme.
 - 11) BCE requires all Centres to spend the necessary time familiarising their learners with the marking scheme used. BCE provides all Centres with guidance in this area to ensure they use best practice approaches such as peer assessment and self-assessment facilitating an understanding of the grading scheme.
 - 12) BCE requires all Centres to give their learners information on how question papers are weighted and in particular the allocation of marks given to specific questions in an examination paper.

5.6 Learning and Assessment Design Policy

[see BCE Learning and Assessment Design Policy on BCE Policies]

5.7 Similar/Identical Units

[see Identical Units in Computing/Business Programmes in BCE Assessment Policy]

5.8 Learner Reference Manuals (Encouraging Breadth of Study)

[see BCE Assessment Policy]

6. **The Delivery of BCE Assessment**

BCE assessment will follow and reinforce the designed specifications; support high quality learning and teaching approaches. BCE will work with industries to address skills needed and to develop innovative skill solutions. Skills are vital to the economy and society, as they help businesses succeed and individuals to realise their potential.

BCE assessment aim to promote:

- a more effective assessment system which supports breadth and depth of learning
- a greater focus on skills such as communication, computation, creative, critical, analytical thinking and development;
- a system with progression routes to further education;
- effective assurance service standards which provides a basis for equity, Programmes development process and assessment management principles;
- identification for integrity, quality, consistency, accuracy and fairness in the assessment and awarding of Programmes;
- recognition, accountability principles and framework measurements;

6.1 **Assessment Principle Concepts and Procedures**

1. Assessment Panel Appointment
2. Assessment Panel notified times and dates for assessment duties, taking into account the examination/certification dates
3. Programme Development Manager meeting with Assessment Panel (Standardisation Meeting)
4. Assessment Procedure Process
5. External Verifiers Quality Assurance procedure
6. External Verifier verifies candidate marks and Programme awards
7. External Verifier produces verifier report to meet the cyclical evaluation
8. Review of External Verifier report by Chief Examinations Officer and Programme Development Manager
9. Action required by CEO and/or Programme Design and Review Panel

1. **Assessment Panel Appointment**

Assessment Panel are identified using the following criteria:

- Supporting the aims of BCE
- Experience in Higher Education
- Experience in the curriculum area and/or experience of working with the target group
- Sufficient experience to evaluate the consistency of assessment work with regard to the criteria and levels in the submission document
- External to the organisation providing the Programmes i.e. not employed by BCE
- Prepared to work under contract to BCE

2. **Assessment Panel notified times and dates for assessment duties, taking into account the examination/certification dates**

This is the primary responsibility of the Programme Development Manager to make contact with the Assessment Panel to agree a mutually suitable arrangement to carry out the assessment tasks. It is beneficial to agree target dates for meetings at the start of each year's activity. These dates should take into account meeting BCE examination and certification dates.

BCE examination windows are in April, August and December. Marking, verification, examination results printing and distribution takes 8 weeks. There is a 2-3 week period to receive examination scripts/coursework from Centres.

3. **Programme Development Manager meeting with Assessment Panel (Standardisation Meeting)**

Meeting takes place to:

- Ensure Assessment Panel is familiar with the relevant BCE documentations
- Agree to method(s) of setting, marking and verification of learners' work
- Clarify roles, responsibilities and administrative duties of Assessment Panel
- Answer any queries Assessment Panel may have

4. **Assessment Procedure and Process**

The Programme Development Manager is responsible for Assessment Management oversight. The Project Development Manager despatches assessment to Centres and receives examination paper scripts from different Centres.

The assessors' role is to ensure that learners are being assessed consistently across all aspects of the Programmes. Examiners carry out the assessment process under the control of the Chief Examinations Officers. The Chief Examiner produces an exam report at the end of marking process.

- **Chief Examination Officer** – responsible for the examination marking process (guiding the examiners)
- **Exam Setters** – responsible for setting examination papers including coursework
- **Exam Revisers/ Scrutinisers** – responsible for verifying/analysing examination papers including coursework
- **Examiners** – responsible for marking examinations
- **External Verifiers** – responsible for ensuring the quality and consistency of the marking process and awarding of Programmes.

5. **External Verifier Quality Assurance procedure**

External Verifiers select randomly selected samples from marked learners scripts and coursework.

In order to verify the recommendations, the external verifier must review sufficient assessment evidence to be satisfied with the assessment practices, the standard of achievement and the consistency across the Programmes. It is not necessary to review all assessment evidence unless the Programmes have a very small number of candidates; i.e. 4 or 5.

Sampling Procedures

The Chief Examinations Officer issues the External Verifier with a list of learners grouped according to Centres. The External Verifier selects a sample on a random basis.

Sample size

In many instances, an appropriate sample is the square root of the number of candidates.

Candidates	Sample
16	4
25	5
36	6
49	7
64	8
81	9
100	10

These figures should be considered as the minimum sample size as the sample may need to be augmented to take account of a number of different factors.

Where a Programme has multiple units, the External Verifier should ensure that the sample chosen covers different units. If the External Verifier is concerned that the sample chosen is not sufficiently representative of the Programmes; he/she can request to see further assessment evidence.

6. **External Verifier verifies the candidate marks and Programme awards**

The printed marked results and comments form the basis for discussion between the examiners and external verifier. Any changes to the marked work proposed by the external verifier are agreed at this meeting. The external verifier has the responsibility for ensuring that any changes identified are revised. The external verifier will:

- Ensure that a rigorous marking process has been applied by requesting to see evidence of the process;
- Review the sample of assessment evidence requested;
- Resolve through discussion any work that may not clearly have demonstrated achievement of the agreed standards for the level of credit identified;
- Consider the mechanisms used for ensuring the authenticity of learners' work;
- Agree and/or revise the Chief Examiner's comments/report;

7. **External Verifier produces verifier report to meet the cyclical evaluation**

The External Verifier produces a report by completing the External Verifier comments.

8. **Review of External Verifier report by Chief Examinations Officer and Programme Development Manager**

The External Verifier and Chief Examinations Officer reports are central to the process of quality assurance of our Programmes. Each assessment report is reviewed and relevant requirements, where necessary acted upon.

9. **Action required by CEO and/or Programme Design and Review Panel**

Depending on the comments produced by the External Verifier and Chief Examinations Officer, the Programme Design and Review Panel might need to take action i.e. rework on sections of Student Manuals, Intended Learning Outcomes or Assessment Criteria.

