Level 3 Extended Diploma in Business Management

Level 3 Extended Diploma in IT and Cyber Security

Level 3 Extended Diploma in IT and Data Science

Level 3 Extended Diploma in Hospitality and Tourism Management

Level 3 Extended Diploma in Health and Social Care

Level 3 Extended Diploma in Business and Law

Specification (For Centres)

April 2025

Contents

About QUALIFI

QUALIFI is recognised and regulated by Ofqual (Office of Qualifications and Examinations Regulator). Our Ofqual reference number is RN5160. Ofqual regulates qualifications, examinations, and assessments in England.

As an Ofqual recognised Awarding Organisation, QUALIFI is required to carry out external quality assurance to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications meet the required standards.

Why Choose QUALIFI Qualifications?

QUALIFI qualifications aim to support learners to develop the necessary knowledge, skills and understanding to support their professional development within their chosen career and or to provide opportunities for progression to further study.

Our qualifications provide opportunities for learners to:

- apply analytical and evaluative thinking skills,
- develop and encourage problem solving and creativity to tackle problems and challenges,
- exercise judgement and take responsibility for decisions and actions,
- develop the ability to recognise and reflect on personal learning and improve their personal, social, and other transferable skills.

Support for the Qualification Development

During the development of this qualification QUALIFI consults with a range of employers, providers, and existing centres where applicable, to ensure rigor, validity, and demand for the qualification and to ensure that the development considers the potential learner audience for the qualification and assessment methods.

Equality and Diversity

QUALIFI's qualifications are developed to be accessible to all learners who are capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure teaching and learning are free from any barriers that may restrict access and progression.

Learners with any specific learning need should discuss this in the first instance with their approved centre who will refer to QUALIFI's Reasonable Adjustment and Special Consideration Policy.

Qualification Title and Accreditation Number

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit with the qualification has its own RQF code. The QAN for this qualification is as follows:

Level 3 Extended Diploma in Business Management (610/5596/7)

Level 3 Extended Diploma in IT and Cyber Security (610/5598/0)

Level 3 Extended Diploma in IT and Data Science (610/5600/5)

Level 3 Extended Diploma in Hospitality and Tourism Management (610/5599/2)

Level 3 Extended Diploma in Health and Social Care (610/5597/9)

Level 3 Extended Diploma in Business and Law (610/5595/5)

Qualification Aims and Learning Outcomes

Aims of the QUALIFI Level 3 Extended Diplomas

The overall aim for the qualifications is to provide a career path for learners who wish to develop their core capabilities within a range of business and technical sectors.

The qualifications provide a specialist work-related programme of study that provides breadth and depth of knowledge and understanding, along with practical skills required in a variety of sectors. It also allows specialist development through the optional units.

The qualification is suitable for part-time learners in the workplace but equally appropriate for full-time learners who can also participate in formal work placements or part-time employment.

Successful completion of the QUALIFI Level 3 Extended Diplomas provides learners with the opportunity to progress to further study or employment.

Learning Outcomes of the QUALIFI Level 3 Extended Diplomas

Learners studying for the Level 3 Extended Diplomas in all subjects will be expected to develop and apply the following skills during their study:

1. The ability to read and use appropriate literature with a full and critical understanding.
2. The ability to think independently and solve problems.
3. Apply subject knowledge and understanding to address familiar and unfamiliar problems.
4. Recognise the moral and ethical issues of business practice and research, appreciating the need for ethical standards and professional codes of conduct.

5. An appreciation of the interdisciplinary nature of business and service provision.
6. Capacity to give a clear and accurate account of a subject, in a mature way and engage in debate and dialogue both with specialists and non-specialists.
7. Transferable skills and knowledge that will enable individuals to meet changes in business.
8. To motivate individuals to progress to further professional development through future study or as part of their chosen career.

The learning outcomes and assessment criteria for all units are outlined in the Unit Specifications.

Delivering the Qualification

External Quality Assurance Arrangements

All centres are required to complete an approval process to be recognised as an approved centre. Centres must have the ability to support learners Centres must commit to working with QUALIFI and its team of External Quality Assurers (EQAs). Approved Centres are required to have in place qualified and experienced tutors, all tutors are required to undertake regular continued professional development (CPD).

Approved centres will be monitored by QUALIFI External Quality Assurers (EQAs) to ensure compliance with QUALIFI requirements and to ensure that learners are provided with appropriate learning opportunities, guidance, and formative assessment.

QUALIFI's guidance relating to invigilation, preventing plagiarism and collusion will apply to centres.

QUALIFI, unless otherwise agreed:

- sets all assessments,
- moderates' assessments prior to certification,
- awards the final mark and issues certificates.

Learner Induction and Registration

Approved Centres should ensure all learners receive a full induction to their study programme and the requirements of the qualification and its assessment.

All learners should expect to be issued with the course handbook, a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they are able to meet the requirements qualification and that if applicable appropriate pathways or optional units are selected to meet the learner's progression requirements.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice, and guidance to support them in making the necessary qualification and unit choices. During recruitment, approved centres need to provide learners with accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within the deadlines outlined in the QUALIFI Registration, Results and Certification Policy and Procedure.

Entry Criteria

Approved Centres are responsible for reviewing and making decisions as to the applicant's ability to complete the learning programme successfully and meet the demands of the qualification. The initial assessment by the centre, will need to consider the support that is readily available or can be made available to meet individual learner needs as appropriate.

The qualifications have been designed to be accessible without artificial barriers that restrict access, for this qualification applicants must be aged 18 or over.

In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International qualifications will be checked for appropriate enrolment to UK higher education postgraduate programmes where applicable. The applicants are normally required to produce two supporting references, at least one of which should preferably be academic.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners 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.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or 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. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units, or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's *Recognition of Prior Learning Policy*.

Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes and may be made available to our regulators. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

Learner Voice

Learners can play an important part in improving the quality through the feedback they give. In addition to the on-going discussion with the course team throughout the year, centres will have a range of mechanisms for learners to feed back about their experience of teaching and learning.

Professional Development and Training for Centres

QUALIFI support its approved centres with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

Please contact us for further information.

Progression and Links to other QUALIFI Programmes

Completing any of the **QUALIFI Level 3 Extended Diplomas** will enable learners to progress to:

- QUALIFI Level 4 Diplomas.
- Employment in an associated profession.

Qualification Structure and Requirements

Credits and Total Qualification Time (TQT)

All of the QUALIFI Level 3 Extended Diplomas in this specification are made up of 180 credits which equates to 1800 hours of TQT.

Learners will complete 60 credits consisting of generic units and then choose their subject area to complete another 120 credits.

Total Qualification Time (TQT) is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Examples of activities that can contribute to Total Qualification Time include guided learning, independent and unsupervised research/learning, unsupervised compilation of a portfolio of work experience, unsupervised e-learning, unsupervised e-assessment, unsupervised coursework, watching a prerecorded podcast or webinar, unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials, and supervised study in, for example, open learning centres and learning workshops, live webinars, telephone tutorials or other forms of e-learning supervised by a tutor in real time. Guided learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Rules of Combination for QUALIFI Level 3 Extended Diploma in Business Management (610/5596/7)

All Units are mandatory.

Unit Reference	Mandatory Units	Level	Credit	GLH	TQT
T/618/7010	English for Studies in Higher Education	3	10	65	100
A/618/7011	Communication and Cultural Skills for Higher Education	3	10	65	100
A/615/5045	An Introduction to the Business Environment	3	10	65	100
F/615/5046	Business Resources	3	10	65	100
J/615/5047	An Introduction to Marketing	3	10	65	100
L/615/5048	Human Resource Management	3	10	65	100
A/615/4770	Innovation for Business	3	10	75	100
R/615/5049	Business Communication	3	10	65	100
J/615/5050	Understanding Health and Safety in the Business Workplace	3	10	65	100
F/617/5541	Organisational Culture	3	10	75	100
A/617/5537	Managing Business Operations	3	10	75	100
F/617/5538	An Introduction to Finance	3	10	75	100
J615/4772	English for Business Communication	3	10	75	100
M/615/4779	Entrepreneurship and Entrepreneurial Business Planning	3	10	75	100
A/617/5540	An Introduction to Leadership Skills	3	10	75	100
J/617/5542	Workplace Welfare	3	10	75	100
K/615/4781	Entrepreneurial Marketing	3	10	75	100
R/615/4774	Thinking Entrepreneurially	3	10	65	100
Totals			**180**	**1260**	**1800**

Rules of Combination for QUALIFI Level 3 Extended Diploma in IT and Cyber Security (610/5598/0)

All Units are mandatory.

Unit Reference	Mandatory Units	Level	Credit	GLH	TQT
T/618/7010	English for Studies in Higher Education	3	10	65	100
A/618/7011	Communication and Cultural Skills for Higher Education	3	10	65	100
A/615/5045	An Introduction to the Business Environment	3	10	65	100
F/615/5046	Business Resources	3	10	65	100
J/615/5047	An Introduction to Marketing	3	10	65	100
L/615/5048	Human Resource Management	3	10	65	100
F/650/1908	Computer Systems	3	10	50	100
H/650/1909	Coding and Website Development	3	10	50	100
L/650/1910	Networks	3	10	50	100
T/650/1913	Mobile Communications	3	10	50	100
A/650/1915	Cyber Security	3	10	50	100
D/650/1916	Social Media for Business	3	10	50	100
T/617/1163	Threat and Risk: Expecting the Unexpected	3	10	100	60
F/617/1165	Network Architecture: Communications and Protocols	3	10	100	60
J/617/1166	Mobile Device and Data Risks	3	10	100	60
R/617/1168	Investigations and Incident Response	3	10	100	60
R/617/1171	Solutions: Future-Proofing your Business	3	10	100	60
Y/617/1172	EU GDPR and Data Security	3	10	100	60
Totals			**180**	**1290**	**1800**

Rules of Combination for QUALIFI Level 3 Extended Diploma in IT and Data Science (610/5600/5)

All Units are mandatory.

Unit Reference	Mandatory Units	Level	Credit	GLH	TQT
T/618/7010	English for Higher Education	3	10	65	100
A/618/7011	Communication and Cultural Skills for Higher Education	3	10	65	100
A/615/5045	An Introduction to the Business Environment	3	10	65	100
F/615/5046	Business Resources	3	10	65	100
J/615/5047	An Introduction to Marketing	3	10	65	100
L/615/5048	Human Resource Management	3	10	65	100
F/650/1908	Computer Systems	3	10	50	100
H/650/1909	Coding and Website Development	3	10	50	100
L/650/1910	Networks	3	10	50	100
T/650/1913	Mobile Communications	3	10	50	100
A/650/1915	Cyber Security	3	10	50	100
D/650/1916	Social Media for Business	3	10	50	100
H/650/4951	The Field of Data Science	3	6	45	60
J/650/4952	Python for Data Science	3	9	68	90
K/650/4953	Creating and Interpreting Visualisations in Data Science	3	3	23	30
L/650/4954	Data and Descriptive Statistics in Data Science	3	6	45	60
M/650/4955	Fundamentals of Data Analytics	3	3	23	30
R/650/4956	Data Analytics with Python	3	3	23	30
T/650/4957	Machine Learning Methods and Models in Data Science	3	3	23	30
Y/650/4958	The Machine Learning Process	3	3	23	30
A/650/4959	Linear Regression in Data Science	3	3	23	30
H/650/4960	Logistic Regression in Data Science	3	3	23	30
J/650/4961	Decision Trees in Data Science	3	3	23	30
K/650/4962	K-means Clustering in Data Science	3	3	23	30
L/650/4963	Synthetic Data for Privacy and Security in Data Science	3	6	45	60
M/650/4964	Graphs and Graph Data Science	3	6	45	60
Totals			**180**	**1009**	**1800**

Rules of Combination for QUALIFI Level 3 Extended Diploma in Hospitality and Tourism Management (610/5599/2)

All Units are mandatory.

Unit Reference	Mandatory Units	Level	Credit	GLH	TQT
T/618/7010	English for Higher Education	3	10	65	100
A/618/7011	Communication and Cultural Skills for Higher Education	3	10	65	100
A/615/5045	An Introduction to the Business Environment	3	10	65	100
F/615/5046	Business Resources	3	10	65	100
J/615/5047	An Introduction to Marketing	3	10	65	100
L/615/5048	Human Resource Management	3	10	65	100
A/615/4770	Innovation for Business	3	10	75	100
R/615/5049	Business Communication	3	10	65	100
J/615/5050	Understanding Health and Safety in the Business Workplace	3	10	65	100
F/617/5541	Organisational Culture	3	10	75	100
A/617/5537	Managing Business Operations	3	10	75	100
F/617/5538	An Introduction to Finance	3	10	75	100
H/617/5595	Introduction to the Tourism industry	3	15	100	150
M/617/5597	Introduction to the Hospitality Industry	3	15	100	150
A/617/5599	Introduction to Marketing for Hospitality and Tourism	3	15	100	150
M/617/5602	Introduction to Customer Service for Hospitality and Tourism	3	15	100	150
Totals			**180**	**1220**	**1800**

Rules of Combination for QUALIFI Level 3 Extended Diploma in Health and Social Care (610/5597/9)

All Units are mandatory.

Unit Reference	Mandatory Units	Level	Credit	GLH	TQT
T/618/7010	English for Higher Education	3	10	65	100
A/618/7011	Communication and Cultural Skills for Higher Education	3	10	65	100
A/615/5045	An Introduction to the Business Environment	3	10	65	100
F/615/5046	Business Resources	3	10	65	100
J/615/5047	An Introduction to Marketing	3	10	65	100
L/615/5048	Human Resource Management	3	10	65	100
D/615/3823	Introduction to Health and Social Care	3	10	50	100
D/615/3824	Communication for Health and Social Care	3	10	50	100
K/615/3825	Promoting Health in the Population	3	10	50	100
M/615/3826	Person Centred Care	3	10	50	100
T/615/3827	Understanding Diabetic Care	3	10	50	100
A/615/3828	Understanding Stroke and Heart Care	3	10	50	100
Y/651/5839	Responsibilities of a Health and Social Care worker	3	10	50	100
F/651/5840	Personal and Professional Development in Health and Social Care	3	10	50	100
H/651/5841	Effective Communication and Ethical Practice in Health and Social Care	3	10	50	100
J/651/5842	Health, Safety and Wellbeing in Health and Social Care Settings	3	10	50	100
K/651/5843	Person-centred Approaches in Health and Social Care	3	10	50	100
Y/651/5839	Effective Handling of Information in Health and Social Care Settings	3	10	50	100
Totals			**180**	**1290**	**1800**

Rules of Combination for QUALIFI Level 3 Extended Diploma in Business and Law (610/5595/5)

All Units are mandatory.

Unit Reference	Mandatory Units	Level	Credit	GLH	TQT
T/618/7010	English for Higher Education	3	10	65	100
A/618/7011	Communication and Cultural Skills for Higher Education	3	10	65	100
A/615/5045	An Introduction to the Business Environment	3	10	65	100
F/615/5046	Business Resources	3	10	65	100
J/615/5047	An Introduction to Marketing	3	10	65	100
L/615/5048	Human Resource Management	3	10	65	100
A/615/4770	Innovation for Business	3	10	75	100
R/615/5049	Business Communication	3	10	65	100
J/615/5050	Understanding Health and Safety in the Business Workplace	3	10	65	100
F/617/5541	Organisational Culture	3	10	75	100
A/617/5537	Managing Business Operations	3	10	75	100
F/617/5538	An Introduction to Finance	3	10	75	100
T/650/3551	The English Legal System	3	15	90	150
Y/650/3552	Contract Law	3	15	90	150
A/650/3553	Legal Terminology and Communication	3	15	90	150
D/650/3554	Academic and Research Skills for Law	3	15	90	150
Totals			**180**	**1180**	**1800**

Achievement Requirements

Learners must demonstrate they have met all assessment criteria for all units to achieve this qualification. QUALIFI will issue certificates to all successful learners via their registered centres.

Awarding Classification/Grading

All unit grading is shown on the qualification transcript.

Fail - 0-39%

Pass - 40%-59%

Merit - 60% - 69%

Distinction 70%+

All units will be internally assessed through written assignment, internally marked by the QUALIFI approved centre and subject to external quality assurance by QUALIFI.

Assessment Strategy and Methods

QUALIFI will provide all assessments for each unit of this qualification. These tasks will address all learning outcomes and related assessment criteria, all of which must be demonstrated/passed in order to achieve the qualification.

The tasks will enable learners to draw on work-related information and/or examples wherever possible. Some assessment tasks will contain a practical assignment which will require observation by an assessor (see Assessment Guidance for further information).

The assessment tasks will require learners to draw on real organisational information or case studies to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, encourage learners to draw on work-place opportunities to undertake research and investigation to support their learning.

Learner assessments will be marked internally by the approved centre and will be subject to external moderation by QUALIFI prior to certification.

All learning outcomes and related assessment criteria must be demonstrated/passed in order to achieve the qualification. To achieve a 'pass' for each of the units, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Qualifi will provide a combination of assessments that covers the learning outcomes and assessment criteria. These may be as follows.

1: Formative Assessment

Formative assessment is an integral part of the assessment process, involving both the Tutor/Assessor and the learner about their progress during the course of study. Formative assessment takes place prior to summative assessment and focuses on helping the learner to reflect on their learning and improve their performance and does not confirm achievement of grades at this stage.

The main function of formative assessment is to provide feedback to enable the learner to make improvements to their work. This feedback should be prompt so it has meaning and context for the learner and time must be given following the feedback for actions to be complete. Feedback on formative assessment must be constructive and provide clear guidance and actions for improvement. All records should be available for auditing purposes, as we may choose to check records of formative assessment as part of our ongoing quality assurance. Formative assessments will not contribute to the overall mark of the units.

2: Summative Assessment

Summative assessment is used to evaluate learner competence and progression at the end of a unit or component. Summative assessment should take place when the assessor deems that the learner is at a stage where competence can be demonstrated.

Learners should be made aware that summative assessment outcomes are subject to confirmation by the Internal Verifier and External Quality Assurer (EQA) and thus is provisional and can be overridden. Assessors should annotate on the learner work where the evidence supports their decisions against the assessment criteria. Learners will need to be familiar with the assessment and grading criteria so that they can understand the quality of what is required.

Formative Assessment	Summative Assessment
used during the learning process	used at the end of the learning process
provides feedback on learning-in-process	evaluates achievement against learning outcomes and assessment criteria
dialogue-based, ungraded	graded Pass / Refer

Evidence of both formative and summative assessment MUST be made available at the time of external quality assurance – EQA.

Please contact Qualifi for more information.

Unit Specifications

Unit SEM101: English for University Studies

Unit code: T/618/7010

RQF level: 3

Unit Aim

This unit aims to develop the language competencies required of an undergraduate level student. The content is organised around three core skills: listening, reading and writing using authentic academic materials as well as language learning materials. Alongside these skills, learners will have opportunities to develop and expand their range and accuracy of functional, lexical and grammatical structures.

The listening component aims to develop comprehension strategies required when attending lectures as well as practice in note-taking.

The reading component aims to introduce students to a variety of academic texts, reading purposes and strategies.

The writing aims to introduce learners to academic conventions as well as a variety of academic writing text types. Research classes will further expand on students reading and writing skills in their specific subject area.

Finally, learners are expected to work on collaborative and independent tasks throughout the course. There will be a strong emphasis on taking responsibility for autonomous learning.

Learning Outcomes and Assessment Criteria

Learning Outcome To achieve this unit a learner must:	Assessment Criteria Assessment of this outcome will require a learner to demonstrate that they can:
1. Be able to utilise different 'pre', 'while' and post reading strategies to understand academic texts.	1.1 Identify the overall function of an academic text 1.2 Identify the specific function of sentences, paragraphs and sections in academic texts. 1.3 Demonstrate comprehension of a range of academic texts.

2. Be able to demonstrate an appropriate academic vocabulary.	2.1 Demonstrate active use of a range of subject specific vocabulary. 2.2 Use subject specific vocabulary accurately
3. Be able to structure sentences, paragraphs and full texts to suit academic requirements.	3.1 Demonstrate the ability to use the structure and linguistic conventions of well written academic sentences and paragraphs. 3.2 Demonstrate the ability to link sentences, paragraphs and sections together to produce overall cohesion in academic writing. 3.3 Effectively reference and avoid plagiarism
4. Be able to utilise 'pre', 'while' and post listening strategies to understand different speakers and academic topic information.	4.1 Demonstrate the ability to recognise linguistic signposts and reference markers when listening to different speakers and to different delivery styles 4.2 Demonstrate the ability to utilise notes made whilst listening to a range of different speakers.

Indicative Content

- Academic reading skills such as predicting, skimming, scanning and guessing vocabulary from meaning using a range of general and discipline specific texts
- Text evaluation skills/Summarising skills/Critical reading skills/Synthesising skills/Paraphrasing and summarising skills
- Active listening and note-taking
- Time management and planning for writing
- Essay and report construction: Format and structure, paragraphs, indentations, when to use quotes, line spacing, font and font size, title page, acknowledgments, summary and abstract
- Clarifying the essay and report topic (e.g., identifying key words)
- Building arguments and counterarguments
- Plagiarism and its consequences
- Essay/report submission and feedback

Delivery Guidance

This module will be delivered through a series of lectures and class discussions in line with student-centred, communicative methodologies. The tutor will act a facilitator in the classroom ensuring students actively produce English through pair-work, group work and peer learning activities. Students will receive regular feedback on their reading and writing progress and the feedback will inform students on what they need to do to improve their reading and writing and the tutor on how to amend their class materials accordingly to meet students' needs.

Assessment Guidance

LO1 - AC 1., 1.2, 1.3/LO2 – AC 2.1, 2.2/LO3-AC3.1, 3.2: Learners can prepare an article summary review that will help them to write an academic essay later. The article should summarise and review a suitable academic text on their chosen research topic (a list of topics will be provided).

In preparation for their essay, learners write an annotated bibliography to demonstrate the research done to this point. The annotated bibliography should summarise and evaluate 3 academic texts – one of which can be an improved version of the first assignment.

LO1 -AC1.1, 1.2, 1.3/LO2 – AC 2.1, 2.2/LO3 – AC3.1, 3.2, 3.3: In preparation for their essay, learners write an essay plan that paraphrases, highlights, and lays out the main sections and points of the research. The plan should adhere to academic conventions and use appropriate citation styles.

Learners write an essay on their chosen research topic using a minimum of 3 sources that are appropriately referenced.

