



*Diploma in International
Foundation Studies (EduQual
level 3)*

Specification

From 9th January 2023

Issue 1.0

About EduQual

EduQual is a regulated UK awarding body and a full member of the Federation of Awarding Bodies (FAB).

In the UK, the national qualifications regulators include the Office of Qualifications and Examinations Regulation (Ofqual), SQA-Accreditation, Qualifications Wales, and the Council for the Curriculum, Examinations and Assessment (CCEA).

EduQual is approved as an awarding body by SQA-Accreditation – you can find us listed on the SQA-Accreditation website [here](#). Many of our courses and qualifications are recognised by universities, professional membership bodies and many other stakeholders in the UK and beyond.

Our courses and qualifications are delivered in partnership with a global network of EduQual-approved Centres (e.g. colleges and training providers). We place a special emphasis on ensuring Centres and Learners receive the highest levels of quality and value across all our innovative, relevant, and affordable courses and qualifications.

Our dedicated team of professionals have many years' experience in designing, developing, delivering, and awarding courses and qualifications. We strive to be recognised as an awarding body of choice for any educator or employer who wishes to unlock the potential of their Learners.

EduQual has a global presence – we have established partnerships with centres in Africa, The Americas, Asia and Europe.

This specification is Issue 1. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue.

References to third-party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

Summary of <Insert Course title> changes

Summary of changes made to previous issues	Page Number

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EduQual Diploma in International Foundation Studies

This course title will appear on Learners’ certificates – Learners should be made aware of this when they are recruited by the Centre and registered with EduQual.

Comparison of SCQF and Ofqual RQF levels

The UK [Quality Assurance Agency](#) for Higher Education (QAA) is responsible for safeguarding the standards of UK higher education wherever it is delivered around the world. The QAA have published a [guide](#) to qualification frameworks in UK and beyond – the tables below are extracts from this guide. The EduQual course framework is aligned with the Ofqual Regulated Qualification Framework (RQF) e.g. EduQual Level 4 is broadly comparable with Ofqual RQF Level 4.

Table 1 shows the correspondence of levels established between national qualifications frameworks and the EQF:

European Qualifications Framework (EQF)	Regulated Qualifications Framework England/Northern Ireland (RQF)	Credit and Qualifications Framework for Wales (CQFW)	Scottish Credit and Qualifications Framework (SCQF)	The National Framework of Qualifications for Ireland (NFQ IE)
8	8	8	12	10
7	7	7	11	9
6	6	6	10/9	8/7
5	5/4	5/4	8/7	6
4	3	3	6	5
3	2	2	5	4
2	1	1	4	3
1	E3	E3	3	2/1
	E2	E2	2	
	E1	E1	1	

Table 2 shows the outcome of verifying the compatibility of higher education frameworks for Scotland (FQHEIS/SCQF), for England, Wales and Northern Ireland (FHEQ) and for the NFQ for the Republic of Ireland (NFQ IE) with the FQ-EHEA as follows:

Typical higher education qualifications within each level	FHEQ level	FQHEIS/SCQF level	NFQ IE level	Corresponding FQ-EHEA cycle
Doctoral degrees	8	12	10	Third cycle (end of cycle) qualifications
Master's degrees (including Integrated Master's)	7	11	9	Second cycle (end of cycle) qualifications
Postgraduate diplomas Postgraduate certificates				Intermediate qualifications within the second cycle
Bachelor's degrees with honours /Honours Bachelor Degrees	6	10	8	First cycle (end of cycle) qualifications
Irish Higher Diplomas				9
Bachelor's degrees/ Ordinary Bachelor Degree		Graduate diplomas Graduate certificates	6	
Foundation Degrees (for example FdA, FdSc)				5
Diplomas of Higher Education (DipHE)	4	7	6	Intermediate qualifications within the short cycle
Higher National Diplomas (HND)				
Irish Higher Certificates				
Higher National Certificates (HNC)				
Certificates of Higher Education (CertHE)				

For more information on compatibility with these frameworks see: http://ec.europa.eu/eqf/home_en.htm and www.enic-naric.net.

Introduction to Diploma in International Foundation Studies (EduQual level 3)

Diploma in International Foundation Studies (UKEB Level 3) is a programme for Higher Education that is designed to help students to secure the knowledge skills and behaviours needed to succeed in higher education and successfully progress onto the 1st year of a University.

This programme includes contemporary business/computing/psychology/medical and transferable skills focused content that not only provides opportunities for students to develop behaviours appropriate for higher education study but also for future lifelong learning.

This program in Tomorrow's Computing, or Business builds and inspires to acknowledge and permeate appreciation, training and practice in each, in all of its students; offering a wide range of modules, that they can choose from as per their temperament and aspirations; developing creative, innovative and useful applications, that are to help, support, ease, collaborate, socialize, automate and entertain humans.

Subjects are:

Academic English

Mathematics

Professional and Academic Skills

Computer Fundamentals

Psychology

Principles of Management

Being a highly hands-on and engaging program that envisions to inspire, inform and require students to acquire, explore and experiment with a wide range of digital creative artifacts and offer solutions; the program aspires to provide substantial and robust practice, and to prepare them to successfully take up and lead positions in creative digital projects with strong potential to work for themselves.

The aims of this programme will allow learners to:

- *To provide students with a range of subject-specific and skills-based units to meet the demand of higher education study and prepare students for studying a higher education course taught in English.*
- *Ensuring a combination of Level 3 and 4 units to bridge the transition of learning between the levels and enhance learning.*
- *Develop a wide range of intellectual abilities including those of critical thinking and critical decision making.*
- *Develop and practice the transferable skills necessary for continual personal development and to respond positively to change during careers in the Business/Computing/Psychology Field.*
- *Discuss terminology, concepts, principles and techniques.*
- *Explain the importance of the social, political, ethical, technological, environmental and global*

contexts.

- Prepare for further studies at degree level.

This course has been credit-rated for the EduQual course framework at level 3 and 120.

EduQual levels

The EduQual course framework mirrors levels 1-8 of the Ofqual Regulated Qualifications Framework (RQF) and each level is described by a set of [Level descriptors](#). The allocation of a level is based on the difficulty of learning. The Level descriptors describe in broad terms what learners should be able to do or demonstrate at a particular level. Each level descriptor is divided into two categories, knowledge and understanding, and skills. The level descriptors build on those used within the European Qualifications Framework (EQF), whilst levels 4-8 are intended to be consistent with the five levels within the Framework for Higher Education Qualification in England, Wales and Northern Ireland (FHEQ). The descriptors set out the generic knowledge and skills associated with the typical holder of a qualification at that level. The level descriptors are framed as outcomes and each category starts with a stem statement (“the holder can...”) which then links into the outcomes associated with each level of the framework.

