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### **Assessment Policy**

<b>Policy No.:</b>	P001a
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<b>Status:</b>	Approved
<b>Responsibility for policy:</b>	Programme Development Manager
<b>Responsibility for implementation:</b>	Assessment Panel

## **BCE Assessment Policy**

### **1.1 Assessment Mechanism**

BCE's assessment policy is a statement within which the awarding body operates its assessment/examination. The assessment of standards of performance lay at the heart of the experience of candidates and the expectations of the stakeholders of the awarding body. It is integral to the Registered Centres' Teaching and Learning Strategy and the responsibilities of the awarding body to its candidates, authorities and prospective employers. The internal and external trust and confidence in the integrity of the assessment of standards and procedures of the awarding body are central to the claims which we make about our awards and qualifications.

The purpose is to enable the awarding body [BCE] to operate assessment for programmes, within a consistent set of principles and guidance notes.

The Ofqual Code of Practice, identifies: quality, consistency, accuracy and fairness in the assessment and awarding of qualifications. The Awarding body's policy on marking and moderation is 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 they have been developed in accordance with local requirements to reflect the nature of the examination. The 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 candidates at the border, pass/fail line.

**Double marking** take place for assessment components where the examination officer deems it to be necessary. In most cases, second marking and/or moderation are considered to be sufficient processes to ensure the consistency and equity of marking.

**Second marking** of assessment components when the moderation process reveals a concern about the consistency of marking that or where there is a specific requirement for second marking to take place.

**Moderation** is a process where a subsequent and separate marker reviews a sample of marked assessment. Review considers the quality and accuracy of marking and may lead to changes to marks and feedback. In moderation, however, the overriding principle is to ensure the accuracy and consistency of the marker. Structured samples are often used as the basis for moderation. Moderation differs from second marking because it is not a marking activity but a review process.

In the event of a disagreement between markers, a process of discussion should be used in the first instance with a view to agreeing a mark. Where this is not successful, the matter is referred to the head of the assessment panel for consideration and resolution. An External Examiner may be consulted. Ultimately, the decision of the assessment panel is final in agreeing the marks.

We recommend **statistical analysis** for the use by the Registered Centres, so that they can compare the final candidate's examination results to the final progress reports.

### **1.2 Assessment Panel**

The Assessment Panel is responsible for overseeing the marking of examinations. The purposes of an Assessment panel:

- i. To agree the marks obtained by each candidate
- ii. To consider recommendations from centres extenuating circumstances and academic misconduct during examinations
- iii. To make recommendations to Programme Development & Services on the award of Certificates, Diplomas and Advanced Diplomas as appropriate.
- iv. To consider examiner comments
- v. To report to the CEO any recommendations concerning the content, operation and assessment of the examinations

### 1.3 **Duties of Examiners**

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

### 1.4 **Marking Framework**

The marking framework is a set of specifications of valuing, measuring, describing and comparing learning achievements within the awarding body's programmes. The framework is concerned with the demonstration of learning achieved, how much learning and at what level, and is designed to include learning from a wide range of centres, both national and international.

The purpose of the marking framework is to use a "common language" of credit to describe learning achievements.

#### 1.4.1 **Assessment guidelines for written exam**

Each essay question carries 20 marks. Marks are awarded for:

3	core knowledge
5	detailed answers (short answers not acceptable)
3	ability to argue/interpret
4	use of diagrams
3	calculations
<u>2</u>	presentation, fluent English, spelling and grammar, syntax and structure
20	

#### 1.4.2 **Project/Coursework assessment guidelines**

The assessment guideline is used to ensure consistency.

20%	answering the question in detail/focusing on the question
20%	accuracy of references, contextualisation of source material and evidence.
50%	content, breadth and depth of research. This is broken down as follows: <ul style="list-style-type: none"><li>▪ abstract, introduction and acknowledgement 5%</li><li>▪ relevance 10%</li><li>▪ arguments/facts put across 15%</li><li>▪ detailed analysis 15%</li><li>▪ conclusion, bibliography, references 5%</li></ul>
<u>10%</u>	presentation, fluent English, spelling, grammar, syntax and structure
<u>100%</u>	

## Computer Coursework Assessment Report

<b>1. Title, Abstract, Table of Contents, Introduction</b>							<input type="checkbox"/>
vague	1	uninformative	2	inaccurate	3		<input type="checkbox"/>
succinct	4	informative	5	accurate	6		
<b>2. Program description</b>							<input type="checkbox"/>
incomplete	1	inaccurate	2	no critical thought	3		<input type="checkbox"/>
comprehensive	4	authoritative	5	insightful	6		
<b>3. Analysis, investigation and requirements</b>							<input type="checkbox"/>
no argument	1	no foundation	2	careless, shallow	3		<input type="checkbox"/>
well argued	4	sound in principle	5	meticulous	6		
<b>4. Actual Coding</b>							<input type="checkbox"/>
ill-defined	1	incomplete	2	poor solution	3		<input type="checkbox"/>
well specified	4	well-executed	5	perfect program	6		
<b>5. Program Testing</b>							<input type="checkbox"/>
no proper criteria	1	entirely subjective	2	biased assessment	3		<input type="checkbox"/>
appropriate criteria	4	objective tests	5	balanced assessment	6		
<b>6. Conclusion</b>							<input type="checkbox"/>
vague	1	unsubstantiated	2	narrow view	3		<input type="checkbox"/>
clearly identified	4	justified	5	broad scope	6		
<b>7. Quality of presentation</b>							<input type="checkbox"/>
draft standard	1	lots of errors	2	difficult to read	3		<input type="checkbox"/>
good quality	4	tidy, no errors	5	well written	6		

## Other Coursework Assessment Report

<b>1. Title, Abstract, Table of Contents, Introduction</b>						<input type="checkbox"/>
vague	1	uninformative	2	inaccurate	3	
succinct	4	informative	5	accurate	6	
<b>2. Review, Referencing and other resources</b>						<input type="checkbox"/>
incomplete	1	inaccurate	2	no critical thought	3	
comprehensive	4	authoritative	5	insightful	6	
<b>3. Problem analysis</b>						<input type="checkbox"/>
no argument	1	no foundation	2	careless, shallow	3	
well argued	4	sound in principle	5	meticulous	6	
<b>4. Research and methods</b>						<input type="checkbox"/>
ill-defined	1	incomplete	2	poor solution	3	
well specified	4	well-executed	5	perfect program	6	
<b>5. Results and evaluation</b>						<input type="checkbox"/>
no proper criteria	1	entirely subjective	2	biased assessment	3	
appropriate criteria	4	objective tests	5	balanced assessment	6	
<b>6. Conclusion</b>						<input type="checkbox"/>
vague	1	unsubstantiated	2	narrow view	3	
clearly identified	4	justified	5	broad scope	6	
<b>7. Quality of presentation</b>						<input type="checkbox"/>
draft standard	1	lots of errors	2	difficult to read	3	
good quality	4	tidy, no errors	5	well written	6	

### 1.4.3 **Grade Criteria**

BCE total marking scale per subject is as follows:

<b>Grade</b>	<b>Mark</b>
Distinction	$\geq 80$
Credit	$\geq 65$
Pass	$\geq 50$
Fail	$< 50$

We have provided the following indicators for the respective grades:

#### *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.

#### *Credit*

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 essay 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 essay relevant to question posed.
- very poor style, on occasion verging on incomprehensible - often includes problems with spelling, grammar.
- no attempt to answer the question

### 1.4.4 **Can the Examiner Raise marks**

This is left to the discretion of the examiner. However, 69% is not the same as 70%, hence, we recommend examiners to exercise caution.

#### 1.4.5 Exam Marking Process

Once all examinations have been received from the different exam centres, the following procedures are followed:

- i) A head count of each exam set
- ii) Check if names of candidates on list correspond to the actual names on exam papers
- iii) Identify candidates who did not sit the exams
- iv) Recruited examiners are briefed of their duties and sign confidentiality agreements
- v) Marking of examinations take about 3-8 weeks. Mostly, marking is done in 30 days.

A list of about 20 to 30 (depending with the total number of exams to mark) people are given examination questions and a time is agreed to go through the papers. The final list is chosen on how much research they have done and their participation in answering questions.

Instead of relying on answers given by those who set the examinations, we believe that brain storming the actual exam make those who mark more involved – hence will be able to follow candidates’ answers and be more partial when marking.

