



# **Business & Computing Examinations (BCE)** **LONDON (UK)**

## **BCE Qualification Strategy**

## Content

	<i>Page</i>
1. Introduction	
2. Qualification Strategy	4
2.1 Aim of BCE Business Qualifications	4
2.1.1 Business Qualification Aims	4
2.1.2 Customer Service Qualification Aims	4
2.1.3 Management Qualification Aims	5
2.1.4 Marketing Qualification Aims	5
2.1.5 Sales Qualification Aims	5
2.1.6 Project Management Qualification Aims	5
2.2 Aim of BCE Computing Qualifications	
2.3 Level 4	5
2.4 Level 5	6
2.5 Level 6	6
2.6 Progression Routes	7
3. Qualifications and Standards	8
4. Values in Qualification Development Process	9
5. BCE Quality Control	10
5.1 Quality Systems at Qualification Level	11
6. BCE Qualification Quality Assurance	12
6.1 Quality Assurance of Specifications	12
6.2 Quality Assurance of Qualifications	13
6.3 Quality Assurance of Centres	15

## 1. Introduction

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

### **Qualifications Recognition**

BCE is working to develop a fair, accurate and reliable qualifications recognition process. This process can help employers understand how our qualifications, knowledge and skills compare to International standards. It can help learners find jobs sooner—or identify if one needs additional training or experience before they can work in a chosen profession.

With globalisation it means more and more people are moving from one country to another. Qualification holders often have difficulty finding jobs in other parts of the world because their qualifications aren't recognised by employers. More and more developing countries have growing economies and expanding job markets – employers and communities are looking for workers in many different areas from all over the world. BCE qualifications are practical and implement cutting-edge programs that can help learners find the perfect employment fit. Our aim is to ensure learners have the skills, training and knowledge needed. We regularly visit organisations to get updates on industry requirements and incorporate these when designing our qualifications.

There are a number of other programs and services that help improve our qualifications:

- Working with regulatory authorities, sector skills and private organisations
- Progression routes into further education

We strongly believe our Qualification Strategy reflects the needs of the ICT, Business and Hospitality industry. We will continue to work with UK employers to improve training skills, employability skills (literacy, critical and creative thinking, problem solving) and techniques.

## 2. Qualification Strategy

**BCE vision** “to build an internationally respected Awarding Organisation which gives learners the capabilities to move successfully into further education or work as confident and responsible citizens”.

**BCE mission** “to provide a high quality, rigorous, viable and recognised international professional qualification”.

### 2.1 Aim of BCE Qualifications

The aim of BCE qualifications is to help learners develop sufficient business knowledge and the lifelong learning patterns they need to live and work effectively in a business oriented society. To achieve this, the specification provides a framework for learners to learn how to solve different business problems using different platforms i.e. ICT, Administration, Communication, Accounting, Marketing, Human Resources etc.

BCE qualifications are foundations upon which learners build an understanding of Computer Technology, Economics, Management, Administration, Project Management, Marketing, Human Resource and Business concepts and their applications.

*BCE aims to:*

- Promote activities and curriculum that enhance the learners capacity for understanding critical thinking, and self-expression.
- Develop competencies in decision-making.
- Enable learners to cope with the rapid advances in Computer Technology, Accounting, Finance, Business, Management, Marketing, Administrative, Human Resources and Hospitality.
- Help instil the qualities necessary for active and intelligent participation, teamwork, and leadership.
- Offer program curriculum that emphasises real-world scenarios so that learners can relate to it and the learning experience becomes more meaningful to each individual learner.
- Offer credible, comprehensive and competitive Computing, Accounting, Finance, Business, Management, Marketing, Administrative, Human Resources and Hospitality qualifications.
- Measure analytical and technological skills.
- Integrate real world job skills into the curriculum

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

#### Our Objectives

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

BCE qualifications are divided into three:

- **Business**
- **Computing**
- **Hospitality**

### 2.1.1 **BCE Business Qualifications**

1. Accounting
2. Business Administration
3. Project Management
4. Business Economics
5. Management
6. Human Resource Management
7. Marketing
8. Finance
9. Administrative / Secretarial

#### 2.1.1.1 **Accounting Qualification aims**

Accounting is the backbone of business. Ethical and professional accounting forms a clear financial image of a business, and allow managers to make informed decisions, keep investors abreast of developments in the business, and keeps the business profitable. Accountancy (profession) or accounting (methodology) is the measurement, disclosure or provision of assurance about financial information that helps managers, investors, tax authorities and other decision makers make resource allocation decisions.

#### **Action plans detailing the requirements needed to achieve the visions and aims of the Accounting Qualification:**

1. Highlighting why accounting is one discipline of study that all people, regardless of job position, should have some knowledge of.
2. Outlining how Accounting concepts can be applied to all job specialties, how its importance has been promoted in recent years, and its usefulness in people's everyday lives.
3. Exploring the reasons all business learners should have some background in accounting; underlining how in recent years, people in the business world have been held more accountable for their financial practices.
4. Outlining Accounting as the most basic framework of business.
5. Highlighting how people use Accounting in their daily lives to make investment decisions, assess interest rates to pay off their house mortgages, and calculate rates for car payments.

#### 2.1.1.2 **Business Administration Qualification aims**

A rapidly changing economy means more opportunities for those who have specific Business Administration knowledge and skills. The concept of business administration encompasses all aspects of owning and operating a business. This includes everything from business management to marketing of the goods and services being offered.

All BCE Business Administration qualifications incorporate "Information Technology/Information System" as computing knowledge is vital for effective administration. The design of the Business Administration:

- Incorporates ICT to meet today's digital information technology and promote effective administration.
- Highlights the importance of Business skills to the UK economy
- Includes a range of qualifications covering higher Levels (Levels 4, 5 and 6)
- Implements technology and globalisation effects
- Reinforces observable and measurable abilities which fulfil industry and employer needs
- Supports strategies which promote knowledge and value business skills
- Provides qualification based on researched employer and learners needs

#### **Action plans detailing the requirements needed to achieve the visions and aims of the Business Administration Qualification:**

1. Outlining the concept of business administration in the process of managing every different angle of a business so it can run, expand, grow and succeed. Without business administration, all areas of the business would go unmonitored and would eventually break down.
2. Highlighting how in every business, there is usually a team or department of business administrators and their job is to monitor and manage every aspect of the business to ensure the business has its best chance of succeeding.
3. Outlining the concept of business administration in overseeing the running of the company and working to ensure the business is working, running to its best ability.
4. Expanding on the importance of business administration, exploring how in order for a business to run properly and to be successful, every aspect of the business needs to work. In order for this to take place, business administrators should monitor, manage and assess each element of the business, keeping records

and analysing each department's information on a regular basis to ensure everything is running according to plan.

5. Highlighting how business administrators usually are the ones to make large important business decisions which is of course again, exceptionally important, as business would very likely fail without a good business administration team.
6. Analysing the process of business administration in overseeing and controlling of a business. This includes keeping a lot of records, monitoring and overseeing every department and staffing and managing teams of employees.