EduQual credit points

The allocation of EduQual credit points does not refer to a perception of ability, nor is it based on age or experience. It is calculated by those with an expert knowledge of the subject who make a professional judgement on how many hours it would take a typical Learner (i.e. not those who complete the learning outcomes quickly or those that require additional time) to achieve the learning outcomes at a given level. This can also be described as “... *the time required for a typical learner at a specified level to achieve the learning outcomes. The amount of time taken by actual Learners in reality may differ, but this does not affect the number of Credit Points awarded.*” The estimation of the time required is referred to as notional learning hours – one EduQual credit point represents a notional 10 hours of learning. EduQual credit points quantify learning outcomes that are subject to valid, reliable methods of assessment.

Notional learning hours

Notional learning hours include all the learning activities that are required to achieve the learning outcomes. Within the EduQual course framework, the minimum number of credits recognised for a learning programme is one, which represents a notional 10 hours of learning. This, along with the type of activities that can be included in the notional learning hours, gives the framework the flexibility to recognise small pieces of learning such as short employer-led programmes.

When credit rating a course, we consider the time spent on all activities that contribute to the achievement of the learning outcomes of the programme and this includes those that take place before and after delivery as well as the actual delivery itself. The following are suggestions of what might make up the notional learning hours:

- activities before delivery, including:
 - preparation such as reading materials provided prior to delivery
 - self-reflection on prior knowledge and experience and how it links to the delivery

- personal programme planning
- using libraries or learning resource centres for reading and research
- activities for actual delivery, including:
 - attending and participating in formal teaching sessions
 - practical work in laboratories and other locations
 - relevant Information Communication Technology (ICT) activities
 - self-directed study using online or text-based open learning materials
 - involvement in informal learning such as community groups, youth groups, outdoor activities
- activities after delivery, including:
 - private study and revision on what has been learned
 - assessment of learning
 - application of knowledge and understanding and skills within the workplace.

It should be noted that this list of suggestions is not exhaustive nor are the activities mutually exclusive.

National Occupational Standards

Where relevant, all EduQual courses are designed to provide some of the underpinning knowledge and understanding for National Occupational Standards (NOS) which are defined as *“statements of the standards of performance individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding.”*¹

NOS are developed for employers by employers through the relevant [Sector Skills Council \(SSC\) or Standards Setting Organisation \(SSO\)](#).

<Describe any NOS that are relevant to this course>

¹ See [UK Standards](#) website for more details

Course structure

1. The ***Diploma in International Foundation Studies*** is composed of 1200 notional hours of learning (<120> credits).

Unit	Unit title	EduQual credits	EduQual level	Comparable level	
				Ofqual (RQF ²)	EQF ³
1	Academic English	3	3	3	3
2	Professional Academic Skills	3	3	3	3
3	Mathematics	3	3	3	3
4	Principles of Management	3	3	3	3
5	Computing Fundamentals	3	3	3	3
6	Psychology	3	3	3	3

² [Ofqual Regulated Qualifications Framework](#)

³ [European Qualifications Framework](#)

Access and Recruitment

EduQual's policy regarding access to its courses is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the course

Centres are required to recruit Learners to EduQual courses with integrity. This will include ensuring that applicants have appropriate information and advice about the course. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study. This assessment will need to take account of the support available to the Learner within the Centre during their programme of study and any specific support that might be necessary to allow the Learner to access the assessment.

Centres will need to review the entry profile of the course and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher-level course.

Restrictions on Learner entry

Student must complete their 12th Grade or A's Level qualification

Access arrangements and special considerations

EduQual's policy on access arrangements and special considerations aims to enhance access to courses for Learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Refer to EduQual's [Equality and Reasonable Adjustments](#) policy.

Design and Delivery

Mode of delivery

Whichever mode of delivery is used, Centres must ensure that Learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. In some units, the use of assessment evidence drawn from Learners' work environments is an essential requirement.

It is important that Centres develop an approach to teaching and learning that supports the vocational nature of the course and the mode of delivery. The specification gives a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors should ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow Learners to apply their learning to actual events and activity within the sector. Maximum use should be made of Learners' experience.

It may be appropriate to deliver some knowledge via a virtual learning environment (VLE) which provides Learners with remote access to theoretical knowledge. The learning community created by a VLE allows Learners to share their knowledge and experiences via forums and discussion groups, facilitated by tutors offering educational support and guidance.

Where relevant, skills should be taught (and assessed) ‘face-to-face’.

Physical resources need to support the delivery of the programme and the assessment of the learning outcomes and should therefore be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to obtain approval from EduQual.

Where specific resources are required, they have been indicated in the *Essential resources* section within individual units.

Assessment

The following guidance should be considered in conjunction with the EduQual *Assessment and Verification Guide*.

All units within the course are internally assessed. The courses are criterion referenced, based on the achievement of all the specified learning outcomes – to achieve a ‘pass’ a Learner must have successfully passed all the assessment criteria.

The purpose of assessment is to ensure that effective learning has taken place to give Learners the opportunity to:

- meet the standard determined by the assessment criteria
- achieve the learning outcomes

All the assessments developed by Centres should be reliable, fit-for-purpose and built on the unit assessment criteria. Assessments should enable Learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for Learners to adopt, and making maximum use of practical activities. The creation of assessments that are fit-for-purpose is vital to achievement.

The assessment criteria must be clearly indicated in each assessment – this gives Learners focus and helps with internal quality assurance and standardisation processes. It will also help to ensure that Learner feedback is specific to the assessment criteria.

When designing assessments, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current i.e. to reflect the most recent developments and issues
- local i.e. to reflect the employment context of the delivering Centre
- flexible to reflect Learner needs, i.e. at a time and in a way that matches the Learner’s requirements so that they can demonstrate achievement

Where available, Centres are encouraged to review EduQual sample assessments before developing their own assessments.

All Centre-devised assessments must be ‘signed-off’ by EduQual before they are used by Centres.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment that considers whether a Learner can

demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

EduQual encourages Centres to recognise Learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. See [here](#) for EduQual's RPL policy.

Grading

To achieve a 'pass' a Learner must have successfully demonstrated competence as described in all units.

Quality Assurance

The following guidance should be considered in conjunction with the EduQual document *Assessment and Verification Guidance for Centres*.

The quality assurance process for Centres offering this course and qualification is composed of three key components

- Approvals
- Internal Quality Assurance, and
- External Quality Assurance (e.g. moderation)

Approvals

Centres are required to seek approval from EduQual to offer this course via the existing EduQual Centre and Course approval process. Prior to approval being given, Centres will be required to submit evidence to demonstrate that they:

- have the human and physical resources required for effective delivery and assessment
- have a robust internal assessment system supported by 'fit-for-purpose' assessment documentation
- have a system to internally quality assure assessment decisions, to ensure standardised assessment decisions are made across all assessors and sites

Applications must be supported by the Head of the Centre (e.g. Principal, CEO, etc) and include a signed declaration that the Centre will operate the programmes strictly as approved and in line with EduQual requirements.

Should the Centre intend to use their own Centre-devised assessments, as part of the approval process, the Centre should provide EduQual with at least one assessment that will enable Learners to generate evidence against specific learning outcomes to the standard determined by the assessment criteria.