Each examiner marks a particular exam question. For example, there will be 5 examiners marking the Financial Accounting – each marking one question from a set of five.

Examiners should consult the Chief-examiner where they are not sure. All examiners use BCE agreed marking guidelines.

The Chief-examiner make random checks on marked papers – asking examiners how they reach at different marking conclusions.

Each examiner make notes on major points they identify. The Chief-examiner produces the final exam report. This report is reviewed by the Programme Development & Services depart.

#### 1.5 Award Regulations

To qualify for a Certificate, Diploma or Advanced Diploma, candidates must have passed all the subjects.

The overall aggregate mark for each subject is calculated using the overall percentage marks achieved in each paper. Exempted subjects will be excluded from the weighting. However, the Certificate will show the exempted subjects but the result slip will state “exempted” or “N/A”. The coursework/project is regarded as a subject, hence, if candidates fail the coursework, they can not get the award, however, they can resit failed papers.

#### 1.6 BCE Good Practice Policy

The BCE’s vision is “to be the best in all that we do – bringing together examination rigour with the world of practitioners, preparing our candidates to be successful, demonstrating excellence and serving BCE as the awarding body for “academics and professionals”.

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:

- a. Effective practice that goes beyond basic policy or regulation
- b. Innovation that enhances the learning and experience for learners
- c. 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. **Annual Programme Evaluation**  
This is an important process in being able to record innovations and developments within the discipline.
- ii. **Examiners' Reports**  
Examiners' reports are particularly useful mechanisms for identifying examples of good practice since the appointee is normally benchmarking the programme(s) against comparable provisions within the professional qualifications sector.
- iii. **Periodic Programme Review**  
In a periodic programme review, the programme team is responsible for compiling a self-evaluation document which should include potential areas of good practice.
- iv. **Registered Centre Reports**  
Registered centres are responsible for introducing our programmes to the world, hence, their views are vital.

### 1.7 **Similar/Identical Subjects**

Centres should be aware of the following conflicting subjects. Learners in these courses can be joined [during learning times] as the subjects are similar/identical. The examination papers/questions are identical.

#### 1.7.1 *Computing*

	<i>Subject(s)</i>	<i>Courses/Programmes</i>
<b>1.</b>	<ul style="list-style-type: none"> <li>• Windows Operating Systems</li> <li>• Excel</li> </ul>	Diploma in Information Technology (102) Diploma in Computerised Accounting (333)
<b>2.</b>	<ul style="list-style-type: none"> <li>• Business Computer Systems</li> </ul>	Diploma in System Design (401) Diploma in Business Administration (501)
<b>3.</b>	<ul style="list-style-type: none"> <li>• HTML</li> </ul>	Certificate in Business Studies & Internet Technology (301) Certificate in Computer Fundamentals (105) Diploma in eCommerce & Web Design (901)
<b>4.</b>	<ul style="list-style-type: none"> <li>• C Programming</li> <li>• VB.Net Programming</li> </ul>	Advanced Diploma in Computer Science (907) Diploma in Programming (601)
<b>5.</b>	<ul style="list-style-type: none"> <li>• Oracle SQL</li> </ul>	Diploma in Database Administration Advanced Diploma in Computer Science (990) Advanced Diploma in Business Administration (900)
<b>6.</b>	<ul style="list-style-type: none"> <li>• Networking Fundamentals</li> </ul>	Certificate in Networking (107) Diploma in System Design (401)
<b>7.</b>	<ul style="list-style-type: none"> <li>• Advanced Windows Desktop Operating System</li> </ul>	Advanced Diploma in Information Technology (104) Advanced Windows Desktop Operating System (992)
<b>8.</b>	<ul style="list-style-type: none"> <li>• Windows SQL Server Database Administration</li> </ul>	Diploma in Windows Server Networking (200) Diploma in Database Developer (997)
<b>9.</b>	<ul style="list-style-type: none"> <li>• Java Programming</li> </ul>	Diploma in Programming (601) Diploma in Database Developer (997)



### 1.7.2 *Business*

	<i>Subject(s)</i>	<i>Courses/Programmes</i>
<b>1.</b>	<ul style="list-style-type: none"> <li>Accounting</li> </ul>	Diploma in Business Administration (501) Diploma in Administrative Assistant (677) Diploma in Secretarial Studies (777)
<b>2.</b>	<ul style="list-style-type: none"> <li>Business Administration</li> <li>Organisational Management</li> <li>Business Management</li> </ul>	Diploma in Business Administration (501) Diploma in Management (890) Diploma in Administrative Assistant (677)
<b>3.</b>	<ul style="list-style-type: none"> <li>Project Management Skills</li> </ul>	Diploma in Project Management (888) Advanced Diploma in Human Resource Management (631) Advanced Diploma in Management (891)
<b>4.</b>	<ul style="list-style-type: none"> <li>Business Ethics</li> <li>Ethics in Management</li> </ul>	Diploma in System Design (401) / Diploma in Business Administration (501) Advanced Diploma in Human Resources Mgt (631)
<b>5.</b>	<ul style="list-style-type: none"> <li>Project Risk Management</li> </ul>	Diploma in Project Management (888) Advanced Diploma in Corporate Financial Reporting (520)
<b>6.</b>	<ul style="list-style-type: none"> <li>Economics</li> </ul>	Diploma in Business Administration (501) Diploma in Business Economics (870)
<b>7.</b>	<ul style="list-style-type: none"> <li>Management Accounting</li> </ul>	Diploma in Accounting & Finance (519) Advanced Diploma in Business Administration (900)
<b>8.</b>	<ul style="list-style-type: none"> <li>Financial Management</li> </ul>	Diploma in Finance (530) Advanced Diploma in Business Administration (900)
<b>9.</b>	<ul style="list-style-type: none"> <li>Quantitative Methods for Business</li> </ul>	Advanced Diploma in Corporate Financial Reporting (520) Advanced Diploma in Finance (531)
<b>10.</b>	<ul style="list-style-type: none"> <li>Marketing Management</li> </ul>	Diploma in Marketing (880) Advanced Diploma in Business Administration (900)
<b>11.</b>	<ul style="list-style-type: none"> <li>Human Resource Management</li> </ul>	Diploma in Human Resource Management (630) Advanced Diploma in Business Administration (900)
<b>12.</b>	<ul style="list-style-type: none"> <li>Business Maths</li> </ul>	Certificate in Computer Fundamentals (1050) Certificate in Business Studies (301)
<b>13.</b>	<ul style="list-style-type: none"> <li>Business Research Methods</li> <li>Business Statistics</li> </ul>	Advanced Diploma in Human Resource Management (631) Advanced Diploma in Management (890)

### 1.8 **Setting Examination Questions**

Examination questions are short but many e.g. one question can have 10 parts [(i) to (x)]. However, to pass the exam, candidates are required to give detailed and meaningful answers. As it is difficult for candidates score 20 marks from one question, BCE decided on short questions worth 1, 2, 3, 4 or 5 marks etc. each, to give candidates chances of better scoring.

The Programme Development & Services compiles the exam questions. Sample copies are distributed between Quality Assurance and then meet to discuss errors and type of questions among other things. The Programme Development & Services chairs the meeting.

The examination questions will then be printed and sent to different centres.

Exams are distributed two weeks before the exam date, using air freight or recorded postal services. BCE policy does not allow exam papers to be at centres for more than five days before the exam date to minimise examination malpractice.

#### 1.8.1 **BCE Reference Manuals Used in Setting Examinations**

Examination questions are set using course student manuals. However, to pass the examination, learners should also read recommended cross reference manuals as advised below.

Learners should research from these recommended reading materials to gain more knowledge and understanding.

