Business & Computing Examinations (BCE)
LONDON (UK)

BCE Assessment Strategy

Contents

1. Qualification Entry requirements

Applicants should have the following entry requirements:

Level 3	Completion of GCSEs or any recognised Level 2 or 3 qualifications.
Level 4	Recognised Level 3 or higher.
Level 5	Recognised Level 4 or higher.
Level 6	Recognised Level 5 or higher.

2.   Delivery of Awards

BCE awards can be delivered using the following methods:
- Full-time learning
- Part-time learning (day or evening)
- Flexible learning

BCE will approve centres operating in the United Kingdom 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 and organisation. 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.

2.1   Centre General Requirements

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
- not giving false information regarding number of learners
- records of learner marked weekly exercises/tasks or tests
- completion of BCE mandatory reports.

2.2   Centre Educational 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 qualifications appropriate to the needs of the learners. Qualification delivery must be appropriate to the stated specification contents and objectives outlined in the BCE specification (Intended Learning Outcome (ILO) 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 qualifications.

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 qualifications and experience necessary to meet the standards and level of the qualification. All staff should enjoy satisfactory working conditions.
Note: that it is a requirement of organisations that they maintain authenticated copies of tutors' qualifications, as well as CVs.

f)   Centres must have adequate learner reading materials. These can be BCE student manuals or recommended textbooks.

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

2.2.1   Teaching and Learning policy

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

2.2.2 Plan/Scheme of Work

All tutors should plan their work on a weekly basis. BCE can provide sample templates, however, centres/institutions are free to use/design whatever style they feel suitable. Lesson plans should:

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

2.2.3 Internal Formative Assessment, Recording and Reporting

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

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

2.2.4 Learners' Contributions

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

1. Complete all assignments to enhance their learning
2. Take pride in their work through consistent expectations across the specification for well presentation and accurate work
3. Make positive contributions to class discussions
4. Follow the BCE and Centre code of conduct
5. Take responsibility for improving their own learning and ask for help if required
6. Not miss lessons un-necessarily
7. Take note of BCE examination fee deadline dates and exam dates

2.2.5 Centre Management

Centre Heads are responsible for the effective teaching of all qualifications, 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 candidates, 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

2.2.6 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). 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:

1. Identify and share good practice
2. Evaluate the quality of teaching in line with BCE criteria and set targets for improvement
3. Identify key aspects of teaching for developing for the Centre as a whole

4. Identify and support weaker tutors
5. Standardise monitoring procedures including lesson observations and work scrutiny.

2.2.7 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 (tasks/exercises and revision tests marks)
- actual and projected examination dates
- examination results, with grades obtained
- attendance records
- end of chapter evaluation 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

Learner enrolments, learner progress and pass rates 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.

2.3 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 institution 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). They 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

3.   BCE Assessment

All BCE Assessments are externally assessed.

There are 3 assessment windows in a year:
- April
- August
- December

Evaluation Methods

An assessments consists multiple choice (in Section A for Level 3 and 4 Certificate), essay questions and coursework. Assessment tasks are designed to support the balance, collection, and organisation of evidence of candidates' achievement of the learning requirements.

Level 3 and 4 Certificate: 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 each unit with a weighting of 100%, then the actual mark recorded is the average of all coursework units.

Level 5 Diploma: A 2½-hour written examination paper with five essay questions, each carrying 20 marks. Candidates are required to answer all questions. Candidates also undertake project/coursework in each unit with a weighting of 100%, then the actual mark recorded is the average of all coursework units.

Level 6 Diploma Level: A 3-hour written examination paper with five essay questions, each carrying 20 marks. Candidates are required to answer all questions. Candidates also undertake project/coursework in each unit with a weighting of 100%, then the actual mark recorded is the average of all coursework units.