#### 2.1.1.3 **Project Management Qualification aims**

Project Management is a set of agreed upon knowledge (rules) that allow one to manage and communicate all the details, schedules, people, budgets, performance etc. that goes into creating a 'new' project. Project management is an approach of planning, organizing, and managing resources to bring about the flourishing achievement of specific project goals and objectives. Project management is a carefully planned and organised effort to accomplish a specific (and usually) one-time effort, for example, constructing a building or implementing a new computer system. Project management involves developing a project plan, which includes defining project goals and objectives, specifying tasks or how goals will be achieved, what resources are needed, and associating budgets and timelines for completion. It also includes implementing the project plan, along with careful controls to stay on the "critical path", that is, to ensure the plan is being managed according to plan. Project management usually follows major phases (with various titles for these phases), including feasibility study, project planning, implementation, evaluation and support/maintenance.

The design of the Project Management qualification:

- Outlines and highlights the importance of project management in organisations
- Outlines the implementation of quality and risk management
- Analyses the skills, attributes, abilities and qualities of project managers

#### **Action plans detailing the requirements needed to achieve the visions and aims of the Project Management Qualification:**

1. **Cost-Effectiveness** - Project management provides a roadmap for the journey of success in that it is the greatest resource that allows the manager to understand the available resources and the methods to use them with the demands.
2. **Better Productivity** - Project management keeps the quality of products in constant check, thus ensuring better productivity in terms of quality and quantity. This not only helps the company in earning goodwill for a lifetime, but also promises customer satisfaction.
3. **Minimisation of Risks** - Every business is faced with risks of losses due to various reasons. However, with a strategy in place, gauging the risks is easier and making diversions from the same is easier as well. Project management helps in identification of loopholes and potential threats.
4. **Accomplishing Predetermined Goals** - Every organisation sketches its goals and objectives, which is the basis of earning profits and making a way towards growth. Project management is the key tool for achieving predetermined targets in a structured way as it decides the strategies that will be used to reach the goal in the fastest way.
5. **Project Management Plan** - Project management goes through five stages which are; **initiation, planning and design, executing, monitoring and controlling, closing and project control systems.**
6. **Painting a clear picture of what is available, what is required and what is the way to get there** - Project management in organizations is seen through quality of products, customer satisfaction, employee satisfaction, efficiency in business, mitigation of risks involved and a successful business in totality.

#### 2.1.1.4 **Business Economics Qualification aims**

Economics is the study of how people choose to use resources. Resources include the time and talent people have available, the land, buildings, equipment, and other tools on hand, and the knowledge of how to combine them to create useful products and services. We need economics because we as individuals and as a society, experience scarcity (of raw materials, of goods and services, of time, and so on) in relationship to our ever-growing needs and wants. Economics examine how we make choices: a new car or college tuition; more hospitals or more highways; more free time or more income from work? It gives us a way of understanding how to make best use of natural resources, machinery, and people's work efforts. The beauty of studying Economics is that one is given an insight into so many different subject areas.

### **Action plans detailing the requirements needed to achieve the visions and aims of the Business Economics Qualification:**

1. Developing insight into critical business topics such as strategic competition, the internal organization of firms, and international issues facing businesses in the changing global marketplace.
2. Outlining on how Business Economics combines economic theories with the field of business administration.
3. Highlighting how Business Economics is concerned with how decisions are made, how the resources of a nation or business are allocated and utilised in the production of goods and services, and how the rewards of these activities are distributed.
4. Exploring how the qualification integrates aspects of economics and business studies, focusing on the use of economic analysis and statistical methods to deal effectively with management problems in practical business fields.
5. Applying economic theory to business management and how learners will become familiar with the analytical and decision-making techniques used in the business world and with the public and private institutional environments within which businesses operate.

#### **2.1.1.5 Management Qualification aims**

Basically, an organisation is a group of people intentionally organised to accomplish an overall, common goal or set of goals. Business organisations can range in size from two people to tens of thousands. There are several important aspects to consider about the goal of the business organisation. **Vision** - members of the organisation often have some image in their minds about how the organisation should be working, how it should appear when things are going well. **Mission** - an organisation operates according to an overall purpose, or mission. **Values** - all organisations operate according to overall values, or priorities in the nature of how they carry out their activities. These values are the personality, or culture, of the organisation. **Strategic Goals** - organisation members often work to achieve several overall accomplishments, or goals, as they work toward their mission. **Strategies** - organisations usually follow several overall general approaches to reach their goals.

Every organisation requires a manager for it to function well, hence BCE ensures Management qualification:

- promote innovation and creativity
- meet industry and employers needs

### **Action plans detailing the requirements needed to achieve the visions and aims of the Management Qualification:**

1. Outlining how managers influence all the phases of modern organizations; e.g. how Sales Managers maintain a sales force that markets goods; how Personnel managers provide organizations with a competent and productive workforce and how Plant managers run manufacturing operations that produce the clothes we wear, the food we eat, and the cars we drive.
2. Expanding on how society could never exist as we know it today nor improve without a steady stream of managers to guide its organisations. The well known management author Peter Drucker highlighted this point when he said that *Effective Management* is probably the main resource of developed countries and the most needed resource of developing ones.
3. Identifying the role of the Management in moving an organization towards its purposes or goals by assigning activities that organization members perform.

*Management is efficiency in climbing the ladder of success; leadership determines whether the ladder is leaning against the right wall.*

#### **2.1.1.6 Human Resource Qualification aims**

Every organisation wants to attract the most qualified employees and match them to jobs for which they are best suited. However, many enterprises are too large to permit close contact between top management and employees. Human resources, training, and labour relations managers and specialists provide this connection. In the past, these workers performed the administrative function of an organisation, such as handling recruiting, interviewing, and hiring new staff in accordance with policies established by top management. Today's human resources workers manage these tasks, but, increasingly, they also consult with top executives regarding strategic planning. They have moved from behind-the-scenes staff work to leading the company in suggesting and changing policies.

### **Action plans detailing the requirements needed to achieve the visions and aims of the Human Resource Qualification:**

1. Outlining the Human Resources department responsibilities in an organisation.



2. Highlighting the HR department roles in:
  - The process of recruiting suitable candidates for the organisation
  - Identifying and meeting the training needs of existing staff
  - Ensuring employee welfare and employee relations are positive
  - Ensure the working environment is safe for employees
  - Raising awareness of current workplace legislation

#### 2.1.1.7 **Marketing Qualification aims**

Marketing includes the processes by which businesses introduce their goods, services, and ideas to potential purchasers and exchange them for value. It is one of the core elements in the entrepreneurial private enterprise system. Marketing management provide learners with opportunities to examine the nature and role of marketing in local and global contexts. Learners gain an understanding of the need for good customer relations and of how this attitude drives the economic system in internationally. Why is Marketing Important? (i) Marketing generates awareness. Word-of-mouth advertising can be extremely important when developing a publicity campaign. Recent surveys suggest that 90% of consumers trust word-of-mouth suggestions. (ii) 88% of people are likely to pass information about services and products to friends, and 87% will pass information to family. These numbers speak to the effectiveness of word-of-mouth campaigns. When people believe in a product or service they will promote and support that product or service. (iii) Marketing a service through radio and television allow consumers to visualise scenarios which seem more real and applicable to their lives. (iv) Marketing creates brand awareness.