1.8.1.1 **Cross-Reference Manuals for Business Programmes**

1. **Diploma in Accounting & Finance (519)**

<b>Financial Accounting</b>	<b>Corporate Finance</b>	<b>Auditing &amp; Assurance</b>	<b>Taxation</b>	<b>Management Accounting</b>
<ul style="list-style-type: none"> <li>Advanced Financial Reporting</li> <li>Financial Accounting Theory</li> <li>Accounting</li> <li>Business Ethics</li> <li>Ethics in Management</li> <li>Corporate Governance</li> <li>Business Law</li> </ul>	<ul style="list-style-type: none"> <li>Financial Management</li> <li>Economics</li> <li>International Trade</li> <li>Managerial Economics</li> <li>International Business Mgt</li> <li>International Politics</li> <li>Public Finance</li> <li>Financial Markets &amp; Investments</li> <li>Behavioural Corporate Finance</li> <li>Finance Theory</li> </ul>	<ul style="list-style-type: none"> <li>Accounting Information System</li> <li>Project Risk Management</li> <li>Project Quality Management</li> <li>Organisational Behaviour</li> <li>Operations Management</li> <li>Organisational Management</li> <li>Retail Management</li> <li>Financial Risk Management</li> <li>Business Computer Systems</li> <li>Business Legal &amp; Regulatory Environment</li> <li>Financial Accounting Theory</li> </ul>	<ul style="list-style-type: none"> <li>Public Finance</li> <li>Economics of Social Issues</li> <li>Labour Law</li> <li>Economics</li> <li>Managing the Labour Market</li> </ul>	<ul style="list-style-type: none"> <li>Project Management Skills</li> <li>Advanced Management Accounting</li> <li>Industrial Organisation</li> <li>Quantitative Methods for Business</li> </ul>

2. **Advanced Diploma in Corporate Accounting & Reporting (520)**

<b>Advanced Financial Reporting</b>	<b>Advanced Management Accounting</b>	<b>Quantitative Methods for Business</b>	<b>Financial Accounting Theory</b>	<b>Project Risk Management</b>
<ul style="list-style-type: none"> <li>Financial Accounting</li> <li>Corporate Governance</li> <li>Business Ethics</li> <li>Financial Management</li> </ul>	<ul style="list-style-type: none"> <li>Operations Management</li> <li>Project Management Skills</li> <li>Advanced Management Accounting</li> <li>Industrial Organisation</li> <li>Quantitative Methods for Business</li> </ul>	<ul style="list-style-type: none"> <li>Management Science</li> <li>Operations Management</li> <li>Business Statistics</li> <li>Project Management Skills</li> </ul>	<ul style="list-style-type: none"> <li>Business Research Methods</li> <li>Organisational Development</li> <li>Entrepreneurship</li> <li>Behavioural Corporate Finance</li> </ul>	<ul style="list-style-type: none"> <li>Project Management Skills</li> <li>Project Management Information Systems</li> <li>Project Quality Management</li> <li>Strategic Management</li> <li>Organisational Development</li> </ul>

3. **Diploma in Computerised Accounting (333)**

<b>Windows Operating System</b>	<b>Accounting Information System</b>	<b>Excel Accounting</b>	<b>Quickbooks Accounting</b>	<b>Sage Accounting</b>
<ul style="list-style-type: none"> <li>Introduction to Computers</li> <li>Business Information Systems</li> </ul>	<ul style="list-style-type: none"> <li>Management Information Systems</li> <li>Business Information Systems</li> <li>Business Computer Systems</li> <li>eBusiness Fundamentals</li> </ul>	<ul style="list-style-type: none"> <li>Business Maths [Learners should do a lot of practice in Excel and Mathematical formulas]</li> </ul>	<ul style="list-style-type: none"> <li>Accounting [Learners should do a lot of practice in Quickbooks and Accounting formulas]</li> </ul>	<ul style="list-style-type: none"> <li>Accounting [Learners should do a lot of practice in Sage and Accounting formulas]</li> </ul>

4. **Certificate in Business Studies & Internet Technology (301)**

<b>HTML Internet Technology</b>	<b>Accounting Principles</b>	<b>Business Communication</b>	<b>Business Organisation</b>	<b>Business Maths</b>
[Learners should do a lot of computer practice designing HTML programs ]	<ul style="list-style-type: none"> <li>Accounting Information Systems</li> <li>Review Business</li> </ul>	<ul style="list-style-type: none"> <li>Business English &amp; Reporting Writing</li> <li>Business &amp;</li> </ul>	<ul style="list-style-type: none"> <li>Business Administration</li> <li>Organisational Management</li> </ul>	[Learners should do a lot of practice answering end of chapter exercises]

	Maths end of chapter exercises	Customer Services	<ul style="list-style-type: none"> <li>• Business Legal Documents</li> <li>• Business Office Skills</li> </ul>	
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#### 5. **Diploma in Business Administration & Computer Systems (501)**

<b>Business Computer Systems</b>	<b>Accounting</b>	<b>Business Administration</b>	<b>Economics</b>	<b>Business Ethics</b>
<ul style="list-style-type: none"> <li>• eBusiness Fundamentals</li> <li>• Introduction to Computers</li> <li>• Business Information Systems</li> <li>• Management Information Systems</li> <li>• Accounting Information Systems</li> <li>• Computer Fundamentals</li> </ul>	<ul style="list-style-type: none"> <li>• Accounting Principles</li> <li>• Financial Accounting</li> <li>• Auditing &amp; Assurance</li> <li>• Financial Accounting Theory</li> <li>• Advanced Financial Reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Organisational Management</li> <li>• International Business Management</li> <li>• Business Strategy</li> <li>• Human Resource Management</li> <li>• Organisational Development</li> <li>• Marketing Management</li> <li>• Entrepreneurship</li> <li>• Business Office Skills</li> <li>• Business Legal Documents</li> </ul>	<ul style="list-style-type: none"> <li>• International Trade &amp; Policy</li> <li>• Managerial Economics</li> <li>• Economics for Social Issues</li> <li>• Public Finance</li> <li>• Industrial Organisation</li> <li>• Managing the Labour Market</li> <li>• International Politics</li> </ul>	<ul style="list-style-type: none"> <li>• Business Law</li> <li>• Corporate Governance</li> <li>• Business Legal &amp; Regulatory Environment</li> <li>• Ethics in Management</li> </ul>

#### 6. **Advanced Diploma in Business Administration & Database Technology (900)**

<b>Management Information Systems / SQL</b>	<b>Human Resource Management</b>	<b>Marketing Management</b>	<b>Management Accounting</b>	<b>Financial Management</b>
<ul style="list-style-type: none"> <li>• Introduction to Computers</li> <li>• eBusiness Fundamentals</li> <li>• Business Information Systems</li> <li>• Small Business Systems</li> <li>• Accounting Information Systems</li> <li>• Computer Fundamentals</li> </ul> <b>SQL</b> <ul style="list-style-type: none"> <li>• Access</li> <li>• Windows SQL</li> <li>• Windows SQL Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Business Administration</li> <li>• Organisational Management</li> <li>• Business Ethics</li> <li>• International Business Management</li> <li>• Strategic Management</li> <li>• Business Legal Documents</li> <li>• Industrial Development</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic Management</li> <li>• International Business Management</li> <li>• International Trade</li> <li>• International Politics</li> <li>• Organisational Management</li> <li>• Operations Management</li> </ul>	<ul style="list-style-type: none"> <li>• Operations Management</li> <li>• Project Management Skills</li> <li>• Advanced Management Accounting</li> <li>• Industrial Organisation</li> <li>• Quantitative Methods for Business</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Accounting</li> <li>• Business / Corporate Finance</li> <li>• Public Finance</li> <li>• Financial Risk Management</li> <li>• Behavioural Corporate Finance</li> <li>• Financial Markets &amp; Investments</li> <li>• Finance Theory</li> <li>• Industrial Organisation</li> <li>• International Trade</li> </ul>

#### 7. **Diploma in Project Management (888)**

<b>Project Management Skills</b>	<b>Project Management Information Systems</b>	<b>Business Analysis</b>	<b>Project Quality Management</b>	<b>Project Risk Management</b>
<ul style="list-style-type: none"> <li>• Operations Management</li> <li>• Quantitative Methods for Business</li> <li>• Management Science</li> <li>• International Business Management</li> <li>• Business Strategy</li> <li>• Business Statistics</li> <li>• Business Research Methods</li> <li>• Human Resource Management</li> <li>• Organisational</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Computers</li> <li>• eBusiness Fundamentals</li> <li>• Business Information Systems</li> <li>• Computer Fundamentals</li> <li>• Business Computer Systems</li> <li>• System Design</li> <li>• Networking Essentials</li> <li>• Network Security</li> <li>• Management</li> </ul>	<ul style="list-style-type: none"> <li>• Excel</li> <li>• Strategic Management</li> <li>• Business Research Mgt</li> <li>• Ethids in Mgt</li> <li>• Financial &amp; Managerial Accounting</li> </ul>	<ul style="list-style-type: none"> <li>• Operations Management</li> <li>• Strategic Management</li> <li>• Business Strategy</li> <li>• Business Ethics</li> <li>• Business Legal &amp; Regulatory Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Organisational Development</li> <li>• Organisation Behaviour</li> <li>• Tourism Law</li> <li>• Behavioural Corporate Finance</li> <li>• Economics of Social Issues</li> </ul>