Coursework/Project

Coursework is submitted in electronic form (on disk, CD, DVD or flash drive). Coursework cannot be emailed directly to BCE. [Courseworks have deadline submission dates and centres are responsible for enforcing this]

Coursework minimum number of words *per unit* are as follows:

Certificate level	500 words
Diploma level	1,000 to 1,500 words
Advanced level	3,000 words

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

Assessors design assessment tasks that enable learners to meet the learning requirements of the unit and demonstrate the quality of their learning against the performance standards. They use the assessment criteria to design each assessment task. They select relevant specific features from the assessment criteria to assess the quality of learning that learner exhibit in the task.

BCE records candidates' achievement against each assessment type, using the following grades

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

The following sections detail how the qualifications are assessed:
- BCE Assessment Panel
- BCE Assessment Regulations
- BCE Assessment Criteria
- BCE Assessment Standards
- BCE Assessment Procedures
- BCE Assessment Quality Assurance Framework

3.1   BCE Assessment Panel

The BCE Assessment Panel comprises of:
- 1 Chief Examinations Officer
- Exam Setters
- Exam Revisers
- Exam Scrutinisers
- Examiners (number can vary depending on exam candidates)
- 2 External Verifiers (ICT and Business qualifications respectively)

Each personnel has a job description and standardisation meetings are held before each assessment window.

3.2   BCE Assessment Regulations

The Assessment Regulations are the means by which we articulate the requirements for achievement of our examinations.

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

Key areas to which the assessment regulations relate:
1.   Written essay examinations
2.   Multiple choice
3.   Coursework/project

For more information on assessments, refer to the following BCE Policies:
  i.   Assessment Policy
 ii.   Examination Regulation Policy
iii.   Assessment Quality Assurance Policy
 iv.   Learning and Assessment Design Policy
  v.   Standardisation Policy
 vi.   Quality Management Policy

Key areas to which the assessment regulations relate
All written examination qualifications and coursework.

3.3   BCE Assessment Criteria

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

Objectives of examination process
1.   Provide a qualification that is recognised by employers
2.   Provide a qualification 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 an Assessment Panel
The purposes of an Assessment Panel are:
1. To agree the marks obtained by each learner
2. To consider recommendations from centres extenuating circumstances and academic misconduct during examinations
3. To make recommendations to Programme Design & Review Panel on the award of Level 3 and 4 Certificates, Level 5 Diplomas and Level 6 Diplomas as appropriate.
4. To consider External Verifier comments
5. To report to the CEO any recommendations concerning the content, operation and assessment of the examinations

3.4   BCE Assessment Standards

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 Diploma.

The grading is as follows:

Grade	Mark
Distinction	>= 80
Merit	>= 65
Pass	>=50
Fail	<40

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. [See section 4.3 for description of each grade]

3.5   BCE Assessment Procedures

It is important that our policies are consistent to all Centres and applied across all qualifications. However, the assessment panel 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 the BCE 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 (i.e electronic) and also acceptance 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 adjustments 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 it become aware of any form of malpractice brought to its attention.

     Malpractice is any activity undertaken by a learner, Centre or staff that allows learner 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 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 assessments.** 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 qualifications can be class-based or distance learning.

8. **Procedures for dealing with learners who want to finish their qualification 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 qualification.** Centres have responsibility to make sure learners meet the assessment requirements in a qualification. A learner will be considered to have satisfactorily completed a qualification if, in the Centre Head's view, there is sufficient evidence that the learner has:
   - Followed the qualification developed and endorsed by BCE
   - Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the qualification by the Centre
   - Achieved all of the qualification outcomes

   While BCE does not stipulate attendance requirements, Centre Heads may determine that, as a result of absence, the qualification 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 such absences.

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 qualification
   - Communicating the assessment guidelines of both written assessments and coursework
   - Checking that examinations questions and coursework conforms with the learning outcomes

   BCE has a committee to settle exam or centre disputes. The committee is careful 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 BCE 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 assessment process. It is important for centres to attend mandatory training.

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 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 polices, procedures and lines of communication at least once a year and when ever need arises. BCE also has Quality Assurance which monitors BCE Centre 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 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

15. **How will the qualification 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 qualification has a set of Student Manuals Centres can obtain from BCE for a small fee. Each qualification 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 how 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 qualification content, and skills outcomes and qualification content.