The design of the Marketing qualification focuses on how:

1. Customer service impacts every organisation regulation, hence each sector views it as a “strategic tool”
2. ICT has even pushed customer service to the forefront as more people than before contact the help desk for issues ranging from households to information systems
3. Customer service knowledge can easily be applied from one sector to another
4. Marketing qualifications can offer many opportunities in a variety of fields, hence BCE ensures:
  - qualification addresses new areas of marketing specialisation e.g. digital market, personal branding, ecommerce
  - qualification incorporates today’s digital technology in marketing
  - qualification highlights new marketing channels including internet and web
  - qualification incorporates employer and industry needs and requirements
5. Sales positions involve meeting with customers, creating and implementing effective campaigns, hence BCE ensures:
  - qualification promotes quality assurance
  - qualification incorporates industry needs and requirements
  - qualification highlights industry skills
  - qualification promotes both consumer and business to business selling

#### **Action plans detailing the requirements needed to achieve the visions and aims of the Marketing Qualification:**

1. Outline the functions of marketing
2. Explore how marketing communications creates "top of mind" awareness

#### 2.1.1.8 **Finance Qualification aims**

Financial Management is the management of the finances of a business / organisation in order to achieve financial objectives. Financial management is the system by which the financial aspects of an organisation’s business are directed and controlled to support the corporate goals. Financial markets are interrelated, and a problem in one market can have its source in a different market. This finding is a starting point for macroeconomics. To limit the number of markets they must explore, economists conventionally lump together or aggregate the vast number of markets in a modern economy into only four: **markets for goods and services, financial assets, money balances, and resources.**

#### **Action plans detailing the requirements needed to achieve the visions and aims of the Finance Qualification:**

1. Highlighting why finance is important for business organisations.
2. Identifying how Finance includes planning of financial resources, making of optimum capital structure and effective utilization of financial resources by deep analysis of cost of capital and capital budgeting tool .
3. Describing how finance plays a vital role for progress of corporate organisations



4. Outlining how share market's fluctuation, government policies and strategy, economic changes and other changes in business environment can only be analysed with the help of Finance .

#### 2.1.1.9 **Administrative/Secretarial Qualification aim**

Business management skills need to be developed to their full potential if an Administrator, and therefore an organisation, is to be successful. The famous management guru Peter Drucker made the vital distinction between 'efficient' and 'effective' business skills. Performing an activity swiftly and economically is efficient, while doing the right thing well is effective. The wrong thing, however, is ineffective by definition. Good business management skills guide organisations towards the right goals, and achievement of those will be highly effective. To be competitive, Secretaries and Administrators need to be knowledgeable on a variety of essential business documents, legal forms and agreements used in personal and the corporate organisations.

#### **Action plans detailing the requirements needed to achieve the visions and aims of the Administrative / Secretarial Qualification:**

1. Expanding on why corporations and professional service firms are using fewer and fewer secretaries and identify whether this trend is caused by:
  - managers and professionals having become more computer literate
  - e-mail allowing direct communication between the parties.
2. Describing a good secretary/administrator – how one who knows what is going on and can handle routine questions can dramatically increase accessibility and responsiveness.
3. Developing skills, knowledge and characteristics of Secretaries and Administrators.
4. Reviewing the desire and ability to take charge of secretarial, clerical and administrative tasks.
5. Analysing the duties and responsibilities of administrators/secretaries

#### 2.1.10 **Business Qualifications Credit Framework Level Emphasis and Achievements Expected**

##### 2.1.10.1 **Level 3 and 4**

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

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

#### **Achievements Expected - *It is expected that on completion of BCE Level3 and 4, learners will be able to:***

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

- compare various career opportunities in bookkeeping and accounting
- understand organisational functional departments
- describe different types of companies

#### 2.1.10.2 **Level 5**

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

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

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

- describe the financial status of enterprises based on analysis of financial statements
- demonstrate acknowledgment of and respect for the different attributes, opinions, and roles of team members
- explain the importance of ethics, integrity, and honesty in business
- explain the contribution of leadership and teamwork to the workplace environment
- prepare basic payroll, remittances, and required payroll tax documents
- assess, choose, and justify appropriate marketing strategy
- demonstrate proficiency in using cash control procedures
- defend the need for security systems, data protection, and backup for accounting records
- apply managerial skills
- deal with staff and employee problems
- implement different projects
- explain the importance of ethics, integrity, and honesty in business
- explain the role of accounting in business
- describe the marketing environment

#### 2.1.10.3 **Level 6**

Learners make use of sophisticated tools to increase and refine their skills and knowledge while solving complex and varied business problems. They prepare for further education or employment opportunities through meaningful activities within the learning centres and community. In this way, learners grasp the relevance and the significance of employability skills and the significance of their business education experience. This level emphasise on:

- designing and producing business plans to market products, services, or ideas
- using web site information to identify and explore business opportunities
- understanding the integration and use of business technologies in the workplace
- analysing and demonstrating personal skills applicable to a business setting
- developing high levels of proficiency in accounting, marketing, human resource, finance and management
- exploring marketing as it applies to organisations and individual initiatives, locally and globally

- carrying out accounting practices using industry-standard software
- understanding and appreciating the contribution of entrepreneurial activity to business and the economy
- developing economic literacy with respect to the use of resources by individuals, businesses, and governments
- investigating the potential of advertising in marketing

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

- describe career opportunities associated with various fields of project management, business administration, human resource, marketing and management.
- explain the use of budgeting in managing personal and business finances
- defend recommendations based on a comparison of budgeted and actual transactions
- propose methods to deal with employee errors, theft, and fraud
- understand and implement ethical corporate behaviour

#### 2.1.2 **BCE Computing Qualifications**

1. Information Technology
2. Computer Science
3. Networking
4. Web Design
5. Graphic Design
6. Programming
7. Database

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

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

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

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

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

##### 2.1.2.1 **Information Technology Qualification aims**

There are different models of computers and each is made up of many parts. There are many questions a new computer user can ask; how does the computer startup; what causes errors when working on the computer; how does the computer save work, print or store programs? An information system is a collection of methods, practices, algorithms and methodologies that transforms data into information. It provides a sound foundation in business, technical and human issues of information systems design, development and management. The operating system is the most important program that runs on a computer. Every general-purpose computer must have an operating system to run other programs. Operating system influences the performance of all software on a computer. Without the knowledge on functions, operations of an operating system and applications that run on a computer; it is difficult (if not impossible) to operate a computer system.

### Action plans detailing the requirements needed to achieve the visions and aims of the Information Technology Qualification:

1. Exploring how modern businesses all over the world rely on computers to function and maintain high standards of efficiency and customer service.
2. Analysing how without IT professionals, companies would not have qualified professionals to help maintain the technological elements inherent to their daily business needs.
3. **Computer speed** – Demonstrating how one of the main reasons so many businesses have turned to the IT world for their professional needs is the sheer speed at which computers and related technologies can process information. Email is a perfect example, as it eliminates the need to wait several days for a packet of documents to reach a client or business associate. Worldwide communications used to occur primarily through postal delivery. While still the optimal method for sending packages, printable materials such as legal documents or contracts may now move much more swiftly via the Internet. Businesses can receive news and updates which may provide vital insight into current market trends or changes in a clients needs almost instantaneously. Businesses are therefore able to provide immediate assistance to clients and thus improve their customer service.
4. **Efficiency** – Describing how increased speed often leads to increased efficiency. While eliminating the need to wait for packages or sensitive materials to arrive, businesses are able to receive and respond to changes instantly. This improved response time almost guarantees a higher chance at eliminating potential issues by allowing businesses to react quickly. Information technology also allows data to be stored in formats, which make information easier to store or send. The space a business saves by not having to maintain a room filled with filing cabinets and boxes of paper documents allows a company to function in less space and thereby reduce the cost of office rental or construction.
5. **MultiTasking** - Analysing the ability of computers to perform multiple tasks simultaneously. Provided the hardware is able to support it, how the operator may have several different programs functioning at the same time. Furthermore, how computers are generally capable of performing complex calculations, such as mathematical equations or travel distances, very quickly and accurately.
6. **Low Cost** – Identifying how computers themselves are much less expensive than they were years ago. How technology becomes more common, the cost becomes more affordable. Outline how postal expenses and delivery costs may also decline as emails replace mail correspondence..
7. **Entrepreneurs** – Supporting how the Internet has become one of the foremost means of communication; online advertisements are present on almost every website and make it easy for consumers to find products and services offered by small business owners.