<ul style="list-style-type: none"> <li>• Development</li> <li>• Corporate Governance</li> <li>• Business Ethics</li> <li>• Entrepreneurship</li> <li>• International Politics</li> <li>• Training &amp; Development</li> <li>• Business &amp; Customer Services</li> <li>• Retail Management</li> </ul>	<ul style="list-style-type: none"> <li>• Information Systems</li> <li>• Computer Systems Architecture</li> <li>• Software Engineering</li> </ul>			
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8. **Diploma in Business Economics (630)**

<b>International Trade &amp; Policy</b>	<b>Business Finance</b>	<b>Managerial Economics</b>	<b>Economics</b>	<b>Real Estate Management</b>
<ul style="list-style-type: none"> <li>• International Politics</li> <li>• Entrepreneurship</li> <li>• International Business Management</li> <li>• International Marketing</li> <li>• Travel &amp; Tourism Marketing</li> <li>• Tourism Law</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Management</li> <li>• International Trade</li> <li>• International Business Management</li> <li>• International Politics</li> <li>• Public Finance</li> <li>• Financial Markets &amp; Investments</li> <li>• Behavioural Corporate Finance</li> </ul>	<ul style="list-style-type: none"> <li>• Industrial Organisation</li> <li>• Strategic Management</li> <li>• Quantitative Methods for Business</li> <li>• Economics for Social Issues</li> <li>• Management Science</li> </ul>	<ul style="list-style-type: none"> <li>• International Trade &amp; Policy</li> <li>• Managerial Economics</li> <li>• Economics for Social Issues</li> <li>• Public Finance</li> <li>• Industrial Organisation</li> <li>• Managing the Labour Market</li> <li>• Personal Finance</li> </ul>	<ul style="list-style-type: none"> <li>• Business Law</li> <li>• Services Marketing &amp; Mgt</li> <li>• Personal Finance</li> <li>• Business Legal &amp; Regulatory Env.</li> </ul>

9. **Diploma in Management (890)**

<b>Operations Management</b>	<b>Business Law</b>	<b>Organisational Management</b>	<b>International Business Management</b>	<b>Business Strategy</b>
<ul style="list-style-type: none"> <li>• Project Management Skills</li> <li>• Management Science</li> <li>• Quantitative Methods for Business</li> <li>• Research Methods in Business</li> <li>• Business Statistics</li> <li>• Distribution Management</li> <li>• Retail Management</li> </ul>	<ul style="list-style-type: none"> <li>• Business Ethics</li> <li>• Business Legal &amp; Regulatory Environment</li> <li>• Business Legal Documents</li> <li>• Corporate Governance</li> <li>• Economics of Social Issues</li> </ul>	<ul style="list-style-type: none"> <li>• Business Administration</li> <li>• International Business Management</li> <li>• Business Strategy</li> <li>• Human Resource Management</li> <li>• Organisational Development</li> <li>• Marketing Management</li> <li>• Entrepreneurship</li> <li>• Business Office Skills</li> </ul>	<ul style="list-style-type: none"> <li>• International Politics</li> <li>• Entrepreneurship</li> <li>• International Trade &amp; Policy</li> <li>• International Marketing</li> <li>• Travel &amp; Tourism Marketing</li> <li>• Tourism Law</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic Management</li> <li>• Entrepreneurship</li> <li>• Strategic Marketing</li> <li>• Human Resources Management</li> </ul>

10. **Advanced Diploma in Management (891)**

<b>Project Management Skills</b>	<b>Business Statistics</b>	<b>Strategic Management</b>	<b>Entrepreneurship</b>	<b>International Politics</b>
[see Diploma in Project Management]	<ul style="list-style-type: none"> <li>• Business Maths</li> <li>• Business Research Methods</li> <li>• Quantitative Methods for Business</li> <li>• Marketing Research</li> </ul>	<ul style="list-style-type: none"> <li>• Business Strategy</li> <li>• Corporate Governance</li> <li>• Hospitality /Strategic Management</li> </ul>	<ul style="list-style-type: none"> <li>• Human Resources Management</li> <li>• Business Ethics</li> <li>• Business Legal &amp; Regulatory Environment</li> <li>• Business Law</li> <li>• Business Legal Documents</li> <li>• Business Maths</li> <li>• Accounting Principles</li> </ul>	<ul style="list-style-type: none"> <li>• Ethics in Management</li> <li>• International Trade &amp; Policy</li> <li>• International Marketing</li> <li>• Travel &amp; Tourism Marketing</li> <li>• Tourism Law</li> <li>• International Business Management</li> </ul>

11. **Diploma in Human Resource Management (630)**

<b>Human Resource Management</b>	<b>Organisational Behaviour</b>	<b>Managing the Labour Market</b>	<b>Labour Law</b>	<b>Training &amp; Development</b>
<ul style="list-style-type: none"> <li>• Business Administration</li> <li>• Organisational Management</li> <li>• Business Ethics</li> <li>• Business Legal Documents</li> <li>• Business Office Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Organisational Development</li> <li>• Ethics in Management</li> <li>• Corporate Governance</li> </ul>	<ul style="list-style-type: none"> <li>• Economics of Social Issues</li> <li>• Economics</li> <li>• International Trade</li> <li>• Business Legal &amp; Regulatory Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Business Law</li> <li>• International Trade &amp; Policy</li> <li>• Business Legal Documents</li> <li>• Tourism Law</li> </ul>	<ul style="list-style-type: none"> <li>• Business &amp; Customer Services</li> <li>• Sales Management</li> <li>• Business Communication</li> <li>• Business Organisation</li> <li>• Consumer Behaviour</li> <li>• Front Office Management</li> <li>• Project Quality Management</li> </ul>

### 12. **Advanced Diploma in Human Resources Management (631)**

<b>Project Management Skills</b>	<b>Organisational Development</b>	<b>Business Research Methods</b>	<b>Industrial Organisation</b>	<b>Ethics of Management</b>
[see Diploma in Project Management]	<ul style="list-style-type: none"> <li>• Human Resource Management</li> <li>• Organisational Behaviour</li> <li>• Consumer Behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Business Maths</li> <li>• Business Statistics</li> <li>• Marketing Research</li> </ul>	<ul style="list-style-type: none"> <li>• Economics of Social Issues</li> <li>• Quantitative Methods for Business</li> <li>• Managerial Economics</li> </ul>	<ul style="list-style-type: none"> <li>• Business Law</li> <li>• Business Ethics</li> <li>• Business Legal &amp; Regulatory Environment</li> <li>• Corporate Governance</li> </ul>

### 13. **Diploma in Marketing (880)**

<b>Services in Marketing &amp; Mgt</b>	<b>Sales Management</b>	<b>Purchasing &amp; Supply Management</b>	<b>Marketing Management</b>	<b>Retail Management</b>
<ul style="list-style-type: none"> <li>• Training &amp; Development</li> <li>• Consumer Behaviour</li> <li>• Tourism Law</li> <li>• Front Office Management</li> <li>• Project Quality Management</li> </ul>	<ul style="list-style-type: none"> <li>• Organisational Management</li> <li>• Travel &amp; Tourism Marketing</li> <li>• Entrepreneurship</li> <li>• International Marketing</li> <li>• Organisational Management</li> </ul>	<ul style="list-style-type: none"> <li>• Operations Management</li> <li>• Quantitative Methods for Business</li> <li>• Business Legal &amp; Regulatory Environment</li> <li>• Business Ethics</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic Management</li> <li>• International Business Mgt</li> <li>• International Trade</li> <li>• International Politics</li> <li>• Strategic Management</li> </ul>	<ul style="list-style-type: none"> <li>• Hospitality Management</li> <li>• Business Organisation</li> <li>• Business Communication</li> <li>• Business Legal Documents</li> <li>• Business Administration</li> <li>• Accounting Principles</li> </ul>