LO4-AC4.1, 4.2: Students do two listening tests based on excerpts from academic talks and take notes.

Suggested Resources

Barry, M. (2013). *Summary and Note-Taking*, Cambridge.

Beglar, D., Murray, N., & Beglar, D. (2009). *Contemporary topics 3: Academic listening and note-taking skills*. White Plains, N.Y: Pearson Longman.

Chazal, E. ., & McCarter, S. (2012). *Oxford EAP: A course in English for Academic Purposes: upper-intermediate / B2*. Oxford: Oxford University Press.

Glendinning, E.H. and Homstrom, B.S. (2001). *Study Reading, A Course in Reading Skills for Academic Purposes,* Cambridge University Press.

Godfrey, J. (2013), *How to Use your Reading in your Essays,* Palgrave.

Hamp-Lyons, L. & Heasly, B. (2001). *Study Writing, a Course in Written English for Academic and Professional Purposes Intermediate to Proficiency,* Cambridge University Press.

Houge, A. & Oshima, A. (2006). *Writing Academic English*, Pearson Education.

Houge, A. & Oshima, A. (2014). *Academic Writing Series 4,* Longman Pearson Education.

Manning, S.A. & O' Cain, A. (2007). *Research and Referencing*, University of Reading.

Ohsima, A. (2008). *Writing Academic English*, Pearson Education US.

Paterson, K. (2013). *Oxford Grammar for EAP*, Oxford University Press.

Zemach, D. E., Rumisek, L. A., & Macmillan Publishers. (2015). *Academic writing: From paragraph to essay*. Oxford: Macmillan Education.

Unit SEM102: Communication and Cultural Skills for University

Unit code: A/618/7011

RQF level: 3

Unit Aim

The aim of this unit is to support learners to develop confidence and skills to communicate in an academic environment while gaining awareness and understanding of other cultures and addressing the issues relevant to transitioning to higher education.

The communication component aims to improve speaking skills through oral summaries and presentations. Focus will also be given to the development of critical thinking skills through discussions and debates.

The academic culture component is focused on content reflecting important aspects of university life for first year undergraduates (e.g. email etiquette, finding information, university system) as well as strategies for studying effectively (e.g. time management, dealing with stress, traits of successful learners).

The cultural component enables learners to have an increased understanding of other and local cultures. Focus will be given to learning about Irish culture and society as well as student life when studying abroad.

Learning Outcomes and Assessment Criteria

Learning Outcome To achieve this unit a learner must be able to:	Assessment Criteria Assessment of this outcome will require a learner to demonstrate that they can:
1. Communicate fluently, accurately and effectively, speaking on a range of topics, with appropriate control of grammar, vocabulary and register.	1.1 Participate in discussion of familiar issues, giving relevant and meaningful contributions appropriate to the conversation and participants 1.2 Prepare and deliver presentations on topics of social and academic interest.
2. Understand different learning styles.	2.1 Identify own preferred learning style 2.2 Identify own study strengths and weaknesses 2.3 Examine personality profiles and determine how these impact on learning as individuals and working as part of a group

3. Understand the concept of culture, cultural values and how different cultures can be defined.	3.1 Explain the terms 'culture' and 'subculture' 3.4 Understand cultural expectations when studying abroad. 3.5 Reflect on Irish society, culture and history.
4. Understand academic culture and conventions.	4.1 Identify differences in academic culture in different countries. 4.2 Develop an understanding of the Irish third level system. 4.3 Understand how to use appropriate email language to communicate with university staff. 4.4 Recognise strategies for dealing with stress.

Indicative Content

- Reflective learning blog/entries
- Irish society, culture and history
- Third level education systems in Ireland
- Characteristics of successful learners and setting learn goals
- Value of healthy eating, regular sleep and exercise for learning
- Time management strategies
- Developing techniques to improve memory and information retention
- Understanding and dealing with stress and being assertive
- Learning styles/multiple intelligences
- Dealing with conflict (intrapersonal, interpersonal, intragroup and
- intergroup)
- Referencing styles
- Email etiquette
- Planning presentations
- Debates/discussions

Delivery Guidance

The unit will be used to support students to reflect on their experiences of being in a higher education institute/programme and compliment their other modules through group work processes led by a tutor. These processes are designed to support students to self-reflect and to document their learning through the use of a learner portfolio. Students are supported to develop skills and strategies to enable them to participate successfully at third level. The processes will include lectures, role-play, workshops and blogs as a tool for self-expression and self-analysis.

Learners will also have practice in participating in discussions, seminars, debates and delivering presentations. Students will receive regular feedback on their speaking progress and the feedback will inform students on what they need to do to improve their speaking skills and the tutor on how to amend their class materials accordingly to meet students' needs.

Assessment Guidance

LO1 - AC 1.1: Learners can take part in a group discussion on a topic (given in advance) that they should research. Learners should prepare to deliver a 3-minute spoken turn on the topic with supporting details and relevant examples. Learners should also respond and contribute to others' input.

LO1 -1.2 /LO3 – AC 3.1: Learners can prepare a 5-minute oral presentation (with slides) on culture/subculture. This may be followed by a question-and-answer session from classmates/tutor.

Learners can prepare a 5-minute oral presentation (with slides) on a topic within business (a list of topics will be provided). This may be followed by a question-and-answer session from classmates/tutor.

LO2 -AC2.1, 2.2, 2.3/LO3 – AC 3.4, 3.5/LO4 – AC4.1, 4.2, 4.3, 4.4: Learners can complete a Learner Portfolio to record their learning styles, identify barriers and strategies, reflect on progress, etc.

Suggested Resources

Textbooks

Bangor University (2014). *How to Develop a Personal Development Plan?*

Comfort, J., Rodgerson, P., Stott, T. and Utley, D. (2001). *Speaking Effectively,* Cambridge University Press.

Lynch, T. & Anderson, K. (2004). *Study Speaking: A Course in Spoken English for Academic Purposes Intermediate to Proficiency,* Cambridge University Press.

McMillan, K. (2010). *Study Skills for International Students*, Prentice Hall.

Powell, M. (2011). *Presenting in English,* Cengage Heinle.

Ur, P. (2012). *Discussions that Work*, Cambridge Handbooks for Language Teachers.

Wallwork, A. (2013). *A-Z Discussions Advanced*, Cambridge.

Williams, K. & Reid, M. (2011). *Time Management (Pocket Study Skills),* Palgrave MacMillan.

Unit SEM103: An Introduction to the Business Environment

Unit code: A/615/5045

RQF level: 3

Unit Aim

This Unit will explain different types of businesses and their ownership exist in an economy. Learners will understand role of owner and stakeholders to fulfil purpose of business.

The unit will help learners to understand how businesses are organised to achieve their targets. This unit will also help to understand the way in which the economic, political, legal and social environment can impact on businesses giving the learner an understanding of the range of businesses.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1: Know different types of Businesses and their ownership and the different types of stakeholders.	1.1: Describe two different types of business, and their ownership 1.2: Describe different types of stakeholders whose presence affect the purpose of two organisations.
2: Understand how businesses are organised.	2.1: Identify how two different businesses are organised.
3: Understand how Businesses achieve their target purpose.	3.1: Describe different types of business targets. 3.2: Identify how a business can achieve a target.
4: Identify legal, political, and social factors that can affect businesses.	4.1: Describe how political, legal, and social factors affect business.

Delivery Guidance

Learning Outcome 1

Learners should be encouraged to focus on businesses they are already familiar with or have an interest in, for example through part-time employment, work experience or as customers.

The two businesses must contain different ownership, so careful consideration should be given when selecting them. For example, the contrast might be the ownership that the business operates in; one could be in the sole trading and the other could be in the private limited company.

Alternatively, the contrast could be between a business in the private sector and one in the public sector. This could provide a good opportunity for group work, with each group investigating different businesses in the local area and using the information they find to produce wall charts or posters to build up a visual map of the local business environment.

Learners should be able to distinguish between internal stakeholders, such as employees and owners, and external stakeholders, such as customers and suppliers. They should examine the influence of the different stakeholders on businesses, especially in terms of possible conflicts of interest between different parties. It might be useful if learners focused on particular issues that illustrate such conflicts. The use of local newspaper articles highlighting local issues, such as planning applications, could be used to stimulate discussions about the impact on two contrasting businesses and how their different stakeholders might feel.

Learning Outcome 2

Learners must understand how businesses are organised. They could be provided with the organisation charts of two businesses and asked to identify the various functional areas that the businesses are organised into. Learners could then compare and contrast the two businesses, in terms of span of control and chain of command and discuss possible reasons for the differences. In order to develop their understanding learners could research using websites, leaflets and booklets produced by the businesses. It would also be helpful if the learners were able to visit the two businesses.

Learning Outcome 3

Learners need to appreciate that the organisation of businesses is not important for its own sake, but as a means of achieving its aims and objectives. Learners could be provided with copies of mission statements from the two businesses and where a visit is possible, they should try to find out as much as they can about how the two businesses organise their strategic planning. The use of examples from the public and voluntary sector should enable

learners to see how certain businesses involve stakeholders formally in their organisation structure.

Learning Outcome 4

Learners could work in groups to research how a particular business has been affected by political, legal and social factors, and summarise their findings in a visual form.

In terms of the political environment, learners should consider how governments have different policies in relation to certain business activities.

Learners also need to research any additions to the law, or changes to the existing law that could impact on businesses.

Learners should also consider the social factors that can impact upon the business activities of the selected organisations. For example, learners could consider how changes in demographics, such as the age of the population, could have a serious impact on many businesses.

Assessment Guidance

LO1-AC 1.1/1.2: Learners could write a newspaper article that describes the type of business, purpose and ownership of two contrasting businesses.

Tutor/learners should carefully select the two businesses to be compared as businesses that are very different may lead to a meaningless comparison. Ideally, the two businesses chosen should have some similarities but have sufficient differences to allow learners to progress to the merit and distinction requirements.

Learners could create a report that describes the different stakeholders, both internal and external, who can influence the purpose of the two contrasting businesses.

LO2/3 AC 2.1 /3.1/: Learners could produce a leaflet which describes how two businesses are organised. Learners should include in their leaflet an explanation of how the style of organisation used by each business helps them to fulfil their purposes.

LO4 4.1: Learners could give a presentation in which they describe how political, legal and social factors are impacting upon the business activities of selected organisations and its stakeholders. The presentation could be as a result of group work, with each learner taking responsibility for a particular area. However, tutors must record the contribution to the task of individual learners so that clear evidence of achieving the criteria is available for each learner.

Suggested Resources

Business Environment - Ian Worthington

Management and organisational behaviour - Laurie J. Mullins

Unit SEM104: Business Resources

Unit code: F/615/5046

RQF level: 3

Unit Aim

The unit will explain how a range of resources including human, physical, technological and financial resources are used and managed within business.

This unit will help the learner to have an understanding of how human resources are managed and of the employability and personal skills required of personnel in an organisation. Learners will gain an understanding of the purpose of managing resources effectively, not only in relation to human resources but also in terms of physical and technological resources.

Learners will also gain an understanding of how an organisation can gain access to sources of finance, both internally and externally and be able to interpret financial statements.

There are clear links between this unit and many of the other units; it serves as a useful introduction to areas that may be covered in depth in further units.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1: Know how human resources are managed.	1.1: Describe how organisatiions select their employees and what document are required. 1.2 Describe the importance of employability and personal and communication skills when choosing employees in an organisation.
2: Understand the purpose of managing physical and technological resources.	2.1: Describe the importance of physical and technological resources required in selecting employees into an organisation.
3: Identify ways to access different sources of finance.	3.1: Describe the importance of internal and external finances available for a selected company.

4: Understand financial statements.	4.1 Describe the importance of content of financial statements in a selected organisation.

Delivery Guidance

Learning Outcome 1

Learners could be asked to use a job advertisement for an organisation with which they are already familiar, such as through part-time employment, work experience or as a customer. They could then work in small groups to identify all of the stages involved in the process prior to issuing the job advertisement, as well as a list of the stages involved after the job has been advertised. This could be followed up with research and the collection of various examples of recruitment documents.

Learners could then use these to create a set of documents which could be used by the organisation advertising the job. A great deal of information is likely to be available on the organisation's website, but it would be helpful if a visit from someone who works in a Human Resources department could be arranged.

Learners could select a job advertisement that interests them and undertake research into the skills that are required for the chosen role. This would provide an opportunity for learners to find out more about a role that they have an interest in and allow them to compare their skills with those required by the job role they have chosen. It would be useful for learners to visit careers advice organisations and careers websites in order to find out the particular skills that are required for certain jobs. Some websites provide an interactive facility that enables learners to gain a profile of their own skills which they should find interesting to do.

Learning Outcome 2

Learners could be asked to carry out an audit of their learning environment in order to identify the range of resources that are required for the organisation to operate. They could then work in small groups to discuss which are physical resources and which are technological and classify them accordingly. Each group could then be asked to justify their classifications.

Learners could work in groups to prepare a guide to business finance. The guide should outline the availability of various sources of finance, as well as their respective advantages and disadvantages. Learners could use various sources to assist them, including leaflets and booklets from banks.

Learners could then be asked to participate in a role play, whereby they are asked to play the role of an advisor and recommend a suitable source of finance for a business in differing scenarios.

Learning Outcome 4

Tutors will need to spend time explaining the two financial documents to learners. Learners could then use the trading and profit and loss account and balance sheet for two companies and undertake a comparison of the documents for both companies. Whilst learners are only required to use one company to meet the assessment criteria, comparing two sets of documents may help to develop understanding. Learners should be looking for both similarities and differences in the values within the documents. They could decide which of the two companies is in a better financial position, explaining their reasons.

Assessment Guidance

LO1- AC P1.1 and 1.2: Learners could produce a guide for applicants on the recruitment documentation used within a selected organisation. The guide should use a specified job role as an example and describe the recruitment documentation and the main employability, personal and communication skills required when applying for the specified job role.

LO2 –AC 2.1: Learners could produce a leaflet that describes the main physical and technological resources required in the operation of a selected organisation.

LO3-AC 3.1: Learners could create a wall chart to describe the sources of internal and external finance for a selected business.

LO4-AC 4.1: Learners could create a report for the financial director of a selected company that interprets the contents of a trading and profit and loss account and balance sheet for the company.

Learners should use a larger company, not a sole trader or a partnership.

Suggested Resources

Business the Ultimate Resources - Daniel Goleman

Management and Organisational Behaviour - Laurie J. Mullins

Unit SEM105: An Introduction to Marketing

Unit code: J/615/5047

RQF level: 3

Unit Aim

Marketing is a key business function covering a wide range of activities and employing many people. This unit will develop the knowledge necessary to understand key concepts of the marketing mix, marketing planning and marketing research. As an introduction to marketing, the unit will allow learners who study other, specialist marketing units to keep in mind the strategic purpose of the marketing function and how it contributes to business success.

Learners will gain a basic understanding of the role of the marketing function, with particular emphasis on the role of marketing research and how it contributes to marketing planning and the development of a marketing mix for a target group of customers. Learners will have the opportunity to develop, analyse and evaluate key marketing techniques in order to obtain a better understanding of them.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1: Know the importance of marketing in an organisation.	1.1: Describe and compare how two organisations use different types of marketing technique to achieve their target 1.2: Describe the limitations of marketing.
2: Understand marketing research and planning.	2.1: Identify how a selected organisation use marketing research to develop a marketing plan.
3: Understand how and why customer groups are targeted	3.1: Describe how and why selected organisation targets their group of customers.
4: Be able to develop a coherent marketing mix.	4.1 Describe how a selected organisation develops a coherent marketing mix for a new product.

Delivery Guidance

Learning Outcome 1

Tutors should aim to introduce the topic by providing a range of marketing definitions, from simple to more sophisticated, and encourage group debate and discussion. Types of customers and customer satisfaction should be explained as central to the marketing function. Through the use of everyday objects such as mobile phones, phone contracts, fashion items, gym or club memberships, tutors can encourage learners to explore concepts such as branding, target customers, as well as techniques relating to the 4Ps of marketing (product, price, place and promotion). Case studies, DVDs, YouTube videos, as well as actual products can all be used to engage learners in activities and introduce the marketing techniques discussed in the teaching content.

Once the techniques have been introduced, learners should start to think about how organisations use them when marketing their products and services. Where possible learners should be encouraged to visit local organisations to consider different marketing techniques used.

Tutors should encourage learners to consider a range of limitations and constraints of marketing.

Tutors could draw the learners' attention to some of the organisational constraints often faced by marketing professionals within organisations that may not have a marketing focus, or where the management and leadership style are more autocratic and possibly less conducive to a customer focused business approach.

Learning Outcome 2

Tutors could introduce learners to marketing planning by starting with an explanation of strategic and operational objectives with examples from private and public sector, as well as small and large organisations. Group discussion could then focus on academic theory and how marketing objectives fit into this. Plus, how the marketing planning process and models such as Ansoff Growth strategies, PESTLE and SWOT analysis are used. Websites such as "thetimes100" offer a range of case studies that can be used for group discussions and presentations.

Having considered marketing planning, tutors can lead naturally onto the question of where organisations obtain the information necessary for the planning process, which in turn leads into the topic of marketing research.

Whilst there could be some tutor-led input, ample opportunity could be given for learners to investigate different aspects of primary and secondary research and consider a range of research methods using internal and external sources of qualitative and quantitative information. YouTube videos of focus groups and sources of secondary research such as Mintel may be useful. Tutors could then focus on the way that research information is used

in the marketing planning process, for example in the development of a PESTLE analysis, a new product development, or a change in packaging or distribution channel.

Learning Outcome 3

Learners should be introduced to the concept of market segmentation, target markets or customer groups. Tutors should explain the characteristics used for segmentation and the reasons why organisations do this. Learners should be able to build on work that they carried out for learning outcome 1 regarding fashion items, mobile phones and phone contracts and consider which segments have been identified and why. Learners could be encouraged to identify why products and services are consumed by people, taking into consideration different ages, backgrounds and socio-economic groups. Learners could work in small groups and feedback their findings as a presentation to their peers. Tutors should also introduce learners to the difference between B2B and B2C markets and how the segmentation characteristics will be different.

Learning Outcome 4

Tutors should introduce the concept of the 4Ps of marketing or the Marketing Mix. Learners must develop their own marketing mix for a new product or service taking into account how this mix may need to be modified in order to meet the needs of different customer groups. A good example to use as the focus for group discussion would be the Blackberry mobile phone which was originally developed primarily for the B2B market and in recent years has been targeted at the B2C market with a different marketing mix.

Assessment Guidance

LO1-AC 1.1/1.2: Scenario and task: A company is looking to set up a new operation in the UK in order to launch a brand-new product. They are not sure how to approach this new market. They want you to feed back to them via presentation describing how marketing techniques are used by two organisations in the UK market.

The company would like you to produce a report that describes any limitations and constraints to marketing that they should be aware of when dealing in the UK market. To achieve this criterion, learners should describe the legal, ethical and voluntary constraints that marketers work under in the UK market. They should also refer to some of the organisational constraints that may limit marketers in their course of actions such as financial restrictions, or the organisation being production or sales led.

LO2-AC2.1: Scenario and task: The company wants more information about how market research is carried out by UK firms. You are asked to describe how one organisation uses both primary and secondary marketing research in the development of its marketing plans.

Guidance: Learners should describe how their chosen organisation uses marketing research to provide information for their marketing planning. The description should cover the type of research undertaken (primary, secondary, quantitative and qualitative) as well as the methods used and how the information is used in the planning process.

Scenario and task: The company is keen to ensure that their product launch into the UK market is successful. Using a range of research information, you are asked to make recommendations both in terms of marketing planning and as to what further research should be conducted.

Guidance: Learners should use the research provided as a basis for marketing planning. This information could be provided by tutors. Learners could use the information as part of PESTLE or SWOT analyses, to inform marketing mix decisions or to identify new target markets.

LO3-AC 3.1: The company asks you to identify a group of customers that they should target their new product at. Recommend a customer target group, ensuring that you explain how and why you have chosen that group.

Guidance: Learners should explain the segmentation methods used for market segmentation in both B2B and B2C markets and provide a variety of examples for different products and/or services.

LO4-AC 4.1: Scenario and task: The company decides to commission you to develop a coherent marketing mix for their brand-new product aimed at the target customer group you have identified. They would like you to present your proposed marketing mix to them.

Suggested Resources

Introduction to Marketing - Professor Adrian Palmer

Marketing - Paul Baines

Unit: SEM106 Human Resource Management

Unit code: L/615/5048

RQF level: 3

Unit Aim

This unit will describe as the most valuable resource of any organisation, its human capital. All resources, especially the most valuable, need to be managed in order to obtain the greatest value from them. The unit provides an overview of some of the key areas that fall within the remit of the human resources function.

By the end of this unit learners will gain an understanding of the factors that are taken into account by organisations when planning their human resource management. They will also learn how organisations gain employee motivation and employee commitment.

Finally, learners will know about how employee performance is measured and managed as well as the benefits of doing so. This knowledge will help learners to understand the working environment and the nature of Human Resource Management when they are seeking or engaged in employment.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1: Know the internal and external factors involved in human resources planning in organisation.	1.1: Describe how an organisation considers the internal and external factors when planning requirement of human resources. 1.2: Describe how an organisation identifies skills for employee to carry out a job function.
2: Understand know how an organisation motivates its employees.	2.1: Identify different ways how an organisation can motivate employees.

3: Know how organisations manage and measure employee performance.	3.1 Describe how an organisation can manage and measure employee performance.
4: Understand how organisations cooperate with their employees.	4.1: Describe how organisations gain cooperation from their employees.

Delivery Guidance

Learning Outcome 1

In small groups, learners could identify the employability and personal skills that are required by organisations for specific roles. Job descriptions and person specifications from jobs advertised on the internet could be used to help identify what employers are looking for. Learners should understand the concept and importance of transferable skills, as well as job specific skills. They could carry out a personal skills audit and review of their own skills in relation to jobs that they currently do, or they may be interested in doing. Tutors could provide a skills audit template for learners to complete for a range of different employment opportunities, this could lead to a discussion on the effectiveness of a skills audit and how an organisation could utilise this information. Learners should be able to understand and explain the benefits of using a skills audit, how it benefits the organisation, the employee and its effect on human resource planning.

Learning Outcome 2

Tutors should aim for learners to gain an understanding of the main motivation methods used by organisations. Through presentations, group discussion and case studies learners should be made aware of a variety of different motivational methods. In small groups, learners could research a motivation method and present their findings to the whole group. Using case-studies learners could discuss the effectiveness of different motivational methods. The learners could then put their theory into practice and as a group apply a selection of methods to tasks or projects they are undertaking.