It is recommended that all those involved in the delivery, assessment and internal verification of

EduQual programmes complete a nationally recognised knowledge-based qualification in Education and Training within the first year of approval.

An annual Centre re-approval process applies to all EduQual-approved Centres. However, all approved Centres must make a commitment to inform EduQual of any changes to their resources during the interim period. Centres will be required to demonstrate ongoing fulfilment of the Centre approval criteria. Centres will need to present evidence of the ongoing suitability and deployment of their systems to carry out the required functions – this includes the consistent application of policies affecting Learner registrations, appeals, effective internal quality assurance and standardisation processes.

Internal Quality Assurance

Centres are responsible for implementing an Internal Quality Assurance system, the purpose of which is to ensure:

- Learners are assessed fairly and accurately
- Learners are given appropriate and constructive feedback which supports their progress
- Assessment decisions are consistent across all assessors and accurately recorded
- Assessors receive the support they need to do their job effectively
- Quality assurance processes within the Centre consistently meet EduQual requirements
- Effective monitoring and review to ensure relevant amendment and updating of systems, course and courses and qualifications, programmes and their assessment

External Quality Assurance

The following guidance should be considered in conjunction with the EduQual document entitled *Remote Quality Sampling (RQS) Guidance for Centres*.

Prior to making a request for Learner certification, Centres must share with EduQual an electronic portfolio of evidence for that Learner. Learners must provide a signed statement of authenticity confirming that the evidence contained within their portfolio of evidence is their own. Prior to certification, an EduQual-appointed External Quality Assurer may verify/moderate a sample of the Learner's assessments. The outcomes of this process will be to:

- confirm that internal assessment has met agreed standards, and to allow certification,
- make recommendations to improve the quality of assessment outcomes before certification can take place, or to
- make recommendations about the Centre's ability to continue to be approved for the course.

EduQual reserves the right to withdraw either course or Centre approval when it deems there is an irreversible breakdown in the Centre's ability either to quality assure its programme delivery or its assessment standards.

Unit format

All units in EduQual courses have a standard format. The unit format is designed to give guidance on the requirements of the course and qualification for Learners, tutors, assessors and those responsible for monitoring standards. Each unit has the following sections.

Unit title

This is the formal title of the unit that will appear on the Learner's certificate.

EduQual level and credit points

The EduQual course framework uses two measures to describe courses within the framework:

- level of difficulty and complexity
- credit points quantify learning outcomes and give them a value or currency

The EduQual course framework mirrors Levels 1-8 of the Ofqual Regulated Qualifications Framework (RQF). The different levels indicate the level of difficulty of a course and increases in levels relate to factors such as:

- the complexity and depth of knowledge and understanding
- links to associated academic, vocational or professional practice
- the degree of integration, independence and creativity required
- the range and sophistication of application/practice
- the role(s) taken in relation to other learners/workers in carrying out tasks

The level descriptors allow broad comparisons to be made between the outcomes of any learning and allow Learners, employers and the public in general to understand the range of skills and learning that should be achieved at each level.

Credit points are used to quantify learning outcomes and give them a value or currency. They are a way of showing how much time it takes, on average, to complete a course. Credit points and level descriptors allow Learners, learning providers and employers to compare different courses and qualifications at the same or even different levels.

Credit points quantify the outcomes of learning that are subject to valid, reliable methods of assessment. The number of points allocated is determined by the amount of time that an 'average' Learner at a specified level might expect to take to achieve the outcomes.

The EduQual course framework works on the basis that one credit point represents the amount of learning achieved through a notional 10 hours of learning time which includes everything a Learner must do to achieve the outcomes in a course including the assessment procedures.

Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Delivery and assessment

Summarises the key feature of how the unit should be delivered and how Learners should be assessed.

Essential resources

Identifies resources that the Centre must have in place to deliver this unit.

Learning outcomes

The learning outcomes of a unit set out what a Learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a Learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Indicative content

The indicative content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. Where relevant, this is informed by the underpinning knowledge and understanding requirements of related standards. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Delivery

Explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.

Assessment

Amplifies the nature and type of evidence that Learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.

List of Learner resources

Identifies specialist resources needed to allow Learners to generate the evidence required for the unit. The Centre will be asked to ensure that any requirements are in place when it seeks approval from EduQual to offer the course and qualification.

Units

Unit 1: *Academic English*

Unit 2: *Professional Academic Skills*

Unit 3: *Mathematics*

Unit 4: *Principles of Management*

Unit 5: *Computing Fundamentals*

Unit 6: *Psychology*

Unit 1

Unit title	Academic English
EduQual level	3
Credit points	20
Unit aim	<p>This unit introduces students to the ways in which language is used in a variety of different contexts. Students will investigate how production and reception contexts influence language choices in spoken and written language.</p> <p>This unit introduces students to the variety and evolution of the English language, with an emphasis on English in a global context and the language's role as an international language. Students will demonstrate their writing abilities through the creation of texts for a variety of genres, audiences, purposes, and contexts. Students will be able to hone their research skills. They will build on their prior knowledge of language frameworks and key language concepts acquired in Units 1, 2, and 3</p>
Delivery and assessment	<p>Tuition and guidance should feature flexible approaches to delivering the unit. Formal tuition sessions, whether face to face or online, will identify some of the required, theoretical subject matter. This will help students to work individually, or as part of a group, researching and gathering information about the subject. Personal and group research, case studies, simulations, exercises and discussion are typical and engaging ways of learning about the subject. Students will likely use tutor- and self-directed study and reflect on their experience and expertise. Up-to-date information and materials are available from many sources such as businesses, the World Wide Web, television and radio broadcasts, broadsheet newspapers and advisory services.</p>
Essential resources	<p>Jay Maurer, (2006), Focus on Grammar 5 – An Integrated Skills Approach, 3rd Edition, White plains, Longman.</p> <p>Jan Frodesen, Janet Eyring, Grammar Dimension 4, 4th Edition, Thomson Heinle.</p>

Learning Outcome 1:

Assessment criteria <i>On completion of this unit, the learner can:</i>	Indicative content	Delivery	Assessment
1.1 Discussions	Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations.	<p>Must be delivered by the centres acquiring our qualification through blended or face-to-face learning.</p> <p>The documents must be submitted online.</p> <p>The lectures will be delivered using PowerPoint, pdf or document files (through digital means)</p>	<p>Speaking (25%)</p> <p>Brief:</p> <p>Learners must complete the following two activities.</p> <p>1 A discussion or</p> <p>2 A presentation on a given topic</p>
1.2 Response	Consider complex information and give a relevant, cogent response in appropriate language		
1.3 Presenting	Present information and ideas clearly and persuasively to others		
1.4 Contributions	<p>Adapt contributions to suit audience, purpose and situation</p> <p>Make significant contributions to discussions, taking a range of roles and helping to move discussion forward</p>		

Learning Outcome 2:

Assessment criteria <i>On completion of this unit, the learner can:</i>	Indicative content	Delivery	Assessment
2.1 Reading and comparing contents	Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions.	Must be delivered by the centres acquiring our qualification through blended or face-to-face learning.	<p>Reading (25%)</p> <p>Brief:</p>

		The documents must be submitted online.	Three texts based on a single context. The three texts will comprise:
2.2 Utilising relevant information	Select and use different types of texts to obtain and utilize relevant information Read and summaries, succinctly, information/ideas from different sources Identify the purposes of texts and comment on how meaning is conveyed	The lectures will be delivered using PowerPoint, pdf or document files (through digital means)	<ul style="list-style-type: none"> • one narrative text, e.g. a newspaper article • one informative text, e.g. a letter • A problem solving exercise, e.g. drawing on three adverts from different sources. Learners will answer all questions on each text
2.3 Identification and purposes	Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions.		
2.4 Detecting the point of view	Detect point of view, implicit meaning and/or bias Analyze texts in relation to audience needs and consider suitable responses, In three or more texts.		