### 14. **Advanced Diploma in Marketing (881)**

<b>Consumer Behaviour</b>	<b>International Marketing</b>	<b>Strategic Marketing</b>	<b>Marketing Research</b>	<b>Advertising Management</b>
<ul style="list-style-type: none"> <li>• Services in Marketing</li> <li>• Organisational Behaviour</li> <li>• Retail Management</li> </ul>	<ul style="list-style-type: none"> <li>• International Trade &amp; Policy</li> <li>• International Politics</li> <li>• International Business Management</li> </ul>	<ul style="list-style-type: none"> <li>• Business Strategy</li> <li>• Strategic Management</li> <li>• Hospitality Strategic Management</li> </ul>	<ul style="list-style-type: none"> <li>• Business Maths</li> <li>• Business Research Methods</li> <li>• Business Statistics</li> <li>• Quantitative Methods for Business</li> </ul>	<ul style="list-style-type: none"> <li>• Sales Management</li> <li>• Marketing Management</li> <li>• Microsoft PowerPoint</li> <li>• Graphics Design</li> <li>• Business Ethics</li> </ul>

### 15. **Diploma in Finance (530)**

<b>Public Finance</b>	<b>Financial Markets &amp; Investments</b>	<b>Financial Management</b>	<b>Corporate Governance</b>	<b>Financial &amp; Managerial Accounting</b>
<ul style="list-style-type: none"> <li>• Economics</li> <li>• International Politics</li> <li>• International Business Management</li> <li>• Taxation</li> <li>• Economics of</li> </ul>	<ul style="list-style-type: none"> <li>• Business Corporate Finance</li> <li>• International Trade</li> <li>• Behavioural Corporate Finance</li> <li>• Managing the Labour Markets</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Accounting</li> <li>• Business / Corporate Finance</li> <li>• Public Finance</li> <li>• Financial Risk Management</li> <li>• International</li> </ul>	<ul style="list-style-type: none"> <li>• Business Law</li> <li>• Business Ethics</li> <li>• Business Legal &amp; Regulatory Environment</li> <li>• Ethics in Management</li> </ul>	<ul style="list-style-type: none"> <li>• Accounting</li> <li>• Financial Accounting</li> <li>• Management Accounting</li> <li>• Adv. Management Accounting</li> </ul>

<ul style="list-style-type: none"> <li>Social Issues</li> <li>Managing the Labour Market</li> </ul>	<ul style="list-style-type: none"> <li>Project Risk Management</li> </ul>	<ul style="list-style-type: none"> <li>Trade</li> <li>Financial Markets &amp; Investments</li> <li>Finance Theory</li> <li>Industrial Organisation</li> <li>Hospitality Financial Management</li> </ul>		<ul style="list-style-type: none"> <li>Adv. Financial Reporting</li> <li>Hospitality Managerial Accounting</li> </ul>
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16. **Advanced Diploma in Finance (531)**

<b>Behavioural Corporate Finance</b>	<b>Financial Risk Management</b>	<b>Quantitative Methods for Business</b>	<b>Finance Theory</b>	<b>Economics of Social Issues</b>
<ul style="list-style-type: none"> <li>Financial Management</li> <li>Financial Markets &amp; Investments</li> </ul>	<ul style="list-style-type: none"> <li>Economics</li> <li>Project Risk Management</li> <li>Financial Markets and Investment</li> </ul>	<ul style="list-style-type: none"> <li>Management Science</li> <li>Operations Management</li> <li>Business Statics</li> <li>Project Management Skills</li> <li>Business Research Methods</li> </ul>	<ul style="list-style-type: none"> <li>Corporate Finance</li> <li>Financial Accounting Theory</li> </ul>	<ul style="list-style-type: none"> <li>Economics</li> <li>International Trade &amp; Policy</li> <li>International Politics</li> <li>Managerial Economics</li> </ul>

17. **Diploma in Administrative Assistant (677)**

<b>Business &amp; Customer Services</b>	<b>Accounting</b>	<b>Business Management</b>	<b>Business Legal &amp; Regulatory Environment</b>	<b>Personal Finance</b>
<ul style="list-style-type: none"> <li>Training &amp; Development</li> <li>Consumer Behaviour</li> <li>Tourism Law</li> <li>Front Office Management</li> <li>Project Quality Management</li> </ul>	<ul style="list-style-type: none"> <li>Accounting Principles</li> <li>Financial Accounting</li> <li>Auditing &amp; Assurance</li> <li>Financial Accounting Theory</li> <li>Advanced Financial Reporting</li> </ul>	<ul style="list-style-type: none"> <li>Organisational Management</li> <li>International Business Management</li> <li>Business Strategy</li> <li>Human Resource Management</li> <li>Organisational Development</li> <li>Marketing Management</li> <li>Entrepreneurship</li> <li>Business Office Skills</li> </ul>	<ul style="list-style-type: none"> <li>Business Law</li> <li>Corporate Governance</li> <li>Business Ethics</li> <li>International Politics</li> <li>Business Legal Documents</li> </ul>	<ul style="list-style-type: none"> <li>Business Finance</li> <li>Economics</li> <li>Financial &amp; Manag. Account.</li> <li>Business Maths</li> <li>Business Ethics</li> <li>Hospitality Manag. Acc</li> </ul>

18. **Diploma in Secretarial Studies (777)**

<b>Computer Keyboard, Typing &amp; Word Processing Skills</b>	<b>Accounting</b>	<b>Business Office Skills</b>	<b>Business Legal Documents</b>	<b>Managerial Communication &amp; Interpersonal Skills</b>
<ul style="list-style-type: none"> <li>Introduction to Computers</li> <li>Windows Operating System</li> <li>Word</li> </ul>	<ul style="list-style-type: none"> <li>Accounting Principles</li> <li>Financial Accounting</li> <li>Auditing &amp; Assurance</li> <li>Financial Accounting Theory</li> </ul>	<ul style="list-style-type: none"> <li>Business Organisation</li> <li>Business Administration</li> <li>Organisational Management</li> </ul>	<ul style="list-style-type: none"> <li>Business Law</li> <li>Corporate Governance</li> <li>Business Ethics</li> <li>International Politics</li> <li>Business Legal &amp; Regulatory Environment</li> </ul>	<ul style="list-style-type: none"> <li>Business Communication</li> <li>Help Desk &amp; Problem Solving Skills</li> <li>Business Law</li> </ul>

19. **Diploma in Hotel Management (610)**

<b>Front Office Management</b>	<b>Food &amp; Beverage Management</b>	<b>Hospitality Management</b>	<b>Hospitality Managerial Accounting</b>	<b>Hospitality Strategic Mgt</b>
<ul style="list-style-type: none"> <li>Business &amp; Customer Services</li> <li>Business Office Skills</li> <li>Business Legal &amp; Regulatory</li> </ul>	[learners to try as many recipes as possible and also to make their own recipes]	<ul style="list-style-type: none"> <li>Business Administration</li> <li>International Business Management</li> <li>Organisational Management</li> </ul>	<ul style="list-style-type: none"> <li>Accounting</li> <li>Financial Accounting</li> <li>Management Accounting</li> <li>Adv. Management Accounting</li> </ul>	<ul style="list-style-type: none"> <li>Business Strategy</li> <li>Corporate Governance</li> <li>Strategic Management</li> </ul>

<ul style="list-style-type: none"> <li>• Environment</li> <li>• Business Legal Documents</li> <li>• Tourism Law</li> <li>• Business Maths</li> </ul>		<ul style="list-style-type: none"> <li>• Business Ethics</li> <li>• Tourism Management</li> </ul>	<ul style="list-style-type: none"> <li>• Adv. Financial Reporting</li> <li>• Financial &amp; Managerial Accounting</li> </ul>	
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20. **Diploma in Travel & Tourism (620)**

<b>Tourism Management</b>	<b>Travel &amp; Tourism Marketing</b>	<b>Tourism Law</b>	<b>World Geography</b>	<b>GDS Fares &amp; Ticketing</b>
<ul style="list-style-type: none"> <li>• Business Administration</li> <li>• International Business Management</li> <li>• Organisational Management</li> <li>• Business Legal &amp; Regulatory Environment</li> <li>• Hospitality Management</li> </ul>	<ul style="list-style-type: none"> <li>• Sales Management</li> <li>• Marketing Management</li> <li>• Hospitality Management</li> <li>• Front Office Management</li> </ul>	<ul style="list-style-type: none"> <li>• Business Law</li> <li>• Business Ethics</li> <li>• Ethics in Management</li> <li>• Corporate Governance</li> </ul>	<ul style="list-style-type: none"> <li>• International Trade &amp; Policy</li> <li>• International Business Mgt</li> <li>• International Marketing</li> </ul>	<ul style="list-style-type: none"> <li>• Business Maths</li> </ul>

Please take note: the above reference manuals are ***recommendations for learners to read on their own, not for centres to incorporate cross reference manuals in class times.*** Centres should encourage learners to do further research on their own than spoon feed them always.