16. **Procedures in place to ensure that the qualification assessment components given in the specification are adhered to in the final exam.** BCE has an Assessment Panel to oversee such matters. The responsible assessment staff meet and discuss each exam paper before publication.

For each qualification, there are recommended BCE Student Manuals used in setting examinations which centres should use as cross-reference manual.

The BCE Programme Design and Review Panel meet once a year to review specifications; analyse (i) relevance between specifications and assessments; (ii) issues raised by centres and assessment panel.

Also, for each assessment window, there are standardisation meetings and at the end of exam marking session, the Chief Examination Officer and External Verifiers produce respective reports.

17. **Learners 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 the tutor that assists them to review their work
- Access to all relevant information from BCE website easily. The website is very simplified (lots of text and less graphics for easy download even 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

3.6   **BCE Assessment Quality Assurance Framework**
The Assessment Quality Assurance Framework describes how learner achievements are assessed and quality assured in the BCE qualifications.

Principles
BCE Assessment Quality Assurance Framework is based on the following principles:

Fairness: The procedures for assuring the integrity of BCE assessments are fair to learners.
Transparency: The procedures for assuring the integrity of BCE assessments are explicit and open to scrutiny.
Cooperation and collaboration: Centres, other learning providers, and BCE have complementary responsibility for the management of procedures that assure the integrity of BCE assessments.
Interdependence and responsibility: The procedures for assuring the integrity of BCE assessments are based on the interconnected and complementary responsibilities of the learner, tutor, Centre Head, and BCE in the assessment process.
Comparability: The procedures for assuring the integrity of BCE assessments maximise the consistent application of standards to all learner assessment in all places of learning.

Operationally manageable: The procedures for assuring the integrity of assessments that contribute to BCE are operationally manageable for centres and BCE, and are as cost-effective as possible without compromising the integrity of candidates' results.

4.   BCE Qualifications, Rules of Combination, Grading System and Relationship to National Occupational Standards (NOS)

4.1   BCE Qualifications

The development of each award includ the consultation of stakeholders through:

- Questionnaire survey
- Meetings with interested stakeholders of the awards
- Consultation events with Higher Education colleges and visits to their locations

The consultations reveal strong support for:

- External assessment
- Reduced manageable set of mandatory units.

The mandatory units mean:

1. The results we receive show a clear picture as all stakeholders are analysing exactly the same units (hence room for misunderstandings is minimised)
2. BCE can design learner study materials suitable for all stakeholders

4.1.1   ICT Qualifications

1. Information Technology

Level 3 Certificate in Information Systems (102) 18 Credits

Unit	Guided Learning Hours (GLH)	Number of Credits
Introduction to Computers	50	5
Business Information Systems	30	3
Business English & Report Writing	50	5
Project (Coursework)	50	5

Level 5 Diploma in Information Technology (103) 86 Credits

Unit	Guided Learning Hours (GLH)	Number of Credits
Windows Operating System	190	19
PowerPoint	50	5
Word	50	5
Excel	190	19
Access	190	19
Project (Coursework)	190	19

Level 6 Diploma in Advanced Information Technology (104) 78 Credits

Unit	Guided Learning Hours (GLH)	Number of Credits
Advanced Windows Desktop Operating System	210	21
Email Communication and Internet Technology	50	5
Advanced Word	50	5
Advanced Excel	210	21
Advanced Access	210	21
Project (Coursework)	50	5

2. Computer Science

Level 4 Certificate in Computer Fundamentals (105) 28 Credits

Unit	Guided Learning Hours (GLH)	Number of Credits
HTML Internet Technology	50	5
Introduction to Programming	50	5
Computer Fundamentals	30	3
QBasic Programming	50	5
Business Maths	50	5
Project (Coursework)	50	5