For example, they may offer an incentive to a member of the group who performs well on a task, or a reward for someone who completes a piece of work to a high standard and before the deadline. This will give the learners the opportunity to analyse how they felt about the motivational method used. What were the advantages/ disadvantages? Did they feel motivated or did it de-motivate them? Learners will then be able to evaluate their findings and provide recommendations on ways an organisation could improve employee motivation.

Learning Outcome 3

Learners must understand and be able to explain how employee performance could be measured and managed. Performance management tools such as individual objectives, SMART targets, probationary periods, performance indicators and individual development plans could be discussed as a group. Learners could then research examples using case studies, local businesses or the internet, and create a presentation to explain a variety of performance management tools. Learners could use examples of documentation used in appraisals and performance reviews to illustrate methods that employers use to manage and monitor performance.

This activity could be extended to allow the learner to analyse the advantages and limitations of measuring and managing employee performance. Learners may find it beneficial to question a variety of employers and employees in order to increase their understanding. The use of disciplinary and grievance procedures could also be the focus of a group debate.

Learning Outcome 4

Learners should understand how organisations achieve committed employee cooperation. Tutors could use case studies of organisations that have a particular approach to and culture for gaining co-operation from employees (e.g., Google, Innocent, Apple or Virgin). This could follow with a group discussion on an organisations attitude and culture; considering the importance of fairness, openness, communication policies, attitude, customs and beliefs, power and control structures, and how these may assist in gaining employee co-operation. In small groups, learners could research accreditation schemes such as IIP and C2E and consider whether they can help gain employee commitment. Tutors should also explain that a written contract of employment is not mandatory, however after two months a written statement of employment particulars is a required legal document. Learners could research examples of written statements or employment contracts.

Assessment Guidance

LO1-AC 1.1/1.2: Scenario: The organisation that you work for has recently won some large new contracts and is expanding rapidly. Their number of employees has grown from 10 to 20 and is expected to grow by another 10 to 15 employees over the next two years. The managing director recognises that human resource planning has not previously been a priority for the organisation, but that they must improve in this area and needs some help and guidance.

Task: You are asked to report on the internal and external factors to consider when planning human resources requirements. Describe the use of a skills audit by an employer and explain the benefits of its use. Make reasoned suggestions for how the organisation can improve, develop and build upon the existing skills base of its employees.

LO2-AC2.1 /LO3-AC3.1/LO4-AC4.1: Scenario and task: The managing director has recognised that motivating and managing a larger workforce requires the use of a range of motivational and performance management techniques.

Task: You are to produce a presentation and report on how the organisation can motivate its employees, obtain their co-operation and manage their performance. Ideally you should analyse the links between motivation theories and reward systems that the organisation uses and make recommendations as to how they can improve employee performance through the use of measurement and management techniques.

Suggested Resources

Human Resource Management in a Business Context - Jon Kew

Human Resource Management - Derek Torrington

Unit SEM201: Innovation for Business

Unit code: A/615/4770

RQF level: 3

Unit Aim

The aim of this unit is to introduce the learner to innovation in a business context. Learners will understand the innovation management and its role in developing business.

Learners will recognise the value of innovation for business and the role it takes in a business life cycle.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Be able to understand innovation management for business development.	1.1 Define the term 'innovation management'. 1.2 Explain the impact of knowledge on innovation management. 1.3 Explain the importance of building innovative systems for business development and growth.
2. Be able to identify the value of innovation for business.	2.1 Discuss the roles of information technology innovation for business value creation. 2.2 Identify how to create value of business through business model innovation. 2.3 Identify how to create competitive advantages with innovation in business.
3. Be able to understand management of innovation in business development life cycle.	3.1 Explain main stages of business development life cycle. 3.2 Identify the needs of innovation for business development. 3.3 Explain how organisations resource their innovation capabilities and activities.

	3.4 Explain how to plan, identify and manage innovation as an on-going process at each stage of business development life cycle.

Delivery Guidance

A range of learning and teaching methods can be employed such as lectures, practical exercises using ICT, guided private study, presentation and discussion of case studies.

Tutors will provide one-to-one feedback to learners on their progress towards summative assessment submission, feeding back on draft work before final submission.

Learners will be encouraged to form study groups to support each other and the VLE will facilitate this remotely.

Assessment Guidance

Learning outcomes 1-3 can be assessed through multiple-choice questions and a submission of an assignment of minimum 500 words in length to pass the unit.

Suggested Resources

Johnston, R., & BATE, J. Douglas. (2003). *The Power of Strategy Innovation: A New Way of Linking*

Creativity and Strategic Planning to Discover Great Business Opportunities. New York: AMACOM.

Jolly, A. (2012). *The Growing Business Handbook: Inspiration and Advice from Successful*

Entrepreneurs and Fast-Growing UK Companies (14th ed.). London: Kogan Page.

Kourdi, J. (2009). *100 Great Business Ideas (New Ed): From leading companies around the world*

(100 Great Ideas). Singapore: Marshall Cavendish.

Jolly, A. (2010). *Innovation Handbook: How to Profit from Your Ideas, Intellectual Property and Market Knowledge*. Kogan Page.

Pinchot, G., & Pellman, Ron. (1999). *Intrapreneur in action: A handbook for business innovation* (1st ed.). San Francisco: Berrett-Koehler.

Singh, M., Waddell, Dianne, & Net Library, Inc. (2004). *E-business innovation and change management [electronic resource]*. Hershey, Pa.: Idea Group Pub.

Drummond, H. (2009). *How to be a Successful Entrepreneur [electronic resource]: Spot the Opportunity take a Risk and Build a Brilliant Business*. London: Kogan Page.

Black, J., Hashimzade, N., & Myles, G. (2012). Department for Business, Innovation and Skills. *A Dictionary of Economics,* A Dictionary of Economics.

Herrera, M. (2016). Innovation for impact: Business innovation for inclusive growth. *Journal of Business Research, 69*(5), 1725-1730.

Sahut, J., & Peris-Ortiz, M. (2014). Small business, innovation, and entrepreneurship. *Small Business Economics, 42*(4), 663-668.

Coulson-Thomas, C. (2016). Corporate Leadership, Business Innovation and Growth. *Effective Executive, 19*(2), 9-21.

Unit SEM202: Business Communication

Unit code: R/615/5049

RQF level: 3

Unit Aim

Effective communication is a key area in terms of its contribution to business success. When studying this unit, learners will gain a thorough understanding of the types of business information used both internally and externally by organizations and the methods used to communicate information to different audiences.

In this unit, learners will have the opportunity to develop, analyse and evaluate a range of methods used to communicate different types of business information and will understand the purpose of such communication. They will also produce and evaluate different types of business communication of their own.

Learning and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1: Understand different types of business information.	1.1: Describe how organisations use different types of business information to fulfil their purpose.
2: Know how to present business information effectively.	2.1: Describe different types of cooperate communication.
3: Understand the limitations in relation to the use of business information in an organisation.	3.1: Describe legal and ethical issues in relation to the use of business information in an organisation.
4: Know how to communicate business information using appropriate methods.	4.1 Describe how organisations use electronic and non-electronic methods to communicate business information internally and externally.

Delivery Guidance

Learning Outcome 1

Learners need to understand different types of business information, be able to differentiate between internal and external sources, and explain its purpose. In small groups, they could research the types of information used across a variety of functional areas within a business. Each group could showcase examples of different types of business information; they could present this as a talk to the rest of the group, a wall chart with examples, or magazine article.

Learning Outcome 2

Learners should create examples of corporate communication. For example, a press release, board paper, internal memo, product presentation or design for a logo. Tutors should provide some input outlining the range of communication methods, as indicated in the teaching content.

Learning Outcome 3

Learners must understand the issues and constraints in relation to the use of business information. This should include the legal, ethical and operational issues relating to the use of business information. Initially this topic may require some formal input from the tutor, followed by research, either carried out individually by the learner or in small groups. When considering legal issues, learners could be encouraged to research relevant UK legislation and European directives.

Learning Outcome 4

Within this unit learners must be able to present business information. Therefore, they will need to able to select the most appropriate method of communication depending on the message, the purpose, and the audience. Learners will need to understand the use of electronic and non-electronic methods of communication, and when and where their use is appropriate. In small groups the learners could use the different types of business information identified in learning outcome 1 and suggest the types of audience where it would be utilised. This activity could then be developed further with the learners suggesting the method of communication used, and if it is electronic or non-electronic. The learners could then select a variety of organisations and undertake group research into the methods of communication used with their stakeholders.

Assessment Guidance

LO1-AC 1.1: The owner of a local business has contacted you to ask for help training their staff with regards to business communication. You have been asked to produce a fact sheet explaining different types of business information, where the information is obtained, what is its purpose and how it can be communicated.

LO2-AC2.1: A local business has developed an exciting new product range which it expects will double turnover, require substantial investment and impact on staff through job changes, possible promotions and hiring of new staff. The owner needs your help to present the situation, using three different methods, to investors and current staff who are nervous about the changes to come.

LO3 - AC 3.1:   The business owner is concerned about the legal, ethical and operational issues relating to the use of business information and would like you to provide an overview of the issues and constraints involved.

LO 4 - AC 4.1: The owner of a local business has contacted you to ask for help training their staff with regards to business communication. You have been asked to produce a fact sheet explaining different types of business information, where the information is obtained, what is its purpose and how it can be communicated.

Suggested Resources

Business communication - JP Parikh

Communicating at Work: Strategies for Success in Business and the Professions llth Edition -

Ronald Adler (Author), Jeanne Marquardt Elmhorst (Author), Kristen Lucas (Author)

The Communication Book: How to Say it, mean it, and Make it Matter - Emma Ledde

Unit SEM203: Understanding Health and Safety in the Business Workplace

Unit code: J/615/5050

RQF level: 3

Unit Aim

This unit will help to prepare learners for the world of work, where health and safety is a vital part of the modern workplace whatever sector is chosen. There are trends to be level of myth surrounding Health and safety requirements.

This unit will help to dispel these and to promote good health and safety practise as a means to a productive working environment. Learner will understand about health and safety legislation, regulations and requirements that form the basis of all workplaces in UK.

Learning and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1: Understand how health and safety legislation and regulations affect a business working environment.	1.1: Describe the legal requirements and regulations for ensuring the health, safety and security of those employed in business.
2: Know the requirements for healthy, safe productive working conditions	2.1: Describe the requirements for a healthy and safe workplace, as applied to the physical environment and equipment used in a selected business.
3: Understand the role and responsibilities of key personnel.	3.1: Describe the roles and responsibilities for health and safety of key personnel in selected workplace.
4: Be able to assess and manage risk.	4.1 Plan a risk assessment for a selected administrative work environment.

Delivery Guidance

Learning Outcome 1

The tutor could ask the learners what they consider to be a safe and healthy environment. The learners could identify a variety of ideas that could be used to facilitate a discussion about the types of legislation required to ensure an environment is safe and healthy. The tutor could then introduce the major pieces of legislation. For example, a learner may suggest that employees need to wear gloves when using cleaning materials, this would lead into an introduction of the COSHH regulations. Once the major pieces of legislation have been introduced the learners could undertake group research on specific pieces of legislation and present their findings.

The Health and Safety Executive's website has excellent advice about the legislation and will provide a good basis for research. Presentations could include an element of role-play to highlight the specific risks involved and/or the production of posters to be used in the workplace.

Learning Outcome 2

Learners could identify a range of specific working environments, for example a building site, an office, a shop, and research the specific requirements that these environments may have. In small groups learners could select different items of equipment or physical environments, for example display screen equipment for an office, moving and handling regulations in a hospital, electricity and noise in a factory, and describe the requirements of the legislation associated with them.

Photographs of offices and shops could be used to highlight the elements, such as emergency exit signs and workstation ergonomics. Learners could also design their own healthy and safe working environment and describe the equipment that it must contain.

Learning Outcome 3

Learners must understand the health and safety responsibilities of key personnel within a selected business. Learners could select a business they are already familiar with or have an interest in; this could include part-time employment, work experience or as customers. They could identify the roles and responsibilities, for example health www.ocr.org.uk 8 and safety office, First Aider, fire officer, site maintenance or IT equipment. The learners should then assign the relevant personnel to the roles they have identified.

Learning Outcome 4

Learners could be introduced to a variety of risk assessment formats. They could then identify the common components of a risk assessment. The learners could design their own risk assessment form for a selected environment, incorporating some or all of the components they identified. Within their plan the learner should consider the format, content and how often the risk assessment should be completed.

Assessment Guidance

LO1 - AC 1.1/2.1: Learners can prepare a report that should contain: an explanation of the legislation that is relevant in ensuring the health, safety and security of the employees; a description of the requirements that their business should put in place in terms of the physical environment and equipment.

LO3 -AC3.1 /LO4 - AC4.1: A new business is setting up in your area and would like you to advise them on employer/employee responsibilities and the implementation of risk assessments. You should prepare a presentation, to be given to the owner, explaining the roles and responsibilities for health and safety and the planning of a risk assessment for the business.

Suggested Resources

Introduction to Health and Safety at Work 4th Edition – Phil Hugh (Author), Ed Ferrett (Author)

Unit SEM204: Organisational Culture

Unit code: F/617/5541

RQF level: 3

Unit Aim

To understand aspects of an organisation's culture and their effects on its activities and its management, as well as the significance of an ethical business approach.

Learning Outcomes and Assessment Criteria

Learning outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Understand what is meant by organisational culture.	1.1 Analyse different theories of organisational culture. 1.2 Assess different types of organisational cultures. 1.3 Examine how culture is manifested within an organisation.
2. Be able to identify the influence of culture on business performance.	2.1 Identify the cultural values in operation in an organisation. 2.2 Evaluate the influence of cultural values on leadership styles and business structures in an organisation. 2.3 Evaluate the influence of cultural values on productivity in an organisation.
3. Understand the impact of organisational culture.	3.1 Explain the effect of organisational culture on business, providing examples from different organisations. 3.2 Explain how the management style would vary in a power, role, task and person culture. 3.3 Assess which type of organisational culture you would prefer to work in. 3.4 Describe the benefits to organisations of behaving ethically.

Indicative Content

LO1: Understand what is meant by organisational culture.

- Culture web
- National cultures
- Orientation, language and religion
- Impact on values

LO 2: Be able to identify the influence of culture on business performance.

- Operational excellence
- Business impact
- Scheid's model of organisational culture
- Schneider's Four Cultures model
- Value disciplines
- Team culture
- Cross-cultural theories

LO3: Understand the impact of organisational culture.

- Types of culture – power, role, task, person
- Impact - on management style, on individuals, on self (own preferred style)
- Business ethics:
- Avoiding unethical decisions and business practices.
- Ethical approach

Suggested Reading

Mullins, L. (2016) *Management and Organisational Behaviour*. 11th ed. Pearson

Hamilton, L., Mitchell, L. & Mangan, A. (2014) *Contemporary Issues in Management*. Edward Elgar

Browaeys, M. & Price, R. (2015) *Understanding Cross-Cultural Management*. 3rd ed. Pearson

Unit SEM205: Managing Business Operations

Unit code: A/617/5537

RQF level: 3

Unit Aim

The aim of this unit is to introduce learners to key aspects of all businesses and how they operate within the wider business environment, as well as internally. Operational control and the provision of best practice and sound policy will be shown to facilitate organisational excellence.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Understand functions and structures of businesses.	1.1 Identify the key functions of businesses and how these lead to business success. 1.2 Compare common organisational structures and how they impact on business operation.
2. Understand the importance of operational control.	2.1 Explain why an organisation needs effective operational control. 2.2 Describe the systems organisations use to achieve operational control.
3. Understand how organisations work towards best practice.	3.1 Explain the terms excellence and quality and the impact of these concepts on organisations. 3.2 Describe tools and techniques that are used by organisations to ensure the quality of their products and services.

Indicative Content

LO 1: Understand functions and structures of businesses.

- Key business functions – finance, HRM, sales, marketing, production, R&D, distribution
- Organisations structures – function-based/product-based/project-based/matrix team-based

LO 2: Understand the importance of operational control.

- Controlling operations
- Monitoring and controlling
- Types of information managers need
- Three-stage control loop

LO3: Understand how organisations work towards 'best practice'.

- Benchmarking - process benchmarking; performance benchmarking; strategic benchmarking and internal benchmarking
- Performance indicators and how they are used.
- Best Practice; sound policy

The Excellent Organisation

- Importance to organisations
- Tools and techniques to implement quality in an organisation - Total Quality Management (TQM), 3-Step Quality Control process, Right First Time
- Quality assurance
- Continuous improvement (Kaizen)

Suggested Reading

Bozarth, C. & Handfield, R. (2016) *Introduction to Operations and Supply Chain Management*. 4th ed. Pearson

Heizer, J., Render, B. & Munson, C. (2017) *Principles of Operations Management* (2017) 10th ed. Pearson Educational

Slack, N. & Lewis, M. (2017) *Operations Strategy*. 5th ed. Pearson

Worthington, I. & Britton, C. (2015) *The Business Environment*. 7th ed. Pearson

Unit SEM206: An Introduction to Finance

Unit code: F/617/5538

RQF level: 3

Unit Aim

This unit introduces learners to practical accounting and financial reporting techniques used by managers in business organisations.

Learning Outcomes and Assessment Criteria

Learning outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Understand the requirements for financial recording and reporting.	1.1 Explain the purpose and value of systematic financial recording. 1.2 Analyse techniques used for recording financial information. 1.3 Analyse legal requirements for financial reporting.
2. Understand accounting techniques.	2.1 Explain the difference between management and financial accounting. 2.2 Explain the budgetary control process.
3. Understand the preparation and format of financial statements.	3.1 Describe financial statements used in accounting. 3.2 Compare the format of financial statements. 3.3 Analyse the content of each type of statement.
4. Know how to interpret financial information.	4.1 Explain the need to interpret the information contained within each statement. 4.2 Evaluate financial information using appropriate ratio analysis.

Indicative Content

LO 1: Understand the requirements for financial recording and reporting.

- Purpose of financial records
- Legal requirements
- Internal control requirements

LO 2: Understand accounting techniques.

- Management and financial accounts
- Financial recording methods – bookkeeping, double entry
- Information required by managers
- Purpose and content of budgets
- Cash flow forecasts

LO 3: Understand the preparation and format of financial statements.

- The financial statements – statement of financial position, statement of income, cash flow statement, notes to accounts
- Users/stakeholders
- Usefulness of financial statements

LO 4: Know how to interpret financial information.

- Purpose of ratio analysis
- Benchmarks
- Liquidity ratios
- Profitability ratios
- Investment ratios
- Limitations of ratio analysis

Suggested Reading

Atrill, P. & McLaney, E. (2016) *Accounting and Finance: an introduction*. 8th ed. Pearson Educational

Bamber, M. & Parry, S. (2014) *Accounting and Finance for managers.* Kogan Page

Dyson, J. R. (2007) *Accounting for Non-Accounting Students*. 7th ed. FT Prentice Hall

Unit SEM301BUS: English for Business Communication

Unit code: J/615/4772

RQF level: 3

Unit Aim

The aim of this unit is for learners to develop the skills required for effective communications within an organisation. Learners will be able to identify issues that relate to adverse effects in a business and how to address them.

Learning Outcomes and Assessment Criteria

Learning outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Be able to gain skills and knowledge required for effective communications in the organisation.	1.1 Identify how communication takes place in the organisation. 1.2 Identify how to write memo, report, email, poster and letter in the organisation. 1.3 Identify basic rules to develop correct sentences in the structured writing. 1.4 Explain ways to improve written and verbal communications.
2 Be able to identify ethical consideration for communication in the organisation	2.1 Define ethics in the communication skills. 2.2 Identify the importance ethical consideration for effective communications. 2.3 Evaluate complex issues that surround advocacy and concern powers in ethical communications.
3. Be able to identify issues that reduce positive and effective communication in the organisation.	3.1 Identify how barrier gesture affects positive and effective communication. 3.2 Identify non-verbal barrier gestures in communication performance. 3.3 Analyse the importance of effective communication in tricky moments.

Delivery Guidance

A range of learning and teaching methods can be employed such as lectures, practical exercises using ICT, guided private study, presentation and discussion of case studies.

Tutors will provide one-to-one feedback to learners on their progress towards summative assessment submission, feeding back on draft work before final submission.

Learners will be encouraged to form study groups to support each other and the VLE will facilitate this remotely.

Assessment Guidance

Learning outcomes 1-3 can be assessed through multiple-choice questions and a submission of an assignment of minimum 500 words in length to pass the unit.

Suggested Resources

Bhatia, V., & Bremner, S. (2012). English for Business Communication. *Language Teaching, 45*(4), 410-445.

Association for Business Communication, issuing body. (2014). *Business and Professional Communication Quarterly.*

Talbot, F. (2009). *Executive Writing Skills for Managers: Master Word Power to Lead Your Teams, Make Strategic Links and Develop Relationships* (Better Business English). London: Kogan Page.

Garzone, G., & Ilie, Cornelia. (2007). *The use of English in institutional and business settings: An intercultural perspective* (Linguistic insights. studies in Language and communication; v. 34). Bern; Oxford: Peter Lang.

Salvi, R., & Tanaka, Hiromasa. (2011). *Intercultural interactions in business and management* (Linguistic insights; v. 146). Bern: Peter Lang.

Hewings, M., Nickerson, Catherine Ross, & British Council. (1999). *Business English: Research into practice* (English language teaching review). Harlow: Longman (in association with the British Council).

Gutmann, J. (2013). *Taking Minutes of Meetings [electronic resource].* (3rd ed., Creating Success). London: Kogan Page.

Adriana Teodorescu. (2011). BUSINESS ENGLISH IN INTERCULTURAL BUSINESS COMMUNICATION. *Language and Literature: European Landmarks of Identity, 9*(2011), 483-488.

McArthur, T. (1998). BUSINESS ENGLISH. *Concise Oxford Companion to the English Language,* Concise Oxford Companion to the English Language.

Caraivan, L. (2016). BUSINESS ENGLISH: A KEY EMPLOYABILITY SKILL? *Quaestus,* (9), 266-270.

Mckinnon, W. (1980). *Style and structure in modern business communication*. Bergen, [Norway]: Irvington-on-Hudson, New York distributed by Columbia University Press.

Unit SEM302BUS: Entrepreneurship and Entrepreneurial Business Planning

Unit code: M/615/4779

RQF level: 3

Aim

The aim of this unit is to introduce learners to the various theories of entrepreneurship and the role of innovation theories in the development of an entrepreneur.