1.8.1.2 **Cross-Reference Manuals for Computing Programmes**

1. **Combined Certificate in Information Systems (102) & Diploma in Information Technology (105)**

**Certificate in Information Systems (102)**

<b>Introduction to Computers</b>	<b>Business Information Systems</b>	<b>Business English &amp; Report Writing</b>
<ul style="list-style-type: none"> <li>• Windows Operating Systems</li> <li>• Networking Essentials</li> <li>• Business Maths</li> <li>• Computer Fundamentals</li> </ul>	<ul style="list-style-type: none"> <li>• Accounting Information Systems</li> <li>• eBusiness Fundamentals</li> <li>• Business Computer Systems</li> <li>• Management Information Systems</li> </ul>	<ul style="list-style-type: none"> <li>• Business Communication</li> <li>• Business Organisation</li> <li>• Business Office Skills</li> <li>• Business Legal Documents</li> </ul>

**Diploma in Information Technology (105)**

<b>Windows Operating Systems</b>	<b>PowerPoint</b>	<b>Word</b>	<b>Excel</b>	<b>Access</b>
<ul style="list-style-type: none"> <li>• Introduction to Computers</li> <li>• Advanced Windows Operating System</li> <li>• Windows Client Networking</li> <li>• Windows Administration</li> </ul>	[learners should practice designing Powerpoint programs]	[learners should practice producing Word documents]	[learners should practice using Excel Functions and Mathematical operators]	[learners should practice designing Access databases and retrieving information (queries)]

2. **Advanced Diploma in Information Technology (104)**

<b>Advanced Windows Desktop Operating System</b>	<b>Email Comm. &amp; Internet Technology</b>	<b>Advanced Word</b>	<b>Advanced Excel</b>	<b>Advanced Access</b>
<ul style="list-style-type: none"> <li>• Introduction to Computers</li> <li>• Advanced Windows Operating System</li> <li>• Windows Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Computers</li> <li>• HTML Internet Technology</li> <li>• Ebusiness Fundamentals</li> </ul>	[learners should practice producing documents using Advanced Word tools]	[learners should practice using Advanced Excel tools]	[learners should practice designing Advanced Access databases and retrieving information (queries)]

3. **Certificate in Computer Fundamentals (105)**

<b>HTML Internet Technology</b>	<b>Introduction to Programming</b>	<b>Computer Fundamentals</b>	<b>QBasic Programming</b>	<b>Business Maths</b>
<ul style="list-style-type: none"> <li>• Introduction to Computers</li> <li>• eBusiness Fundamentals</li> <li>• XML</li> <li>• DreamWeaver</li> <li>• Advanced HTML</li> <li>• Advanced DreamWeaver</li> </ul>	<ul style="list-style-type: none"> <li>• Business Information Systems</li> <li>• JavaScript</li> </ul>	<ul style="list-style-type: none"> <li>• Business Computer Systems</li> <li>• Computer Systems Architecture</li> <li>• Networking Fundamentals</li> <li>• Management Information Systems</li> </ul>	<ul style="list-style-type: none"> <li>• JavaScript</li> <li>• Introduction to Shell Programming</li> </ul>	<ul style="list-style-type: none"> <li>• Business Communication</li> <li>• Business Organisation</li> <li>• Business Administration</li> <li>• Bus. English &amp; Report Writing</li> <li>• Business Legal Documents</li> </ul>

4. **Diploma in System Design**

<b>Business Computer Systems</b>	<b>System Design</b>	<b>Network Fundamentals</b>	<b>Pascal Programming</b>	<b>Operating System Management</b>
<ul style="list-style-type: none"> <li>• eBusiness Fundamentals</li> <li>• Introduction to Computers</li> <li>• Business Information Systems</li> <li>• Management Information Systems</li> <li>• Accounting Information Systems</li> </ul>	<ul style="list-style-type: none"> <li>• Software Engineering</li> <li>• Organisational Management</li> <li>• Introduction to Programming</li> <li>• Project Management Information System</li> </ul>	<ul style="list-style-type: none"> <li>• Windows Operating Systems</li> <li>• Networking Essentials</li> <li>• Introduction to IP Routing</li> <li>• Windows Infrastructure</li> <li>• Windows Administration</li> <li>• TCP/IP</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Programming</li> <li>• QBasic Programming</li> <li>• JavaScript</li> <li>• Introduction to Shell Programming</li> <li>• Perl Programming</li> <li>• C Programming</li> </ul>	<ul style="list-style-type: none"> <li>• Computer Systems Architecture</li> <li>• Adv OS Principles</li> <li>• Adv Windows OS</li> <li>• Unix Performance Administration</li> <li>• Advanced OS Principles</li> </ul>



### 5. **Advanced Diploma in Computer Science (907)**

<b>Computer Systems Architecture</b>	<b>Database Technology</b>	<b>Management Science</b>	<b>Data Communication &amp; Networking</b>	<b>Software Engineering</b>
<ul style="list-style-type: none"> <li>• Networking Fundamentals</li> <li>• Computer Fundamentals</li> <li>• Business Computer Systems</li> <li>• Management Information Systems</li> <li>• Unix Networking</li> <li>• Windows Networking</li> </ul>	<ul style="list-style-type: none"> <li>• MS Access</li> <li>• Windows SQL Server</li> <li>• Oracle Database Administration</li> <li>• Windows SQL Server Database Design</li> </ul>	<ul style="list-style-type: none"> <li>• Quantitative Methods for Business</li> <li>• Project Management Skills</li> <li>• Retail Management</li> <li>• Operations Management</li> <li>• Distribution Management</li> </ul>	<ul style="list-style-type: none"> <li>• Networking Essentials /Fundamentals</li> <li>• Windows Administration</li> <li>• Introduction to IP Routing</li> <li>• Advanced IP Routing</li> <li>• Windows Infrastructure</li> <li>• Network Security</li> <li>• Windows Security</li> </ul>	<ul style="list-style-type: none"> <li>• System Design</li> <li>• Object Oriented Programming (C++/Java)</li> </ul>

*C Programming & VB .Net* – see Diploma in Programming

### 6. **Certificate in Networking (107)**

<b>Networking Essentials</b>	<b>Windows Client Networking</b>	<b>Windows Server Admin. &amp; Impl.</b>	<b>TCP/IP Network Architecture</b>	<b>Network Security</b>
<ul style="list-style-type: none"> <li>• Windows Operating Systems</li> <li>• Networking Essentials</li> <li>• Introduction to IP Routing</li> <li>• Introduction to SCO / Linux / Solaris</li> <li>• Windows Infrastructure</li> <li>• Windows Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Windows Operating System</li> <li>• Overview of Operating Systems</li> <li>• Adv. Windows Desktop Operating Sy.</li> </ul>	<ul style="list-style-type: none"> <li>• Windows Infrastructure</li> <li>• Windows Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to IP Routing</li> <li>• Advanced IP Routing</li> </ul>	<ul style="list-style-type: none"> <li>• Remote Connections</li> <li>• Wireless Networking</li> <li>• Windows Security</li> </ul>

### 7. **Diploma in PC Repair & Structured Cabling (108)**

<b>PC Engineering</b>	<b>Data Recovery &amp; System Configuration</b>	<b>Structured Cabling</b>	<b>Wireless Networking</b>	<b>Computer Security</b>
<ul style="list-style-type: none"> <li>• Introduction Computers</li> <li>• Windows Operating System</li> <li>• Adv. Windows OS</li> </ul>	<ul style="list-style-type: none"> <li>• Business Computer Systems</li> <li>• Management Information System</li> <li>• Network Essentials</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to IP Routing</li> <li>• Advanced IP Routing</li> <li>• Switching</li> </ul>	<ul style="list-style-type: none"> <li>• Systems Architecture</li> <li>• TCP/IP</li> <li>• Remote Connections</li> <li>• Routing Networking Support</li> </ul>	<ul style="list-style-type: none"> <li>• Network Security</li> </ul>