6.2 **Examination Regulations Policy**

[see BCE Examination Regulations Policy on BCE Policies]

6.3 **Assessment Quality Assurance Policy**

[see BCE Assessment Quality Assurance Policy on BCE Policies]

6.3.1 **Declaration and Marking Framework**

[see BAF004 BCE Marking Scheme Form for declaration statement]

[see BCE Assessment Policy for Marking Framework]

Advice to Candidates

A project should be well written. Candidates should remember they are writing a project to another person (examiner), so should:

- keep it simple (one might not be familiar with your subject area)
- make it interesting
- ensure project contains no plagiarism or collusion
- research (do a lot of research before you start writing)
- demonstrate that the candidate has worked independently
- not copy from the internet!

Note the following:

- **Precision.** Be precise, what you write could be misinterpreted.
- **Vigour.** Your text/content should be forceful and vigorous
- **Grammar.** Includes syntax, morphology and semantics
- **Spelling** – check for spelling mistakes
- **Illustrations, figures and diagrams.** Remember, a picture speaks a thousand words.
- **Layout/Structure**
 - (i) **Abstract** – summarises the content of the report
 - (ii) **Introduction** – aim/objective
 - (iii) **Research** – materials, methods and results. (this makes up the different chapters)
 - (iv) **Conclusion/summary**
 - (v) **References**
- **Acknowledgements.** It is important to acknowledge the support and help you got.

Format and Retention of coursework [where suitable]

- | | | | | | | | |
|-----------------------------------|---|-----------------------------------|-----------|------------------------|-------------|---------------------------------|-------------|
| 1. | All coursework must be in electronic form; on Flash/CD/DVD. | | | | | | |
| 2. | The language in which the project is written must be English. | | | | | | |
| 3. | Pages shall be numbered consecutively throughout. | | | | | | |
| 4. | Minimum number of words PER UNIT are as follows:
<table><tr><td>Level 3 and 4 Certificates</td><td>500 words</td></tr><tr><td>Level 5 Diploma</td><td>1,500 words</td></tr><tr><td>Level 6 Advanced Diploma</td><td>3,000 words</td></tr></table> | Level 3 and 4 Certificates | 500 words | Level 5 Diploma | 1,500 words | Level 6 Advanced Diploma | 3,000 words |
| Level 3 and 4 Certificates | 500 words | | | | | | |
| Level 5 Diploma | 1,500 words | | | | | | |
| Level 6 Advanced Diploma | 3,000 words | | | | | | |

However, learners can produce more words if they so wish, the above is the recommended guideline.

7. How to Navigate BCE Website

Layout of BCE Website

BCE website is written in basic software to enable those with slower internet connections to have fast access and downloads.

The BCE website is divided into 4 sections:

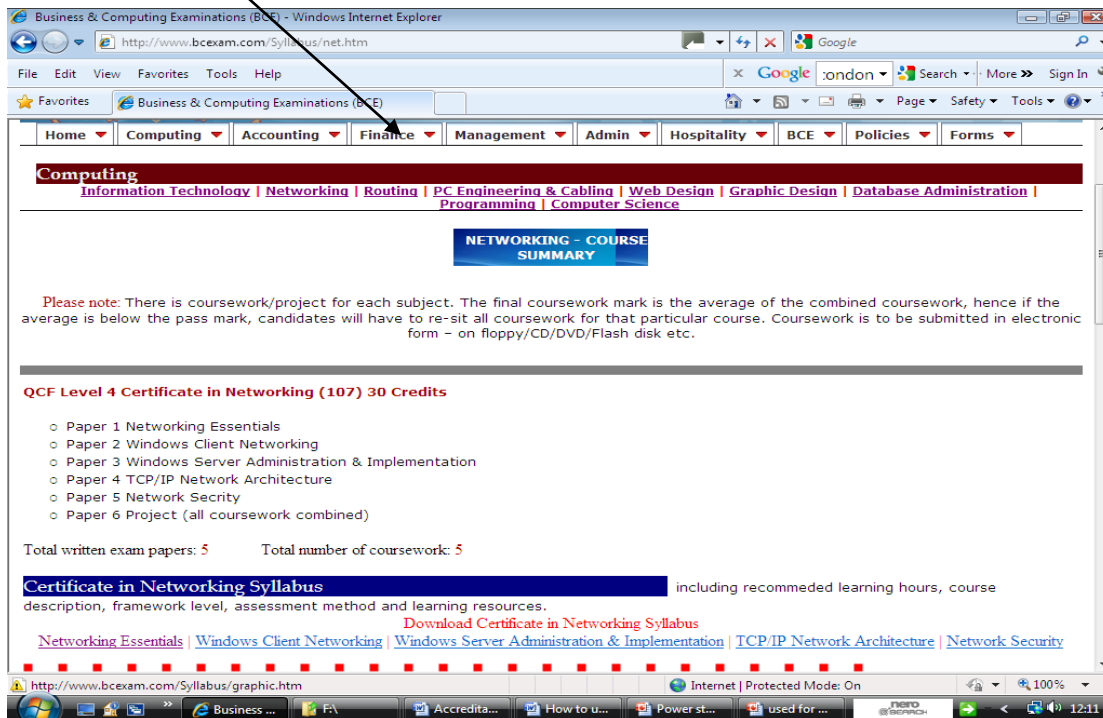
- **Top**
- **Left**
- **Middle**
- **Right**



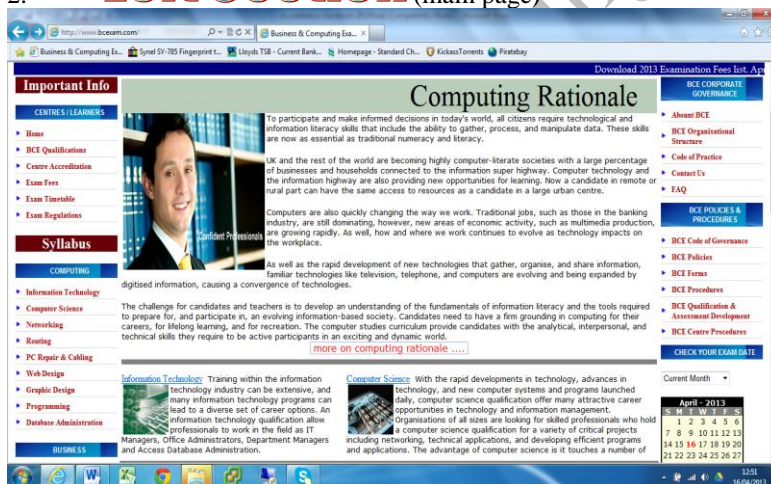
1. **Top** (Main page)
Shows the following links:

Computer Listing	A list of all Computer Programmes
Business Listing	A list of all Business Programmes
Hospitality Listing	A list of all Hospitality Programmes
Computing Exam Timetable	Current year's Computer Programmes exam timetable
Business Exam Timetable	Current year's Business Programmes exam timetable
Hospitality Exam Timetable	Current year's Hospitality Programmes exam timetable

Top (other pages)



2. **Left Section** (main page)



On the left side of the screen, you will find the following:

Important Information

Centres/Learners

Has the following parts:

Home	This opens the main page i.e. comes back to home page despite where you are on the site.
BCE Programmes	Listing of BCE Computing, Business and Hospitality Programme title and units/subjects
Centre	BCE information for Centres. All Centres are required to download Accreditation

Accreditation	Handbook. Important information on (i) Examinations (ii) Exam Regulations (iii) Examination Fee deadlines (iv) Internal Assessment (v) How to become a Centre etc is found in this handbook; including <i>internal assessment</i> information and the importance of giving learners exercises/tasks, weekly/monthly tests, homework, research work etc. The handbook also explains (a) tutor planning (b) recording and reporting (c) Centre roles and responsibilities
Exam Fees	Information on examination fees for different BCE Programmes
Exam Time Table	Examination Timetables for the 3 BCE exam windows, including (i) Exam Fee Deadline (ii) Exam Fee Late Entry Deadline (iii) Coursework handing-in deadline. Users can download exam dates for April, August and December for all Programmes, saved in two <i>pdf</i> documents; Business/Hospitality Programmes and Computing Programmes .
Exam Regulations	Information on conduct of examination, BCE disciplinary regulations, Appeal procedures and particulars of misconduct.

Syllabus

Listing of different BCE Programmes; divided into 3: **Computing**, **Business** and **Hospitality**.

Computing

- Information Technology
- PC Repair & Cabling
- Database Administration
- Networking
- Web Design
- Programming
- Routing
- Graphic Design
- Computer Science

Business

- Accounting & Finance
- Computerised Accounting
- Project Management
- Management
- Finance
- Business Economics
- Business Administration
- Marketing
- Human Resource Management
- Administrative Assistant
- Secretarial

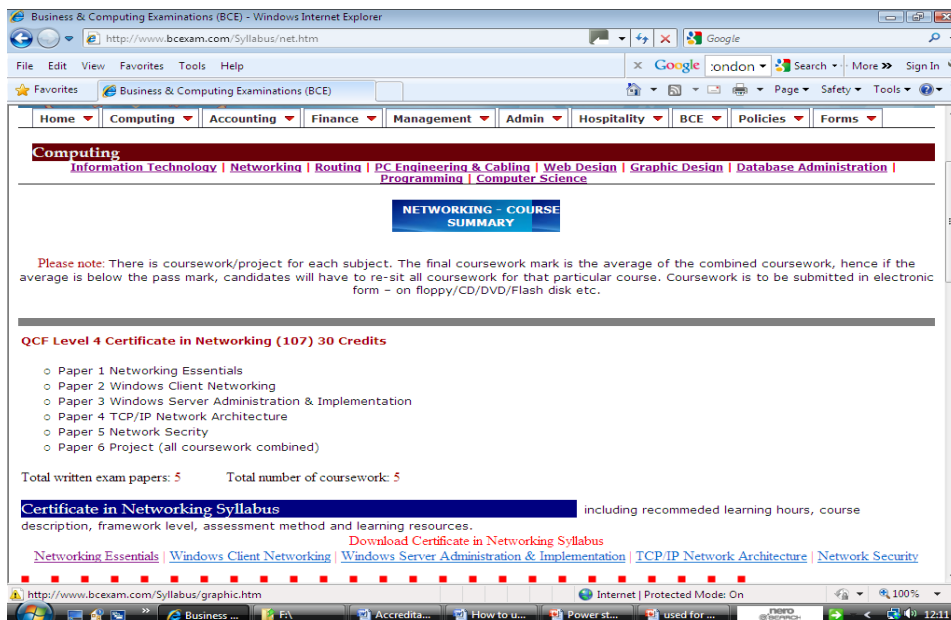
Hospitality

- Hotel Management
- Travel & Tourism

When a user clicks on any of the above Programmes, a new page opens. This page has the following:

- **Menus at the top**
- **Programme/Course Summary**
- **Career Options**

[as shown below]



Menus at the top

Home▼ Computing▼ Accounting▼ Finance▼ Management▼ Business▼ Hospitality▼ BCE▼ Policies▼ Forms▼

Course Summary

Lists BCE Levels; Level 3/4 Certificate, Level 5 Diploma or Level 6 Advanced Diploma Programmes description.

- Level, Programme Title, Number and Programme Credits
- Units listed according to Examination Paper Number
- Total number of written papers
- Total number of coursework
- Specification/Syllabus/Curriculum for each Unit/Subject. This is a link which opens a *pdf* document with the following information:
 - recommended learning hours
 - aim of the Programme
 - intended learning outcome [these are topics/chapters to be covered]
 - assessment criteria [what learners should be able to do on completion of the topic/chapter]
 - method of evaluation – explanation of examination paper duration, type of questions (multiple choice or essay) and unit weighting.
 - recommended learning resources [books/software]

Career Options

Last item (scroll to the bottom of the page to see career options link)

Describes the (i) Job Description and Responsibilities (ii) Career Options (types of jobs suitable to those who complete and pass the Programme); Earning Potentials (how much in terms of salary) and Employment Prospects (specialist demand for that particular field).