Level 5 Diploma in System Design (401) 100 Credits		
Unit	Guided Learning Hours (GLH)	Number of Credits
▪ Business Computer Systems	190	19
▪ System Design	190	19
▪ Network Fundamentals	120	12
▪ Pascal Programming	190	19
▪ Operating System Management	120	12
▪ Project (Coursework)	190	19
Level 6 Diploma in Advanced Computer Science (907) 168 Credits		
Unit	Guided Learning Hours (GLH)	Number of Credits
▪ Computer Systems Architecture	210	21
▪ Database Technology	210	21
▪ Management Science	210	21
▪ Data Communications & Networking	210	21
▪ Software Engineering	210	21
▪ C Programming	210	21
▪ VB .Net Programming	210	21
▪ Project (Coursework)	210	21

3. Networking

Level 4 Certificate in Networking (107) 30 Credits		
Unit	Guided Learning Hours (GLH)	Number of Credits
▪ Networking Essentials	50	5
▪ Windows Client Networking	50	5
▪ Windows Server Administration & Implementation	50	5
▪ TCP/IP Network Architecture	50	5
▪ Network Security	50	5
▪ Project (Coursework)	50	5
Level 5 Diploma in PC Engineering & Structured Cabling (108) 114 Credits		
Unit	Guided Learning Hours (GLH)	Number of Credits
▪ PC Engineering	190	19
▪ Data Recovery & System Configuration	190	19
▪ Structured Cabling	190	19
▪ Wireless Networking	190	19
▪ Computer Security	190	19
▪ Project (Coursework)	190	19

Unix Networking

Level 4 Certificate in Unix Networking (188) 30 Credits		
Unit	Guided Learning Hours (GLH)	Number of Credits
▪ Overview of Operating Systems	50	5
▪ Introduction to SCO Unix	50	5
▪ Introduction to Linux	50	5
▪ Introduction to Solaris	50	5
▪ Introduction to Shell Programming	50	5
▪ Project (Coursework)	50	5

Level 5 Diploma in Unix Networking (189) 114 Credits		
Unit	**Guided Learning Hours (GLH)**	**Number of Credits**
▪ Unix Performance Management	190	19
▪ SCO Unix Administration	190	19
▪ Linux Administration	190	19
▪ Solaris Administration	190	19
▪ Perl Programming	190	19
▪ Project (Coursework)	190	19

Windows Networking		
Level 5 Diploma in Windows Server Networking (200) 114 Credits		
Unit	**Guided Learning Hours (GLH)**	**Number of Credits**
▪ Windows Server Administration	190	19
▪ Windows Server Infrastructure	190	19
▪ Windows Server Active Directory	190	19
▪ Windows SQL Server Database Administration	190	19
▪ Windows Exchange Server	190	19
▪ Project (Coursework)	190	19

Routing

Level 5 Diploma in IP Routing (111) 114 Credits		
Unit	**Guided Learning Hours (GLH)**	**Number of Credits**
▪ Technological Elements of Networks	190	19
▪ Internetwork Infrastructure	190	19
▪ IP Routing Technology	190	19
▪ Connecting Routing Devices	190	19
▪ Introduction to Telecommunications	190	19
▪ Project (Coursework)	190	19

Level 6 Diploma in Advanced Routing & Switching (112) 126 Credits		
Unit	**Guided Learning Hours (GLH)**	**Number of Credits**
▪ Advanced IP Routing	210	21
▪ Switching	210	21
▪ Advanced LAN, WAN & Switching Configuration	210	21
▪ Telephone Signalling System Technologies	210	21
▪ Fibre Optic Technology	210	21
▪ Project (Coursework)	210	21

4. Web Design

Level 5 Diploma in eCommerce & Web Design (901) 133 Credits		
Unit	**Guided Learning Hours (GLH)**	**Number of Credits**
▪ eBusiness Fundamentals	190	19
▪ HTML Authoring	190	19
▪ XML Document Creation	190	19
▪ JavaScript	190	19
▪ DreamWeaver	190	19
▪ Flash	190	19
▪ Project (Coursework)	190	19

Level 6 Diploma in Advanced Web Development (902) 126 Credits		
Unit	**Guided Learning Hours (GLH)**	**Number of Credits**
▪ Advanced HTML	210	21
▪ Advanced JavaScript	210	21
▪ Web Server Configuration	210	21
▪ ASP .Net	210	21
▪ PhP	210	21
▪ Project (Coursework)	210	21