Learning Outcome 3:

Assessment criteria <i>On completion of this unit, the learner can:</i>	Indicative content	Delivery	Assessment
3.1 Basic Documentation	Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	Must be delivered by the centres acquiring our qualification through blended or face-to-face learning. The documents must be submitted online.	Writing (50%) Brief: Write an essay on a given topic clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling,
3.2 Presenting	Present information/ideas concisely,		

information	logically, and persuasively Present information on complex subjects clearly and concisely	The lectures will be delivered using PowerPoint, pdf or document files (through digital means)	grammar and punctuation.
3.3 Utilising different writing styles	Use a range of writing styles for different purposes Use a range of sentence structures, including complex sentences, and paragraphs to organize written communication effectively		
3.4 Punctuate written text	Punctuate written text using commas, apostrophes and inverted commas accurately Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning in a range of text types.		

Learner resources

The recommended resources listed below should be familiar to each tutor and assessor who is delivering this unit as part of an EduQual course. Learners should be made aware of these sources before delivery of this unit and be fully conversant with these sources upon completion of this unit.

Resources
<ul style="list-style-type: none"> • Scott Thornbury (2004), <i>Natural Grammar – The Keywords of English and How They Work</i>, Oxford University Press. • Betty Schramper Azar (2003), <i>Fundamentals of English Grammar</i>, 3rd Edition, International Edition, Pearson Longman. • Michael Swan & Catherine Walter (2004), <i>How English Works: A Grammar Practice Book With Answers</i>, Oxford University Press. • Michael Swan (2007), <i>Practical English Usage</i>, 3rd Edition, Oxford University Press. • David H. Deterding & Gloria R. Poedjosoedarmo (2001), <i>The Grammar of English: Morphology and Syntax for English Teachers in</i>

Southeast Asia, Prentice Hall.

- Related Magazines, Internet Sites, Newspapers, Video, Movies, and Others.
- Tidd, J., & Bessant, J. (2011). *Managing Innovation: Integrating Technological, Market and Organizational Change*. Chichester: John Wiley & Sons.

Unit 2

Unit title	Professional Academic Skills
EduQual level	3
Credit points	20
Unit aim	In order to succeed in higher education, it is essential to develop key study skills to facilitate learning efficiently. Having good core study skills improves participation and engagement with learning while also improving confidence and self-esteem. In this unit, you will gain the knowledge and skills to prepare you for higher education studies in business. You will explore academic skills by examining the use and importance of various academic skills and techniques for performance, self-motivation and achievement. You will also explore a range of research methods necessary for studying higher education business and other field studies. You will then have the opportunity to practice and demonstrate academic skills by producing a written report for a selected unit of study within the International Foundation programme for Higher Education and developing an action.

Delivery and assessment	<p>Will be delivered by the educational centres using digital means.</p> <p>Assessment would be a Research Report that will have 100% grading.</p> <p>Writing up an effective introduction and Literature review on a selected topic (50%)</p> <p>Writing up Research Methodology, presentation of the results and winding up the research report (50%)</p>
Essential resources	<p>Germano, W., 2021. Getting it published. University of Chicago Press.</p> <p>Giltrow, J., Gooding, R. and Burgoyne, D., 2021. Academic writing: An introduction. Broadview Press.</p>

Learning Outcome 1:

Assessment criteria <i>On completion of this unit, the learner can:</i>	Indicative content	Delivery	Assessment
1.1 Be able to understand what is plagiarism and ways to avoid plagiarism;	Avoiding copy pasting, giving proper credit to the original sources of information. Understand the basic methods to avoid plagiarism; paraphrasing, summarizing and direct quotation.	Must be delivered by the centres acquiring our qualification through blended or face-to-face learning. The documents must be submitted online. The lectures will be delivered using PowerPoint, pdf or document files (through digital means)	Will be part of the final assessment research report
1.2 Be able to generate the citations and references in Harvard Referencing System;	Properly cite the books, journal articles, websites, and newspaper. Provide complete address of the source at the end of the assignment as reference list in proper Harvard referencing system.		
1.3 Significance of time management skills;	Managing multiple tasks at a time, time division, creating time table, planning, prioritizing the tasks using Gantt chart		
1.4 Be able to understand what is plagiarism and ways to avoid plagiarism;	Avoiding copy pasting, giving proper credit to the original sources of information. Understand the basic methods to avoid plagiarism; paraphrasing, summarizing and direct quotation.		

Learning Outcome 2:

Assessment criteria <i>On completion of this unit, the learner can:</i>	Indicative content	Delivery	Assessment
2.1 Formatting a research Report;	Using formal language to prepare a research report, preparation of title page, line spacing, proper use of font style and font size. Generating sound number of credible resources of information.	Must be delivered by the centres acquiring our qualification through blended or face-to-face learning. The documents must be submitted online. The lectures will be delivered using PowerPoint, pdf or document files (through digital means)	Will be part of the final assessment research report
2.2 Essay and Report writing formats;	Understanding the difference between the structure of report and essay. Be able to write up the report and essay in proper academic writing structure.		

Learning Outcome 3:

Assessment criteria <i>On completion of this unit, the learner can:</i>	Indicative content	Delivery	Assessment
3.1 Understanding the importance and meaning of literature review in the research	Demonstrate a comprehensive understanding of the following key points: <ul style="list-style-type: none"> • Significance of literature review in research report, • Be able to understand the gap 	Must be delivered by the centres acquiring our qualification through blended or face-to-face learning. The documents must be submitted online.	Will be part of the final assessment research report

	in research using literature review.	The lectures will be delivered using PowerPoint, pdf or document files (through digital means)	
3.2 Methods of finding literature review	Demonstrate a comprehensive understanding of the following key points: <ul style="list-style-type: none"> • Ways to read and write literature review • Reading abstract, databases, use of Sci-Hub and Google Scholar for extracting journals and books 		
3.3 Ways to read and write literature review	Demonstrate a comprehensive understanding of the following key points: <ul style="list-style-type: none"> • Elements of good literature review supporting the ideas of the author by a variety of credible sources • Use of illustration, models, theories and concepts from and journal articles. 		
Learning Outcome 4:			
Assessment criteria <i>On completion of this unit, the learner can:</i>	Indicative content	Delivery	Assessment
4.1 Selecting a research method	Demonstrate a comprehensive understanding of the following key points:	Must be delivered by the centres acquiring our qualification through	Will be part of the final assessment research report