Business Programme Strategies

[left section of main page]

Programme Strategy	This document outlines the Programmes needed in Computing, Business and Hospitality and the differences they make to learners. The Programme strategy (i) help employers understand what standards, learning opportunities and Programmes are applicable for the workplace (ii) help workers understand how specific standards, learning opportunities and Programmes can assist their competency and career development (iii) help training providers understand what standards, learning opportunities and Programmes are required by the industry.
Assessment Strategy	BCE Assessment strategy outline the importance of (i) reliability (that the assessment task can be applied consistently to all learners undertaking assessment and that different markers will reach the same conclusions about the performance of a given

	group of learners); (ii) validity (the assessment task actually measures what it claims to measure); (iii) equity (covers the way assessment is organised and administered as well as the fairness of the marking).
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BCE Support

Identify organisations that support BCE Programmes; grouped into three [Private companies; Hotels and Institutions]

UK Companies

UK Hotels

UK Colleges

3. Middle Section

Middle section of home/main page (1st page when you open BCE website or click HOME) contains information on **Computing Rationale** (why study computers) and career options for different computing Programmes.

There is an option to click on page 2 and 3 (there are *three* pages altogether). Page 2 contains information on **Business Rationale** and career options for different business Programmes. This continues upon to page 3.

[You need to scroll to the bottom of the page to see pages 2 and 3.]

4. Right Section

The Right Section of BCE main/home page contains:

BCE Corporate Governance

About BCE	Message from CEO, BCE aim, objectives and membership
BCE Organisational Structure	BCE functional units
Code of Practice	A set of guidelines, rules and regulations which outline BCE responsibilities and practices.
Contact Us	BCE physical address, email and profile.
FAQ	Frequently asked questions

BCE Policies and Procedures

BCE Code of Governance	A document which list policies for each relevance functional unit.
BCE Policies	Document specifying plan/course of action followed by BCE. The policies are principles/rules used in making decisions to achieve rational outcomes.
BCE Forms	Different forms used.
BCE Procedures	Documents used to achieve required outcome.
BCE Programme Development and Assessment Management	Documents used to guide those who design and development BCE Programmes and manage assessment.
BCE Centre Procedures	Documents used to help BCE Approved Centres achieve required outcome.

Check your Exam Date

Calendar displaying UK date and time. The calendar is there to enable candidates to select suitable examination dates which suit their needs.

BCE Centre Information

Centres and can again use this section to access:

- **Exam Time Table**
- **Exam Fees**
- **Exam Regulations**
- **Internal Assessment**
- **BCE Centre Procedures**
- **How to become a Centre**

Most of the information is same as what underneath **Centres/Learners**

BCE Forms

List of BCE Forms	A listing of all BCE forms
Candidate Assessment Forms	BCE Forms relevant to Candidates.
Centre Management Forms	BCE Forms relevant to Centre Management.
BCE Internal Template Forms	BCE Forms used internally
BCE Assessment Forms	BCE Assessment Forms e.g. External Verification report, Examiner Marking comment, exam timetable.

Programme Analysis & Occupational Outlook

Describe development of Programmes and classifications of learners. It also answers the following questions for each Programme in Computing, Business and Hospitality categories including summary description.

- Why does the Programme exist?
- How does the Programme fit into the larger programme?
- For whom was the Programme designed?
- How will the Programme benefit learners?

8. **BCE Candidate Assessment and Centre Management Documents Forms**

This sections shows sample forms Centres might need on a regular basis. These documents are easily downloadable from the website.

8.1 **List of BCE Candidate Assessment and Centre Management Forms**

Form No.	Title	Description
Candidate Assessment Forms		
CAF001	Candidate Examination Registration	BCE Form to be completed by all candidates sitting for BCE Examinations for the first time.
CAF002	Candidate Examination Re-sit	BCE Form to be completed by all candidates who once sat for the same Programme before i.e. re-sitting for failed units.
CAF003	Enquiry on Results Appeal	BCE Form to be completed by candidates who are not satisfied with their exam results.
CAF004	Certificate Replacement	BCE Form to be completed by candidates who lost or have spelling mistakes on their Programme Result Slip/Certificate.
CAF005	Application for Reasonable Adjustment	BCE Form to be completed by candidates who have a physical or mental impairment that is likely to last for more than one year. Evidence must be provided which should ideally include medical reports.
CAF006	Application for Special Consideration	BCE Form to be completed by candidates who have a physical or mental impairment that is likely to last for less than one year. Evidence must be provided, which should ideally include medical reports. Examples of temporary disability include broken limbs, mental impairment, long-term sickness, or recovery from a serious operation. Special Consideration includes situations that could not have been foreseen, such as temporary illness, indisposition or injury.
CAF007	Reasonable Adjustment / Special Consideration Report	BCE Form to be completed by Centre Management supporting candidates applying for Reasonable Adjustment and/or Special Consideration.
CAF008	Application for Exemption (Prior Achievement)	BCE Form to be completed by candidates who qualify for exemption from parts of Programme they are undertaking.
Centre Management Forms		
CMF001	Centre Approval Application	BCE Form to be completed by Centres applying for approval to run BCE Programmes.
CMF002	Centre Terms and Conditions	BCE Form to be completed by Centres declaring agreement to abide by BCE rules, regulations, policies and procedures.
CMF003	Learner Study Materials Order	BCE Form to be completed by Centres when ordering learner study materials
CMF004	Centre Candidate Exam Number Request	BCE Excel spreadsheet template to be completed by Centres requesting Candidate Exam Numbers for candidates undertaking BCE summative assessment.
CMF005	End-of- Programme Questionnaire	BCE Form to be completed by Centre tutors and learners on feedback of assessment rating of BCE Programmes.
CMF006	Centre Annual Report	BCE Form to be completed by Centre Management annually on (i) Curriculum Effectiveness (ii) Centre Capacity for Quality (iii) BCE Student Manual Handbooks conformance to syllabus (iv) Centre Action Plans.
CMF007	Centre Appeal	BCE Form to be completed by centres who have been sanctioned, suspended or have their approval withdrawn for malpractice or breach of BCE regulations.
CMF008	Centre Class Visits	Centre Form to assist in assessing class visits
CMF009	Suspected Malpractice	BCE Form to be completed by Centre staff or learner on allegations or incidents of malpractice/maladministration.
CMF010	Examination Invigilation Comments	BCE Form to be completed by Centre staff on issues encountered during invigilation process.
CMF011	Centre Incident Report	BCE Form to be completed by Centre staff on major incidents affecting centre operations.