Learners will be introduced to the various steps required in building a business and how to write the plan for a new venture.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1 Be able to identify various theories of entrepreneurship.	1.1. Identify the role of society in the personal and professional development of an entrepreneur. 1.2. Explain the relationship between entrepreneurship and economic growth. 1.3. Identify the role of innovation, motivation and economic theories in the development of an entrepreneur.
2 Be able to understand the concept of entrepreneurship and its relation to small businesses.	2.1. Define the terms 'entrepreneurship', 'entrepreneur' and entrepreneurial opportunity. 2.2. Access the role of an entrepreneur in society. 2.3. Analyse competitive advantages and disadvantages of entrepreneurial organisations.
3 Be able to analyse role, nature and characteristics of the entrepreneur in the economy.	3.1. Explain the economic role of the entrepreneur. 3.2. Describe the perceived personalities of entrepreneurs. 3.3. Explain the concept of 'Entrepreneurial Vision.' 3.4. Identify entrepreneurship benefits for employment, productivity and innovation in an economy.

4	Be able to understand the entrepreneurial steps to business planning.	4.1. Explore the potential of a business idea.
		4.2. Identify the nature and the purpose of the business planning for new business idea.
		4.3. Write a business plan for a new business idea.
		4.4. Identify sources of funds availability to start a new business.
		4.5. Identify key challenges in the development of the business plan.

Delivery Guidance

A range of learning and teaching methods can be employed such as lectures, practical exercises using ICT, guided private study, presentation and discussion of case studies.

Tutors will provide one-to-one feedback to students on their progress towards summative assessment submission, feeding back on draft work before final submission.

Learners will be encouraged to form study groups to support each other and the VLE will facilitate this remotely.

Assessment Guidance

Learning outcomes 1-4 can be assessed through multiple-choice questions and a submission of an assignment of minimum 1000 words in length to pass the unit.

Suggested Resources

Drummond, H. (2009). *How to be a Successful Entrepreneur: Spot the Opportunity, Take a Risk and*

Build a Brilliant Business. London: Kogan Page.

Friend, G., & Zehle, Stefan. (2004). *Guide to business planning*. London: Economist Books.

Journal of New Business Ideas & Trends. (n.d.).

How to Be a Successful Entrepreneur: Spot the Opportunity, take a Risk and Build a Brilliant Business. (n.d.). Kogan Page.

Ellison, A. (2002). *Entrepreneurs and the transformation of the global economy*. Cheltenham: Edward Elgar.

Ramona, R. (2011). THE IMPORTANCE OF ENTREPRENEURS IN THE "NEW ECONOMY". *Managerial Challenges of the Contemporary Society. Proceedings,* 265-269.

World Bank, International Finance Corporation, & My Library. (2010). *Doing business 2011 [electronic resource]: Making a difference for entrepreneurs: Comparing business regulation in 183 economies.* Washington, D.C.: World Bank: International Finance Corporation.

Friend, G., & Zehle, Stefan. (2004). *Guide to business planning*. London: Economist Books.

Stein, N. (2016). Business planning. *Horticulture Week,* 27.

Unit SEM303BUS: An Introduction to Leadership Skills

Unit code: A/617/5540

RQF level: 3

Unit aim

The aim of this unit is to provide the learner with an introduction to leadership skills, and how they can be identified and developed, and to show the importance of providing motivation for others.

Learning Outcomes and Assessment Criteria

Learning outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Understand the leadership role and leadership functions.	1.1 Discuss the key roles and functions of leaders. 1.2 Evaluate key leadership theories. 1.3 Analyse the concept of situational leadership.
2. Understand effective leadership skills.	2.1 Describe the attributes and personal qualities common to effective leaders. 2.2 Identify different leadership behaviours. 2.3 Evaluate the effectiveness of style of famous leaders.
3. Understand how successful leaders bring about effective change.	3.1 Describe the importance of change management. 3.2 Analyse the stages of change management. 3.3 Explain the need for focus on people and task elements of change initiatives.

Indicative Content

LO 1: Understand the leadership role and leadership functions.

- The leadership role
- Qualities and skills an effective leader needs
- Leadership styles
- Task orientation vs people orientation
- Theories of leadership - Tannenbaum and Schmidt, McGregor
- Kerr and Schriesheim, Blake and Mouton, Adair, Hersey and Blanchard
- Managerial grid
- Situational leadership
- Cultural differences

LO 2: Understand effective leadership skills

- Personal attributes
- Leadership behaviours
- Essential practices – inspiring, challenging, enabling, encouraging, modelling
- Leadership style of a famous leader

LO 3: Understand how successful leaders bring about effective change

- Leadership and vision
- Communicating vision
- Mission statement
- Change management strategy
- Gaining commitment

Suggested Reading

Roe, K. (2014) *Leadership: practice and perspectives*. Oxford University Press

Iszatt-White, M. & Saunders, C. (2017) *Leadership*. 2nd ed. Oxford University Press

Northouse, P. (2018) *Leadership: theory and practice*. 8th ed. Sage

Unit SEM304BUS: Workplace Welfare

Unit code: J/617/5542

RQF level: 3

Unit Aim

To understand that workforce welfare ensures that everybody employed within the organisation is valued and that there are benefits to be gained from being part of the organisation.

Learning Outcomes and Assessment Criteria

Learning outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Understand the concept of workplace welfare.	1.1 Explain the term workplace welfare. 1.2 Identify the costs and benefits of workplace welfare.
2. Understand responsibilities of health and safety.	2.1 Describe employers' and employees' health & safety responsibilities. 2.2 Explain each step of the 5-Step Health & Safety Management Procedure.
3. Understand the steps taken by organisations to ensure workplace welfare.	3.1 Identify a safety culture. 3.2 Describe a staff training needs analysis.
4. Know how to reduce work-related stress.	4.1 Explain how organisations can reduce the occurrence of work-related stress. 4.2 Describe benefits for the organisation and its employees.

Indicative Content

LO 1: Understand the concept of workplace welfare

- Key areas of welfare
- Valuing employees
- Employee benefits vs employer risks and costs
- Employee days lost
- Implementing safe systems of work

LO 2: Understand responsibilities of health and safety

- Importance of healthy and safe working environments
- Hazards
- Responsibilities of employers and employees
- Legislation
- Personal protection
- Work environment and space
- Safety culture

LO 3: Know how to reduce work-related stress

- Types and causes of work-related stress
- Relationship between stress management and workplace welfare
- Work-life balance
- Techniques for stress reduction

Suggested Reading

Armstrong, M. (2016) *Armstrong's Handbook of Management and Leadership for HR*. 4th ed. Kogan Page

Wilson, F. (2018) *Organizational Behaviour and Work: a critical introduction*. 5th ed. Oxford University Press

Leatherbarrow, C. & Fletcher, J. (2019) *Introduction to Human Resource Management: a guide to HR in practice*. 4th ed. Kogan Page

Unit SEM305BUS: Entrepreneurial Marketing

Unit code: K/615/4781

RQF level: 3

Unit Aim

In this unit learners will be introduced to various theories of entrepreneurship and the roles played in a business context.

Learners will analyse the role and characteristics of the entrepreneur in the economy and the personalities associated with an entrepreneur.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1: Be able to understand the nature of small and medium enterprises (SME) and their marketing practice.	1.1 Examine the role of the SME in developing marketing practices. 1.2 Illustrate how SME's can develop innovative marketing solutions. 1.3 Explain the importance of setting an appropriate marketing plan for an organisation. 1.4 Explain how organisations have developed their marketing strategies.
2: Be able to develop a marketing strategy for a new business.	2.1 Identify the importance of market research in strategy development. 2.2 Build a business strategy to specify target market, features and benefits of business, competitive advantage, and actions to achieve goals. 2.3 Identify the importance of 7Ps (price, place, promotions, product, positioning, people, and packaging) in the development of marketing strategy.
3: Be able to identify entrepreneurial role in brand development and market positioning.	3.1 Explain the importance of market positioning. 3.2 Examine the ways in which an entrepreneur can market the business using a variety of methods. 3.3 Evaluate the role and capabilities of social media in marketing the business venture.

4: Be able to analyse key issues and challenges faced by entrepreneur to target a market.	4.1 Identify potential risks prior to commencing the business.
	4.2 Conduct a risk analysis.
	4.3 Develop a marketing plan for a new business.
	Examine the ways in which an entrepreneur can cut the costs of marketing during the business start-up.

Delivery Guidance

A range of learning and teaching methods can be employed such as lectures, practical exercises using ICT, guided private study, presentation and discussion of case studies.

Tutors will provide one-to-one feedback to learners on their progress towards summative assessment submission, feeding back on draft work before final submission.

Learners will be encouraged to form study groups to support each other and the VLE will facilitate this remotely.

Assessment Guidance

Learning outcomes 1-4 are assessed through multiple-choice questions and a submission of an assignment of minimum 1000 words in length to pass the unit.

Suggested Resources

Weerawardena, J., & Liesch, P. (2012). Advancing entrepreneurial marketing. European Journal of Marketing, 46(3/4), 542-561.

Lodish, L., Morgan, Howard, & Kallianpur, Amy. (2002). Entrepreneurial Marketing: Lessons from Wharton's Pioneering MBA Course. Hoboken: Wiley.

Miles, M., Gilmore, A., Harrigan, P., Lewis, G., & Sethna, Z. (2015). Exploring entrepreneurial marketing. Journal of Strategic Marketing, 23(2), 94-111.

Chaston, I. (2000). Entrepreneurial marketing: Competing by challenging conventions. (Macmillan business). Macmillan.

Whalen, P., & Akaka, M. (2016). A dynamic market conceptualization for entrepreneurial marketing: The co-creation of opportunities. Journal of Strategic Marketing, 24(1), 61-75.

Albaum, G., Duerr, Edwin, Strandskov, Jesper, & MyiLibrary. (2005). International marketing and export management (5th ed.). Harlow: Prentice Hall.

Bly, R. (2009). Marketing plan handbook: Develop big picture marketing plans for pennies on the dollar. Irvine, Calif.]: Entrepreneur Press.

Conley, C., & Friedenwald-Fishman, Eric. (2006). Marketing that matters [electronic resource]: 10 practices to profit your business and change the world (1st ed., Social venture network series). San Francisco, Calif.: Berrett-Koehler.

Unit SEM306BUS: Thinking Entrepreneurially

Unit code: R/615/4774

RQF level: 3

Unit Aim

The aim of this unit is to introduce the learner to an evaluation of themselves in an entrepreneurial context by using several techniques including SWOT.

Learners will be introduced to critical thinking skills and put these into context against a business plan.

Learning Outcomes and Assessment Criteria

Learning outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Be able to understand self-analysis in the context of entrepreneurial career.	1.1 Define the terms 'Entrepreneur', Entrepreneurship, opportunity assessment and creativity. 1.2 Examine different types of Entrepreneurs and their success stories. 1.3 Conduct your self-analysis for entrepreneurial abilities. 1.4 Identify your strengths and weaknesses using a SWOT analysis.
2. Be able to develop critical thinking skills for innovative business ideas.	2.1 Define the term 'critical thinking', and 'innovation'. 2.2 Create a mind map of creative thinking skills and attributes required by entrepreneurs. 2.3 Identify potential barriers to entrepreneurship. 2.4 Conduct market research to analyse your potential business idea.

3. Be able to evaluate entrepreneurial business idea.	3.1 Justify your business idea to an innovative using logical argument.
	3.2 Explain the reasoning behind the business idea.
	3.3 Explain the importance of knowledge in IT, finance and accounting and marketing and sales for evaluation purposes.

Delivery Guidance

A range of learning and teaching methods can be employed such as lectures, practical exercises using ICT, guided private study, presentation and discussion of case studies.

Tutors will provide one-to-one feedback to learners on their progress towards summative assessment submission, feeding back on draft work before final submission.

Learners will be encouraged to form study groups to support each other and the VLE will facilitate this remotely.

Assessment Guidance

Learning outcomes 1-3 can be assessed through multiple-choice questions and a submission of an assignment of minimum 500 words in length to pass the unit.

Suggested Resources

Drummond, H. (2009). *How to be a Successful Entrepreneur [electronic resource]: Spot the Opportunity take a Risk and Build a Brilliant Business*. London: Kogan Page.

Prosek Jennifer. (2011). 3. Thinking Entrepreneurially - Even if You're a Big Company. In *Army of Entrepreneurs - Create an Engaged and Empowered Workforce for Exceptional Business Growth* (pp. 1-2). AMACOM – Book Division of American Management Association.

Birch, R. (2012). Thinking Like an Entrepreneur. *Credit Union Journal, 16*(39), 14. Anonymous. (2004). Entrepreneur shows the way to creative thinking. *Motor Transport,* 19. Moore, B., &

Parker, Richard. (2009). *Critical thinking* (9th ed., international ed.). Boston, [Mass.]; London: McGraw-Hill Higher Education

Paul, R., & Elder, Linda. (2014). *Critical thinking: Concepts & tools* (Seventh ed., Thinker's guide library).

Friend, G., & Zehle, Stefan. (2004). *Guide to business planning*. London: Economist Books. *Journal of New Business Ideas & Trends*. (n.d.).

Bragg, A., & Bragg, Mary. (2005). *Developing new business ideas: A step-by-step guide to creating*

new business ideas worth backing. Harlow: Financial Times Prentice Hall.

How to Be a Successful Entrepreneur: Spot the Opportunity, take a Risk and Build a Brilliant Business. (n.d.). Kogan Page.

Unit SEM201IT: Computer Systems

Unit code: F/650/1908

RQF level: 3

Unit Aim

The aim of this unit is to introduce learners to the basic hardware and software components that make up computer systems and for learners to carry out basic installation and configuration. This unit is designed to assist learners to understand the basic components of computer systems and how they are adapted to individual needs.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the purpose of computer systems.	1.1 Explain different types of computer systems. 1.2 Evaluate the role of computer systems in different environments 1.3 Identify a range of computer systems that are used.
2. Understand computer system components.	2.1 Analyse the common hardware components of a computer system. 2.2 Analyse the common software components of a computer system. 2.3 Evaluate the differences between open source and closed source software.
3. Be able to configure computer systems.	3.1 Analyse different operating systems and their suitability in managing resources in a professional environment. 3.2 Describe the characteristics of different styles of computer system users. 3.3 Evaluate suitable components to meet user requirements within a professional environment. 3.4 Configure a computer system for a given user requirement.

Suggested Resources

Nisan, N. (2020). The Elements of Computing Systems: building a modern computer from first principles. MIT Press.

Bryant, R.E. and O'Hallaron, D.R. (2016). Computer systems: a programmer's perspective. Boston: Pearson.

Unit SEM202IT: Coding and Website Development

Unit code: H/650/1909

RQF level: 3

Unit Aim

The aim of this unit is to enable learners to understand the fundamental processes involved in developing simple programmes and applications as well as details of basic website design.

Learning Outcomes, and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a student will:	Assessment Criteria Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand the purpose and types of coding.	1.1 Identify popular programming languages that are used within computer systems. 1.2 Differentiate between high level and low-level programming languages. 1.3 Explain how principles of computer programming are applied in different languages to produce software applications.
2. Understand web architecture and components.	2.1 Explain the web architecture and components that tenables internet and web functionality 2.2 Analyse the security risks and protection mechanisms involved in website performance.
3. Be able to create interactive websites.	3.1 Create or modify components of websites to meet business needs. 3.2 Explain the way in which a website meets the defined requirements and achieves the defined purpose.

Suggested Resources

Bell, A. (2019). Computer programming: Fundamentals for absolute beginners.

Duckett, J. (2011). HTML & CSS: Design and Build Websites (HTML and CSS). John Wiley & Sons Incorporated.

Felleisen, M. et al (2018) How to design programs: an introduction to programming and computing. 2nd ed. MIT Press

Robbins, J.N. (2018). Learning web design: a beginner's guide to HTML, CSS, JavaScript, and web graphics. Sebastopol, Ca: O'Reilly.

Unit SEM203IT: Networks

Unit code: L/650/1910

RQF level: 3

Unit Aim

The aim of this unit is to enable learners to understand the importance of networks to computer systems and their essential use in a variety of application. Learners will also gain knowledge about network technologies and the delivery of a wide range of networked services.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a student will:	Assessment Criteria Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand networking principles.	1.1 Explain the features and functioning of a computer network. 1.2 Differentiate between 'client computers' and 'peer computers' from network services perspective. 1.3 Describe local area network (LAN) and wide area network (WAN). 1.4 Describe the benefits and constraints of different network topologies.
2. Understand how network hardware and software components are connected.	2.1 Explain how hardware, software and addressing combine to support network communications. 2.2 Describe potential issues with computer networks. 2.3 Explain the steps required to set up and test a simple local area network.

3. Understand the usage and security concerns relating to networking.	3.1 Evaluate the features and services provided by a local and a wide area network. 3.2 Identify security issues relating to networking and how those security issues can be minimised. 3.3 Explain the steps to configure security on a local area network.

Suggested Resources

Kurose, J. & Ross, K. (2017) Computer Networking: a top-down approach. 7th ed. Pearson

Kizza, J. (2015) Guide to Computer Network Security. 3rd ed. Springer

Tanenbaum, A. & Wetherall, D. (2013) Computer Networks. 5th ed. Pearson

Bourke, M.K., Grimes, S. and Spacelabs Medical, Inc (1995). Networks. Redmond, Wash.: Spacelabs Medical, Inc.

Hall, L. and Paddy Chayefsky (2018). Network. London: Faber & Faber.

Unit SEM204IT: Mobile Communications

Unit code: T/650/1913

RQF level: 3

Unit Aim

The aim of this unit is to explain the growth of mobile communication and how it has changed everyday life and to provide learners with an understanding of the functionality that underpins key business and e-commerce uses.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a student will:	Assessment Criteria Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand the uses and features of mobile communication devices.	1.1 Differentiate between different types of mobilecommunication device 1.2 Describe the main features of different types of mobile communication devices 1.3 Evaluate the usage of modern mobile communication devices.
2. Understand the communication technologies used in mobile devices.	2.1 Analyse various transmission technologies used by mobile communication devices. 2.2 Evaluate the need for various standards and protocols used by mobile communication devices. 2.3 Describe how wireless mobile communication technologies benefit businesses.

3. Understand the implications of mobile communications technology.	3.1 Assess the benefits of mobile devices in the workplace.
	3.2 Evaluate the social and legal implications of using mobile technologies.
	3.3 Analyse the health implications of lengthy exposure to mobile technologies.

Suggested Resources

Greengard, S. (2015) The Internet of Things. MIT Press

Shah, M. (2014) Mobile Working: technologies and business strategies. Routledge

Rowles, D. (2014) Mobile Marketing: how mobile technology is revolutionizing marketing, Communications and advertising. Kogan Page

Mobile communications. (1988). Editorial: Online.

A Jagoda and M De Villepin (1993). Mobile communications. Chichester England; New York: J. Wiley

Unit SEM205IT: Cyber Security

Unit code: A/650/1915

RQF level: 3

Unit Aim

The aim of this unit is to enable learners to understand cyber security and the consequences and implications of inadequate cyber security. They will understand the key terminology and the motivations of good and bad actors. They will also investigate the advantages and disadvantages of security by design.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a student will:	Assessment Criteria Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand cyber security.	1.1 Describe the concepts of cyber security. 1.2 Explain the importance of cyber security for businesses. 1.3 Describe the consequences and implications of inadequate cyber security for businesses .
2. Understand core terminology andkey aspects of cyber security.	2.1 Define core terminology used in cyber security. 2.2 Compare typical behaviours of good actors and bad actors. 2.3 Analyse the sectors that are most vulnerable to a cyber-attack.

3. Understand cyber threat intelligence.	3.1 Identify the concepts of cyber threat intelligence 3.2 Explain the following terms in relation to cybersecurity: • threats • exploits • risks • vulnerabilities 3.3 Identify improvements to secure a network against cyber-attacks.

Suggested Resources

Easttom, C. (2016) Computer Security Fundamentals. 3rd ed. Pearson

Kizza, J. (2015) Guide to Computer Network Security. 3rd ed. Springer

Geetha, S. & Phamila, A. (2016) Combating Security Breaches and Criminal Activity in the Digital Sphere. Hershey

IT Governance Publishing (2013). Cyber Security. Ely, Cambridgeshire, United Kingdom: It Governance Publishing.

Augastine, P.T. (2007). Cyber security. New Delhi: Crescent Pub. Corp

Unit SEM206IT: Social Media for Business

Unit code: D/650/1916

RQF level: 3

Unit Aim

The aim of this unit is to enable learners to explore how businesses use social media to promote their products and services. Learners will also create a social media policy and plan to meet business requirements.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a student will:	Assessment Criteria Assessment of this learning outcome will require a student to demonstrate that they can:
1 Understand the importance of using social media in a business environment.	1.1 Analyse recent developments in social media that have changed the way businesses promote products and services. 1.2 Identify sources for social media channels to meet business needs. 1.3 Explain the importance of publishing social media content which engages the audience. 1.4 Explain the risks and issues relating to social media engagement.
2. Understand the need for socialmedia content planning and publishing in a business environment.	2.1 Analyse the considerations for regular posts and other content to be published on social media websites. 2.2 Explain the relationship between a social media website and a company website. 2.3 Evaluate the strategy required to create and encourage an online community.

3. Be able to develop a policy and aplan to use social media in a business environment.	3.1 Explain why a social media policy is important and consider the implications of not having a policy in place.
	3.2 Develop a social media policy for a business that is capable of delivering its objectives.
	3.3 Produce a plan to use social media in a businessenvironment that is capable of delivering its social media policy objectives.
	3.4 Produce a reflective account of the plan that suggests improvements.

Suggested Resources

Lipschultz, J. (2015) Social media Communication: concepts, practices, data, law and ethics. Routledge

Kasian-Lew, D. (2014) The Social Executive: why leaders need social media and why it's good for business. Wiley-Blackwell

Vukanovic, Z. (2011). New Media Business Models in Social and Web Media. Journal of Media Business Studies, 8(3), pp.51–67.

Mcdonald, J. (2018). SOCIAL MEDIA MARKETING WORKBOOK: how to use social media for business. S.L.: Createspace Indep Pub.