5. Graphic Design

Level 5 Diploma in Graphic Design (991) 133 Credits		
Unit	**Guided Learning Hours (GLH)**	**Number of Credits**
▪ Introduction to Computer Graphics	190	19
▪ PageMaker/InDesign	190	19
▪ Illustrator	190	19
▪ Photoshop	190	19
▪ CorelDraw	190	19
▪ AutoCAD	190	19
▪ Project (Coursework)	190	19
Level 6 Diploma in Advanced Graphic Design (992) 126 Credits		
Unit	**Guided Learning Hours (GLH)**	**Number of Credits**
▪ Advanced Windows Desktop Operating System	210	21
▪ Computer Animation	210	21
▪ Photography & Video Editing	210	21
▪ Adobe Acrobat	210	21
▪ Advanced AutoCAD	210	21
▪ Project (Coursework)	210	21

6. Programming

Level 5 Diploma in Programming (601) 126 Credits		
Unit	**Guided Learning Hours (GLH)**	**Number of Credits**
▪ Programming Principles & Paradigms	210	21
▪ C Programming	210	21
▪ VB .Net	210	21
▪ C++ Programming	210	21
▪ Java Programming	210	21
▪ Project (Coursework)	210	21
Level 6 Diploma in Advanced Programming (602) 126 Credits		
Unit	**Guided Learning Hours (GLH)**	**Number of Credits**
▪ Advanced Operating System Principles	210	21
▪ Advanced C Programming	210	21
▪ Advanced VB .Net	210	21
▪ Advanced C++ Programming	210	21
▪ Advanced Java Programming	210	21
▪ Project (Coursework)	210	21

7. Database		

Level 5 Diploma in Database Administration (990) 114 Credits		
Unit	**Guided Learning Hours (GLH)**	**Number of Credits**
▪ Oracle SQL	190	19
▪ Oracle PL/SQL	190	19
▪ Oracle Database Administration	190	19
▪ Oracle Solaris Network Administration	190	19
▪ Windows SQL Server Database Administration	190	19
▪ Project (Coursework)	190	19

Level 5 Diploma in Database Developer (997) 114 Credits		
Unit	**Guided Learning Hours (GLH)**	**Number of Credits**
▪ Programming the Web using HTML & XML	190	19
▪ Oracle Developer Forms		
▪ Oracle Developer Reports	190	19
▪ Oracle Designer	190	19
▪ Oracle JDeveloper	190	19
▪ Project (Coursework)	190	19
	190	19

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

4.1.2 Business Qualifications

1. Accounting		

Level 5 Diploma in Accounting & Finance (519) 133 Credits		
Unit	**Guided Learning Hours (GLH)**	**Number of Credits**
▪ Financial Accounting	190	19
▪ Corporate Finance	190	19
▪ Auditing & Assurance	190	19
▪ Management Accounting	190	19
▪ Taxation	190	19
▪ Forensic Accounting	190	19
▪ Project (Coursework)	190	19

Level 6 Diploma in Advanced Corporate Financial Reporting (520) 126 Credits		
Unit	**Guided Learning Hours (GLH)**	**Number of Credits**
▪ Advanced Financial Reporting	210	21
▪ Advanced Management Accounting	210	21
▪ Quantitative Methods for Business	210	21
▪ Financial Accounting Theory	210	21
▪ Project Risk Management	210	21
▪ Project (Coursework)	210	21

Level 5 Diploma in Computerised Accounting (333) 114 Credits		
Unit	**Guided Learning Hours (GLH)**	**Number of Credits**
▪ Windows Operating System	190	19
▪ Accounting Information System	190	19
▪ Excel Accounting	190	19
▪ Quickbooks Accounting	190	19
▪ Sage Accounting	190	19
▪ Project (Coursework)	190	19

2. Business Administration

Level 4 Certificate in Business Studies & Internet Technology (301) 26 Credits

Unit	Guided Learning Hours (GLH)	Number of Credits
▪ HTML Internet Technology	50	5
▪ Accounting Principles	50	5
▪ Business Communication	30	3
▪ Business Organisation	30	3
▪ Business Maths	50	5
▪ Project (Coursework)	50	5