CMF012	BCE Membership Registration	BCE Form to be completed by candidates who completed a BCE Programme and interested to be recognised as BCE Associate, Member or Fellow member group.
CMF013	Examinations Answer-sheet	BCE Examination Answer-sheet used by candidates when answering all BCE written assessment.
CMF014a	Programme Withdrawal / Introductory Programme Withdrawal Notification	BCE Form used to advise Centres on units/Programmes withdrawal timescale.
CMF014b	Programme Introductory Notification	BCE Form used to advise Centres on new units/Programmes introduction timescale.
CMF015	Training Evaluation	BCE Form used to measure and evaluate level of participants' satisfaction.
CMF016	Learner Registers	BCE document used to record Centre learner attendance and Programmes registered.
CMF017	BCE Centre Visit Quality Assurance	BCE Form used by Quality Assurance Responsible Person to assess Approved Centre standards across all components.

Appendix 1: Intended Learning Outcomes and Programme Content







Level 3 Certificate in Information Systems (102) 75 Credits

Unit: Introduction to Computers	Total Programme Time: 200
Exam Paper No.: 1	Number of Credits: 20
Prerequisites: None	Corequisites: GCSE Programme.
Aim: The unit aim is to give learners an understanding of the technical background in the use of computers in today's world; addressing fundamental areas of computer hardware and software, data, information, communications, internet and technology concepts. The basic concepts of this unit are: principles of hardware operation, software and networking; roles of computers in business and society as a whole, including ethical and legal issues. Learners learn of the application of computers, consider their social and economic implications, examine questions of privacy and security, and analyse recent advances in computer technology. In addition, learners are exposed to the concepts of computer programs, including: word processing, spreadsheet, graphics and database applications, programming, and user networks. The unit prepare learners for the use of the computer as a productivity tool; fundamentals of how a computer works by understanding hardware and the distinctions between system software and application software. The unit also provides an understanding of the concepts behind the Internet Technology.	
Required Materials: Recommended Learning Resources.	Supplementary Materials: Lecture notes and tutor extra reading recommendations.
Special Requirements: None	
Intended Learning Outcomes: 1 Why computers are important in today's world; what exactly is a computer, and its main functions. 2 Computer hardware parts components, their functions and computer numbering system. 3 Internet Service Provider (ISP); the various kinds of multimedia files found on the Web and the software needed to use them. 4 System Software, including the Operating System, Utility Programs, and File Management System.	Assessment Criteria: 1.1 Define the difference between data and information 1.2 Define bits and bytes, and how are they measured 1.3 Evaluate the hardware and software a computer uses to perform its functions 1.4 Analyse the different main types of software found in a computer 1.5 Identify the different kinds of computers available 2.1 Analyse devices that make up a computer 2.2 Explain the components inside the computer system 2.3 Describe the functions of the various components 2.4 Describe the functional keys of the keyboard 2.5 Describe binary, decimal, octal and hexadecimal numbering systems. 3.1 Define e-commerce 3.2 Define online annoyances like spam, cookies, adware, spyware, malware, phishing, and Internet hoaxes 3.3 Define a Web browser and explain the different browser applications 3.4 Outline a URL, and identify its parts 3.5 Explain how data travels on the Internet 3.6 Identify and demonstrate the options for connecting to the Internet 4.1 Describe the functions of an operating system 4.2 Identify different kinds of operating systems available 4.3 Identify the most common desktop operating systems 4.4 Elaborate how the operating system provides a means for users to interact with the computer 4.5 Explain how the operating system help manage the processor 4.6 Illustrate how the operating system manages memory and storage 4.7 Outline how the operating system manages hardware and peripheral devices

	<p>4.8 Demonstrate how the operating system interacts with application software</p> <p>4.9 Explain how the operating system helps the computer start up</p> <p>4.10 Define the main desktop and Windows features</p> <p>4.11 Explain the purpose of utility programs</p> <p>4.12 Describe software utilities included in system software</p>
5 Application Software; the differences between application software and system software.	<p>5.1 Explain the purpose of application software</p> <p>5.2 Analyse different popular business softwares</p> <p>5.3 Define the different kinds of multimedia software</p> <p>5.4 Define the different types of entertainment software</p> <p>5.5 Analyse the different types of drawing software</p> <p>5.6 Explore software used in small and large businesses</p> <p>5.7 Illustrate how to install, uninstall, and open software programs</p>
6 Understand how the Central Processing Unit (CPU) operates; including related links, information, and terms.	<p>6.1 Be able to identify and outline the computer CPU layout.</p> <p>6.2 Outline what the CPU does, and how a user can evaluate its performance</p> <p>6.3 Identify how memory works in a computer</p> <p>6.4 Explain the computer's main storage devices</p> <p>6.5 Analyse the components that affect the output of video on the computer</p> <p>6.6 Identify the components that affect computer's sound quality</p> <p>6.7 Identify the ports available on desktop computers</p> <p>6.8 Explain how to ensure the reliability of a computer system</p>
7 Understand network topological structure; major network components and different systems or network devices connected.	<p>7.1 Define a network, and what are the advantages of setting up one</p> <p>7.2 Identify the differences between a client/server network and a peer-to-peer network</p> <p>7.3 Explain the main components of a network</p> <p>7.4 Analyse a wired Ethernet network, and how is it implemented</p> <p>7.5 Analyse wireless Ethernet networks, and how are they implemented</p> <p>7.6 Explain how hackers attack a network, and what harm can they cause</p> <p>7.7 Explain a firewall, and how it keep computers safe from hackers</p>
8 Wireless data connections used in mobile computing; types of wireless communications and how to set the Settings.	<p>8.1 Identify the various mobile computing devices</p> <p>8.2 Define the advantages and limitations of mobile computing.</p> <p>8.3 Analyse software solutions for providing access to a remote computer.</p> <p>8.4 Explore mobile USB and virtualisation technologies</p> <p>8.5 Explain why wireless networks more vulnerable than wired networks, special precautions required to ensure secure wireless network</p>
9 Information Technology health and safety issues and examples in the workplace.	<p>9.1 Identify cyber-crime motives and profiles</p> <p>9.2 Describe the impacts of an attack</p> <p>9.3 Explain the various types of attacks</p> <p>9.4 Explain the procedures of protecting corporate/network assets</p> <p>9.5 Explain the general rules for communicating effectively and professionally over the internet</p>

Methods of Evaluation: A 2-hour written examination paper with Section A and Section B. Section A has 40 multiple choice questions. Section B has three essay questions, each carrying 20 marks. Candidates are required to answer all questions. Candidates also undertake project/coursework in Introduction to Computers with a weighting of 100%.