Brown, E. (2012). Working the crowd - social media marketing for business. British Informatics Society Lt

Unit SEM301CS: Threat and Risk: Expecting the Unexpected

Unit code: T/617/1163

RQF level: 3

Unit Aim

In this unit the learner will be look at various case studies in recent cyber-attacks on business organisations, public sector agencies and individual victims. They will then conduct analysis will then into the motivations of malicious hackers. This analysis will include basic geopolitical learning, as it relates to the cyber domain, as well as identifying how and why different industry sectors (including Banking and Finance) are particularly vulnerable.

Towards the end of the unit the learner will look at the types of hacking undertaken: White Hat hacking, Grey Hat hacking and Black Hat Hacking. Learners will be introduced to concepts such as 'Threat', ''Risk', 'Security Engineering', 'Cyber Threat Intelligence' and 'Cyber Resilience'.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1 Understand key business cyber security concepts including 'threats' and 'risks'.	1.1 Explain major cyber events and methods of attack that have severely impacted businesses
	1.2 Explain sources of cyber security threats and risks
2 Understand effective sources of Cyber Threat Intelligence.	2.1 Explain cyber intelligence and the most effective sources
	2.1 Explain how organisations can proactively plan and calculate the risks and threats to prioritise remediation (risk-assessment)
	2.2 For a chosen global region, review how the IT function within a multinational organisation reports on and plans for cyber security threats and risks
3 Understand the 'psychology' of computer misuse and the associated terminology.	3.1 Assess the factors that put individuals at risk from a cyber-attack
	3.2 Explain the attack-lifecycle

	3.2 Describe the potential risks from a deliberate, planned attack, from a malicious hacker or group

Indicative Content

-Cyber security and current attack trends and terminology

-Motivation of those who carry out cyber-attacks and the impacts

-Case studies in attacks and impacts on business organisations

Geopolitical and sectoral considerations in the domain of cyber threat-management

-The role and sources of Cyber Threat Intelligence

-Security engineering and asset protection principles in the sphere of Information Security

Delivery Guidance

This unit lends itself to a model of blended delivery. Learners will be able to access a course shell with various information sources provided by QUALIFI to all centres. This learner-support information will be presented within clearly separated tabs, including:

Unit Content: Actual learning content broken down into weekly stages with a reflective learning end-section

Podcasts: Podcasts are broadcast by the GlobalCyberAcademy.com and cover the Learning Outcomes of each unit.

Video-shelf: Unit content and additional information provided by the course leader via video

E-library: Access to electronic books, books produced by the course team, journals, data sources and news articles, as well as a recommended book and journals list

Assignment Instructions: Clear and precise instructions and contact details for compiling and submitting assignments. Support materials such as guides to report, portfolio and essay writing, as well as making presentations

Discussion Board: Interactive zone for learners to network, share ideas and co-explore information sources.

Case studies and reflective case-study learning will underpin all theory. The support will provide blended delivery formats written, videoconferencing and interactive learner-tutor

question and answer sessions that can either be visual (via VOIP) or written (via feedback on the two-way Student Journal).

Suggested Resources

Bingley, R. (2015) *The Security Consultant's Handbook*, Ely: IT Governance Press

Palo Alto Networks (2016) *Cyber Security for Dummies,* New Jersey: John Wiley & Sons 2016

Krebs on Security, cyber security news feed, accessed at: https://krebsonsecurity.com/

Unit SEM302CS: Network Architecture, Communications and Protocols

Unit code: F/617/1165

RQF level: 3

Unit Aim

In this unit the learner will look at IT networks and the various components and architecture as they relate to the topic of 'cyber security'. This unit will break down the processes involved in IT network-based communications and protocols and introduce and explain the OSI Model of computer communication and interoperability. One dedicated lesson will address: 'How does the internet work?' The learner will develop an understanding of the more popular and destructive methods used to carry out attacks including case studies in Botnets, Trojans and other Malware. Key information security principles - including the 'CIA Triad' and 'Access Controls' – are introduced and explained within a business organisational context.

This unit prepares learners to participate in the often-technical aspects of change management and configuration management committees and task groups that might be responsible for aspects of organisational cyber security. A range of industry case studies will be used throughout this unit in order to upskill the learner and provide an 'helicopter' view of network architecture, communications and underpinning protocols.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1 Understand computer networking environments and ICT operate at a strategic level within a business organisation	1.1 Explain direct risks and threats to different types of network configurations within business organisations 1.2 Describe the OSI Model layers and 1.3 Apply these within your formal risk assessment summative assessment
2 Understand the threats and risks posed to LANs and WANs within a business organisation	2.1 Assess defensive and offensive cyber security strategies and frameworks to protect LANs and WANs from threats and risks 2.2 Explain how the internet works and why it is non-hierarchical

		2.3	Explain how computer programming works and why it is a fundamental issue to consider within an information security plan
3	Understand the importance of identifying and prioritising risk treatments	3.1	Calculate cyber threats and risks by way of a formal Risk Assessment for an organisation
		3.2	Recommend remediation (treatments) within part of a formal Risk Assessment process for an organisation

Indicative Content

-Communication and network principles and protocols: the OSI Model

-How the internet works

-Network security devices, Local Area Networks (LAN) and Wide Area Networks (WAN)

-Information Security Frameworks: The CIA Triad and Access Controls

-Computer programming: how it relates to hacking and cyber systems risk exposure

-Conducting formal risk assessments for business organisations

-Prioritising and recommending risk treatments/remediation for business environments

Delivery Guidance

This unit lends itself to a model of blended delivery. Learners will be able to access a course shell with various information sources provided by QUALIFI to all centres. This learner-support information will be presented within clearly separated tabs, including:

Unit Content: Actual learning content broken down into weekly stages with a reflective learning end-section

Video-shelf: Unit content and additional information provided by the course leader via video

Podcasts: Podcasts are broadcast by the GlobalCyberAcademy.com and cover the Learning Outcomes of each unit.

E-library: Access to electronic books, books produced by the course team, journals, data sources and news articles, as well as a recommended book and journals list

Assignment Instructions: Clear and precise instructions and contact details for compiling and submitting assignments. Support materials such as guides to report, portfolio and essay writing, as well as making presentations

Discussion Board: Interactive zone for learners to network, share ideas and co-explore information sources.

Case studies and reflective case-study learning will underpin all theory. The support will provide blended delivery formats: written, videoconferencing and interactive learner-tutor question and answer sessions that can either be visual (via VOIP) or written (via feedback on the two-way Student Journal).

Suggested Resources

NIST (2014) *Framework for Improving Critical National Infrastructure,* see 'Risk Assessment' section*,* accessed and downloaded on 25/01/2018 at: https://www.securitymagazine.com/articles/86754-best-practices-for-conducting-a-cyber-risk-assessment

Schneier on Security and the 'CryptoGram' newsletter accessed at: https://www.schneier.com/

Solomon, M. G. Kim, D and Carrell, J. L. *Fundamentals of Communications and Networking* (Jones & Bartlett, 2014)

Whitman, M.E. & Mattord, H.J. (2009) *Principles of Information Security,* Boston: Cengage

Unit SEM303CS: Mobile Device and Data Risks

Unit code: J/617/1166

RQF level: 3

Unit Aim

Mobile devices pose a significant threat to an organisation's state of cyber security. The number of smartphone users is around 2.5 billion at time of writing. On any single day, hundreds of millions of employees travel and commute and are mobile enabled in terms of conducting their business and exposing valuable data to enhanced risk.

In this unit the learner will learn how mobile devices become attached to radio and telecommunications networks. How are they connected to the internet and what types of tool can be utilised by malicious attackers to harm individuals and business organisations?

The second half of this unit will introduce and explain significant favoured ways by the cyber security and mobile device industry used to protect mobile devices and data. Key approaches and tools such as data encryption, storage back-up, and other security measures will be investigated and recommended.

Moreover, Cisco estimates that 50 billion items will be connected to the internet by 2020. The Internet of Things (IoT) are cyber-enabled gadgets and devices – often used for leisure or household purposes - that unintentionally expose our home or business networks to additional risk because they become attached to the very same communications channels and signals. In response, malicious hackers are developing customised malware to attack such devices. What are the IoT vulnerabilities and how can they be patched or remediated, if at all? Analysis or consideration of the IoT will therefore form an important part of this unit.

A range of case studies for business and public sector/government organisations will be used throughout this unit.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1 Understand how mobile smartphones and the Internet of Things communicate and the associated risks	1.1 Explain mobile smartphone vulnerabilities and the associated risks 1.2 Explain vulnerabilities of the Internet of Things and the associated risks of these device connections and signals

2	Understand risks posed by malware and mobile apps	2.1	Assess how various types of malware and monitoring (sniffing) devices can connect with mobile device/s
3	Understand commonly recommended mobile device protection methods advocated by the tech industry	3.1	Explain mobile device security solutions that are suitable and tailored to different types of user and business environment
		3.2	Recommend Mobile Device Management (MDM) within organisational information security plans, as part of ISO27001 compliance

Indicative Content

- Vulnerabilities and associated risks

-How mobile device communications work

-Protecting mobile data: network security on devices: android (OS), Wi-Fi networks and security management

-The Internet of Things: vulnerabilities and consideration within wider security planning

-Malware attacks on mobile devices

-Case studies of mobile data breaches

-Counting the cost of data loss from mobile device intrusion

-Security solutions: generic and bespoke

Mobile device protection methods

Delivery Guidance

This unit lends itself to a model of blended delivery. Learners will be able to access a course shell with various information sources provided by QUALIFI to all centres. This learner-support information will be presented within clearly separated tabs, including:

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Assignment Instructions: Clear and precise instructions and contact details for compiling and submitting assignments. Support materials such as guides to report, portfolio and essay writing ,as well as making presentations

Discussion Board: Interactive zone for learners to network, share ideas and co-explore information sources.

Case studies and reflective case-study learning will underpin all theory. The support will provide blended delivery formats: written, videoconferencing and interactive learner-tutor question and answer sessions that can either be visual (via VOIP) or written (via feedback on the two-way Student Journal).

Suggested Resources

Android Authority website: https://www.androidauthority.com/

ISO27001 (2013), The Information Security Management Standard. See section 6.2.1 that

relates to Mobile Device Management (MDM):

https://www.iso.org/isoiec-27001-information-security.html

Joint Information Systems Committee JISC (2012), *Security, Mobile devices and Data Protection,* accessed and downloaded on 21/12/2017 at:
https://www.jisc.ac.uk/guides/security-mobile-devices-and-data-protection

Unit CEM304CS: Investigations and Incident Response

Unit code: R/617/1168

RQF level: 3

Unit Aim

Investigations and Incident Response are different operations within the discipline of Information Security. However, they are closely related.

In this unit the learner will investigative techniques used to identify and investigate suspicious computer incidents. Learners will learn about the essential roles, responsibilities, tasks and sub-disciplines within Incident Response. The learner will become familiar with the essential functions of Computer Emergency Response Teams (CERTS) and Incident Response (IR), Disaster Recovery Planning and Business Continuity Management (BCM), including documentation and review.

The learner will also explore investigations as a discipline and how the approaches and concepts of investigations (such as Forensics and Seizure) can be applied to an ICT incident. All unit sections will include descriptions and suggestions about relevant SIEM, Incident Response and Investigations tools. Many of these monitoring and recovery tools can be used to conduct workplace investigations in an ethical and professional manner. A range of case studies for business and public sector/government organisations will be used throughout this unit.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1 Understand the core phases, tools and processes of Incident Response and putting together a CERT	1.1 Explain the terms Incident Response and CERT 1.2 Explain key information, stages and personnel to be included in any professional IR plan 1.3 Describe how CERTs are put together and who is included
2 Understand Disaster Recovery (DR) and Business Continuity Management (BCM) as disciplines to support a	2.1 Explain the terms Disaster Recovery (DR) and Business Continuity Management (BCM) 2.2 Analyse how BCM and DR considerations are applied to an overall organisational computer IR plan

	cyber incident response team		
3	Understand how organisations can investigate major incidents related to suspected cyber security attacks	3.1	Apply the rules and principles of investigation to an Incident Response to ensure that potential evidence is successfully recovered and stored in an uncontaminated manner

Indicative Content

-Incident Response and CERTS

-Incident Response plans

-Disaster Recovery and Business Continuity Management

-Investigations and digital forensics

-Reporting and recording investigative activity

-Legal and ethical principles of cyber investigations, audits and IR

Delivery Guidance

This unit lends itself to a model of blended delivery. Learners will be able to access a course shell with various information sources provided by QUALIFI to all centres. This learner-support information will be presented within clearly separated tabs, including:

Unit Content: Actual learning content broken down into weekly stages with a reflective learning end-section

Video-shelf: Unit content and additional information provided by the course leader via video

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Assignment Instructions: Clear and precise instructions and contact details for compiling and submitting assignments. Support materials such as guides to report, portfolio and essay writing, as well as making presentations

Discussion Board: Interactive zone for learners to network, share ideas and co-explore information sources.

Case studies and reflective case-study learning will underpin all theory. The support will provide blended delivery formats: written, videoconferencing and interactive learner-tutor question and answer sessions that can either be visual (via VOIP) or written (via feedback on the two-way Student Journal).

Suggested Resources

Luttgens T., Pepe., M. and Mandia, K., (2014) *Incident Response & Computer* Forensics (3rd Ed.) McGraw Hill Education 2014

Lawrence Miller and Peter Gregory (2018) CISSP For Dummies (USA: John Wiley & Sons), available at: https://www.amazon.co.uk/CISSP-Dummies-Computers-Lawrence-Miller/dp/0470537914

Toigo J., in TechTarget (2017) *Storage disaster recovery plans must account for weather threats*, accessed and downloaded on 21/11/2017 at:
http://searchdisasterrecovery.techtarget.com/opinion/Storage-disaster-recovery-plans-must-account-for-weather-threats?utm_content=eru-rd2-rcpD&utm_medium=EM&asrc=EM_ERU_85757347&utm_campaign=20171122_ERU%20Transmission%20for%2011/22/2017%20(UserUniverse:%202475935)&utm_source=ERU&src=5692049

Unit SEM305CS: Solutions: Future-Proofing your Business

Unit code: R/617/1171

RQF level: 3

Unit Aim

In this unit the learner will bring together your knowledge and understanding from the previous units. This unit focuses on scoping the threats and vulnerabilities to companies, employees and customers across their entire network space, including LANs, WANs, Cloud Storage, mobile devices and any IoT-enabled devices

The learner will apply the OSI model to understand the various opportunities that business organisations can take to protect their people, processes and technologies. The learner will then begin the task of developing an holistic security plan for a large-scale business organisation.

Learners will explore various Security Engineering Standards and Threat Assessment approaches before devising and generating their own organisational security plan based on a formal risk assessment. This plan should be comprehensive, relevant and suitable to be applied by a multinational organisational Executive Board.

Learning and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1 Understand the future cyber threat environment for companies in the short to medium term	1.1 Discuss key emerging cyber-enabled workplace technologies and the associated cyber security risks 1.2 Apply formal information security management approaches to a complex modern workplace environment
2 Understand how formal Industry Standards, Training and Accreditations support cyber security and business resilience	2.1 Explain the key industry standards relating to cyber security and business resilience 2.2 Explain the key training and accreditation schemes relating to cyber security and business resilience
3 Develop a cyber security plan ('cyber security business toolkit') for a	3.1 Explain the costings and 'business case' for investing in a lawful internal cyber security system

large business organisation	3.2 Design a cyber security toolkit (security plan) to meet the security requirements of an organisation that is based on a formal risk assessment for the same organisation

Indicative Content

-Emerging technologies: including Robotics, Augmented Reality and AI, Cloud Sprawl

-Information Security Standards

-Information Security education and networking bodies

-Designing cyber security risk assessments and generating from this a cyber security plan (business toolkit)

Delivery Guidance

This unit lends itself to a model of blended delivery. Learners will be able to access a course shell with various information sources provided by QUALIFI to all centres. This learner-support information will be presented within clearly separated tabs, including:

Unit Content: Actual learning content broken down into weekly stages with a reflective learning end-section

Video-shelf: Unit content and additional information provided by the course leader via video

Podcasts: Podcasts are broadcast by the GlobalCyberAcademy.com and cover the Learning Outcomes of each unit.

E-library: Access to electronic books, books produced by the course team, journals, data sources and news articles, as well as a recommended book and journals list

Assignment Instructions: Clear and precise instructions and contact details for compiling and submitting assignments. Support materials such as guides to report, portfolio and essay writing, as well as making presentations

Discussion Board: Interactive zone for learners to network, share ideas and co-explore information sources.

Case studies and reflective case-study learning will underpin all theory. The support will provide blended delivery formats: written, videoconferencing and interactive learner-tutor question and answer sessions that can either be visual (via VOIP) or written (via feedback on the two-way Student Journal).

Suggested Resources

Computer Ethics Institute, *10 Commandments of Computer Ethics,* accessed at: http://computerethicsinstitute.org/publications/tencommandments.html

HR Magazine (2016), *HR's Role in Dealing with Terror Threats,* accessed at: http://hrmagazine.co.uk/article-details/hrs-role-in-dealing-with-terror-threats

ISO (2013) ISO27001:2013 *Information Security Management*, International Standards Organisation (ISO)

SANS 20 Critical Security Controls, can be accessed at: https://www.sans.org/security-resources/posters/20-critical-security-controls/55/download

Unit SEM306CS: EU GDPR and Data Security

Unit code: Y/617/1172

RQF level: 3

Unit Aim

The European Union (EU) impacted most global enterprises in May 2016 when it passed the General Data Protection Regulation, entering into effect two years later (May 25, 2018). All companies—including international firms—doing business with individuals located in EU member states must comply with the regulation's far-reaching provisions. Moreover, many significant trading nations, including the UK, are emulating the EU GDPR to pass their own upgraded data protection regulations for citizens. Failure to act quickly to prepare for the regulation could have serious consequences—to an organisation's bottom line, customer relationships and reputation.

In this unit the learner will develop an understanding of EU GDPR legal provisions and how these have been interpreted and implemented at a national level. Learners will have the opportunity to use your understanding to create an in-house EU GDPR audit toolkit.

Where appropriate, a range of case studies for business and public sector/government organisations will be used throughout this unit.

Learning and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1 Understand EU GDPR, and similar legislation	1.1 Explain the core aspects of the EU GDPR and similar legislation 1.2 Assess how this legislation impacts on identifying and collating personal data 'held' by an organisation
2 Understand legal interpretations of and implementation approaches to the EU GDPR at a national level	2.1 Analyse the diversity of approaches and considerations, at a national level, implementation and enforcement of EU GDPR
3 Develop an in-house EU GDPR audit toolkit	3.1 Assess the factors to take into account to ensure organisational compliance and security needs are met

	3.2 Based on own assessment, design an in-house EU GDPR audit toolkit to meet the needs of an organisation

Indicative Content

-What does EU GDPR cover? Underpinning ethos/objectives in relation to protecting personal data

Other relevant legislation

-Reviewing and collating an organisation's overall data properties

-Developing an EU GDPR implementation project plan

-Case studies in data insecurity

-Design your own EU GDPR audit toolkit

Delivery Guidance

This unit lends itself to a model of blended delivery. Learners will be able to access a course shell with various information sources provided by QUALIFI to all centres. This learner-support information will be presented within clearly separated tabs, including:

Unit Content: Actual learning content broken down into weekly stages with a reflective learning end-section

Video-shelf: Unit content and additional information provided by the course leader via video

Podcasts: Podcasts are broadcast by the GlobalCyberAcademy.com and cover the Learning Outcomes of each unit.

E-library: Access to electronic books, books produced by the course team, journals, data sources and news articles, as well as a recommended book and journals list

Assignment Instructions: Clear and precise instructions and contact details for compiling and submitting assignments. Support materials such as guides to report, portfolio and essay writing, as well as making presentations

Discussion Board: Interactive zone for learners to network, share ideas and co-explore information sources.

Case studies and reflective case-study learning will underpin all theory. The support will provide blended delivery formats: written, videoconferencing and interactive learner-tutor

question and answer sessions that can either be visual (via VOIP) or written (via feedback on the two-way Student Journal).

Suggested Resources

Allen & Overy (2017) The EU General Data Protection Regulation, accessed at: http://www.allenovery.com/SiteCollectionDocuments/Radical%20changes%20to%20Europe an%20data%20protection%20legislation.pdf

EU GDPR Official Portal from the European Union can be accessed at: https://www.eugdpr.org/

 Zorz, M., (2017) An example EU GDPR Toolkit from expert firm HelpNet.com: https://www.helpnetsecurity.com/2017/11/14/eu-gdpr-documentation-toolkit/

Unit SEM301DS: The Field of Data Science

Unit code: H/650/4951

RQF Level: 3

Unit Aims

This unit introduces learners to the field of data science from the birth of artificial intelligence and machine learning in the late 1950s to the dawn of the "big data" era in the early 2000s, to the current applications of AI, machine learning and deep learning and the various challenges associated with them.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner must be able to:	Assessment Criteria: Assessment of these learning outcomes will require a learner to demonstrate that they can:
1. Understand the core issues of data science.	1.1 Explain what is meant by the terms "data science" and "data scientist". 1.2 Explain how data science relates to other academic fields. 1.3 Analyse the features, uses, benefits and drawbacks of tools and software commonly used by data scientists.
2. Understand the core issues of data and big data.	2.1 Explain what is meant by "big data". 2.2 Analyse the challenges and criticisms of "big data". 2.3 Analyse the successes and two failures of "big data". 2.4 Analyse the features, uses, benefits and drawbacks of the tools and software commonly used to process and analyse "big data".
3. Understand the core issues of artificial intelligence.	3.1 Explain what is meant by the term "artificial intelligence". 3.2 Explain the difference between the terms "artificial narrow intelligence", "artificial general intelligence" and "artificial super intelligence" 3.3 Analyse the challenges in achieving artificial intelligence. 3.4 Analyse the successes and failures of artificial intelligence.
4. Understand the core issues of machine learning.	4.1 Explain what is meant by the term "machine learning".

		4.2	Explain the main types of machine learning: "supervised", "unsupervised" and "reinforcement learning".
		4.3	Analyse the uses and limitations of machine learning.
		4.4	Explain the difference between artificial intelligence and machine learning.
5.	Understand the core issues of deep learning.	5.1	Explain what is meant by the term "deep learning".
		5.2	Explain basic deep learning architecture.
		5.3	Analyse the uses and limitations of deep learning.
		5.4	Analyse current areas of research in deep learning.