	<ul style="list-style-type: none"> Understanding the basic research methods; qualitative, quantitative and mixed research. 	blended or face-to-face learning. The documents must be submitted online. The lectures will be delivered using PowerPoint, pdf or document files (through digital means)	
4.2 Use and selection of correct sampling method;	Demonstrate a comprehensive understanding of the following key points: <ul style="list-style-type: none"> Understanding the most suitable sampling technique for your research topic; Simple random sampling, Cluster sampling, stratified sampling, systematic sampling. 		
4.3 Preparation of research questionnaire and consent form;	Demonstrate a comprehensive understanding of the following key points: <ul style="list-style-type: none"> Types of questions that can be used in preparing questionnaire, preparation of consent form, understanding the basic research ethics. 		
Learning Outcome 5:			
Assessment criteria <i>On completion of this unit, the learner can:</i>	Indicative content	Delivery	Assessment
5.1 Presenting the results from the survey;	Demonstrate a comprehensive understanding of the following key points: <ul style="list-style-type: none"> Presenting results in graphical; bar 	Must be delivered by the centres acquiring our qualification through blended or face-to-face learning.	Will be part of the final assessment research report

	graph, pie-chart, and line graph. Tabular form; simple table and complex table.	The documents must be submitted online. The lectures will be delivered using PowerPoint, pdf or document files (through digital means)	
5.2 Discussion on the results;	Demonstrate a comprehensive understanding of the following key points: • Be able to reach a final decision using the data found from the survey. Utilize the figures found in the results to discuss the truthfulness of the theory.		
5.3 Writing a critical and quality conclusion;	Demonstrate a comprehensive understanding of the following key points: • Write a conclusion to sum up the whole research. Conclusion must wind up the research in an appropriate way.		

Learner resources

The recommended resources listed below should be familiar to each tutor and assessor who is delivering this unit as part of an EduQual course. Learners should be made aware of these sources before delivery of this unit and be fully conversant with these sources upon completion of this unit.

Resources
<ul style="list-style-type: none"> • Murray, R. and Moore, S., 2006. The handbook of academic writing: A fresh approach. McGraw-Hill Education (UK). • Paltridge, B., 2004. Academic writing. Language teaching, 37(2), p.87.

- Dwyer, M., 1995. A guide to the Harvard referencing system. *British journal of Nursing*, 4(10), pp.599-602.

Unit 3

Unit title	Mathematics
EduQual level	3
Credit points	20
Unit aim	This unit introduces students to the role and fundamental concepts of algebra, sequences, graphs, and basic statistics in the software application development process. The unit's objective is to improve students' comprehension and calculation capacity for basic algebraic and statistical computations. Its objective is to demonstrate how simple numbers are operated and constructed in order to solve real-world problems. Students will be able to generate and recognize sequences, functions, and graphs, as well as their relationship to algebra. This unit introduces students to geometric reasoning techniques, as well as important shape and distance formulas and fundamental theorems. Students can carry out, with an emphasis on statistics and its applications to real-world problems. Students will be able to identify and improve their mathematical and problem-solving abilities. They will reinforce their understanding of mathematical frameworks and key concepts acquired in this module.
Delivery and assessment	Final Exam Unseen Brief: Students will be given a test that consists of MCQ's as well as numerical that must be solved, evaluating all the learning outcomes given in learning outcome one. The paper will be of total 100 marks.
Essential resources	Desharnais, J., 2008. <i>Basics of relation algebra. Relations and Kleene Algebra in Computer Science</i> , p.1.

	<p>Strung, K.R., 2021. <i>C*-algebra basics. In An Introduction to C*-Algebras and the Classification Program</i> (pp. 14-25). Birkhäuser, Cham.</p> <p>Steiner, G.F. and Stoecklin, M., 1997. <i>Fraction calculation—A didactic approach to constructing mathematical networks. Learning and Instruction</i>, 7(3), pp.211-233.</p>
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Learning Outcomes

GUIDANCE: Your unit will be split into 1 or more Learning Outcomes (LOs). Each LO can be further subdivided (e.g. LO 1 might comprise LO 1.1, 1.2, and 1.3; LO 2 might comprise LO 2.1, 2.2, 2.3, and 2.5). To create additional tables for each LO, simply copy and paste on the tables. To create additional rows, click the '+' sign on the bottom left of each table.

Learning Outcome 1:			
Assessment criteria	Indicative content	Delivery	Assessment
<i>On completion of this unit, the learner can</i>			
1.1 Use and apply basic algebraic calculations	<p>Operational rules for solving numbers, in certain situations.</p> <ul style="list-style-type: none"> • Algebra role in the field of math • Algebraic expressions and their use in algebra. • Algebraic identities and their use in algebra. • Algebraic formulas and their use in algebra. • Difference between algebraic identities 	<p>Must be delivered by the centres acquiring our qualification through blended or face-to-face learning.</p> <p>The documents must be submitted online.</p> <p>The lectures will be delivered using PowerPoint, pdf or document files (through digital means)</p>	Unseen exam

	<p>and formulas</p> <ul style="list-style-type: none"> • Use of Algebra in real life-related problems 		
<p>1.2 Use and apply basic functions and graph calculations, and sequence</p>	<p>What are functions?</p> <ul style="list-style-type: none"> • Identification of functions calculation, and role of algebra in functions. • Simple graph construction and its link with functions. • What are sequences • Use of sequence and its real life related exercises. 		

Learning Outcome 2:

Assessment criteria <i>On completion of this unit, the learner can:</i>	Indicative content	Delivery	Assessment
2.1 Use and apply basic shapes and calculations.	Basic shape names, formulas. <ul style="list-style-type: none"> • Basic concepts in the field of geometry. • Understanding the basic conversions and transformation between similar units. • Applying measures and constructions for certain diagrams and shapes. 	Must be delivered by the centres acquiring our qualification through blended or face-to-face learning. The documents must be submitted online. The lectures will be delivered using PowerPoint, pdf or document files (through digital means)	Unseen exam
2.2 Understand the concepts of shapes in geometry. Basic concepts in geometry and transformation.	What are Geometrical reasoning and its purpose in real life? <ul style="list-style-type: none"> • Defining the transformation and explaining its types. • Identification of certain transformation types and explaining the process of transformation. 		