Recommended Learning Resources: Introduction to Computers

Text Books 	<ul style="list-style-type: none"> • Introduction to Computers and Information Systems: The Internet Edition. ISBN-10: 0130962538 • Basic for Introductory Computing by Larry E. Long. ISBN-10: 0131706063 • Computers by Larry Long, Nancy Long Larry E. Long ISBN-10: 0130962538
Study Manuals 	BCE produced study packs
CD ROM 	Power-point slides
Software 	None

Appendix 2: BCE Credit Framework (CF)

Computing Programmes – Total Programme Time and Credit Level/Credit Value

1. Information Technology		
Level 3 Certificate in Information Systems (102) 75 Credits		
Units	Total Programme Time (TQT)	Number of Credits
▪ Introduction to Computers	200	20
▪ Business Information Systems	200	20
▪ Business English & Report Writing	200	20
▪ Project (Coursework)	150	15
Level 5 Diploma in Information Technology (103) 127 Credits		
Units	Total Programme Time (TQT)	Number of Credits
▪ Windows Operating System	200	20
▪ PowerPoint	200	20
▪ Word	220	22
▪ Excel	220	22
▪ Access	240	24
▪ Project (Coursework)	190	19
Level 6 Advanced Diploma in Information Technology (104) 131 Credits		
Units	Total Programme Time (TQT)	Number of Credits
▪ Advanced Windows Desktop Operating System	200	20
▪ Email Communication and Internet Technology	240	24
▪ Advanced Word	220	22
▪ Advanced Excel	220	22
▪ Advanced Access	220	22
▪ Project (Coursework)	210	21
2. Computer Science		
Level 4 Certificate in Computer Fundamentals (105) 115 Credits		
Units	Total Programme Time (TQT)	Number of Credits
▪ HTML Internet Technology	200	20
▪ Introduction to Programming	200	20
▪ Computer Fundamentals	200	20
▪ QBasic Programming	200	20
▪ Business Maths	200	20
▪ Project (Coursework)	150	15
Level 5 Diploma in System Design (401) 135 Credits		
Units	Total Programme Time (TQT)	Number of Credits
▪ Business Computer Systems	240	24
▪ System Design	240	24
▪ Network Fundamentals	240	24
▪ Pascal Programming	240	24
▪ Operating System Management	200	20
▪ Project (Coursework)	190	19
Level 6 Advanced Diploma in Computer Science (907) 203 Credits		
Units	Total Programme Time (TQT)	Number of Credits
▪ Computer Systems Architecture	280	28
▪ Database Technology	340	34
▪ Management Science	220	22
▪ Data Communications & Networking	220	22
▪ Software Engineering	240	24
▪ C Programming	220	22
▪ VB .Net Programming	300	30
▪ Project (Coursework)	210	21

3. Networking Basic Networking

Level 4 Certificate in Networking (107) 129 Credits

Units	Total Programme Time (TQT)	Number of Credits
▪ Networking Essentials	260	26
▪ Windows Client Networking	220	22
▪ Windows Server Administration & Implementation	220	22
▪ TCP/IP Network Architecture	220	22
▪ Network Security	220	22
▪ Project (Coursework)	150	15

Level 5 Diploma in PC Engineering & Structured Cabling (108) 114 Credits

Units	Total Programme Time (TQT)	Number of Credits
▪ PC Engineering	190	19
▪ Data Recovery & System Diagnostics	190	19
▪ Structured Cabling	190	19
▪ Wireless Networking	190	19
▪ Computer Security	190	19
▪ Project (Coursework)	190	19

Routing Networking

Level 5 Diploma in IP Routing (111) 133 Credits

Units	Total Programme Time (TQT)	Number of Credits
▪ Technological Elements of Networks	240	24
▪ Internetwork Infrastructure	220	22
▪ IP Routing Technology	240	24
▪ Connecting Routing Devices	200	20
▪ Introduction to Telecommunications	220	22
▪ Project (Coursework)	210	21

Level 6 Advanced Diploma in Routing & Switching (112) 141 Credits

Units	Total Programme Time (TQT)	Number of Credits
▪ Advanced IP Routing	220	22
▪ Switching	220	22
▪ Advanced LAN, WAN & Switching Configuration	320	32
▪ Telephone Signalling System Technologies	220	22
▪ Fibre Optic Technology	220	22
▪ Project (Coursework)	310	31

Unix Networking

Level 4 Certificate in Unix Networking (188) 119 Credits

Units	Total Programme Time (TQT)	Number of Credits
▪ Overview of Operating Systems	200	20
▪ Introduction to SCO Unix	240	24
▪ Introduction to Linux	200	20
▪ Introduction to Solaris	200	20
▪ Introduction to Shell Programming	200	20
▪ Project (Coursework)	150	15

Level 5 Diploma in Unix Networking (189) 149 Credits

Units	Total Programme Time (TQT)	Number of Credits
▪ Unix Performance Management	240	24
▪ SCO Unix Administration	260	26
▪ Linux Administration	260	26
▪ Solaris Administration	260	26
▪ Perl Programming	260	26
▪ Project (Coursework)	210	21

Windows Networking		
Level 5 Diploma in Windows Server Networking (200) 155 Credits		
Units	Total Programme Time (TQT)	Number of Credits
▪ Windows Server Administration	300	30
▪ Windows Server Infrastructure	200	20
▪ Windows Server Active Directory	260	26
▪ Windows SQL Server Database Administration	280	28
▪ Windows Exchange Server	300	30
▪ Project (Coursework)	210	21

4. Web Design		
Level 5 Diploma in eCommerce & Web Design (901) 176 Credits		
Units	Total Programme Time (TQT)	Number of Credits
▪ eBusiness Fundamentals	220	22
▪ HTML Authoring	200	20
▪ XML	240	24
▪ JavaScript	240	24
▪ DreamWeaver	240	24
▪ Flash	220	22
▪ Project (Coursework)	190	19
Level 6 Advanced Diploma in Web Development (902) 153 Credits		
Units	Total Programme Time (TQT)	Number of Credits
▪ Advanced HTML	200	20
▪ Advanced JavaScript	260	26
▪ Web Server Configuration	260	26
▪ ASP .Net	260	26
▪ PHP	240	24
▪ Project (Coursework)	310	31