Indicative Content

- Data science
- Big Data
- Google Flu Trends
- Python
- Hadoop and Spark
- Artificial intelligence
- Artificial narrow intelligence
- Artificial general intelligence
- Artificial super intelligence
- Machine learning
- Supervised machine learning
- Unsupervised machine learning
- Reinforcement learning
- Deep learning

Suggested Resources

Jiawei Han, Micheline Kamber and Jian Pei, "*Data Mining: Concepts and Techniques*", Third Edition, 2012

Peter Lake and Robert Drake, "*Information Systems Management in the Big Data Era*", Springer, 2015

Unit SEM302DS: Python for Data Science

Unit code: J/650/4952

RQF Level: 3

Unit Aims

This unit provides learners with an introduction to Python programming for data science. The unit assumes no prior knowledge of coding or of Python and so starts by explaining the basics of Python, its design philosophy, syntax, naming conventions and coding standards.

The unit then introduces the basic Python data types of integers, floats, strings, complex numbers and booleans and explains how these data types can be created, changed, manipulated, and calculated using standard mathematical functions, logical operators, and Python's built-in methods and functions. The unit also introduces more complex data structures critical to many data analytics and data science tasks, such as "lists", "tuples", "sets", and "dictionaries".

The unit explains how to use control and flow statements such as branching and looping as well as the basics of writing user-defined Python functions – all the ingredients needed to later perform data analysis and to code data science models successfully.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner must be able to:	Assessment Criteria: Assessment of these learning outcomes will require a learner to demonstrate that they can:
1. Understand the design philosophy and features of Python.	1.1 Explain what is meant by Python being a "*high-level, interpreted, dynamically-typed, general-purpose language.*" 1.2 Analyse the features, uses, benefits and drawbacks of programming languages such as C++ and R. 1.3 Explain Python's syntax, indentation, naming conventions and coding standards.
2. Understand Python's basic data types.	2.1 Explain the basic Python data types: strings, integers, floats, complex numbers, and Booleans. 2.2 Use arithmetical operators and standard mathematical functions correctly to perform basic calculations.

		2.3	Use the logical, bitwise and identity operators correctly to perform logical operations.
		2.4	Explain the order of operator precedence.
		2.5	Use string methods and functions correctly to create new strings or to retrieve values and properties.
		2.6	Obtain string elements correctly by indexing and slicing.
3.	Be able to create and manipulate lists and tuples.	3.1	Explain the difference between a "list" and a "tuple".
		3.2	Use list and tuple methods and functions correctly to update or to retrieve values and properties.
		3.3	Obtain list and tuples elements correctly by indexing and slicing.
4.	Be able to create and manipulate sets and dictionaries.	4.1	Explain the difference between "sets" and "dictionaries".
		4.2	Use set and dictionary methods and functions correctly to update or to retrieve values and properties.
5.	Be able to write Python functions and flow statements.	5.1	Construct and use correctly various control flow statements: - Conditional statements. - Transfer statements. - Iterative statements.
		5.2	Create "def" and "lambda" functions correctly, passing parameters and returning values.
		5.3	Explain the difference between "keyword", "positional" and "optional" parameters.

Indicative Content

- Python environments
- Anaconda
- Basic data types, i.e., strings, integers, floats, complex number and booleans
- Numerical operations
- Logical operations
- String methods
- String indexing and slicing
- If-Else statements
- For loops
- While loops
- Lists, tuples, sets and dictionaries
- Python def functions and Lambda functions

Suggested Resources

Michael Dawson, "*Python Programming for the absolute beginner*", Third Edition, 2005

Luciano Ramalho, "Fluent Python", O'Reilly, 2005

Unit SEMS03DS: Creating and Interpreting Visualisations in data science

Unit code: K/650/4953

RQF Level: 3

Unit Aims

This unit introduces the learner to basic charts and visualisations and how to create and interpret them. The unit starts by explaining why visualisations are critical when understanding data and what makes a good and a poor visualisation.

The unit introduces learners to a number of basic chart and plot types, explaining their purpose, how to interpret them and explains when they should and should not be used. The unit then focuses on the technology used to produce charts and visualisations in Python, using Seaborn, Matplotlib and other Python libraries.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner must be able to:	Assessment Criteria: Assessment of these learning outcomes will require a learner to demonstrate that they can:
1. Understand the role and importance of visualising data.	1.1 Explain the role and importance of visualising data before conducting data analysis. 1.2 Explain why poorly created visualisations can be misleading. 1.3 Explain good practices when creating plots and charts.
2. Understand basic plots and charts.	2.1 Define the basic chart and plot types: - Scatter plots - Line charts - Pie charts - Bar and column charts - Histogram and density curves - Box-and-whisker plots 2.2 Explain the advantages and disadvantages of each chart type. 2.3 Explain which chart types should be used for different types of data.
3. Be able to create and interpret plots and charts.	3.1 Analyse the features, uses, benefits and drawback of Python libraries for constructing charts and visualisations.

| | | 3.2 | Write Python code correctly to construct, format and display the charts and plots:
- Scatter plots
- Line charts
- Pie charts
- Bar and column charts
- Histogram and density curves
- Box-and-whisker plots |
| | | 3.3 | Interpret correctly the charts produced from 3.2 |

Indicative Content

- Anscombe's quartet
- Scatter plots
- Line charts
- Pie charts
- Bar and column charts
- Histogram and density curves
- Box-and-whisker plots
- Matplotlib
- Seaborn

Suggested Resources

Igor Milovanovic, Dimitry Foures and Giuseppe Vettigli, "*Python Data Visualization Cookbook - Second Edition*", 2015

Jiawei Han, Micheline Kamber and Jian Pei, "*Data Mining: Concepts and Techniques*", Third Edition, 2012

Unit SEM304DS: Data and Descriptive Statistics in Data Science

Unit code: L/650/4954

RQF Level: 3

Unit Aims

With modern software, packages, and programming languages, it is too easy for aspiring data scientists to rely on these tools to calculate descriptive statistics for them. It is critical for the modern data scientist to not only be able to interpret descriptive statistics, but also understand them and know how they are calculated. A lack of knowledge and the inability to interpret statistics correctly often leads to erroneous decisions being made which can have serious negative consequences.

This unit aims to provide learners with an introduction to descriptive statistics and methods which are key for data analysis and data science. This unit introduces different types of data and descriptive statistics from measures of centre, various measures of spread (including range, percentiles, variance and standard deviation), measures of symmetry (skewness and kurtosis) and measures of joint variability (correlation and covariance). The unit also explains which descriptive statistics can be calculated for the data measured on different scales. In this unit, learners will gain first-hand experience and practice of calculating descriptive statistics for small data sets manually.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner must be able to:	Assessment Criteria: Assessment of these learning outcomes will require a learner to demonstrate that they can:
1. Understand the different types of data and their characteristics.	1.1 Explain the differences between data measured on "nominal", "ordinal", "interval" and "ratio" scales. 1.2 Explain the difference between "discrete" and "continuous" data.
2. Understand measures of centre.	2.1 Define the mathematical formulas for: - The arithmetic, geometric and harmonic means. - The mode. - The median. 2.2 Explain the relationship between the arithmetic, geometric and harmonic means. 2.3 Calculate the measures of centre correctly for a dataset. 2.4 Interpret calculated measures of centre and draw reasoned conclusions.

	2.5 Explain which measures of centre apply to different types of data.
3. Understand measures of spread.	3.1 Define the mathematical formulas for: - The range. - Percentiles, deciles, and quartiles. - The Interquartile range. - The variance and the standard deviation. - The coefficient of variation. 3.2 Calculate the measures of spread correctly for a dataset. 3.3 Interpret calculated measures of spread and draw reasoned conclusions. 3.4 Explain which measures of spread apply to different types of data.
4. Understand measures of symmetry and peakness.	4.1 Define the mathematical formulas for: - Skewness - Kurtosis 4.2 Explain the terms positively skewed and negatively skewed. 4.3 Calculate the skewness and kurtosis correctly for a given dataset. 4.4 Interpret the calculated skewness and kurtosis and draw reasoned conclusions.
5. Understand measures of joint variability and linear relation.	5.1 Explain the definitions and mathematical formulas for: - The covariance between two numerical variables. - The Pearson correlation coefficient between two numerical variables. 5.2 Calculate the covariance and correlation coefficient between two numeric variables correctly. 5.3 Interpret the calculated covariance and correlation coefficient and draw reasoned conclusions. 5.4 Explain the difference between correlation and causality.

Indicative Content

- Nominal data
- Ordinal data
- Interval data
- Ratio data
- Discrete and continuous data
- Arithmetic, Geometric and Harmonic means.
- Mode
- Median
- Range
- Percentiles, deciles, and quartiles
- Interquartile range
- Variance

- Standard deviation
- Coefficient of variation
- Skewness
- Kurtosis
- Covariance
- Correlation coefficient
- Correlation and causality

Suggested Resources

Peter Bruce, Andrew Bruce, and Peter Gedeck, "*Practical Statistics for Data Scientists*", 2020.

Jiawei Han, Micheline Kamber and Jian Pei, "*Data Mining: Concepts and Techniques*", Third Edition, 2012

Unit SEM305DS: Fundamentals of Data Analytics

Unit code: M/650/4955

RQF Level: 3

Unit Aims

This unit serves as the introduction to the core concepts of data analytics.

The unit will help learners to differentiate between the roles of a Data Analyst, Data Scientist and Data Engineer. Learners will also be able to summarize the data ecosystem such as databases and data warehouses and learn about major vendors within the data ecosystem and explore the various tools.

The unit also introduces learners to the fundamental tasks and processes in the data discovery process such as data cleaning, methods for dealing with data quality and methods for standardising data ready for analysis.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner must be able to:	Assessment Criteria: Assessment of these learning outcomes will require a learner to demonstrate that they can:
1. Understand the processes and types of data analytics.	1.1 Explain the "Knowledge Discovery from Data" process. 1.2 Explain the different types of data analytics: "descriptive", "predictive", and "prescriptive". 1.3 Explain the differences between the roles: "data engineer", "data analyst", "data scientist" and "business intelligence analyst".
2. Understand the data analytics ecosystem.	2.1 Analyse the features, uses, benefits and drawbacks of different types of data format: CSV, JavaScript Object Notation (JSON), Excel, text, audio, and images. 2.2 Explain the difference between relational and non-relational databases. 2.3 Analyse the features, uses, benefits and drawbacks of common software tools used for data analytics.
3. Understand the issues and methods for dealing with data quality issues.	3.1 Explain the strategies for identifying and dealing with: - Missing data. - Duplicate data. - Inconsistent data. - Outliers.

		3.2	Analyse the features, uses, benefits and drawbacks of the "mean", "median", and "mode" strategies for data imputation.
4.	Understand the issues and methods of basic data transformations.	4.1	Explain the purpose of data transformation strategies: smoothing; feature engineering; aggregation; normalization; discretization.
		4.2	Explain the definitions and mathematical formulas for: - Min-max normalization - Z-score normalization
		4.3	Explain the difference between min-max and z-score normalization.
		4.4	Explain how binning can be used to smooth data and to discretize data.

Indicative Content

- Knowledge Discovery from Data process
- Descriptive analytics
- Predictive analytics
- Prescriptive analytics
- Data formats
- Relational databases
- Non-relational databases
- Data quality
- Data imputation
- Data transformations
- Data aggregation
- Feature engineering
- Min-max normalisation
- Z-score normalisation

Suggested Resources

Jiawei Han, Micheline Kamber and Jian Pei, "*Data Mining: Concepts and Techniques*", Third Edition, 2012

Charu C. Aggarwal, "*Data Mining: The Textbook*", 2015

S. Sumathi and S.N. Sivanandam, "*Introduction to Data Mining and its Applications*", Springer Science & Business Media, 2006.

Unit SEM306DS: Data Analysis with Python

Unit code: R/650/4956

RQF Level: 3

Unit Aims

This unit introduces basic data analysis with Python. Learners are introduced to core concepts such as Pandas DataFrames and Series, merging and joining data.

This unit also builds on previous units by teaching how to import data, using Python to create descriptive statistics for analysis and interpretation. The unit also teaches learners how to use Python when preparing data for machine learning models by improving data quality and standardising data.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner must be able to:	Assessment Criteria: Assessment of these learning outcomes will require a learner to demonstrate that they can:
1. Be able to load and save data	1.1 Create Pandas DataFrames and Series correctly from different data sources and file types. 1.2 Save a Pandas DataFrame correctly as a CSV, Excel, or JSON file.
2. Be able to perform basic data wrangling and exploratory analysis.	2.1 Use in-built Python functions or user defined functions to: - Drop and reorder unwanted columns in a DataFrame - Create new rows or columns in a DataFrame - Rename column headings in a DataFrame - Select subsets of data from DataFrames based on conditions. - Merge and concatenate multiple DataFrames. - Create descriptive statistics for a dataset. - Create visualisations that are appropriate for the given data type
3. Be able to perform basic data cleaning tasks.	3.1 Improve a dataset's quality by identifying and dealing with: - Missing values. - Duplicate data. - Inconsistent values. - Outliers.

4. Be able to perform basic data transformation tasks.	4.1 Create new features correctly from existing data.
	4.2 Discretize data correctly by applying equal-width and equal-frequency binning.
	4.3 Normalize data correctly using:
	- Min-max normalization.
	- Z-score normalization.

Indicative Content

- Pandas
- Pandas DataFrame
- Pandas Series
- Numpy
- Numpy arrays
- Loading and saving data from files
- Data wrangling
- Data cleaning
- Seaborn
- Matplotlib

Suggested Resources

Jiawei Han, Micheline Kamber and Jian Pei, "*Data Mining: Concepts and Techniques*", Third Edition, 2012

Wes Mckinney, "*Python for Data Analysis, 2e: Data Wrangling with Pandas, Numpy, and Ipython*", 2017

A.J. Henley and Dave Wolf, "*Learn Data Analysis with Python*", Apress, 2018

Unit SEM307DS: Machine Learning Methods and Models in Data Science

Unit code: T/650/4957

RQF Level: 3

Unit Aims

This unit provides a high-level overview (rather than a deep dive) of the three main types of machine learning: supervised learning, unsupervised learning, and reinforcement learning. The unit discusses the use-cases and real-world problems the various methods can be applied to, summarises the key-features of the different methods, as well as the challenges of each method.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner must be able to:	Assessment Criteria: Assessment of these learning outcomes will require a learner to demonstrate that they can:
1. Understand the concepts of basic supervised machine learning models	1.1 Explain the features and objectives of: - Linear regression - Logistic regression - Decision trees and random forests - Support Vector Machines - K-Nearest Neighbour 1.2 Analyse the challenges of supervised models. 1.3 Explain the types of use-cases to which supervised Machine Learning models can be applied.
2. Understand the concepts of basic unsupervised machine learning models	2.1 Explain the features and objectives of: - Clustering - Association rules - Dimensionality reduction 2.2 Analyse the challenges of unsupervised models. 2.3 Explain the types of use-cases to which unsupervised Machine Learning models can be applied.
3. Understand the concepts of basic reinforcement learning.	3.1 Explain the features and objective of reinforcement learning. 3.2 Analyse the challenges of reinforcement learning. 3.3 Explain a use-case to which reinforcement learning can be applied.

Indicative Content

- Supervised machine learning
- Linear regression
- Logistic regression
- Decision trees and random forests
- Support Vector Machines
- K-Nearest Neighbour
- Unsupervised machine learning
- Clustering
- Association rules
- Dimensionality reduction
- Reinforcement learning

Suggested Resources

Jiawei Han, Micheline Kamber and Jian Pei, "*Data Mining: Concepts and Techniques*", Third Edition, 2012

Peter A. Flach, "*Machine Learning - The Art and Science of Algorithms that Make Sense of Data*", 2012

John D. Kelleher, Brian Mac Namee and Aoife D'Arcy, "*Fundamentals of Machine Learning for Predictive Data Analytics*", Second Edition, 2020

Phil Winder, "*Reinforcement Learning: Industrial Applications of Intelligent Agents*", 2020

Unit SEM308DS: The Machine Learning Process

Unit code: Y/650/4958

RQF Level: 3

Unit Aims

This unit introduces the many steps and processes involved when building and evaluating machine learning models.

The unit explains the core elements of the machine learning process from how to prepare data to selecting the correct machine learning algorithm to the importance of splitting data into training, test, and validation datasets to avoid the pitfalls of under and overfitting. The unit also covers how to identify and correct class imbalance and discusses when such approaches are needed.

Many of the machine learning models that are encountered are supervised classification models and so the unit introduces the common performance metrics as well as how to interpret them. Finally, the unit discusses briefly how to deal with model bias and variance.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner must be able to:	Assessment Criteria: Assessment of these learning outcomes will require a learner to demonstrate that they can:
1. Understand the machine learning process.	1.1 Analyse the components of the machine learning process: data collection; data preparation; selecting the machine learning algorithm; training and testing models; parameter tuning; deploying a model. 1.2 Explain the difficulties and solutions for each component of the machine learning process.

2. Understand the data preparation process for machine learning models.	2.1 Analyse the data requirements for different machine learning models.
	 2.2 Explain how to convert categorical data to numerical values.
	 2.3 Explain why "class imbalance" can be dangerous for models.
	 2.4 Analyse the features, uses, benefits and drawbacks of the strategies for balancing classes:
	   - Over sample the minority class
	   - Under sample the majority class

		2.5	Explain the purpose of splitting data into training, test, and validation subsets.
3.	Understand how to evaluate machine learning models.	3.1	Explain what is meant by "a confusion matrix".
		3.2	Define the classification metrics: "Precision", "Accuracy", "Recall", "Support", and "F1".
		3.3	Explain what is meant by a "Receiver Operating Characteristic Curve (ROC)", and the "Area under the ROC curve" (AUC).
		3.4	Explain the difficulties with assessing unsupervised machine learning models.
4.	Be able to evaluate classification models.	4.1	Calculate the classification metrics correctly from a confusion matrix.
		4.2	Interpret a ROC curve and AUC and make reasoned conclusions.
5.	Understand the issues of bias and variance in models.	5.1	Explain what is meant by "overfitting" and "underfitting".
		5.2	Analyse the features, uses, benefits and drawbacks of the methods to prevent overfitting: cross validation; removing features; bagging; boosting; early stopping.

Indicative Content

- The machine learning process
- Git and version control
- Class imbalance and balancing classes via over and under sampling
- Confusion matrix
- Precision
- Accuracy
- Recall
- Support
- F1
- Receiver Operating Characteristic Curve (ROC)
- Area under the ROC curve (AUC)
- Overfitting and underfitting
- Model bias.
- Bagging
- Boosting

Suggested Resources

Jiawei Han, Micheline Kamber and Jian Pei, "*Data Mining: Concepts and Techniques*", Third Edition, 2012.

Peter A. Flach, "*Machine Learning - The Art and Science of Algorithms that Make Sense of Data*", 2012

John D. Kelleher, Brian Mac Namee and Aoife D'Arcy, "*Fundamentals of Machine Learning for Predictive Data Analytics*", Second Edition, 2020

Sebastian Raschka, "*Python Machine Learning*", PACKT, 2015

Unit SEM309DS: Linear Regression in Data Science

Unit code: A/650/4959

RQF Level: 3

Unit Aims

This unit introduces the basic theory of simple linear regression models that are critical to the ability to predict the value of one continuous variable based on the value of another. Learners will be able to estimate the line of best-fit by calculating the regression parameters and understand the accuracy of the line of best-fit.

The unit also introduces extensions to simple linear regression by introducing multiple and polynomial regression models to examine relationships between multiple variables. The unit explains how to build simple, multiple, and polynomial linear regression models using Python and libraries such as scikit-learn.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner must be able to:	Assessment Criteria: Assessment of these learning outcomes will require a learner to demonstrate that they can:
1. Understand the basic theory of linear regression.	1.1 Explain what is meant by simple, multiple, and polynomial linear regression. 1.2 Analyse the assumptions of linear regression. 1.3 Explain the Ordinary Least Squares method for estimating the parameters in simple linear regression. 1.4 State the formulas used to calculate the intercept and slope coefficient in simple linear regression. 1.5 Explain the use-cases for linear regression models. 1.6 Analyse the benefits and limitations of regression models.
2. Understand regression metrics and how to evaluate a regression model.	2.1 Explain the regression metrics: - The Total Sum of Squares (TSS) - The Residual Sum of Squares (RSS) - The Explained Sum of Squares (ESS) - The Mean Squared Error (MSE) - The Root Mean Square Error (RMSE) - The coefficient of determination (R^2). - The Adjusted R^2

		2.2	Explain how to interpret each of the regression metrics listed in 2.1.
3.	Be able to perform regression calculations and analysis.	3.1	Calculate correctly the intercept and slope coefficient in simple linear regression.
		3.2	Calculate correctly the regression metrics in a linear regression model.
		3.3	Interpret the calculated metrics and draw reasoned conclusions.
4.	Be able to create linear regression models.	4.1	Use Python to build accurate simple linear regression and multiple linear regression models for given datasets.
		4.2	Use Python to evaluate the accuracy of the models built in 4.1. and analyse the results.

Indicative Content

- Simple linear regression
- Multiple and polynomial regression
- Ordinary Least Squares
- The Total Sum of Squares (TSS)
- The Residual Sum of Squares (RSS)
- The Explained Sum of Squares (ESS)
- The Mean Squared Error (MSE)
- The Root Mean Square Error (RMSE)
- The coefficient of determination (R^2).
- The Adjusted R^2
- Python
- Sklearn linear_model.LinearRegression
- Seaborn
- Scatter plot
- Line chart

Suggested Resources

Giuseppe Bonaccorso, "*Machine Learning Algorithms: Popular algorithms for data science and machine learning, 2nd Edition*", Packt, 2018

Jiawei Han, Micheline Kamber and Jian Pei, "*Data Mining: Concepts and Techniques*", Third Edition, 2012

John D. Kelleher, Brian Mac Namee and Aoife D'Arcy, "*Fundamentals of Machine Learning for Predictive Data Analytics*", Second Edition, 2020

Sebastian Raschka, "*Python Machine Learning*", PACKT, 2015

Unit SEM310DS: Logistic Regression in Data Science

Unit code: H/650/4960

RQF Level: 3

Unit Aims

This unit introduces logistic regression and its application as a classification algorithm. The unit explores the basics of binary logistic regression via the logistic function, the Odds ratio, and the Logit function. The unit also explains the differences between linear and logistic regression. Learners will learn how to build and visualise a logistic regression model using Python.