Learning Outcome 3:

Assessment criteria <i>On completion of this unit, the learner can:</i>	Indicative content	Delivery	Assessment
3.1 Use of raw data in statistics, and how to represent them graphically	Applying data in the field of statistics. <ul style="list-style-type: none"> • Data types and the uses. • Collection and organizing of data. • Representation of simple data. 	Must be delivered by the centres acquiring our qualification through blended or face-to-face learning. The documents must be submitted online. The lectures will be delivered using PowerPoint, pdf or document files (through digital means)	Unseen exam

List of Learner Resources

Textbooks
<ul style="list-style-type: none"> Izhakian, Z., 2009. Basics of linear algebra over the extended tropical semiring. <i>Contemporary Mathematics</i>, 14, p.173. Mix, K.S., Levine, S.C. and Huttenlocher, J., 1999. Early fraction calculation ability. <i>Developmental psychology</i>, 35(1), p.164. Gribakin, G.F. and Flambaum, V.V., 1993. Calculation of the scattering length in atomic collisions using the semiclassical approximation. <i>Physical Review A</i>, 48(1), p.546. Green, B. and Tao, T., 2010. Linear equations in primes. <i>Annals of mathematics</i>, pp.1753-1850. Tourniaire, F., 1986. Proportions in elementary school. <i>Educational Studies in Mathematics</i>, 17(4), pp.401-412. Raymond, D., Tompa, F. and Wood, D., 1996. From data representation to data model: Meta-semantic issues in the evolution of SGML. <i>Computer Standards & Interfaces</i>, 18(1), pp.25-36.
Websites
<ul style="list-style-type: none"> Khan. (2020) <i>Algebra Basics</i>. Available at: https://www.khanacademy.org/math/algebra-basics MathisFun, (2021). <i>Introduction to Algebra</i>. Available at: https://www.mathsisfun.com/algebra/introduction.html

Unit 4

Unit title	Principles of Management
EduQual level	3

Credit points	20
Unit aim	<p>This unit will examine how businesses adapt their management approaches in response to environmental challenges. Managers must develop skill sets that enable them to work effectively in areas such as people management, financial, resource, and quality management, and change management, depending on their roles and responsibilities. Learners will examine several of the issues that managers and leaders face in the workplace when it comes to increasing business efficiency and ensuring its survival and growth. Effective planning and organization of a business's activities can have a significant impact on its success.</p> <p>This unit will assist learners in advancing to employment (for example, into a career in supervision and management) and/or vocational training. Additionally, students may progress to related higher education institutions.</p>
Delivery and assessment	Final Assessment Report 100%
Essential resources	<p>Laurie J. Mullins - <i>Management & Organisational behaviour</i> – 9th edition</p> <p>David Boddy – <i>Management, An introduction</i> – 7th edition</p>

Learning Outcomes

GUIDANCE: Your unit will be split into 1 or more Learning Outcomes (LOs). Each LO can be further subdivided (e.g. LO 1 might comprise LO 1.1, 1.2, and 1.3; LO 2 might comprise LO 2.1, 2.2, 2.3, and 2.5). To create additional tables for each LO, simply copy and paste on the tables. To create additional rows, click the '+' sign on the bottom left of each table.

Learning Outcome 1:

Assessment criteria <i>On completion of this unit, the learner can</i>	Indicative content	Delivery	Assessment
1.1 The different key definitions and functions of management	<ul style="list-style-type: none"> • Who are the managers? • Their role, importance and requirements. • ☑ Characteristics of an organization 	<p>Must be delivered by the centres acquiring our qualification through blended or face-to-face learning.</p> <p>The documents must be submitted online.</p> <p>The lectures will be delivered using PowerPoint, pdf or document files (through digital means)</p>	<p>Will be part of the final assessment report</p>

Learning Outcome 2:

Assessment criteria <i>On completion of this unit, the learner can:</i>	Indicative content	Delivery	Assessment
2.1 The meaning and significance of leadership and motivation	Defining leadership, importance and theories such as: <ul style="list-style-type: none"> • Trait theory • Leadership behaviour studies • Contingent leadership • Situational leadership • Leadership and emotional intelligence • Leadership brand 	Must be delivered by the centres acquiring our qualification through blended or face-to-face learning. The documents must be submitted online. The lectures will be delivered using PowerPoint, pdf or document files (through digital means)	Will be part of the final assessment report

Learning Outcome 3:

Assessment criteria <i>On completion of this unit, the learner can:</i>	Indicative content	Delivery	Assessment
3.1 The concept and components of business culture:	Understanding the concept of business culture and defining: <ul style="list-style-type: none"> • What is the culture in an organisation? • Types of organisational culture • Climate versus culture • Levels of organisational culture • The importance of culture • Development of culture • Maintaining organisational culture and changing organisational culture 	Must be delivered by the centres acquiring our qualification through blended or face-to-face learning. The documents must be submitted online. The lectures will be delivered using PowerPoint, pdf or document files (through digital means)	Will be part of the final assessment report

Learning Outcome 4:

Assessment criteria <i>On completion of this unit, the learner can:</i>	Indicative content	Delivery	Assessment
4.1 The definition and key concepts in human resources and training	Understanding the concept of Human Resource Management (HRM) in <ul style="list-style-type: none"> • The Practice of Human Resource Management • Strategic Human Resources Management • The Role & Organisation of the HR Function • International HRM • HRM Procedures, Policies & Tools • The Legal Environment 	Must be delivered by the centres acquiring our qualification through blended or face-to-face learning. The documents must be submitted online. The lectures will be delivered using PowerPoint, pdf or document files (through digital means)	Will be part of the final assessment report

Learning Outcome 5:

Assessment criteria <i>On completion of this unit, the learner can:</i>	Indicative content	Delivery	Assessment
5.1 The concept and purpose of performance appraisal	<p>Understanding the importance of performance appraisal and defining</p> <ul style="list-style-type: none"> • Performance Management defined • Aims & scope of Performance Management • Principles of Performance Management • Managing individual performance • Characteristics of individual Performance Management • 'SMART' objectives • The Performance Management cycle • Methods of assessment • The performance review 	<p>Must be delivered by the centres acquiring our qualification through blended or face-to-face learning.</p> <p>The documents must be submitted online.</p> <p>The lectures will be delivered using PowerPoint, pdf or document files (through digital means)</p>	Will be part of the final assessment report

Learning Outcome 6:

Assessment criteria <i>On completion of this unit, the</i>	Indicative content	Delivery	Assessment

<i>learner can:</i>			
6.1 The concepts and purpose of change management	<p>How change is defined in an organisation and its importance:</p> <ul style="list-style-type: none"> • Change Management defined: • Leading change • Facilitating change • The role of HR in leading change • The change process • Change models • Resistance to change • Overcoming resistance to change • Implementing change • Guidelines for Change Management 	<p>Must be delivered by the centres acquiring our qualification through blended or face-to-face learning.</p> <p>The documents must be submitted online.</p> <p>The lectures will be delivered using PowerPoint, pdf or document files (through digital means)</p>	<p>Will be part of the final assessment report</p>

Learning Outcome 7:			
Assessment criteria <i>On completion of this unit, the learner can:</i>	Indicative content	Delivery	Assessment
6.1 How Quality management is	How Quality management is evaluated	Must be delivered by the centres acquiring our qualification through	Will be part of the final assessment

<p>evaluated and maintained</p>	<p>and maintained</p> <ul style="list-style-type: none"> • Quality defined • Quality – different approaches • Product Quality Dimensions • Service Quality Dimensions • The three spheres of quality • Japanese Total Quality Control (TQC) • ISO Certification • Six Sigma • Lean manufacturing • Zero defect production 	<p>blended or face-to-face learning.</p> <p>The documents must be submitted online.</p> <p>The lectures will be delivered using PowerPoint, pdf or document files (through digital means)</p>	<p>report</p>
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List of Learner Resources

Resources
<ul style="list-style-type: none"> • Robbins, Coulter, de Cenzo – fundamentals of management – 11th edition • Michael Armstrong – Handbook of human resources management practice – 13th edition.