#### 2.1.2.2 Computer Science Qualification aims

Computer Science is a relatively new discipline, originating from mathematics and physics departments. The qualification is versatile, and allows for study of theoretical concepts as well as practical ones with a focus on engineering and software. Achieving a qualification in computer science creates opportunities for numerous career paths. Computer science touches on different aspects of computing; **programming, networking, database technology and software engineering**. Programming is instructing a computer to do something with the help of a programming language. The role of a programming language can be described into two ways: **Technical** – is a means for instructing computer to perform tasks. **Conceptual** – is a framework within which we organise our ideas about things and processes. Systems are created to solve problems.

### Action plans detailing the requirements needed to achieve the visions and aims of the Computer Science Qualification:

1. Outlining the two basic breakdowns which divide the discipline into theoretical computer science and engineering. Specialization in theoretical computer science includes fields such as artificial intelligence, natural language processing, combinatorics, number theory, graphy theory, quantum computing and other arcs focused on the theoretical aspects of the discipline. The engineering track in most computer science programs concentrates on subjects such as operating systems, programming languages, network engineering, information security and software engineering.
2. Focusing on how the computer and computer programs work.
3. Focusing primarily on programming with an emphasis on the foundations of computers rather than software and hardware applications.
4. Highlighting computer science jobs such as software engineer, research and development, interface designer and web development.
5. Exploring reasons why future job prospects for both degree fields are accelerating at a faster than average pace due to the constant demand for new and more advanced technology and how the quick change in the field of computers, makes continuing in education important.

### 2.1.2.3 **Networking Qualification aims**

It is paramount to understand the basic concepts and principles that underline computer networking, from the simplest peer-to-peer local area network to the vastly complex wide area network that reach across international boundaries and around the world. Networking essentials is an overview of networking terminology, different network architectures, and focus on the physical components of computer networks, including server and client computers, cabling and connectors, network file sharing, area networks and network types, basic network topologies, network routers, network protocol, Transmission Control Protocol / Internet Protocol (TCP/IP), firewalls, Ethernet and network addresses. **IP Routing** - an umbrella term for the set of protocols that determine the path that data follows in order to travel across multiple networks from its source to its destination. Data is routed from its source to its destination through a series of routers, and across multiple networks. The IP Routing protocols enable routers to build up a forwarding table that correlates final destinations with next hop addresses.

#### **Action plans detailing the requirements needed to achieve the visions and aims of the Networking Qualification:**

1. Describing why and how computer networks successful work
2. Identifying why information and communication are two of the most important strategic issues for the success of every enterprise. While today nearly every organisation uses a substantial number of computers and communication tools (telephones, fax, personal handheld devices), they are often still isolated. While managers today are able to use the newest applications, many departments still do not communicate and much needed information cannot be readily accessed.
3. Exploring why businesses aren't the only ones that can benefit from creating a network; home users can enjoy sharing music, movies and printers from any computer.
4. Analysing how computers connected to a network can share files and documents with each other; including how personal computers connected to a business network can choose which files and folders are available to share on the network.
5. Identifying how computers can print pages to another computer with a printer on the network. Additionally, how printers can be connected using a print server, which allows direct printing from all computers.
6. Distinguishing how sharing media between computers is easy when connected to a network. Like file sharing, how computers can stream music, videos and movies from one computer to the next.
7. Exploring how a media center server can store entire entertainment library on a centralised hub to give quick access to media from every computer on your network.
8. Describing how contributor computer networking permits multiple computers to communicate and share resources either through wired or wireless access. Articulating on how networking uptime and reliability has become extremely good, but when problems occur it can affect important operations on a global basis, including financial transactions.
9. Analysing the two types of computer networks are in use; peer-to-peer networking and client/server network.
10. Analysing how networks improve access to research and education, and allow groups of employees to collaborate.
11. Exploring how the current utility of the web could not exist without computer networks and how these networks also offer multiple opportunities for hacking and malicious attacks, both personal and governmental.
12. Comparing the early network speed in 1976 was very slow, around 300 Bps and available network speeds now reach 3 Gbs; including Terabit speeds, 1 million times faster than in 1976, are in sight.

### 2.1.2.4 **Web Design Qualification aims**

Electronic commerce or ecommerce is a term for any type of business, or commercial transaction, that involves the transfer of information across the Internet. It covers a range of different types of businesses, from consumer based retail sites, through auction or music sites, to business exchanges trading goods and services between corporations. It is currently one of the most important aspects of the Internet to emerge. Common illustrations include Amazon.com, ebay.com, and hotels.com. Web designing involves creativity, technical knowledge and experience. In short web designing is the most important step for an enterprise today if it wants to increase its profitability and accountability

#### **Action plans detailing the requirements needed to achieve the visions and aims of the Web Design Qualification:**

1. Exploring client-side (front-end) and server-side (back-end)
2. Outlining the importance of having a website is a must for every business house. In today's fast paced life everyone wants everything on their fingertips. Today thousands of companies sell different products online



at different rates. Web design plays a vital role in such situations. Web designing is an art that appeals the users with texts and graphics. A website represents a business among its customers. Using the website for promotions and sales is a necessity in today's world.

3. Analysing how effective web designing can transform any website into an attractive one. The better a website looks, more the clicks it gets and better are the chances of getting positive response from its customers. The website should be noticed on the web and that is possible only with the help of a compelling website. Implementation of the right solutions and effective designing techniques will help the website in gaining a top search engine position and thus "boost" its sales.
4. Analysing the importance of web designing services, as many website development companies are opening up each day to help other business firms to demonstrate all about the company. Today a web designing firm provides every detail right from brochure to products and from different clients to the latest news..

#### 2.1.2.5 **Graphic Design Qualification aims**

Design is not an expense – it is an investment. Graphic design is not just the difference between beautiful and boring. It is the difference between customers choosing as organisation or its competitors. A powerful tool for business, graphic design is really not an expense; it is an investment – not only in looking good, but in the success of a business. Organisational image is the only thing potential buyers can connect with; hence organisations should make sure the impression they are making are the right one. Graphic design: the ultimate BUSINESS advantage

Proper design has the power to:

- Improve image and strengthen organisation brand
- Make business stand out from competitors
- Sell messages to customers more convincingly

**Indesign** - Adobe InDesign is a newer version of Adobe PageMaker, a desktop publishing program. InDesign is the perfect choice for making any document that needs some creative layout, from posters to newspapers. It offers different features to modify text and images, which can work together in interesting ways to create a unique and professional design. InDesign is for documents that span more than one page; books, magazines and newsletters. **Illustrator** - is a vector drawing program. It is often used to draw illustrations, cartoons, diagrams, charts, logos and all things that can fit on one page. Unlike bitmap images that stores information in a grid of dots, Illustrator uses mathematical equations to draw out the shapes. This makes vector graphics scalable without the loss of resolution. **Photoshop** - is a graphics program that is used to edit photos and creating new images. Photoshop uses pixels.