The unit will teach learners when it is relevant to choose logistic regression over linear regression, how to interpret the results of logistic regression correctly and how to choose the best logistic model that describes the relationship under question.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner must be able to:	Assessment Criteria: Assessment of these learning outcomes will require a learner to demonstrate that they can:
1. Understand the basic theory of logistic regression.	1.1 Explain what is meant by binary logistic regression and the difference between linear and logistic regression. 1.2 Analyse the assumptions for logistic regression. 1.3 Define the Logistic function, the Odds ratio, and the Logit function. 1.4 State basic characteristics and properties of the Logistic function, the Odds ratio and Logit function. 1.5 Explain how to interpret the Odds ratio. 1.6 Analyse the benefits and limitations of logistic regression. 1.7 Explain how Logistic regression can be applied to multiple-class problems.
2. Be able to perform logistic regression calculations.	2.1 Calculate correctly the probability values of inputs belonging to classes using the Logistic function. 2.2 Calculate correctly the Odds-ratio. 2.3 Calculate correctly relevant classification evaluation metrics for logistic regression model outputs.
3. Be able to create logistic regression models.	3.1 Use Python to build an accurate logistic regression model for datasets.

	3.2 Use Python to evaluate the accuracy of the model built in 3.1. and analyse the results.

Indicative Content

- Binary logistic regression
- Logistic function
- Odds ratio
- Logit Function
- Python
- Sklearn linear_model.
- LogisticRegression
- Seaborn

Suggested Resources

Giuseppe Bonaccorso, "*Machine Learning Algorithms: Popular algorithms for data science and machine learning, 2nd Edition*", Packt, 2018

Jiawei Han, Micheline Kamber and Jian Pei, "*Data Mining: Concepts and Techniques*", Third Edition, 2012

John D. Kelleher, Brian Mac Namee and Aoife D'Arcy, "*Fundamentals of Machine Learning for Predictive Data Analytics*", Second Edition, 2020

Sebastian Raschka, "*Python Machine Learning*", PACKT, 2015

Unit SEM311DS: Decision Trees in Data Science

Unit code: J/650/4961

RQF Level: 3

Unit Aims

This unit introduces the basic theory and application of decision trees. The unit explains how basic classification trees using the standard ID3 decision-tree construction algorithm are built and how nodes are split based on information theory concepts such has Entropy and Information Gain. The learner will also build and evaluate decision tree models in Python.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner must be able to:	Assessment Criteria: Assessment of these learning outcomes will require a learner to demonstrate that they can:
1. Understand what a decision tree is in data science.	1.1 Explain what a decision tree is, defining the terms "root node", "parent nodes", "child nodes", "edges" and "leaf nodes". 1.2 Explain the use-cases of decision trees models. 1.3 Analyse the advantages and disadvantages of decision trees.
2. Understand how to construct a decision tree in data science.	2.1 Explain what is meant by splitting and pruning a decision tree. 2.2 Define: - Entropy - Information Gain. 2.3 Explain the key steps in the ID3 (Iterative Dichotomiser) algorithm. 2.4 Analyse improvements and extensions to the ID3 algorithm.
3. Be able to perform calculations using decision tree metrics in data science.	3.1 Calculate correctly Entropy values for a dataset. 3.2 Calculate correctly Information Gain values for a dataset. 3.3 Create accurate visualisations of the Entropy function.
4. Be able to build a decision tree model in data science.	4.1 Use Python to build a decision tree model that is appropriate for a given dataset. 4.2 Use Python to create visualisations that are appropriate for a decision tree.

Indicative Content

- Decision trees
- Root node
- Parent node
- Child node
- Edges
- ID3
- Entropy
- Information Gain
- ID3 algorithm
- Python
- Sklearn tree.DecisionTreeClaissifier
- Tree depth
- Splitting
- Tree pruning

Suggested Resources

Giuseppe Bonaccorso, "*Machine Learning Algorithms: Popular algorithms for data science and machine learning, 2nd Edition*", Packt, 2018

Jiawei Han, Micheline Kamber and Jian Pei, "*Data Mining: Concepts and Techniques*", Third Edition, 2012

John D. Kelleher, Brian Mac Namee and Aoife D'Arcy, "*Fundamentals of Machine Learning for Predictive Data Analytics*", Second Edition, 2020

Sebastian Raschka, "*Python Machine Learning*", PACKT, 2015

Unit SEM312DS: k-means Clustering in Data Science

Unit code: K/650/4962

RQF Level: 3

Unit Aims

This unit introduces an unsupervised machine learning algorithm: *k*-means clustering. The unit aims to provide learners with the intuition behind *k*-means clustering algorithm and how to find the optimal number of clusters. Finally, the learner will also build and evaluate k-means methods in Python and will learn how visualise the clusters.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner must be able to:	Assessment Criteria: Assessment of these learning outcomes will require a learner to demonstrate that they can:

1. Understand the theory of *k*-means clustering.	1.1 Explain what is meant by k-means clustering, explaining the terms "cluster" and "centroid".
	1.2 Analyse the steps in the k-means clustering algorithm.
	1.3 Explain how to determine the optimal number of clusters "k" by using the elbow method.
	1.4 Explain how to interpret:
	  - Sum of Squared Error (SSE)
	  - The Within-Cluster-Sum of Squared Errors (WSS)
	1.5 Analyse the limitations of the elbow method.
	1.6 Explain the types of use-cases k-means clustering can be applied to.
	1.7 Analyse the benefits and limitations of k-means clustering.

2. Understand how to evaluate *k*-means clusters	2.1 Define:
	  - Inertia
	  - Silhouette Score
	2.2 Explain how to interpret Inertia and Silhouette score

3. Be able to create and evaluate a *k*-means model.	3.1 Use Python to build an accurate *k*-means model. 3.2 Use Python to create accurate visualisations of the clusters generated by the *k*-means clustering algorithm. 3.3 Use Python to evaluate the accuracy of a *k*-means model.

Indicative Content

- K-means clustering
- Hierarchical clustering
- Density-based clustering
- Clusters and centroids
- The elbow method
- Sum of Squared Error
- Within-Cluster Sum of Squared Errors
- Inertia
- Silhouette Score

Suggested Resources

Giuseppe Bonaccorso, "*Machine Learning Algorithms: Popular algorithms for data science and machine learning, 2nd Edition*", Packt, 2018

Jiawei Han, Micheline Kamber and Jian Pei, "*Data Mining: Concepts and Techniques*", Third Edition, 2012

Sebastian Raschka, "*Python Machine Learning*", PACKT, 2015

Unit SEM313DS: Synthetic Data for Privacy and Security in Data Science

Unit code: L/650/4963

RQF Level: 3

Unit Aims

This unit aims to provide learners with an introduction into an emerging area of data science – synthetic data and its application to data privacy and security.

Data collected by companies (such as Google, Facebook, Twitter) as well as governments, are a key resource in today's information age. However, the leaking and inadvertent disclosure of data poses a serious threat to individual privacy.

The unit introduces data privacy, the need for privacy and the legislative landscape. The unit explores traditional means of providing data privacy from anonymisation and encryption, before introducing the learner to the concept of differential privacy and the fundamental challenges of balancing data privacy with data utility.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner must be able to:	Assessment Criteria: Assessment of these learning outcomes will require a learner to demonstrate that they can:
1. Understand the core issues of data privacy and security.	1.1 Summarise the issues affecting data privacy, data security and data science. 1.2 Analyse standard anonymisation methods for data: shuffling, substitution, masking, binning, deletion. 1.3 Analyse the shortcomings of anonymisation methods. 1.4 Analyse types of attacks on privacy and anonymised data: Linkage attacks, Differencing attacks, Reconstruction attack. 1.5 Analyse high-profile data attacks and breaches and how they occurred.
2. Understand the basics of differential privacy.	2.1 Explain the concept of differential privacy. 2.2 Explain how to interpret the epsilon parameter in differential privacy. 2.3 Analyse the trade-off between data privacy and data utility.

		2.4	Analyse the challenges and limitations of differential privacy.
3.	Understand the core issues of synthetic data.	3.1	Explain the concept of synthetic data
		3.2	Analyse techniques to create synthetic data.
		3.3	Analyse the features, uses, benefits and drawbacks of synthetic data to anonymisation methods.
		3.4	Explain the difference between fake and synthetic data.
		3.5	Analyse the benefits of synthetic data over real data.
		3.6	Analyse use-cases for synthetic data.
4.	Understand the synthetic data ecosystem.	4.1	Analyse the features, uses, benefits and drawbacks of the Python libraries for creating fake data and differential privacy.
		4.2	Analyse the features, uses, benefits and drawbacks of other tools for creating fake and synthetic data.
5.	Be able to create anonymised or fake data.	5.1	Use Python to create accurate anonymised data from a real dataset.
		5.2	Use Python to create fake data with particular attributes in accordance with the specification.

Indicative Content

- Data privacy
- Encryption
- Pseudonoymisation
- Synthetic data
- Shuffling
- Substitution
- Masking
- Binning
- Deletion
- Differential privacy
- Data privacy vs data utility
- Fake data

Suggested Resources

Ninghui Li, Min Lyu, Dong Su, and Weining Yang, "*Differential Privacy: From Theory to Practice (Synthesis Lectures on Information Security, Privacy, and Trust)*", Springer, 2016

Khaled El Emam, Lucy Mosquera and Richard Hoptroff, "*Practical Synthetic Data Generation: Balancing Privacy and the Broad Availability of Data*"

Unit SEM314DS: Graphs and Graph Data Science

Unit code: M/650/4964

RQF Level: 3

Unit Aims

This unit aims to provide learners with an introduction into another emerging area of data science – graphs and graph data science.

This unit provides a gentle introduction to the field of graph theory which underpins all modern graph databases and graph analytics.

The unit also covers the graph ecosystem, introducing Knowledge Graphs, Labelled Property Graphs and RDF graphs for data storages and processing. The unit introduces graph algorithms which are used to model, store, retrieve and analyse graph-structured data.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit, the learner must be able to:	Assessment Criteria: Assessment of these learning outcomes will require a learner to demonstrate that they can:
1. Understand different types of graphs and their properties.	1.1 Explain what is meant by a "graph", a "vertex", a "node" and an "edge". 1.2 Explain the Bridges of Konigsberg problem and its solution. 1.3 Define the following types of graphs providing examples: - Connected and unconnected graphs - Weighted and unweighted graphs - Directed and undirected graphs - Acyclic and cyclic graphs - Monopartite, Bipartite, and k-partite graphs - Directed Acyclic Graph (DAG)
2. Understand the core types of graph data models.	2.1 Explain what is meant by a "Knowledge graph". 2.2 Explain what is meant by a "Labelled Property Graph" (LPG). 2.3 Explain what is meant by a "Resource Description Framework" (RDF) graph.
3. Understand the graph ecosystem.	3.1 Outline the graph ecosystem from graph databases, graph languages to graph visualisation tools. 3.2 Analyse the features, uses, benefits and drawbacks of LPG databases, RDF databases and relational databases.

		3.3	Analyse the use-cases and applications for LPG and RDF graph databases.
		3.4	Analyse Python graph libraries and their features.
4.	Understand the types of graph data science and graph algorithms.	4.1	Explain what is meant by "graph data science".
		4.2	Analyse the types of "graph algorithms": search and pathfinding, centrality, and community detection.
		4.3	Analyse the types of problems and use-cases that can be tackled by graph data science.

Indicative Content

- Graphs
- Bridges of Konigsberg problem
- Connected and unconnected graphs
- Weighted and unweighted graphs
- Directed and undirected graphs
- Acyclic and cyclic graphs
- Knowledge graphs
- Ontologies
- Labelled property graphs
- Resource Description Framework
- Graph data science
- Pathfinding algorithms
- Centrality algorithm
- Community detection algorithm

Suggested Resources

Dr. Alicia Frame and Zach Blumenfeld, "*Graph Data Science for dummies, Second Edition*", Wiley, 2022

https://www.tigergraph.com/graph-data-science-library/

Victor Lee, Phuc Kien Nguyen, and Xinyu Change, "*Graph-Powered Analytics and Machine Learning with TigerGraph*", O'Reilly, 2022

Dr. Jim Webber and Rik Van Bruggen, "*Graph Databases for dummies*", Wiley, 2020

Ian Robinson, Jim Webber, and Emil Eifrem, "*Graph databases*", O'Reilly, 2022

Unit SEM301HTM: Introduction to the Tourism Industry

Unit code: H/617/5595

RQF level: 3

Unit Aims

The aim of this unit is to introduce the learner to the tourism industry and give them a broad understanding of its make-up. Learners will also understand the roles and functions of different delivery channels operating within the market and will be able to gain insight into how the industry has developed and will develop in the future.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria. Assessment of these outcomes demonstrates a learner can:
1. Understand the nature of the tourism industry.	1.1 Identify the main structural elements of the tourism industry. 1.2 Explain the main forms of tourism. 1.3 Assess how the tourism industry is developing.
2. Understand the role of the tour operator.	2.1 Describe the purpose and functions of a tour operator. 2.2 Assess the different tour operator requirements in specialist markets.
3. Understand the role of the travel agent.	3.1 Describe the purpose and functions of a travel agent. 3.2 Evaluate the operations of travel agents in a specific Country/area.

Suggested Reading

Hospitality Management: Strategy and Operations, 3rd Edition ISBN 9781442534797

Published 2011 by: Pearson

Hospitality Management Edition 4 ISBN 9780170411424 Published 2018 by: Cengage

Hospitality Supervision & Leadership Level 3, Edition 1 ISBN 9781471847523

Published: 2015 by: Hodder Education Publishers

Strategic Management for Tourism and Hospitality Enterprises, Edition 1
ISBN 9780170358583 Published 2014 by: Cengage Learning

Unit SEM302HTM: Introduction to the Hospitality Industry

Unit code: M/617/5597

RQF level: 3

Unit Aims

The aim of this unit is to introduce the learner to the hospitality industry and give them a broad understanding of its make-up. Learners will also understand the types and characteristics of different hotel and food service providers operating within the market and will be able to gain insight into how the industry has and will develop in the future.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria. Assessment of these outcomes demonstrates a learner can:
1. Understand the nature of the hospitality industry.	1.1 Identify the main elements of the hospitality industry. 1.2 Assess how the hospitality industry is developing.
2. Understand the operations of hotels.	2.1 Explain the grading and classification systems used for hotels in the hospitality industry. 2.2 Assess the characteristics and facilities of different hotels in different geographical areas. 2.3 Evaluate internal factors that influence the success and growth of the hotels.
3. Understand the range of food and drink service establishments.	3.1 Assess the different characteristics of restaurants in different geographical locations. 3.2 Assess the different characteristics of bars in different geographical locations.

Suggested Reading

Hospitality Management: Strategy and Operations, 3rd Edition ISBN 9781442534797

Published 2011 by: Pearson

Hospitality Management Edition 4 ISBN 9780170411424 Published 2018 by: Cengage

Hospitality Supervision & Leadership Level 3, Edition 1 ISBN 9781471847523

Published: 2015 by: Hodder Education Publishers

Strategic Management for Tourism and Hospitality Enterprises, Edition 1
ISBN 9780170358583 Published 2014 by: Cengage Learning

Unit SEM303HTM: Introduction to Marketing for Hospitality and Tourism

Unit code: A/617/5599

RQF level: 3

Unit Aims

In this unit, learners will understand how a hospitality or tourism organisation is affected by the external factors within the market/s it operates. They will develop the skills to formulate a marketing mix that enables the organisation to compete effectively within the hospitality and tourism business.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria. Assessment of these outcomes demonstrates a learner can:
1 Assess how a hospitality or tourism organisation is affected by the challenges of its external environment.	1.1 Examine the environmental factors that influence the market/s in which a hospitality or tourism organisation operates. 1.2 Examine a hospitality or tourism organisation's global competitive environment.
2.Contribute to the development of a marketing mix for a hospitality or tourism organisation.	2.1 Explain the elements and inter relationship of the service marketing mix (7p's) in the hospitality or tourism industry. 2.2 Evaluate the effectiveness of a hospitality or tourism organisation's marketing activity. 2.3 Present marketing information in a professional format.

Suggested Reading

Hospitality Management: Strategy and Operations, 3rd Edition ISBN 9781442534797

Published 2011 by: Pearson

Hospitality Management Edition 4 ISBN 9780170411424 Published 2018 by: Cengage

Hospitality Supervision & Leadership Level 3, Edition 1 ISBN 9781471847523

Published: 2015 by: Hodder Education Publishers

Strategic Management for Tourism and Hospitality Enterprises, Edition 1
ISBN 9780170358583 Published 2014 by: Cengage Learning

Unit SEM304HTM: Introduction to Customer Service for Hospitality and Tourism

Unit code: M/617/5602

RQF level: 3

Unit Aim

In this unit, learners will gain an understanding of the importance of customer service within the hospitality and tourism industries. Learners will develop an understanding of the how customer service is affected by corporate policy and the diverse nature of the industry. Learners will develop tools and skills to enable them to contribute to the development and implementation of customer

services improvements within a hospitality and tourism organisation.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria. Assessment of these outcomes demonstrates a learner can:
1. Understand the principles of customer service.	1.1 Identify the key aspects of customer service. 1.2 Explain the importance of monitoring customer feedback and complaints. 1.3 Explain how positive relationships are built with customers.
2.Understand how customer service is affected by corporate policy.	2.1 Assess the impact of company philosophy on customer service levels. 2.2 Evaluate how company culture affects customer service levels within a hospitality and tourism organisation.
3 Contribute to improvements in the quality of customer care delivered by a hospitality or tourism organisation.	3.1 Assess the impact of ethics and cultural diversity on the delivery of customer service. 3.2 Identify the operational issues to consider when delivering customer service. 3.3 Develop customer feedback mechanisms.

Suggested Reading

Hospitality Management: Strategy and Operations, 3rd Edition ISBN 9781442534797

Published 2011 by: Pearson

Hospitality Management Edition 4 ISBN 9780170411424 Published 2018 by: Cengage

Hospitality Supervision & Leadership Level 3, Edition 1 ISBN 9781471847523

Published: 2015 by: Hodder Education Publishers

Strategic Management for Tourism and Hospitality Enterprises, Edition 1
ISBN 9780170358583 Published 2014 by: Cengage Learning

Unit SEM201HSC: An introduction to Health and Social Care

Unit code: D/615/3823

RQF level: 3

Unit Aim

Learners will come to understand what it is like to work in Health and Social Care, the responsibilities in line with maintaining the health and safety and safeguarding rights of individuals in their care. Always being aware of issues around data protection, confidentiality and possibilities for discriminatory practice.

Learners will come to understand the role of regulatory bodies and their impact upon their working lives as well as the monitoring processes in place to ensure the delivery of high-quality care.

Learners will begin to examine the many different professionals who may be involved in the delivery of care to an individual, what their roles are and how and where these services are delivered. Potential barriers to inter-professional working and the sharing of information will be covered and the effect this can have on the individual receiving care.

The assessment will be by a written assignment using case studies to give real life scenarios that you may come across in Health and Social care. Each Learning outcome will have a separate case study to allow you to display an in-depth knowledge of each outcome.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1.Show understanding of the main roles and responsibilities of Health and Social care workers when delivering care.	1.1 Explain how health and social care professionals protect individuals in their care. 1.2 Discuss the mechanisms for reporting poor practice in Health and Social care.
2. Show understanding of the importance of regulatory bodies in delivery of high-quality care.	2.1 Discuss the roles of regulatory bodies that inspect Health and Social care provision.

	2.2 Identify the professional bodies that regulate the professions within health and social care.
3. Evaluate the role of the inter-professional team in delivering Health and Social care.	3.1 Explain the roles and responsibilities of the inter-professional team in meeting care needs in the case study.
	3.1 Discuss the difference between multi-disciplinary and inter-professional team working.
	3.2 Discuss the potential barriers to team working and how they could be overcome.

Indicative Content

Learners must cover the following topics:

LO1.Understand the multiple responsibilities of Health and Social care workers:

- What are their organisations policies and procedures?

- Importance of providing dignified personal care

- How to assess needs of individuals and joint care planning with individual and family

- How to Encourage Independence

- Promoting anti-discriminatory practices

- Empowering Individuals

- How do we ensure safety for both clients and staff?

- Ensuring confidentiality and data protection, codes of practice and legislation.

LO2. Understand the ways that Health and social care providers are regulated and inspected:

- Care Quality Commission (CQC), National Institute for Health and Care Excellence (NICE) and what they do.

- Professional body regulation e.g. NMC, HCPC etc. and how they work.

- The Organisations role in helping their employees meet standards, implementing codes of practice, CPD etc.

LO3. Evaluate the role of inter-professional teams:

- What is the difference between inter-professional and multi-disciplinary teams?

- Why do we need inter-professional working and what are the benefits for individuals receiving care?

- Barriers to inter-professional working and how can they be overcome.

- Involving everyone in care decisions, the holistic approach to care delivery.

- Learners must be exposed to the relevant legislations/ resources covering these topic areas

Delivery Guidance

The qualification will be delivered by a blended learning approach where students will attend face to face sessions but will also be expected to work independently to research information around the topic areas. Students will need to spend 3 hours a week in face-to-face classroom activity but an additional 6 – 7 hours per week in directed and independent study activity.

Students can be given access to resources for each of the sessions via a Virtual Learning Environment. This means that students can access resources to study at any time that is convenient to them. They can go back and look at resources used in the classroom and have on-line chats with their study groups and lecturers to enhance deep learning of the topic.

The face-to-face sessions will be interactive with group activities, peer learning and presentations. On -going assessment of learning via question and answer, quizzes and formative assessments will ensure that learners have understood the topic and are ready to move onto new areas.

Tutors will provide one to one feedback to students on their progress towards summative assessment submission. Feeding back on draft work before final submission.

Students will be encouraged to form study groups to support each other and the VLE will facilitate this remotely.

Assessment Guidance

This unit will be assessed via a written piece of work. A workbook will be used where students are given case studies relevant to each of the learning outcomes and are tasked with answering questions about the case study that will cover the individual assessment criteria. This means that learners will be exposed to real –life scenarios from the Health and Social care profession.

The total word count will be equivalent to 2,500 words and students will be given the marking criteria to show what needs to be achieved to receive higher grades of merit and distinction for their work, this will involve deeper analysis and evaluation of the topics covered in their answers.

Suggested Resources

www.communitycare.co.uk

www.england.nhs.uk

https://www.**nice**.org.uk/

www.**cqc**.org.uk/

Cribb, A. and Gerwitz, S. (2015) Professionalism- Key themes in Health and Social care, Polity Press

Glasby, J. and Dickinson, H. (2008) Partnership Working in Health and Social Care. Polity Press

Unit SEM202HSC: Communication for Health and Social Care

Unit code: D/615/3824

RQF level: 3

Unit Aim

Being able to communicate effectively is a pre-requisite in any positive interaction, be this with a service user, carer, colleague or external agency. We take communication for granted but in Health and Social care there are many methods of communication which we need to be proficient in.