5. Graphic Design		
Level 5 Diploma in Graphic Design (991) 177 Credits		
Units	Total Programme Time (TQT)	Number of Credits
▪ Introduction to Computer Graphics	260	26
▪ PageMaker/InDesign	260	26
▪ Illustrator	200	20
▪ Photoshop	220	22
▪ CorelDraw	220	22
▪ AutoCAD	300	30
▪ Project (Coursework)	210	21
Level 6 Advanced Diploma in Graphic Design (992) 153 Credits		
Units	Total Programme Time (TQT)	Number of Credits
▪ Advanced Windows Desktop Operating System	200	20
▪ Computer Animation	300	30
▪ Photography & Video Editing	320	32
▪ Adobe Acrobat	200	20
▪ Advanced AutoCAD	300	30
▪ Project (Coursework)	210	21

6. Programming		
Level 5 Diploma in Programming (601) 157 Credits		
Units	Total Programme Time (TQT)	Number of Credits
▪ Programming Principles & Paradigms	280	28
▪ C Programming	220	22
▪ VB .Net	300	30
▪ C++ Programming	220	22
▪ Java Programming	240	24
▪ Project (Coursework)	310	31
Level 6 Advanced Diploma in Programming (602) 163 Credits		
Units	Total Programme Time (TQT)	Number of Credits
▪ Advanced Operating System Principles	300	30
▪ Adv. C Programming	240	24
▪ Adv. VB .Net	260	26
▪ Adv. C++ Programming	260	26
▪ Adv. Java Programming	260	26
▪ Project (Coursework)	310	31
7. Database		
Level 5 Diploma in Database Administration (990) 171 Credits		
Units	Total Programme Time (TQT)	Number of Credits
▪ Oracle SQL	280	28
▪ Oracle PL/SQL	280	28
▪ Oracle Database Administration	280	28
▪ Oracle Solaris Network Administration	280	28
▪ Windows SQL Server Database Administration	280	28
▪ Project (Coursework)	310	31
Level 5 Diploma in Database Developer (997) 191 Credits		
Units	Total Programme Time (TQT)	Number of Credits
▪ Programming the Web using HTML & XML	440	44
▪ Oracle Forms Developer	280	28
▪ Oracle Reports Developer	300	30
▪ Oracle Designer	280	28
▪ Oracle JDeveloper	300	30
▪ Project (Coursework)	310	31

[The number in bracket e.g. (105, 401, 907) is a Programme number for internal purposes as centres sometimes make mistakes hence they have to specify a Programme Title and Programme Code Number.]

Business Programmes – Total Programme Time and Credit Level/Credit Value

1. Accounting

Level 5 Diploma in Accounting & Finance (519) 167 Credits

Units	Total Programme Time (TQT)	Number of Credits
▪ Financial Accounting	200	20
▪ Corporate Finance	240	24
▪ Auditing & Assurance	200	20
▪ Management Accounting	240	24
▪ Taxation	280	28
▪ Forensic Accounting	200	20
▪ Project (Coursework)	310	31

Level 6 Advanced Diploma in Corporate Financial Reporting (520) 159 Credits

Units	Total Programme Time (TQT)	Number of Credits
▪ Advanced Financial Reporting	300	30
▪ Advanced Management Accounting	300	30
▪ Quantitative Methods for Business	220	22
▪ Financial Accounting Theory	220	22
▪ Project Risk Management	240	24
▪ Project (Coursework)	310	31

Level 5 Diploma in Computerised Accounting (333) 151 Credits

Units	Total Programme Time (TQT)	Number of Credits
▪ Windows Operating System	200	20
• Accounting for Computerised Accounting	200	20
▪ Accounting Information System	200	20
▪ Excel Accounting	240	24
▪ Quickbooks Accounting	240	24
▪ Sage/Pastel/Tally/Myob Accounting †	240	24
▪ Project (Coursework)	190	19

† Sage/Pastel/Tally/Myob **Computerised Accounting Packages**; choose only one package from the list.

2. Business Administration

Level 4 Certificate in Business Studies & Internet Technology (301) 115 Credits

Units	Total Programme Time (TQT)	Number of Credits
▪ HTML Internet Technology	200	20
▪ Accounting Principles	200	20
▪ Business Communication	200	20
▪ Business Organisation	200	20
▪ Business Maths	200	20
▪ Project (Coursework)	150	15

Level 5 Diploma in Business Administration & Computer Systems (501) 145 Credits

Units	Total Programme Time (TQT)	Number of Credits
▪ Business Computer Systems	240	24
▪ Accounting	200	20
▪ Business Administration	300	30
▪ Economics	300	30
▪ Business Ethics	220	22
▪ Project (Coursework)	190	19

Level 6 Advanced Diploma in Business Administration & Database Technology (900) 161 Credits

Units	Total Programme Time (TQT)	Number of Credits
▪ Management Information Systems & SQL	500	50
▪ Human Resource Management	200	20
▪ Marketing Management	260	26
▪ Management Accounting	240	24
▪ Financial Management	200	20
▪ Project Coursework	210	21

3. Project Management

Level 5 Diploma in Project Management (888) 145 Credits

Units	Total Programme Time (TQT)	Number of Credits
▪ Project Management Skills	260	26
▪ Project Management Information Systems	240	24
▪ Business Analysis	220	22
▪ Project Quality Management	280	28
▪ Project Risk Management	240	24
▪ Project (Coursework)	210	21

4. Business Economics

Level 5 Diploma in Business Economics (870) 139 Credits

Units	Total Programme Time (TQT)	Number of Credits
▪ Business Finance	200	20
▪ Managerial Economics	300	30
▪ International Trade & Policy	200	20
▪ Economics	300	30
▪ Real Estate Management	200	20
▪ Project (Coursework)	190	19

5. Management

Level 5 Diploma in Management (890) 139 Credits

Units	Total Programme Time (TQT)	Number of Credits
▪ Operations Management	300	30
▪ Business Strategy	200	20
▪ Organisational Management	300	30
▪ International Business Management	200	20
▪ Business Law	200	20
▪ Project (Coursework)	190	19