#### **Action plans detailing the requirements needed to achieve the visions and aims of the Graphic Design Qualification:**

1. **Why society needs Graphic Design** - Every company in the world has some sort of graphic design involved within their company; whether it is the brochure picked up from the store, the menu looked at when ordering dinner, or the post card received in the mail; it is everywhere. Companies cannot live and function with out graphics. It has been proven in the past that the more organisations advertise the more they get in return. And it has also been proved that if organisations stop advertising no matter how big or how well known then company is; that they will slowly see a decrease in sales.
2. **Why the logo is the identity** - like human beings, company name is their identity. This is crucial. Branding a company cannot be done with out Graphic Design. Sure a company can have an inside marketing team, but this can only go so far. Brand Identity is what consumer see organisations as. Organisations want customers to visually know who they are and remember them with a positive and effective memorable feeling. *Graphic Designers in the today's world solely specialise in just that!*
3. **Why understanding the layout of design is so important.** If the layout isn't correctly understood, the reader could totally miss the message and advertising expense just went down the drain. One typical standard layout that has a huge proven impact is the "Z" layout. The "Z" layout, is a layout in which the structure is in the for of the letter Z. Usually in this order: **Headline, Photo, Caption, Copy, Signature.** By nature the human eye tends to follow this pattern when they look at an advertisement.
4. **Research** - By researching the product, that means one goes out of their way to find out what the competitors are doing.
5. **User Friendly** - This idea is really similar to layouts. This also tends to be more towards web design more than anything. Layouts even if it is not a web site should be user friendly. At no point in time should a customer feel like they are lost in any form.

#### 2.1.2.6 **Programming Qualification aims**

Developing a program involves a series of steps. The programmer defines a problem, plans a solution, codes the program, tests the program and, finally, documents the program. Usually, the programmer defines what he/she knows and the objective, selects a program to use, debugs the program in stages after completion to ensure no errors are introduced and then documents the design, development and testing of the program. With the ever-changing face of computer technology, programming is an exciting and always challenging environment that few programmers ever dream of leaving. Popular and widely used programming languages for creating computer programs are C, C++, Java and VB .Net. Programmers around the world embrace these programs because they give maximum control and efficiency to the programmer. C Programming was initially used for system development work, in particular the programs that make-up the operating system. C Programming is mainly used because it produces code that runs nearly as fast as code written in assembly language (a low level programming language). C Programming is used to create: operating systems; language compilers; assemblers; text editors; print spoolers; network drivers; modern programs; data bases; language interpreters and utilities.

#### **Action plans detailing the requirements needed to achieve the visions and aims of the Programming Qualification:**

1. **Systems Knowledge** - Computer programmers have a full understanding of the how and why of computer systems, including system limitations, and can set realistic expectations and work around those limitations to fully maximize the use of the equipment and its accessories.
2. **Creativity Platform** - Programming is a platform to showcase creativity, especially in problem-solving and entertainment. Programming develops new video games, graphics and animations to showcase new business ideas or to resolve a particular problem.
3. **Interactive Education** - Programming, especially in web development, has allowed new interactive web applications that have access to system resources and provide the same level of control as desktop applications. Used on online learning platforms, these applications have allowed distance-learning programs to take off. Today, almost all major learning institutions have some form of online learning implementation, thanks to computer programming.
4. **Defining The Future** - Computer programming principles implemented today will likely influence how technologies such as voice-recognition, artificial intelligence and other sophisticated technologies will change in the future and how they will be applied to our day-to-day lives. For example, the trend toward automating Internet searches and purchases to be more localized is ongoing. While the hardware platforms developed will play a major role, computer technology will likely be at the center of it all and programming future systems will be an important aspect.
5. **Machine Language** - Since computers work with numbers, programming allows a person to represent machine-language in human-readable format. This reduces the chances of introducing errors and wasted time in debugging and correcting mistakes.

#### 2.1.2.7 **Database Qualification aims**

Databases allow us to manage and use an incredible variety of information easily. The essential feature of database technology is that it provides an INTERNAL representation (model) of the EXTERNAL world of interest. Examples are the representation of a particular date/time/flight/aircraft in airline reservation or of item code/item description/quantity on hand/reorder level/reorder quantity in a stock control system.

Business in much of world depends on database technology.

#### **Action plans detailing the requirements needed to achieve the visions and aims of the Database Qualification:**

1. **Finance:** the UK clearing banks have calculated that if their database systems were removed it would take every person in UK working 24 hours per day, 7 days per week to process all the financial transactions manually. The London stock exchange relies on computer systems for recording buying and selling of stock which happens very quickly and in large quantities. The amount of money involved in these transactions is enormous.
2. **Transport:** All the airlines use online seat reservation systems and have systems for scheduling aircraft, for building and maintaining timetables, for handling the in-flight catering and for mechanical servicing of the planes. Similar systems exist for rail, sea and road transport. They all use database technology extensively.
3. **Utilities:** the major utilities (water, electricity, gas) all have generation/distribution systems based on database technology. **Resources:** The mineral exploration/extraction companies, and governments who regulate them (especially for oil exploration/extraction) have extensive databases which have complex data structures (usually including GIS (Geographical Information System)) components.



4. **Production engineering:** from scheduling workflow through the production lines of machines to stock control and order processing, database technology underpins all activity in this area.
5. **Environment:** protection and control of the environment by government agencies depend heavily on database systems with GIS facilities, together with databases of toxic substances and clean-up recommendations.
6. **Tourism:** hotel systems and local tourist attractions, information and booking facilities rely on database systems, and the major package tour operators have extensive databases for holiday planning and booking, together with financial systems for payment and invoicing.
7. **Leisure:** the entertainment industry uses database systems extensively for theatre, concert and cinema ticket bookings.
8. **Culture:** museums, art galleries, history exhibitions - all utilise database technology (and especially multimedia database technology) for cataloguing their collections and recording access to them.
9. **Education:** courses, materials, and assessment all rely heavily on database technology in all sectors of education. Increasingly the linking of database technology with hypermedia delivery systems allows courseware to be maintained up-to-date and delivered to the consumer.
10. **Healthcare:** healthcare has long relied on database technology to schedule hospital beds or appointments at clinics or doctor's surgery.
11. **Government administration** would be paralysed without database technology; the collection of taxes and the payment of social security benefits depend totally on database technology.