Unit 5

Unit title	Computing Fundamentals
EduQual level	3
Credit points	20
Unit aim	<p>Learners will analyse the basic principles following the selection of computer systems, such as the role of hardware and software, the way components of a system interact, and how data is used in a system.</p> <p>Understanding how and why computer components and the data they use behave the way they do has a significant impact on the work of all computing professionals. Understanding how the various components of a system work together enables accurate problem identification and efficient resolution in technical support roles. Professional programmers leverage their knowledge of how computers work to create more efficient software.</p> <p>The relationship between hardware and software as components of a computer system is examined in this unit. Learners investigate how computer components work independently and collaboratively to store and process data, as well as how data is transmitted and used in computer systems. Additionally, students investigate the impact of computing systems on businesses and individuals.</p> <p>Finally, students will apply fundamental computer principles to a variety of computing applications. This is required for progression to a higher education program in computing or for entry into the workforce as a computing professional</p>
Delivery and assessment	<p>Will be delivered by the educational centres using digital means.</p> <p>Assessment report 100%</p>
Essential resources	<p>Roffey, C., 2017. <i>Cambridge IGCSE® and O Level Computer Science Programming Book for Python</i>. Cambridge University Press.</p>

Huth, M. and Ryan, M., 2004. *Logic in Computer Science: Modelling and reasoning about systems*. Cambridge university press.

Learning Outcomes

GUIDANCE: Your unit will be split into 1 or more Learning Outcomes (LOs). Each LO can be further subdivided (e.g. LO 1 might comprise LO 1.1, 1.2, and 1.3; LO 2 might comprise LO 2.1, 2.2, 2.3, and 2.5). To create additional tables for each LO, simply copy and paste on the tables. To create additional rows, click the '+' sign on the bottom left of each table.

Learning Outcome 1:

Assessment criteria <i>On completion of this unit, the learner can</i>	Indicative content	Delivery	Assessment
1.1 Understand the relationships between, hardware and software;	Understand computer hardware including; <ul style="list-style-type: none"> • Types of computer systems, Purpose, features, and uses of internal components used in the computer systems. • Factors affecting the internal components • Hardware used in computer systems. • How the features of hardware affect their performance, and a computer system. • Factors affecting choice of hardware: user experience 	Must be delivered by the centres acquiring our qualification through blended or face-to-face learning. The documents must be submitted online. The lectures will be delivered using PowerPoint, pdf or document files (through digital means)	Will be part of the final assessment report

<p>1.2 Understand the role of software in a computer system Understand computer software including;</p>	<p>Operating systems:</p> <ul style="list-style-type: none"> • Types of operating system, • Role of the kernel in controlling and managing system components and tasks • Role of the OS in managing: Networking and security • Factors affecting the choice and use of user interfaces, operating system • Purpose, features, and uses of softwares, factors affecting the choice, use and performance of utility software 		
<p>1.3 Understand the role of data processing in a computer system</p>	<p>Demonstrate understanding of:</p> <ul style="list-style-type: none"> • Use, features, and implications of computer systems for data processing • The role of hardware in collecting data • The role of software in collecting data • Data processing functions: aggregation; analysis; conversion; reporting; sorting; validation • Impact on individuals and organisations of using and storing data across multiple computer systems 		

	<ul style="list-style-type: none">• Backup and data recovery procedures		
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Learning Outcome 2:

Assessment criteria <i>On completion of this unit, the learner can:</i>	Indicative content	Delivery	Assessment
2.1 Understand the implications of computer architecture models and the impact of the relationships between their component parts	<p>Show analytical understanding of the following key issues:</p> <p>The features and characteristics of different computer architecture models including</p> <p>Stored program model: Von Neumann architecture; Harvard architecture</p> <p>Cluster computing</p> <p>Uniform memory access and non-uniform memory access</p> <p>Use and application of emulation</p> <p>Factors affecting the choice of different architecture models</p> <p>The impact of using different architecture models</p>	<p>Must be delivered by the centres acquiring our qualification through blended or face-to-face learning.</p> <p>The documents must be submitted online.</p> <p>The lectures will be delivered using PowerPoint, pdf or document files (through digital means)</p>	<p>Will be part of the final assessment report</p>
2.2 Understand the concepts and uses of microarchitecture	<p>Demonstrate analytical understanding of the following key issues:</p> <ul style="list-style-type: none"> • Instruction cycles • Execution speeds: factors affecting execution speeds; methods of increasing execution speed; implications of execution speeds 		

2.3 Understand registers and register handling	Demonstrate analytical understanding of registers and register handling, to include the following key points: <ul style="list-style-type: none">• Types of register• The function and purpose of general and special registers and their impact on the way computer systems perform• The role of interrupts in a computer system		
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Learning Outcome 3:

Assessment criteria <i>On completion of this unit, the learner can:</i>	Indicative content	Delivery	Assessment
3.1 Understand how data is represented by computer systems, including the characteristics, concepts, and implications of computer data representation methods	Demonstrate an analytical understanding of the following key points: <ul style="list-style-type: none"> • Number systems: The use and interpretation of number systems used in computer systems, including: • Units of digital data • Binary • Binary coded decimal (BCD) • The use of binary arithmetic (including BCD) to perform basic mathematical calculations: addition, subtraction, multiplication, and division • The use of binary to represent negative and floating point numbers 	Must be delivered by the centres acquiring our qualification through blended or face-to-face learning. The documents must be submitted online. The lectures will be delivered using PowerPoint, pdf or document files (through digital means)	Will be part of the final assessment report
3.2 Understand text representation in computer systems	Show analytical understanding of text representation, to include the following key points: <ul style="list-style-type: none"> • The purpose and implications of using codes to represent character 		

	<p>sets in text representation</p> <ul style="list-style-type: none"> • The features and uses of common character sets: ASCII; Unicode 		
<p>3.3 Understand image representation in computer systems</p>	<p>Show analytical understanding of image representation, to include the following key points:</p> <ul style="list-style-type: none"> • How bitmap/raster image data is stored and represented in a computer system • The impact of image resolution on the way images are stored and represented • The impact of sample/bit depth on the way that image data is stored and images are displayed • The effects of compression on image data 		

Learning Outcome 4:

Assessment criteria <i>On completion of this unit, the learner can:</i>	Indicative content	Delivery	Assessment
4.1 Understand the characteristics and implications of methods of organizing data in computer systems, and its impact on computer processes	<ul style="list-style-type: none"> • Demonstrate critical understanding of data structure: • The features, applications, and implications of data types used in computer systems. • The use and application of data types in computer software • The use and implications of data types in computer hardware 	<p>Must be delivered by the centres acquiring our qualification through blended or face-to-face learning.</p> <p>The documents must be submitted online.</p> <p>The lectures will be delivered using PowerPoint, pdf or document files (through digital means)</p>	<p>Will be part of the final assessment report</p>
4.2 Assess and understand the concept of indices, matrices, and matrix representation in computer systems	<ul style="list-style-type: none"> • Understanding of matrix representation: • The relationship between matrices and arrays • Mathematical operations using matrices • Single, two-, and multi-dimensional arrays • Row-major and column-major order 		

Learning Outcome 5:

Assessment criteria <i>On completion of this unit, the learner can:</i>	Indicative content	Delivery	Assessment
5.1 Understand the concepts, processes, and implications of data transmission in and between computer systems	<ul style="list-style-type: none"> • Show analytical understanding of transmitting data, and the following key issues: • Types of communication channel: simplex; half-duplex; full-duplex; point-to-point; multi-drop • Methods of connecting devices and transmitting data across/between computer systems • The selection of connection methods to fulfil specified tasks and functions • Asynchronous and synchronous data transmission • Use of packet data in transmitting data: Contents of a data packet; the role of components of a data packet; packet switching • Protocols used to govern and control data transmission • Features, applications and implications of encryption 	<p>Must be delivered by the centres acquiring our qualification through blended or face-to-face learning.</p> <p>The documents must be submitted online.</p> <p>The lectures will be delivered using PowerPoint, pdf or document files (through digital means)</p>	<p>Will be part of the final assessment report</p>

	<ul style="list-style-type: none"> • Simple encryption ciphers • Encryption used in computer systems • Applications and implications of data compression 		
5.2 Understand the methods used to detect errors in data transmission	<p>Show analytical understanding of error detection methods and their implications, and awareness of the following key issues:</p> <ul style="list-style-type: none"> • Parity schemes • Checksum • Repetition schemes • Cyclic redundancy check (CRC) • The concepts, implications, and applications of error detection 		
5.3 Understand the concepts and implications of error correction in computer systems	<p>Demonstrate an analytical understanding of error correction systems, to include the following key points:</p> <ul style="list-style-type: none"> • Commonly used error correction systems: Automatic repeat request (ARQ); forward error correction (FEC) • The concepts, implications, and applications of error correction systems 		

Learning Outcome 6:

Assessment criteria <i>On completion of this unit, the learner can:</i>	Indicative content	Delivery	Assessment
6.1 Recognize the application and interpretation of logic and data flow in computer systems	Demonstrate analytical comprehension of Boolean logic, focusing on the following critical points: <ul style="list-style-type: none"> • The application, implementation, and interpretation of Boolean logic for the purpose of identifying data flow and resolving problems • The application, implementation, and interpretation of Boolean logic for the purpose of identifying logical structures, representing data flow, and resolving problems. 	Must be delivered by the centres acquiring our qualification through blended or face-to-face learning. The documents must be submitted online. The lectures will be delivered using PowerPoint, pdf or document files (through digital means)	Will be part of the final assessment report
6.2 Recognize and comprehend computer system flow charts and system diagrams	Demonstrate analytic understanding of flow charts and system diagrams, including the following key issues: <ul style="list-style-type: none"> • Using, applying, and interpreting flow charts and diagrams to represent data flow within and between computer systems • The creation, application, and interpretation of flowcharts and diagrams for the purpose of problem solving 		

List of Learner Resources

Textbooks
<ul style="list-style-type: none">• De Castro, L.N., 2006. Fundamentals of natural computing: basic concepts, algorithms, and applications. CRC Press.• Chuttur, M.Y. and Mungur, J., 2021. Cloud Computing Fundamentals. Le Printemps Ltee.• Huang, Y., 2021. Computer architecture.

Unit 6

Unit title	Psychology
EduQual level	3
Credit points	20
Unit aim	Psychology is the scientific examination of the mind and behaviour of humans. The student will understand how psychology is used to explain behaviours and differences such as gender, races etc. They will build on their prior knowledge of language frameworks and key language concepts acquired in Units 1, 2, and 3.
Delivery and assessment	Will be delivered by the educational centres using digital means. 50% Presentation 50% Essay 100%
Essential resources	Maccoby, E.E., Newcomb, T.M. and Hartley, E.L., 1958. <i>Readings in social psychology</i> .

Parker, I. ed., 2015. *Handbook of critical psychology*. Routledge.

Zimbardo, P.G. and Ruch, F.L., 1975. *Psychology and life*.

Learning Outcomes

GUIDANCE: Your unit will be split into 1 or more Learning Outcomes (LOs). Each LO can be further subdivided (e.g. LO 1 might comprise LO 1.1, 1.2, and 1.3; LO 2 might comprise LO 2.1, 2.2, 2.3, and 2.5). To create additional tables for each LO, simply copy and paste on the tables. To create additional rows, click the '+' sign on the bottom left of each table.

Learning Outcome 1:

Assessment criteria <i>On completion of this unit, the learner can</i>	Indicative content	Delivery	Assessment
1.1 Different approaches in Psychology	Understanding the different approaches in Psychology such as the Psychodynamic, Biological, Behaviourist, Humanistic and the Cognitive Approach	Must be delivered by the centres acquiring our qualification through blended or face-to-face learning. The documents must be submitted online. The lectures will be delivered using PowerPoint, pdf or document files (through digital means)	Will be part of the final assessment report

Learning Outcome 2:

Assessment criteria <i>On completion of this unit, the learner can:</i>	Indicative content	Delivery	Assessment
2.1 Health Psychology	Understanding that Health psychology is the study of psychological and behavioural processes that occur in the contexts of health, sickness, and healthcare. It is concerned with deciphering the relationship between psychological, behavioural, and cultural variables and physical health and sickness. Psychological issues can have a direct effect on health	Must be delivered by the centres acquiring our qualification through blended or face-to-face learning. The documents must be submitted online. The lectures will be delivered using PowerPoint, pdf or document files (through digital means)	Will be part of the final assessment report

Learning Outcome 3:

Assessment criteria <i>On completion of this unit, the learner can:</i>	Indicative content	Delivery	Assessment
3.1 Basic of Psychological research	Understanding the use of research and approaches in the field of psychology. Scientific Research in Psychology	Must be delivered by the centres acquiring our qualification through blended or face-to-face learning. The documents must be submitted online. The lectures will be delivered using PowerPoint, pdf or document files (through digital means)	Will be part of the final assessment report

List of Learner Resources

Resources

- Krantz, D.S., Grunberg, N.E. and Baum, A., 1985. Health psychology. Annual review of psychology, 36(1), pp.349-383.
- Rodin, J. and Salovey, P., 1989. Health psychology. Annual review of psychology, 40(1), pp.533-579.
- James, W., 1984. Psychology, briefer course (Vol. 14). Harvard University Press.
- Hunt, M., 2009. The story of psychology. Anchor.