### 8. **Diploma in Routing (111)**

<b>Technological Elements of Networks</b>	<b>Internetwork Infrastructure</b>	<b>IP Routing Technology</b>	<b>Connecting Routing Devices</b>	<b>Introduction to Telecommunications</b>
<ul style="list-style-type: none"> <li>• Windows Operating System</li> <li>• Adv. Windows OS</li> </ul>	<ul style="list-style-type: none"> <li>• Windows Server Infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced IP Routing</li> <li>• Switching</li> </ul>	[learners should practice Router commands]	<ul style="list-style-type: none"> <li>• Telephone Signalling System Technologies</li> <li>• Fibre Optic Technology</li> </ul>

### 9. **Advanced Diploma in Routing & Switching (112)**

<b>Advanced IP Routing</b>	<b>Switching</b>	<b>Routing &amp; Switching Design</b>	<b>Telephone Signalling System Technologies</b>	<b>Fibre Optic Technology</b>
[learners should practice Routing Protocols commands]	[learners should practice Switch commands]	[learners should practice Router & Switch commands]	<ul style="list-style-type: none"> <li>• Introduction to Telecommunications</li> <li>• Fibre Optic Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Telecommunications</li> <li>• Telephone Signalling System</li> </ul>

				Technologies
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10. **Certificate in Unix Networking (188)**

Overview of Operating Systems	Introduction to SCO Unix	Introduction to Linux	Introduction to Solaris	Introduction to Shell Programming
<ul style="list-style-type: none"> <li>Windows Operating System</li> <li>Adv. Windows Desktop OS</li> <li>Windows Client Networking</li> </ul>		<ul style="list-style-type: none"> <li>Networking Essentials               <ul style="list-style-type: none"> <li>Network Security</li> <li>TCP/IP</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Introduction to Programming</li> <li>QBasic Programming</li> <li>Pascal Programming</li> <li>C Programming</li> </ul>

11. **Diploma in Unix Networking (189)**

Unix File System	SCO Unix Administration	Linux Administration	Solaris Administration	Perl Programming
<ul style="list-style-type: none"> <li>Operating System Management</li> <li>Advanced OS Principles</li> </ul>		<ul style="list-style-type: none"> <li>Windows Administration               <ul style="list-style-type: none"> <li>Windows Server</li> <li>Windows Infrastructure</li> </ul> </li> <li>Introduction to SCO / Linux / Solaris               <ul style="list-style-type: none"> <li>Introduction to IP Routing                   <ul style="list-style-type: none"> <li>Advanced IP Routing                       <ul style="list-style-type: none"> <li>Switching</li> </ul> </li> </ul> </li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Introduction to Programming</li> <li>Introduction to Shell Programming</li> <li>QBasic Programming</li> <li>Pascal Programming</li> <li>C Programming</li> </ul>

12. **Diploma in Windows Networking (200)**

Windows Server Administration	Windows Server Infrastructure	Windows Active Directory	Windows SQL Server Database Administration	Windows Exchange Server
<ul style="list-style-type: none"> <li>Introduction to Computers</li> <li>Networking Essentials</li> <li>Windows Security</li> </ul>	<ul style="list-style-type: none"> <li>TCP/IP</li> <li>Introduction to IP Routing</li> <li>Advanced IP Routing</li> <li>Switching</li> </ul>	[learners should practice using Windows Active Directory]	[learners should practice using Windows SQL Database Administration]	[learners should practice using Windows Exchange Server]

13. **Diploma in eCommerce & Web Design (901)**

eBusiness Fundamentals	HTML	XML	JavaScript	DreamWeaver	Flash
<ul style="list-style-type: none"> <li>Introduction to Computers</li> <li>Networking Essentials</li> <li>HTML</li> <li>Business Computer Systems</li> <li>Management Information Systems</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Computers</li> <li>eBusiness Fundamentals</li> <li>XML</li> <li>DreamWeaver</li> <li>Advanced HTML</li> <li>Advanced DreamWeaver</li> </ul>	<ul style="list-style-type: none"> <li>HTML</li> <li>DreamWeaver</li> </ul>	<ul style="list-style-type: none"> <li>Introd. to Programming</li> <li>C Programming</li> <li>Adv JavaScript</li> </ul>	<ul style="list-style-type: none"> <li>HTML</li> <li>Flash</li> <li>Advanced HTML</li> <li>Advanced Dream Weaver</li> </ul>	

14. **Advanced Diploma in Web Development (902)**

Advanced HTML	Advanced JavaScript	Advanced DreamWeaver	Web Server Configuration	ASP .Net	PhP
<ul style="list-style-type: none"> <li>Introduction to Computers</li> <li>eBusiness Fundamentals</li> <li>XML</li> <li>DreamWeaver</li> <li>HTML</li> <li>Advanced DreamWeaver</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Programming</li> <li>Java Script</li> <li>C Programming</li> </ul>	<ul style="list-style-type: none"> <li>HTML</li> <li>Flash</li> <li>Advanced HTML</li> <li>Dream Weaver</li> </ul>	<ul style="list-style-type: none"> <li>Oracle Database Administration</li> </ul>	<ul style="list-style-type: none"> <li>HTML</li> <li>Access</li> <li>SQL</li> </ul>	

15. **Diploma in Graphic Design (991)**

<b>Introduction to Computer Graphics</b>	<b>PageMaker/InDesign</b>	<b>Illustrator</b>	<b>CorelDraw</b>	<b>AutoCAD</b>	<b>Photoshop</b>
<ul style="list-style-type: none"> <li>• Introduction to Computers</li> <li>• Email Comm &amp; Internet Technology</li> </ul>	[learners should practice using PageMaker/InDesign]	[learners should practice using Illustrator]	[learners should practice using CorelDraw]	[learners should practice using AutoCAD]	[learners should practice using Photoshop]

16. **Advanced Diploma in Graphic Design (992)**

<b>Advanced Windows Desktop Operating System</b>	<b>Computer Animation</b>	<b>Photography &amp; Video Editing</b>	<b>Adobe Acrobat</b>	<b>Advanced AutoCAD</b>
<ul style="list-style-type: none"> <li>• Introduction to Computers</li> <li>• Advanced Windows Operating System</li> <li>• Windows Administration</li> </ul>	[learners should practice using Computer Animation features]	[learners should practice Photography & Video Editing]	[learners should practice using Adobe Acrobat features]	[learners should practice using Advanced AutoCAD features]

17. **Diploma in Programming (601)**

<b>Programming Principles &amp; Paradigms</b>	<b>C Programming</b>	<b>VB .Net</b>	<b>C++ Programming</b>	<b>Java Programming</b>
<ul style="list-style-type: none"> <li>• Introduction to Programming</li> <li>• QBasic Programming</li> <li>• JavaScript Programming</li> <li>• Pascal Programming</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Programming</li> <li>• QBasic Programming</li> <li>• Pascal Programming</li> <li>• JavaScript Programming</li> <li>• Introduction to Shell Programming</li> <li>• Perl Programming [learners should practice writing C Programs]</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Programming</li> <li>• QBasic Programming</li> <li>• Pascal Programming</li> <li>• JavaScript Programming</li> <li>• Introduction to Shell Programming</li> <li>• Perl Programming [learners should practice writing VB .Net Programs]</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Programming</li> <li>• QBasic Programming</li> <li>• Pascal Programming</li> <li>• JavaScript Programming</li> <li>• Introduction to Shell Programming</li> <li>• Perl Programming [learners should practice writing C++ Programs]</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Programming</li> <li>• QBasic Programming</li> <li>• Pascal Programming</li> <li>• JavaScript Programming</li> <li>• Introduction to Shell Programming</li> <li>• Perl Programming [learners should practice writing Java Programs]</li> </ul>

18. **Advanced Diploma in Programming (602)**

<b>Advanced Operating System Principles</b>	<b>Advanced C Programming</b>	<b>Advanced VB .Net</b>	<b>Advanced C++ Programming</b>	<b>Advanced Java Programming</b>
<ul style="list-style-type: none"> <li>• OS Management</li> <li>• Computer Systems Architecture</li> <li>• Unix Performance Management</li> <li>• Overview of OS</li> </ul>	<ul style="list-style-type: none"> <li>• C Programming [learners should practice writing Advanced C Programs]</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced VB .Net Programming [learners should practice writing Advanced VB .Net Programs]</li> </ul>	<ul style="list-style-type: none"> <li>• C++ Programming [learners should practice writing Advanced C++ Programs]</li> </ul>	<ul style="list-style-type: none"> <li>• Java Programming [learners should practice writing Advanced Java Programs]</li> </ul>