#### 2.1.2.8 **Computing Qualifications Credit Framework Level Emphasis and Achievements Expected**

##### 2.1.2.8.1 **Level 3 and 4**

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

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

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

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

##### 2.1.2.8.2 **Level 5**

Level 5 allow learners to select, organise, and modify information to solve problems. Learners develop skills in selecting appropriate computer technology tools, and they learn to use these tools to access and structure information to analyse problems, synthesize ideas, and justify opinions or values. Learners also gain an understanding of time, resource, and project creation. In addition to learning the principles of computing,

learners develop skills in integrating information systems, programming, networking, graphics, web design and database management. This level emphasise on:

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

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

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

#### 2.1.2.8.2 **Level 6**

Level 6 provide learners with an understanding of how to communicate, implement ideas effectively using a variety of information media. In addition to learning the principles of advanced computing, learners develop skills in integrating information systems, programming, networking, graphics, web design and database technology. This level emphasise on:

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

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

- be innovative
- develop critically thinking skills
- produce detailed project work based on advanced research
- effectively use networking, programming and database tools.
- identify and consider ethical and legal issues when presenting information
- use a variety of software to create documents
- demonstrate the ability to arrange information in different forms to create new meaning

- analyse the effects of computer programming
- apply a variety of trouble-shooting techniques related to programming, networking and database design.
- demonstrate an awareness of the impact of information technology tools on society
- identify most sought out careers and occupations that use information technology
- evaluate different software and defend their use in solving problems
- describe the effect of multimedia presentations on intended audiences
- apply knowledge into entrepreneurship

### 2.1.3 BCE Hospitality Qualifications

1. Hotel Management
2. Travel & Tourism

Hotels are truly a world in microcosm. The risk is daunting. Even with a full team of experts (the asset manager, hotel manager, security expert, and insurance broker) working full time to prevent being sued, it is a virtual certainty. These are some of the daunting tasks: *Management Agreements* - the hiring of professional management companies has become prevalent and a clear definition of the role is essential. *Franchise Agreements* - the trend in the hospitality industry is that hotels are more likely to be operated under universally recognised "flags" and less often as independent hotels. *Construction Contracts* - even when there is not a change in brand, hotels are constantly renovating, and, due to the finances involved, these renovations most often take place while the hotel remains open. *Environmental Law* - environmental risk is a reality in the everyday operation of a hotel. Meeting standards for outside air intake, mould risks, asbestos management during renovation and maintenance, lead-based paint maintenance and leaking underground tanks are universal concerns. *Sustainable Development And Building Green* - eco-friendly and Leadership in Energy and Environmental Design (LEED) certified hotels are now the norm today. Hotels are becoming leaders in energy savings, sustainable development practices and the use of environmentally friendly construction materials. *Zoning, Building Code, Landmark And Disability Requirements* - hotel development in and of itself requires a full array of legal expertise in zoning, landmarks laws, environmental requirements, building codes, fire codes, scaffold laws, handicap accessibility laws and other local laws, regulations and administrative requirements. *Leasing* - leasing has increasingly become a significant component of hotel law practice. High end retail stores, restaurants and health clubs have seen the benefit of leasing space in luxury hotels. *Defence of insurance claims* - insurance defence is an essential component of hotel law. It is clear that the hotel can recognise cost savings by incorporation of aggressive claim investigation and defence policies into day-to-day hotel operation. *Legal Liability Audits* - limiting or preventing claims relating to the hotel's premises can be accomplished by the conducting of a legal liability audit; lighting dimly lit areas and eliminating labyrinthine corridors or stairways will help prevent slip-and-fall cases and decrease liability due to inadequate security. *Counsel's familiarity with the hotel business and the locality* - defence of the insurance claim is most effective when defence counsel is familiar with the hospitality industry, the client and the locality; detailed knowledge of the hotel industry and its inner workings in personnel practices, hotel facilities management and recordkeeping goes a long way toward bringing about a favourable and minimal settlement.

#### 2.1.3.1 Hotel Management Qualification aims

Hospitality represents a broad range of related industries, its importance in the world of business is clear: it is the largest business activity in the world. How the hospitality business operates, and its impact on the local economy varies from country to country, but its importance is undeniable. Most of the major hospitality companies are either headquartered in the UK or have a major corporate presence in the UK. One major advantage of hospitality, *it can be found everywhere* – every country, town or city has: hotels, restaurants, retailing, transportation, travel agencies, tour companies, tourist attractions, cultural industries and leisure, recreation and sport.

#### Action plans detailing the requirements needed to achieve the visions and aims of the Hotel Management Qualification:

1. Exploring how the hospitality industry faces new and complex changes in the 21<sup>st</sup> century. Management in hospitality have responsibilities including; policy-making within global, international and national contexts, apply innovative strategic planning approaches in response to corporate policies. Good strategy creation and execution are the key ingredients in a firm's recipe for success. The main focus is on how managers can guide their hotels in the formulation, implementation, and evaluation of strategies.
2. Analysing the skills necessary to operate a hotel front office, including communications and human relations, front office operations, reservation systems and procedures, determining room availability and rates, registration procedures, cashier and billing procedures, and night audit procedures

3. Exploring the many different hospitality industries all over the world. Different hospitality industries work in different sectors. But there are few industries which are called successful business. And also there are many industries which are called business. There is a long way between business and successful business. Business becomes successful by a proper management system. So the management system is very important in the sector of development.
4. Analysing the management system that manages all things about hotel business. Exploring the hotel management techniques including hotel administration, accounts, marketing, maintenance, housekeeping, food and beverage management and catering.
5. Opportunities in Hotel Management qualification. After completing the course of hotel management, learners can apply to various and luxurious hotels all over the world. And that's the real opportunity for a learner; with worldwide job opportunities, they can work anywhere.
6. Exploring how the management system improves the service and hospitality managed, how polite the behaviour should be and also what is the importance of a guest in a hospitality industry.

#### 2.1.3.2 **Travel & Tourism Qualification aims**

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

#### **Action plans detailing the requirements needed to achieve the visions and aims of the Travel & Tourism Qualification:**

1. Exploring how travel and tourism is related not only to holidaying but has also emerged as one of the major industries of the world and generator of jobs.
2. Describing how Travel and Tourism is the nation's largest retail sales industry. The economic, social and cultural benefits that tourism brings to the local community are commendable.
3. Analysing tourist attractions - there are many places that attract tourists and hence there are some requirements to promote tourism.
4. Exploring factors favourable to tourism, including; peaceful atmosphere in the country and enough facilities for accommodation, transportation and effective machinery is necessary to give wide publicity relating to tourist attractions
5. Analysing the advantages from tourism.
6. Importance of tourism in stimulating growth - The World Travel & Tourism Council (WTTC) wrote to all 27 Finance Ministers in the European Union urging them to recognise the important role of the industry in stimulating economic growth and jobs, while avoiding unproductive knee-jerk tax hikes at a time of austerity. The letter, written by Dr Michael Frenzel, Chairman of the Executive Board, TUI AG and Chairman, WTTC and David Scowsill, President & CEO, WTTC, reminds Finance Ministers that Travel & Tourism is a key generator of employment across the European Union directly generating 10 million jobs across Europe, substantially more than the automotive manufacturing (3.2 million), mining (3.6 million) and financial services sectors (8.5 million). 'Given the labour intensity of Travel & Tourism, and as the above data shows, Travel & Tourism is one of the few economic sectors which can generate economic growth with jobs,' the letter says.
7. Recognition of Travel & Tourism as a driver of economic growth by G20 in June 2012 - The G20 world leaders have for the first time, recognised the importance of Travel & Tourism as a driver of jobs, growth and economic recovery. The Leaders' Declaration from the annual meeting of the G20 world leaders, held in Los Cabos, Mexico, on 18-19 June, recognised "the role of travel and tourism as a vehicle for job creation, economic growth and development, and, while recognizing the sovereign right of States to control the entry of foreign nationals" and commits to "work towards developing travel facilitation initiatives in support of job creation, quality work, poverty reduction and global growth."

This was the first time that Travel & Tourism had been included in the G20 Leaders' Declaration and is the culmination of long-term efforts by the industry, led by UNWTO and WTTC, to encourage world leaders to see the potential of Travel & Tourism to create millions of new jobs and billions of dollars of GDP.

According to WTTC the industry directly will contribute \$2 trillion in GDP and 100 million jobs to the global economy in 2012. When the wider economic impacts of the industry are taken into account, Travel & Tourism

is forecast to contribute some \$6.5 trillion to the global economy and generate 260 million jobs – or 1 in 12 of all jobs on the planet.