Level 5 Diploma in Business Administration & Computer Systems (501) 93 Credits

Unit	Guided Learning Hours (GLH)	Number of Credits
▪ Business Computer Systems	190	19
▪ Accounting	190	19
▪ Business Administration	120	12
▪ Economics	190	19
▪ Business Ethics	120	12
▪ Project (Coursework)	120	12

Level 6 Diploma in Advanced Business Administration & Database Technology (900) 102 Credits

Unit	Guided Learning Hours (GLH)	Number of Credits
▪ Management Information Systems & SQL	210	21
▪ Human Resource Management	120	12
▪ Marketing Management	120	12
▪ Management Accounting	190	19
▪ Financial Management	190	19
▪ Project Coursework	190	19

3. Project Management

Level 5 Diploma in Project Management (888) 126 Credits

Unit	Guided Learning Hours (GLH)	Number of Credits
▪ Project Management Skills	210	21
▪ Project Management Information Systems	210	21
▪ Business Analysis	210	21
▪ Project Quality Management	210	21
▪ Project Risk Management	210	21
▪ Project (Coursework)	210	21

4. Business Economics

Level 5 Diploma in Business Economics (870) 100 Credits

Unit	Guided Learning Hours (GLH)	Number of Credits
▪ Business Finance	190	19
▪ Managerial Economics	190	19
▪ International Trade & Policy	120	12
▪ Economics	190	19
▪ Real Estate Management	120	12
▪ Project (Coursework)	190	19

5. Management

Level 5 Diploma in Management (890) 72 Credits

Unit	Guided Learning Hours (GLH)	Number of Credits
▪ Operations Management	120	12
▪ Business Strategy	120	12
▪ Organisational Management	120	12
▪ International Business Management	120	12
▪ Business Law	120	12
▪ Project (Coursework)	120	12

Level 6 Diploma in Advanced Management (631) 120 Credits

Unit	Guided Learning Hours (GLH)	Number of Credits
▪ Project Management Skills	210	21
▪ Entrepreneurship	190	19
▪ Strategic Management	190	19
▪ Business Statistics	210	21
▪ International Politics	190	19
▪ Project (Coursework)	210	21

6. Human Resource

Level 5 Diploma in Human Resources Mgt (630) 72 Credits

Unit	Guided Learning Hours (GLH)	Number of Credits
▪ Human Resource Mgt	120	12
▪ Organisational Behaviour	120	12
▪ Managing the Labour Market	120	12
▪ Labour Law	120	12
▪ Training & Development	120	12
▪ Project (Coursework)	120	12

Level 6 Diploma in Advanced Human Resources Mgt (631) 120 Credits

Unit	Guided Learning Hours (GLH)	Number of Credits
▪ Project Management Skills	210	21
▪ Organisational Development	190	19
▪ Industrial Organisation	190	19
▪ Business Research Methods	210	21
▪ Ethics in Management	190	19
▪ Project (Coursework)	210	21

7. Marketing

Level 5 Diploma in Marketing (880) 72 Credits

Unit	Guided Learning Hours (GLH)	Number of Credits
▪ Services Marketing & Management	120	12
▪ Sales Management	120	12
▪ Purchasing & Supply Management	120	12
▪ Marketing Management	120	12
▪ Retail Management	120	12
▪ Project (Coursework)	120	12

Level 6 Diploma in Advanced Marketing (881) 116 Credits

Unit	Guided Learning Hours (GLH)	Number of Credits
▪ Consumer Behaviour	190	19
▪ International Marketing	190	19
▪ Strategic Marketing	190	19
▪ Marketing Research	210	21
▪ Advertising Management	190	19
▪ Project (Coursework)	190	19

8. Finance

Level 5 Diploma in Finance (530) 114 Credits

Unit	Guided Learning Hours (GLH)	Number of Credits
▪ Public Finance	190	19
▪ Financial Markets & Investments	190	19
▪ Financial & Managerial Accounting	190	19
▪ Financial Management	190	19
▪ Corporate Governance	190	19
▪ Project (Coursework)	190	19