Level 6 Advanced Diploma in Management (631) 149 Credits

Units	Total Programme Time (TQT)	Number of Credits
▪ Project Management Skills	260	26
▪ Entrepreneurship	320	32
▪ Strategic Management	240	24
▪ Business Statistics	260	26
▪ International Politics	200	20
▪ Project (Coursework)	210	21

6. Human Resource

Level 5 Diploma in Human Resources Management (630) 135 Credits

Units	Total Programme Time (TQT)	Number of Credits
▪ Human Resource Management	200	20
▪ Organisational Behaviour	280	28
▪ Managing the Labour Market	240	24
▪ Labour Law	240	24
▪ Training & Development	200	20
▪ Project (Coursework)	190	19

Level 6 Advanced Diploma in Human Resources Management (631) 145 Credits

Units	Total Programme Time (TQT)	Number of Credits
▪ Project Management Skills	260	26
▪ Organisational Development	200	20
▪ Industrial Organisation	260	26
▪ Business Research Methods	320	32
▪ Ethics in Management	200	20
▪ Project (Coursework)	210	21

7. Marketing		
Level 5 Diploma in Marketing (880) 141 Credits		
Units	Total Programme Time (TQT)	Number of Credits
▪ Services Marketing & Management	260	26
▪ Sales Management	260	26
▪ Purchasing & Supply Management	240	24
▪ Marketing Management	260	26
▪ Retail Management	200	20
▪ Project (Coursework)	190	19
Level 6 Advanced Diploma in Marketing (881) 145 Credits		
Units	Total Programme Time (TQT)	Number of Credits
▪ Consumer Behaviour	220	22
▪ International Marketing	320	32
▪ Strategic Marketing	200	20
▪ Marketing Research	220	22
▪ Advertising Management	280	28
▪ Project (Coursework)	210	21

8. Finance		
Level 5 Diploma in Finance (530) 147 Credits		
Units	Total Programme Time (TQT)	Number of Credits
▪ Public Finance	220	22
▪ Financial Markets & Investments	220	22
▪ Financial & Managerial Accounting	300	30
▪ Financial Management	200	20
▪ Corporate Governance	340	34
▪ Project (Coursework)	190	19
Level 6 Advanced Diploma in Finance (531) 151 Credits		
Units	Total Programme Time (TQT)	Number of Credits
▪ Corporate Financial Management	320	32
▪ Financial Risk Management	200	20
▪ Quantitative Methods for Business	220	22
▪ Finance Theory	300	30
▪ Economics of Social Issues	260	26
▪ Project (Coursework)	210	21

9. Administrative		
Level 5 Diploma in Administrative Assistant (677) 139 Credits		
Units	Total Programme Time (TQT)	Number of Credits
▪ Help Desk & Problem Solving Skills	220	22
▪ Accounting	200	20
▪ Business Management	300	30
▪ Business Legal & Regulatory Environment	240	24
▪ Personal Finance	240	24
▪ Project (Coursework)	190	19
Level 5 Diploma in Secretarial Studies (777) 145 Credits		
Units	Total Programme Time (TQT)	Number of Credits
▪ Computer Keyboard, Typing & Word Processing Skills	360	36
▪ Accounting	200	20
▪ Business Office Skills	280	28
▪ Business Legal Documents	220	22
▪ Managerial Communication & Interpersonal Skills	200	20
▪ Project (Coursework)	190	19

[The number in bracket e.g. (301, 501, 900) is a Programme number for internal purposes as centres sometimes make mistakes hence they have to specify a Programme Title and Programme Code Number.]

Hospitality Programmes - Guided Learning Hours and Credit Level/Credit Value

10. Hospitality

Level 5 Diploma in Hotel Management (610) 143 Credits

Units	Total Programme Time (TQT)	Number of Credits
▪ Front Office Management	220	22
▪ Food & Beverage Management	300	30
▪ Hospitality Management	240	24
▪ Hospitality Managerial Accounting	240	24
▪ Hospitality Strategic Management	240	24
▪ Project (Coursework)	190	19

Level 5 Diploma in Travel & Tourism Management (620) 131 Credits

Units	Total Programme Time (TQT)	Number of Credits
▪ Tourism Management	220	22
▪ Travel & Tourism Marketing	220	22
▪ Tourism Law	240	24
▪ World Geography	220	22
▪ GDS Fares and Ticketing	220	22
▪ Project (Coursework)	190	19

[The number in bracket e.g. (610, 620) is a Programme number for internal purposes as centres sometimes make mistakes hence they have to specify a Programme Title and Programme Code Number.]

Glossary

Term	Description
Accreditation Handbook	A document that sets out the awarding body's procedures for managing quality and standards
Assessment	A means by which we test candidates' achievement. This can be written exams or project/coursework
Code of Practice	The code of practice for the assurance of exam quality and standards. Documents which specify good practice and precepts for guidance. Set of guidelines and/or regulations controlling the procedures of assessment.
Programme	A programme of study
Programme approval	A proposed Programme is considered for approval to run
Regulatory Body	Regulatory agency; ensures the quality of Programmes, standards of awards
Approval	The official endorsement of the procedures and/or standards of an institution by the relevant authority
Appeal	A challenge by a candidate/centre to a decision by the awarding body
Assessment	General term used for the measurement result of a written paper, coursework or examination
Centre	A place/college which runs BCE Programmes
Centralised marking	Administrative arrangement where all answer scripts are brought to a central location for marking
Certification	Use of examination results to provide individuals with documentary evidence of achievement (i.e. a certificate or diploma)
Candidates	Individuals who sit BCE examinations
Curriculum	Detailed listing of Programme outline
Double marking	Procedure in which answer scripts are independently marked by two examiners.
Evaluation	Assessment for the purpose of making a judgement
Examination centre	Place officially recognised for the conduct of examinations.
Impersonation	Form of malpractice where someone takes an examination in place of the registered learner
Invigilator	Person who supervises and is responsible for the conduct of an examination
Leakage	Unauthorised release of examination material prior to the official release date
Malpractice	Any deliberate act of wrongdoing, contrary to the rules of the examination.
Examiner	One who marks candidate examinations
Marking scheme	Instructions as to how marks to be allocated to marked papers
Moderation	General term used by examining authorities for the process of checking quality.
Resit	Attempting failed units