Research by the two organisations, released at the T20 Ministers (Tourism Ministers of G20 countries) meeting showed that G20 economies could boost their international tourist numbers by an additional 122 million, generate an extra US\$ 206 billion in tourism exports and create over five million additional jobs by 2015 by improving visa processes and entry formalities. Findings showed that of the 656 million international tourists who visited G20 countries in 2011, an estimated 110 million needed a visa, many of whom deterred from travelling by the cost, waiting time and difficulty of obtaining a visa. Facilitating visas for these tourists, many from some of the world's fastest growing source markets such as the BRICs, could stimulate demand, spending and ultimately create millions of new jobs in the G20 economies.

*[For Hospitality Qualification Credit Framework Level Emphasis and Achievements Expected, see Business]*

## 2.2 Progression Routes

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

- Level 3
- Level 4
- Level 5
- Level 6

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

Indeed, Level 3 or 4 is the most important element of learners career.

To obtain a qualification, each learner has to sit for a final examination, set and marked at BCE (UK) London and has to pass *all* units, including the coursework.

BCE qualifications outline:

- learner and industry requirements
- identifies success performance
- specifies what learners should achieve
- identifies relevant cognitive skills

using the following strategies:

- Qualification and Standards
- Values in Qualification Development Process
- BCE Quality Control

### 3. Qualifications and Standards

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

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

The Framework is a tool to enable BCE to assure itself of the quality maintenance of examination standards of its awards/qualifications. It is based on the recommendations by the regulator to produce Qualification Credit Framework showing qualification level, guided learning hours and qualification specifications.

**Content Standards/Specifications** - *specify the general domains of knowledge that learners should learn.*

**Basis of learner assessment** - *Performance standards means identification of a desired level of performance on an examination. We use it as a method of reporting examination grades; pass, merit, distinction or fail; based on the % mark range obtained. Performance standards define how learners demonstrate their proficiency in the skills and knowledge.*

Three interrelated issues guide us developing assessments:

(i) **Assessment Technical quality**

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

(ii) **Assessment Credibility**

Learners must understand what the project/coursework or examination accomplish, why they are needed and how they fit with the other ways of testing learners.

(iii) **Feasibility**

Assessment should be feasible; in design and development.



#### 4. Values in Qualification Development Process

Statement of values provide a guideline to writers/designers of units and qualifications, support materials and assessment to meet BCE's strategic goals.

Responsible personnel should incorporate aims, objectives, outcomes, content, teaching, learning and assessment strategies which supports and incorporates:

- i. **Excellence in education** – place a high value on learning, inquiry, rational discourse and critical reflection
- ii. **Quality teaching and learning** – encourage high standards by enforcing good teaching and learning practice
- iii. **Personal growth and self-confidence** – highlight individual growth within a social context
- iv. **Fair and just society** – provide learners with the knowledge, skills and attitudes which helps learners to be critical thinkers and ensure learners are free from prejudice and discrimination
- v. **Diversity** – acknowledge culture and religious background and value of the UK society and multiculturalism
- vi. **Proficiency** – provide for all learners to develop in all areas of the specification

## **5. BCE Quality Control**

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

Qualifications to be assessed against internally set quality objectives and externally set subject standards

- a) approved exam centres
- b) a cycle of institutional reviews to test the effectiveness of institutional processes and systems for assuring the quality and standards of provision against code of practice.

The Board of Advisors are responsible for the oversight educational character and mission of BCE and for overseeing its overall direction and performance. This responsibility is discharged through Senior Executives comprising the Chief Executive, Appeal Committee, Programme Design & Review Panel and Programme Development & Services.

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

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

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

### **BCE Quality Control Plan**

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

### **Annual Review**

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

- (i) The anticipated requirements of external quality agencies
- (ii) BCE goals, capabilities and constraints (resource and regulatory)
- (iii) The need of Centres and BCE functional areas
- (iv) The needs and expectations of learners

Guiding principles for the development of this framework

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

### 5.1 Quality Systems at Qualification Level

All new qualifications of study pass through planning process to ensure conformity and consistency with BCE objectives. Qualifications undergo a “validation” process, involving internal and external representatives, to ensure that they satisfied stated design requirements and threshold standards appropriate to the type and level of award. In essence, validation is about establishing confidence in qualification aims and how they are to be realised.

#### Qualification Framework for Qualification Planning Review

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

## 6. BCE Quality Assurance

*Quality assurance refers to a range of review procedures designed to safeguard academic standards and promote learning opportunities for learners of acceptable quality.* Quality assurance is the implementation of systematic processes to ensure that threshold level is reached in both the academic standards of the qualifications offered; quality of learners academic experience and quality of institutions (centres) running our qualifications.

It is our responsibility to define regulations, policies and processes which meet regulatory requirements and align with the assessment infrastructure.

The core quality assurance processes are:

- Programme approval (Sectors Skills, Employers and Regulators)
- Annual reviews
- Periodic reviews

BCE divides quality insurance into 3 divisions; namely *quality assurance of specifications*, *quality assurance of qualifications* and *quality assurance of Centres*.

### 6.1 Quality Assurance of Specifications

Quality specifications include the following items:

1. The aims of the specification, including Intended Learning Outcomes (ILO) and Assessment Criteria which focus on skills.
2. The Teaching and Learning Strategy. The aim of teaching and Learning Strategy is to enhance the quality of teaching and learning across all centres by assisting BCE centres on a variety of issues in areas such as the:
  - formulation of the Centre's Teaching and Learning policy
  - giving direction to the enhancement of teaching and learning
  - provision of a framework for the teaching qualifications of tutors ensuring consistency of standards across the centres.In keeping with the BCE's Teaching & Learning Strategy requirements for quality assurance procedures, centres will undergo an Annual Review Monitoring based on comments from Quality Assurance and participants evaluations,
3. Specification content, with the number of contact hours allocated for instructions of each unit.
4. Assessment of learners that matches the intended learning outcomes and assessment methods.
5. Learning materials, including lecture notes, student handbooks and textbooks.
6. Facilities required for teaching/learning the specification, including physical facilities and infrastructure.

There are two types of quality reviews: those that focus on individual assessment disciplines or specification units and those that address practice and procedures at Centres.

#### **BCE quality assurance of specifications review examines:**

1. Number of learners who sat for the different assessments and examinations
2. Learners' assessment results, including percentages of learners passing and failing.
3. The distribution of learners passing i.e. male/female; country etc.
4. Examiners' comments.
5. Examination time-table, conduct of examinations and invigilation procedures.
6. The assessment standards of the specification, and associated methods of teaching, learning and assessment.
7. The quality of methods of teaching, learning and assessment, and the various resources that support learners' learning.
8. The robustness of procedures intended to assure academic standards and promote quality of learning opportunities.
9. Promotion of quality as a process of strategic management.
10. Quality Teaching Assessment. Reports include summary on the quality of teaching, which is rated as either unsatisfactory, satisfactory or excellent. Centres rated as unsatisfactory risk their approval being revoked whereas those rated excellent are given an award (certificate of excellence).

Other things taken into consideration are:

- a. learner teaching and learning
- b. learner progression and achievement
- c. learner support and guidance
- d. learning resources
- e. quality assurance

The quality review procedure involves:

- Self evaluation documents (centre and learners feedback)
- Analysis of the evaluation by review team
- Visit to centres to meet staff and learners
- Producing reports which comment on strengths, areas for improvement and recommendations for further action.