Level 6 Diploma in Advanced Finance (531) 126 Credits

Unit	Guided Learning Hours (GLH)	Number of Credits
▪ Behavioural Corporate Finance	210	21
▪ Financial Risk Management	210	21
▪ Quantitative Methods for Business	210	21
▪ Finance Theory	210	21
▪ Economics of Social Issues	210	21
▪ Project (Coursework)	210	21

9. Administrative

Level 5 Diploma in Administrative Assistant (677) 86 Credits

Unit	Guided Learning Hours (GLH)	Number of Credits
▪ Help Desk & Problem Solving Skills	120	12
▪ Accounting	190	19
▪ Business Management	120	12
▪ Business Legal & Regulatory Environment	120	12
▪ Personal Finance	190	19
▪ Project (Coursework)	120	12

Level 5 Diploma in Secretarial Studies (777) 86 Credits

Unit	Guided Learning Hours (GLH)	Number of Credits
▪ Computer Keyboard, Typing & WordProcessing Skills	190	19
▪ Accounting	190	19
▪ Business Office Skills	120	12
▪ Business Legal Documents	120	12
▪ Managerial Communication & Interpersonal Skills	120	12
▪ Project (Coursework)	120	12

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

4.1.3   **Hospitality Qualifications**

10. Hospitality		
Level 5 Diploma in Hotel Management (610) 86 Credits		
Unit	**Guided Learning Hours (GLH)**	**Number of Credits**
▪ Front Office Management	120	12
▪ Food & Beverage Mgt	190	19
▪ Hospitality Management	120	12
▪ Hospitality Managerial Accounting	190	19
▪ Hospitality Strategic Management	120	12
▪ Project (Coursework)	120	12
Level 5 Diploma in Travel & Tourism Mgt (620) 72 Credits		
Unit	**Guided Learning Hours (GLH)**	**Number of Credits**
▪ Tourism Management	120	12
▪ Travel & Tourism Marketing	120	12
▪ Tourism Law	120	12
▪ World Geography	120	12
▪ GDS Fares and Ticketing	120	12
▪ Project (Coursework)	120	12

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

4.2   **Rules of Combination**
The Rules of Combination sets out the requirements for the full achievement of a BCE qualification.
- ▪ Level 3   *all units are mandatory*
- ▪ Level 4   *all units are mandatory*
- ▪ Level 5   *all units are mandatory*
- ▪ Level 6   *all units are mandatory*

4.3   **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 unit.
- 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, grammar.
- no attempt to answer the question

3) Grades for the qualification are aggregated from the units that need to be successfully completed in order to achieve the qualification. Each unit is equally weighted and the overall qualification grade is derived from the mean of the unit percentage scores given.

4) All BCE qualifications require learners to undertake a combination of written qualification units examinations and coursework. The weighting given to examination and coursework vary depending on the level and nature of the qualification. This information is available in the qualification specification.

5) Each examination or piece of submitted coursework is marked using a marking grid. Marking grids for each BCE qualification at each level are available in the **BCE Qualification and Performance Specification Criteria**.

6) Learners will only be graded on the basis of work submitted for the purposes that are particular to BCE qualification.

7) Learners will be permitted to retake BCE qualification unit assessments an unlimited number of times within the life of the qualification. The best result will count towards the final award.

8) Learners must achieve a pass in all units to be awarded the qualification. BCE does not operate compensation between failed and passed units.

9) Any claims for prior achievement (exemption) are verified against the 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 qualification. [For more information, see BCE Exemption Policy.]

10) BCE ensures all Centres have a robust understanding of the 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 qualification.

11) BCE requires all centres to spend the necessary time familiarising their learners with the marking scheme used. BCE provide 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.

4.4   Relationship to National Occupational Standards (NOS)

BCE has mapped units to National Occupational Standards where they exist. The qualifications have been linked to relative occupations and identified job descriptions, responsibilities and career options. The specification reflects the required entry level of and knowledge, ability, emphasis on learning, interpersonal and employability skills also have been reflected.