19. **Diploma in Database Administration (990)**

<b>Oracle SQL</b>	<b>PL/SQL</b>	<b>Oracle Database Administration</b>	<b>Oracle Solaris Network Administration</b>	<b>Windows SQL Server Database Admin.</b>
[learners should practice writing Oracle SQL Programs]	[learners should practice writing Oracle PL/SQL Programs]	[learners should practice Oracle Admin. commands]	<ul style="list-style-type: none"> <li>• Introduction to Solaris</li> <li>• Solaris Administration</li> <li>• Networking Essentials</li> <li>• TCP/IP</li> </ul>	[learners should practice writing SQL Programs]

## 20. **Diploma in Database Developer (997)**

Using HTML & XML	Oracle Developer Forms	Oracle Developer Reports	Oracle Designer	Java Programming
[see HTML & XML in Diploma in eCommerce & Web Design]		<ul style="list-style-type: none"> <li>• Oracle SQL</li> <li>• Oracle PL/SQL</li> <li>• Oracle Administration</li> </ul>		[see Java in Diploma in Programming]

Please take note: the above reference manuals are ***recommendations for learners to read on their own, not for centres to incorporate cross reference manuals in class times.*** Centres should encourage learners to do further research on their own than spoon feed them always.

### 1.9 **Exam invigilation**

Minimum number of invigilators required is 3 for up to 100 candidates.

The examination process is as follows:

- i) Exams will be held at a major spots hall and accommodate all candidates at once. However, in some countries, examinations are held at centres.
- ii) Exams are held twice a day – 9am and 2pm.
- iii) Arrangements of desks to be 1m apart minimum
- iv) Candidates who arrive 30 minutes after the exam starts should only be allowed at the discretion of the chief-invigilator
- v) All candidates should be checked as they go into the exam room and everybody should be seated 15 minutes before starting time.
- vi) Coursework should be submitted on the last Friday before the first day of the exam.
- vii) All examinations will be dispatched on the last day of the exam or the next day. Exams are sent directly to London.

## 2. **BCE Assurance Services Standards**

This document has been produced to assist BCE staff in continuing to design and implement good policies and procedures for the Certificate, Diploma & 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. ('Am I still good enough').

### **An overview**

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

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

In the context of the BCE qualification, a major requirement of the assessment program is to provide a summative measure of a candidate's achievement in each course based on:

- Completion of a wide rang of syllabus 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 program that for each course we offer, we must establish a program of assessment tasks. These tasks are conducted throughout the duration of the course.

Each BCE produced student manual has Tasks/Exercises students are supposed to answer within the same week as the topic/chapter is covered. BCE encourage centres to also give their own student assignments. Students are also supposed to set five question at the end of each chapter and ask the tutor. This helps in many ways:

- rather than just also answer questions set/designed by someone else, roles are reversed (giving students to understand how questions are set).
- helps students to read; by so doing, can identify areas they do not understand

## 2.1 BCE Assessment Procedures

It is important that our policy is consistent to all centers and applied across all courses. However, the assessment panel department has the discretion to make rulings in special cases or exceptional circumstances.

*Procedures to be followed are:*

1. **Providing adequate for examination dates.** Exam dates, including exam fees, coursework deadlines should be scheduled well in advanced. Exam fee deadlines should leave enough time for exam id cards (optional) and exam papers to be sent on time.
2. **Submission of tasks.** It must be made clear to candidates what format is required (i.e electronic) and also acceptance deadline. Candidates should sign when they submit coursework.
3. **Candidates who hand in coursework late?** To maintain standards, no coursework should be accepted after deadline, however, sometimes exceptions apply (see reasonable adjustments policy).
4. **Procedures to be followed when dealing with malpractice.** The following contain what constitutes malpractice, including plagiarism, and how Centers and BCE staff will act should it become aware of any form of malpractice brought to its attention.

Malpractice is any activity undertaken by a candidate 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  
[see BCE Management Handbook Section 6.13 for other forms of malpractice]

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

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

- Providing advice to candidates on what constitutes malpractice and how to avoid it
- Thoroughly briefing all candidates in relation to the requirements of each task
- Allocating class time to the planning of a response to a task
- Requiring that candidates maintain a process diary or journal to show how their response or project was developed
- Incorporating candidate oral presentations on the progress of their work
- Communicating clearly to candidates 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 awarded for assessments.** Marks for each individual assessment are recorded by Quality Assurance department. 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 candidates not studying at centres.** BCE courses can be class-based or distance learning. Distance learning programme is run by London Capital Computer College.

**8. Procedures for dealing with candidates who want to finish their course quicker than centre stated duration.** This is left to centres to make their own decisions. However, minimum recommended hours should be fulfilled.

**9. Procedures for monitoring satisfactory completion of a course.** Centres have responsibility to make sure candidates meet the assessment requirements in a course. A candidate will be considered to have satisfactorily completed a course if, in the center head's view, there is sufficient evidence that the candidate has:

- Followed the course developed and endorsed by BCE
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the center
- Achieved all of the course outcomes

BCE policy also require centres to produces plan of work and email registers once a month to BCE.

While BCE does not stipulate attendance requirements, center heads may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences should be regarded seriously by center heads who must give candidates early warning of the consequences of such absences.

10. **Procedures for conducting reviews of final examination marks and appeals to the Board.** Disputes typically arise over marks awarded sometimes. BCE reduces the possibility of disputes arising by:

- Providing clear instructions and expectations for each exam
- Providing clear criteria for marking
- Administering a task simultaneously to all centres studying the same course
- By communicating the assessment guidelines of both written exams and coursework
- Checking that examinations questions and coursework conforms with the learning outcomes

BCE has a panel to settle exam or centre disputes. The panel is carefully constituted and ensures that evidence from all affected parties is heard. Candidates 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 examinations and the assessment process.** Centres need to be aware that every year, a seminar is held to assess weaknesses or obstacles in the examination process.

12. **Communicating the policy – how BCE make candidates and centres of their rights and responsibilities regarding the assessment program.** All BCE policies are published on the website. This is designed to assist everybody understand their responsibilities in relation to the BCE examinations.

13. **Evaluating policies – who monitors and reviews the assessment programs?** BCE has a review panel that convenes to evaluate policies, procedures and lines of communication at least once a year and when ever need arises. BCE also has local inspectors who monitor BCE center programs and provide advice where required.

14. **What are the features of quality assessment tasks?** The following list assist centres to ensure that the tasks they design promote candidate learning as well as obtaining accurate measures of candidate achievement. Assessment tasks should:

- Focus on learning outcomes
- Give candidates 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 candidate's achievement

Feedback and reporting on candidate progress and achievement should be:

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

15. **How will the course 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 course programme has a set of BCE Student Manuals centres can obtain from BCE for a small fee. Each course programme also has a set of recommended books centres can buy from any bookshop. It is up to the centres to determine various ways of checking tutors plan their work and candidates are given exercises and assignments relating to the learning outcomes.

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

**16. Procedures in place to ensure that the course assessment components given in the syllabus are adhered to in the final exam.** BCE has an assessment panel to oversee such matters. The assessment has to meet and discuss each exam paper before publication.

Also, for each course programme, there are recommended BCE Student Manuals in setting examinations which centres should use as cross-reference manual.

**17. Candidates rights and responsibilities.** In relation to BCE examinations, candidates 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 the tutor that assists them to review their work
- Access to all relevant information from BCE website without logging. The website is very simplified (lots of text and less graphics for easy download even those using basic internet speeds).

Candidates have a responsibility to:

- Follow the examination requirements set by BCE
- Complete all coursework on time
- Avoid behavior which could be considered cheating, including plagiarism, and ensure that all assessment work your own and contains acknowledgement of the contribution of others

*Why does honesty matter to BCE*

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

*Why do candidates cheat and what are the consequences?*

Some candidates cheat because they are under pressure. They can be under pressure because they have not organized 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 candidates cheat accidentally because they do not understand plagiarism.

Cheating in examinations has serious consequences. Candidates receive zero marks for their examinations. Once the center 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 candidates.

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 not be allowed to sit for further BCE examinations for a period of 2 years.