#### **Centre quality assurance of specifications review examines:**

1. The specification topics actually covered and the number of hours actually taught as compared with the specifications (including explanation of discrepancies)
2. Methods of internal assessments used.
3. Facilities and teaching materials used, including plan of work.
4. Administration constraints in following the teaching/learning strategy to achieve the Intended Learning Outcomes and Assessment Criteria.
5. Instructor's responses together with proposals for improvement.
6. Specification quality enhancement proposals.

#### **6.2 Quality Assurance of Qualifications**

1. Academic standards to be achieved, including minimum duration.  
Academic standards specify what learners should achieve. They include *content*, *performance*, and *proficiency* standards. Content standards refer to what learners should know and be able to do. Performance standards tell how learners will show that they are meeting a specified level of achievement. Proficiency standards indicate how well learners must perform. Standards serve as rigorous goals for teaching and learning. Setting high standards enable learners, parents, educators, and citizens to know what learners should have learned at a given point in time. The absence of standards has consequences similar to lack of goals in any pursuit. Without clear goals, learners may be unmotivated and confused.

Contemporary society is placing immense academic demands on learners. Clear statements that learners must know and be able to do are essential to ensure that centres offer learners the opportunity to acquire the knowledge and skills necessary for success.

2. Qualification admission requirements and the level at which the qualification starts. On qualification enquiry - standards of admission, qualification time-table etc. should be made available.

**Admission of learners** - admission to the BCE qualifications shall be based on the entry qualifications of the applicant and shall be granted in a non-discriminatory manner. A centre should define and publish admission procedures so that all applicants may know of the policies, standards and admission requirements of the institution.

#### **Academic regulations**

- (a) Regulations pertaining to length of year, definition of credit hours and holidays breaks.
- (b) Learner records.
  - i. Centres should maintain a permanent individual academic record of all learners.
  - ii. All other records of the centre should be held in accordance with relevant government regulations.
- (c) Centre catalogue. The centre should publish a catalogue containing the academic standards and regulations, the requirements for admission; tuition and fees; and regulations and policies pertaining to the dismissal of candidates.
- (d) Centre calendar. The calendar of scheduled academic and co-curricular activities should give close consideration to avoid conflicts with high religious holidays of the major faiths.

3. Regulations concerning progression – (from Level 3 and 4 Certificate, Level 5 Diploma to Level 6 Diploma)
4. Quality management, including comments on: (i) effectiveness of system management in meeting intended learning hours (ii) the method of involvement of the external assessors (iii) quality assurance report and stakeholder assessments.

“Learning Outcomes are statements of the knowledge, skills, and abilities the individual learner possesses and can demonstrate upon completion of a learning experience or sequence of learning experiences.

Learners completing a qualification are expected to have gained the knowledge, skills and attitudes (dispositions) and to demonstrate competency in:

**Communication** learners should be able to demonstrate effective knowledge, skills and attitudes in reading, writing, speaking, and listening, presentation of self and information.

**Computation** learners should be able to demonstrate effective knowledge, skills and attitudes in technology, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data.

**Creative, Critical & Analytical Thinking** candidates should be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.

**Community/Global Consciousness & Responsibility** BCE qualification holders should be able to demonstrate effective knowledge, skills and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity and empathy.

**Discipline Content** qualification holders should be able to demonstrate effective skills and attitudes that are specific to a discipline or career.

5. Proposals for programme development, including qualification structure  
The purpose of the programme development procedures is to ensure that all proposals to develop new qualifications of study or to change previously approved qualifications are scrutinised thoroughly on academic grounds. This scrutiny should ensure that each qualification of study offered by BCE is designed to the highest possible academic standards and offer learners the best possible teaching and learning experience. It should also ensure that resource implications are identified and resolved at the earliest stage.
6. Action plan that incorporates all the corrective actions

*Centre quality assurance of qualifications review examines*

1. Minimum duration including learning hours
2. Rules of admission
3. Number of learners who complete qualifications
4. Minimum number of learners required to start a programme
5. Relevance of subject matter, the internal assessment methods and learner achievements.
6. The quality of learning opportunities in comparison with (i) Intended Learning Outcomes and Teacher/Learning Strategy (ii) support available to learners (iii) learning resources actually available.
7. Quality management, including comments on: (i) effectiveness of system management in meeting ILO, and good practices (ii) the extent to which institutional regulations are observed by staff members responsible (iii) response of teaching staff and administrators to external assessors’ report and stakeholders assessments.
8. Rules of Combination

### 6.3 **Quality Assurance of Centres**

1. Mission statement
2. Governance and administration
  - organisational structure as it defines academic duties and responsibilities
  - method of recruiting academic leaders
  - policies and systems in place
  - responsiveness to changing priorities, emerging needs and managing resistance to change
3. Teaching staff
  - Statistics including qualifications
  - Staff development programs
4. Educational programmes
  - the rules and regulations that govern educational programmes
  - number of programmes
  - number of learners for each programme
5. Academic standards
  - internal assessment methods
  - communication of important information i.e. exam dates, coursework etc.
  - whether candidates are given feedback on their internal assessments
  - policies for implementing appointing examining board procedures
6. Learner retention and progression
  - qualifications for which retention and progression rates are high
  - qualifications for which retention and progression rates are low

The most common reasons learners drop out of centres are:

- wrong qualification
- financial
- bored with qualification
- failing assessments

#### *Wrong qualification*

This reason is not that significant, and there is little a centre can do to respond to this problem except for ensuring that pastoral care is available in these circumstances.

#### *Financial*

The impact of learner fees and the reduction in the availability of learner grants has taken effect.

#### *Bored with the qualification*

This reason for withdrawal can be responded to by tutors. In particular, the introduction of innovative teaching methods (for example making use of new technology, or learner centred learning) may create a more committed learner.

#### *Failing assessments*

Evidence shows that this is the most significant reason for learner losses. Learners may fail for a variety of different reasons:

- poor quality teaching
- lack of attendance
- lack of ability

7. Learner achievements
  - qualifications which the percentage of candidates assessment is high (reasons for this)
  - qualifications which the percentage of candidates assessment is low.
  - the institution's vision for learners' employment possibilities, including availability of jobs, the appropriateness of academic qualifications for employment
  - an assessment of learners performance and the standards achieved
8. Quality of learning opportunities
  - adequate facilities and resources
  - learner support programmes, including special provisions for outstanding and challenged learners, financial services for learners
  - learning resources
  - learner feedback on progress including the availability of the mechanism of



- compliance with the assessment system and teaching staff response.
9. Quality management and enhancement
    - the institution's vision for quality enhancement - the strategy, procedures, means to monitor its effectiveness and mechanism for disseminating and implementing policies
    - the extent to which the institution's policies and regulations have been implemented.
    - the extent to which stakeholders have been engaged to gain trust in the academic programmes and the extent to which the institution has responded to the stakeholders' views
    - the extent to which the internal review system for quality assurance has been effective
    - the impact of review reports on overall learner performance
    - action plan for improving the quality of education that includes specific actions,
    - their time frame, the persons responsible, resource needs and the origin of said resources.
  10. Community development
    - the contribution of the institution to the community, society and environmental affairs
    - training programmes, workshops, conferences and technical services at national and international level
    - action plan with the list of actions, agencies responsible, time frame, resource needs, origin of resources and expected outcome.