During this unit learners will look at the variety of methods of communication used within Health and Social care practice. Be able to outline principles of effective communication and how to identify and overcome common barriers to high quality communication.

Learners will also become familiar with the different methods of oral and written communication used, be that in handing over information to colleague's face to face, or by telephone and the benefits and potential weaknesses of each. They will also learn how to produce and present orally via a presentation; this skill is very useful within the Health and Social Care arena. How to present written information in a formal way via care plans, reports etc. will also be covered.

Finally, learners will look at the range of IT innovations within the Health and Social care sector by which service user information can be communicated within the team and to external partners in care. Issues around data protection and confidentiality will be discussed.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Understand the role of communication in effective Health and Social care practice.	1.1 Describe the methods used to communicate in Health and Social care. 1.2 Discuss the strengths and weaknesses of both formal and informal communication methods. 1.3 Outline the principles of effective communication. 1.4 Explain potential barriers and how they can be overcome.
2. Be able to communicate information in a variety of formats.	2.1 Discuss the different methods of oral and written communication found commonly in Health and Social Care.

		2.2 Produce an oral presentation and deliver to an audience at appropriate level.
		2.3 Produce a written communication that is appropriate for your organisational role.
3. Understand the importance of ICT in communication in Health and Social care.		3.1 Discuss the benefits and potential hazards of using technology in communications for organisations
		3.2 Discuss the benefits and potential hazards of using technology in communications for service users
		3.3 Explain the issues around Data protection and how it is implemented in Health and Social care

Indicative Content

LO1: Understand the Role of Effective communication in Health and Social Care Practice

- Methods of communication and an understanding of basic models of communication used in Health and Social care.
- Non-verbal, verbal, visual, face to face, formal and informal, vertical and horizontal, internal and external.
- When to choose different communication methods
- Differences between communication channels in large and small organisations
- The strengths and weaknesses of different communication methods
- Principles of effective communication, clarity of message, and language, choice of channel, listening to response

LO2: Be able to communicate information in a variety of formats

- Styles and methods of oral communication, conversation, formal presentation, discussion groups, case discussions, interviews, formal and informal, adapting communication methods for the audience, the use of non-verbal cues to strengthen the message.
- Producing and delivering a presentation, using appropriate software, producing handouts and answering questions. Show subject knowledge, adapting answers to audience.
- Looking at written styles in Health and Social care, note writing following care intervention, care plans, report writing for case discussions. Letters and e-mails.

Formal and informal written communication. Integrating images, tables and graphs into reports.

LO3: Understand the importance of ICT in communication in Health and Social care

- Use of technology in Health and Social care
- Use of communication technology for benefits of carers and organisations, social media, e-mail, websites, presentation software.
- Use of Communication technology for service users with communication needs, communication aids available for various disabilities to promote communication.
- The use of Tele-medicine
- Issues of data protection and confidentiality.

Delivery Guidance

The course will be delivered by a blended learning approach where students will attend face to face sessions but will also be expected to work independently to research information around the topic areas. Students will need to spend 3 hours a week in face-to-face classroom activity but an additional 6 – 7 hours per week in directed and independent study activity.

Students can be given access to resources for each of the sessions via a Virtual Learning Environment. This means that students can access resources to study at any time that is convenient to them. They can go back and look at resources used in the classroom and have on-line chats with their study groups and lecturers to enhance deep learning of the topic.

The face-to-face sessions will be interactive with group activities, peer learning and presentations. On -going assessment of learning via question and answer, quizzes and formative assessments will ensure that learners have understood the topic and are ready to move onto new areas.

Tutors will provide one to one feedback to students on their progress towards summative assessment submission. Feeding back on draft work before final submission.

Students will be encouraged to form study groups to support each other and the VLE will facilitate this remotely.

Assessment Guidance

The students will be assessed on each of the Learning outcomes in a different way, mirroring the diversity of communication methods used in Health and Social care.

LO1 and linked assessment criteria will be assessed by the production of a short-written assignment covering all 4 assessment criteria

LO2 and linked assessment criteria will be assessed by the student, producing and presenting an appropriate 10 min presentation to an audience and answering any related questions, demonstrating knowledge of the subject area. The student will also provide a written report or care plan that has been produced in the workplace with appropriate validation from the workplace that this is the students work.

L03 and linked assessment criteria will be assessed via a professional discussion with the learner carried out by an assessor from the college. Questions used will be standardised and the discussion will be recorded.

Suggested Resources

McCorry, L.K and Mason, J. (2011) Communication skills for Healthcare Professionals

Moss, B. (2015) Communication Skills for Health and Social Care. Sage Publications

Taylor, J. (2003) Study Skills in Healthcare. Nelson Thornes

www.RNIB.org.uk

Unit SEM203HSC: Promoting Health in the Population

Unit code: K/615/3825

RQF level: 3

Unit Aim

Promoting Health is the responsibility of everyone who works in Health and Social care. It is also an important government agenda. So how do we as individuals promote the health of our service users and the government promote health within the wider population?

Within this unit we will look at how the government through organisations such as Public Health England try to improve the health of the population, we will look at policies and activities they undertake to improve the health of the nation. We will also look at their role in monitoring the populations health. What factors can affect health and the government's role in trying to reduce these will be discussed.

From an individual's view, we will look at the role of health promotion and some common approaches and models used by practitioners to promote and protect the health of the communities they serve. We will look at how to run a small health campaign and how to overcome barriers to participation.

It may seem strange to look at this area if you currently care for service users with long term conditions, but we must as professional always be looking at ways to support our service users to maintain as healthy a lifestyle as possible to minimise development of future health conditions.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1.Examine how public health policy is developed to improve the health of the population.	1.1 Discuss the process for developing a public health policy. 1.2 Identify the potential groups who can influence public health policy. 1.3 Explain how the government monitors the health of the nation.

2.Examine factors that can affect health in the population	2.1 Discuss the factors affecting health across the nation.
	2.2 Discuss the potential benefits of improving health across the nation.
3. Discuss how Health promotion can influence individuals to adopt healthy lifestyles.	3.1 Evaluate two models commonly used in health promotion.
	3.2 Discuss approaches commonly used to increase public awareness.
4. Develop a health promotion event and analyse its effectiveness.	4.1 Produce health promotion material for a target audience.
	4.2 Deliver a small health promotion campaign.
	4.3 Analyse any effects of the campaign.

Indicative Content

LO1: Examine how public Health policy is developed to improve the health of the population

- Identifying and monitoring the health needs of the population
- Identifying and protecting individuals form communicable diseases and environmental issues which could lead to health consequences
- How do we find out the health needs of the population?
- Local and national provision of public health priorities
- Groups who influence policy, government agencies (DoH) Charities and Pressure groups, British Heart foundation (BHF) Diabetes UK, Cancer Research UK etc. The role of World Health Organisation.
- How do we monitor the health of the nation?
- Important reports such as the Black report (1980) and Acheson report (1998) and their continuing impact on public Health policy

LO2: Examine the factors that can affect health in the population

- Looking at Socio-economic factors, environmental, lifestyle choices
- Links between the above and prevalence of health and ill health in populations
- The positive impact of improved health in populations.
- Looking at case studies of outcomes of improved public health on the nation and individuals

- Quality of life measures and life expectancy

LO3: Discuss how health promotion can influence individuals to adopt healthy lifestyles

- Models of health promotion: Health belief model, theory of reasoned action, stages of change model
- Approaches to deliver the health promotion messages: Health education, mass media, community involvement, empowerment, role of individuals, national campaigns.

LO4: Develop a Health promotion event and analyse its effectiveness

- Health promotion material- looking at different types
- Understanding your audience and how to reach them
- Planning a campaign, resources/ time/ publicising
- Running a campaign, gaining feedback from participants
- Follow up and how we can measure effects.
- Potential barriers to participation

Delivery Guidance

The course will be delivered by a blended learning approach where students will attend face to face sessions but will also be expected to work independently to research information around the topic areas. Students will need to spend 3 hours a week in face-to-face classroom activity but an additional 6 – 7 hours per week in directed and independent study activity.

Students can be given access to resources for each of the sessions via a Virtual Learning Environment. This means that students can access resources to study at any time that is convenient to them. They can go back and look at resources used in the classroom and have on-line chats with their study groups and lecturers to enhance deep learning of the topic.

The face-to-face sessions will be interactive with group activities, peer learning and presentations. On -going assessment of learning via question and answer, quizzes and formative assessments will ensure that learners have understood the topic and are ready to move onto new areas.

Tutors will provide one to one feedback to students on their progress towards summative assessment submission. Feeding back on draft work before final submission.

Students will be encouraged to form study groups to support each other and the VLE will facilitate this remotely.

Assessment Guidance

LO1 and its linked assessment criteria will be assessed by a short-written piece of work (1000 words max) which addresses the assessment criteria.

LO2 and its linked assessment criteria will be assessed by a professional discussion will be held between the student and the lecturer. Standardised questions will be used. Students can bring notes and data to the discussion, but they must be used to enhance the discussion. The discussion will be recorded.

LO3 Students will produce a poster on which they will discuss the 2 Health promotion models and how these models can be actioned via various approaches to get the health message across.

LO4 and its linked assessment criteria will be assessed by the students developing and running a small health promotion campaign. Materials produced, feedback gained, and an analysis of effectiveness will be produced in a portfolio of evidence.

The four sections will be submitted in a portfolio format.

Suggested Resources

Naidoo, J. and Wills, J (2016) Foundations for Health promotion (4th Edition). Elsevier

Wilson, F. and Mabhala, M. (2009) Key Concepts in Public Health. Sage

https://www.gov.uk/government/organisations/public-health-england

Unit SEM204HSC: Person-Centred Care

Unit code: M/615/3826

RQF level: 3

Unit Aim

Within this unit learners will look at the role of person-centred care in their interactions with service users. They also consider other models of care delivery and discuss their strengths and weaknesses in delivering care needs to different populations of service users. Delivering high quality care is not always easy and we will look at potential ethical issues that could arise and how these could be dealt with.

Learners will develop an understanding of the difficulties of balancing individual autonomy and minimising potential risk to vulnerable service users.

Learners will look at relevant health and social care legislation that impacts upon both those delivering care and individuals receiving care. The role of Government departments and other agencies in producing legislation and guidance and how this affects local policies, procedures and care delivery will be discussed.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Understand the professional values and attributes of a Health and Social care worker.	1.1 Compare and contrast person centred care with one other model of care delivery. 1.2 Discuss how to promote equality and diversity when working with service users. 1.3 Define the personal attributes required in Health and Social Care and how they inform practice. 1.4 Explain the concept of empathy with links to current theories
2. Explore the ethical issues involved when meeting care needs.	2.1 Define ethics with particular reference to medical ethical principles. 2.2 Identify the ethical issues from the case study and discuss how these could be resolved.

3. Understand the policies and legislation that govern health and social care practice.	3.1 Discuss two pieces of legislation in relation to Health and Social care and how they impact upon delivery of care. 3.2 Analyse the roles of 2 agencies who provide guidance for safe and effective care delivery in the health and social care sector.

Indicative Content

LO1: Understand the professional values and attributes of a Health and Social care worker

- Models of care, definitions and the aims of each model. Comparing and contrasting models.
- Person centred care – what does it mean in Health and Social care practice
- What is equality, diversity and discrimination, definitions, prevention and the care worker's role
- The 6C's of Health and Social Care Workers, definitions
- People skills such as patience, problem solving skills, Communication skills, conflict management skills and negotiating skills.
- What is empathy and why is it important for Health and Social care workers to be empathetic
- Current theories of empathy

LO2: Explore the ethical issues involved when meeting care needs

- Define Ethics. In particular, cover the principles which relate to interaction with service users. Duty of Care etc.
- Common ethical issues in relation to Health and Social care, balancing services against resources, minimising risk whilst maintaining individual choice, the needs of one against the needs of many. Sharing of information, issues with confidentiality.
- Link the examples to the ethical principles discussed.
- Gain examples from learners and discuss the ethical issues and possible positive outcomes of the situations.

LO3: Understand the policies and legislation that govern health and social care practice

- Cover the main legislative and policy making departments and organisations that influence policies in Health and Social care, NHS, DH, NICE, HSE and their role in influencing Health and Social care delivery.
- Look at legislation such as Equality Act 2010, Care Act 2014, Mental Health Act 2007 etc.
- Look at examples of NICE guidance on Care Pathways and care Plans
- Look at HSE guidance on risk assessments
- Discuss how these national guidelines are enacted in individual organisations.

Delivery Guidance

The course will be delivered by a blended learning approach where students will attend face to face sessions but will also be expected to work independently to research information around the topic areas. Students will need to spend 3 hours a week in face-to-face classroom activity but an additional 6 – 7 hours per week in directed and independent study activity.

Students can be given access to resources for each of the sessions via a Virtual Learning Environment. This means that students can access resources to study at any time that is convenient to them. They can go back and look at resources used in the classroom and have on-line chats with their study groups and lecturers to enhance deep learning of the topic.

The face-to-face sessions will be interactive with group activities, peer learning and presentations. On -going assessment of learning via question and answer, quizzes and formative assessments will ensure that learners have understood the topic and are ready to move onto new areas.

Tutors will provide one to one feedback to students on their progress towards summative assessment submission. Feeding back on draft work before final submission.

Students will be encouraged to form study groups to support each other and the VLE will facilitate this remotely.

Assessment Guidance

The learner would produce an essay covering all the assessment criteria within a piece of work which is around 2000 – 2500 words long. Within the essay students will utilise in text referencing and produce a reference list utilising the Harvard Referencing style.

Students who develop their arguments by analysing and evaluating the information used within the assignment and therefore showing a greater in-depth knowledge of the topic area will gain higher grades than pass.

Suggested Resources

Cuthbert, S and Quallington, L (2008) Values for Care Practice. Reflect Press

Holland, K and Hogg, C (2010) Cultural awareness in Nursing and healthcare- an introductory text (2nd Ed). Hodder Arnold

Kennedy, P. (2013) Key Themes in Social Policy. Routledge.

Cranmer, P. and Nhemachena, J. (2013) Ethics for Nurses: Theory and Practice. Open University

https://www.nice.org.uk/

www.hse.gov.uk/

Unit SEM205HSC: Understanding Diabetes Care

Unit code: T/615/3827

RQF level: 3

Unit Aim

Diabetes especially Type 2 Diabetes is a growing Healthcare issue in the UK. Many service users will have diabetes and the associated complications associated with it. This can seriously affect quality of life and in some cases, can lead to the need for limb amputation causing enormous physical and psychological challenges for the service user.

An understanding of the physiology behind the condition, associated complications and associated treatment and care needs will enhance your understanding and care of these service users.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1.Understand the causes and effects of Type 2 Diabetes.	1.1 Discuss the reasons for increase in Type 2 Diabetes in the population. 1.2 Explain the signs and symptoms of Type 2 Diabetes.
2. Examine the clinical investigations associated with diagnosis of Type 2 Diabetes.	2.1 Compare and contrast the clinical investigations associated with diagnosis of Type 2 Diabetes.
3. Examine the treatment and support available for service users with Type 2 Diabetes.	3.1 Explain the Treatment and support available for service users when initially diagnosed with Type 2 Diabetes. 3.2 Discuss the common complications associated with Type 2 Diabetes.

	3.2 Explain the treatment and support available for service users with long term complications of Type 2 Diabetes.

Indicative Content

LO1.Understand the causes and effects of Type 2 Diabetes

- What is Diabetes

- Difference between Type 1 and Type 2 Diabetes

- Causes of Type 2 Diabetes

- Prevalence in population/ potential costs to Health and Social care sector

- Signs and Symptoms of type 2 Diabetes.

- Link signs and symptoms to body physiology

LO2: Examine the clinical investigations associated with diagnosis of Type 2 Diabetes

- Common investigations associated with Diabetes

- Accuracy of tests

LO3: Examine the treatment and support available for service users with type 2 Diabetes

- Support available upon initial Diagnosis, support groups, medical and nursing support, Health education.

- Treatment regimes available, lifestyle issues, medication, diet

- The Diabetes 'Team' Vascular surgeon, G.P. Diabetes nurse specialist, Chiropodist etc.

- Complications of poorly controlled Type 2 Diabetes, ulcers, gangrene, limb amputation, sight loss, neuropathy, kidney problems, heart disease etc.

- Treatment options for complications associated with Type 2 Diabetes especially surgical interventions for ischaemic limbs and implications for care.

- Rehabilitation options post -surgery, the role of the rehabilitation team

Delivery Guidance

The course will be delivered by a blended learning approach where students will attend face to face sessions but will also be expected to work independently to research information around the topic areas. Students will need to spend 3 hours a week in face-to-face classroom activity but an additional 6 – 7 hours per week in directed and independent study activity.

Students can be given access to resources for each of the sessions via a Virtual Learning Environment. This means that students can access resources to study at any time that is convenient to them. They can go back and look at resources used in the classroom and have on-line chats with their study groups and lecturers to enhance deep learning of the topic.

The face-to-face sessions will be interactive with group activities, peer learning and presentations. On -going assessment of learning via question and answer, quizzes and formative assessments will ensure that learners have understood the topic and are ready to move onto new areas.

Tutors will provide one to one feedback to students on their progress towards summative assessment submission. Feeding back on draft work before final submission.

Students will be encouraged to form study groups to support each other and the VLE will facilitate this remotely.

Assessment Guidance

The Learning outcomes and associated assessment criteria will be assessed by use of a workbook produced by the College which gives the student the opportunity to answer sections as they are covered in the course.

Students will be encouraged to use information gained in class activities as well as resources and from their own investigations to enhance their assignment submission. Students will be expected to reference their work.

Students will be given the marking criteria for the assessment which will show them what is required to gain higher grades within the assessment.

Suggested Resources

Whettem, E. (2012) Diabetes (nursing and Health survival guides) Routledge

NICE (2011) Diabetes in Adults quality standards. NICE, London

https://www.diabetes.org.uk/

Unit SEM206HSC: Understanding Stroke Care

Unit code: A/615/3828

RQF level: 3

Unit Aim

Many of the service users you care for may have had a stroke – or more correctly a Cerebrovascular accident. It is important to know the causes and effects of the condition if you are to provide quality care.

During this unit, the learners will study the types of Cerebrovascular accidents (CVA) and the symptoms displayed including mobility and speech and swallowing problems. Diagnostic tools utilised in identifying the cause of the CVA will be covered.

Learners will look at the role of acute care in maximising a positive outcome and the longer-term treatment supplied by the rehabilitation team.   Measures that could reduce the incidence of CVA will be examined as well as looking at support available for both those following a CVA and their family. Aids to communication will be covered. The benefit of specialised Stroke units in positive outcomes will be discussed.

Assessment will be via workbook with questions/tasks covering all assessment criteria.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1.Understand the causes and effects of Cerebrovascular Accident (CVA).	1.1 Explain the different types of CVA. 1.2 Discuss the signs and symptoms of left sided and right sided CVA. 1.3 Analyse the reasons for different presentations of signs and symptoms with regard to physiology of brain.
2. Examine the risk factors associated with a Cerebrovascular accident (CVA) and	2.1 Discuss the risk factors associated with a CVA and preventative health measures.

common investigations associated with diagnosis.	2.2 Compare and contrast the available investigations associated with diagnosis of CVA.
3. Examine the treatment and support available for service users following a CVA and their families.	3.1 Describe the acute and long-term care post CVA. 3.2 Discuss the roles and interventions of the rehabilitation team. 3.3 Evaluate the effectiveness of care in a specialised stroke unit on outcomes.

Indicative Content

LO1. Understand the causes and effects of Cerebrovascular Accident (CVA)

- Overview of Cerebrovascular Accidents, definition, prevalence etc.
- Types of CVA (Haemorrhagic and Ischaemic)
- Basic Physiology associated with the two types of CVA
- Signs and Symptoms of CVA Left sided versus right sided
- Mobility problems, paralysis, Speech problems (dysphasia/ Aphasia), Swallowing problems.
- Health Education re recognising Stroke F.A.S.T

LO2. Examine the risk factors associated with a Cerebrovascular accident (CVA) and common investigations associated with diagnosis.

- Risk factors (Diabetes, Hypertension, Atrial Fibrillation etc.) and reducing prevalence, health education messages (Normalising BP, Reducing Cholesterol, Healthy diet, Exercise, stopping smoking, drinking in moderation) and links to risk factors.
- Role of medication
- Diagnostic tools used in suspected CVA (Blood tests, Carotid Ultrasound, CT scan, ECG etc.)

LO3. Examine the treatment and support available for service users following a CVA and their families

- Acute Care - what does research and clinical guidelines say about best practice?
- Long term Rehabilitation, roles of Rehabilitation team, treatment interventions, aids and adaptations.
- Role of specialised Stroke units, evidence of impact on outcomes.
- Support available for those post CVA and their families.
- Quality of Life issues

Delivery Guidance.

The course will be delivered by a blended learning approach where students will attend face to face sessions but will also be expected to work independently to research information around the topic areas. Students will need to spend 3 hours a week in face-to-face classroom activity but an additional 6 – 7 hours per week in directed and independent study activity.

Students can be given access to resources for each of the sessions via a Virtual Learning Environment. This means that students can access resources to study at any time that is convenient to them. They can go back and look at resources used in the classroom and have on-line chats with their study groups and lecturers to enhance deep learning of the topic.

The face-to-face sessions will be interactive with group activities, peer learning and presentations. On -going assessment of learning via question and answer, quizzes and formative assessments will ensure that learners have understood the topic and are ready to move onto new areas.

Tutors will provide one to one feedback to students on their progress towards summative assessment submission. Feeding back on draft work before final submission.

Students will be encouraged to form study groups to support each other and the VLE will facilitate this remotely.

Assessment Guidance

The Learning outcomes and associated assessment criteria will be assessed by use of a workbook produced by the College which gives the student the opportunity to answer sections as they are covered in the course.

Students will be encouraged to use information gained in class activities as well as resources from their own investigations to enhance their assignment submission. Students will be expected to reference their work.

Students will be given the marking criteria for the assessment which will show them what is required to gain higher grades within the assessment.

Suggested Resources

Riske, J. and Culver, K. (2016) Stroke: A Nurse Guide to caring for the patient. Nurseology Consultants, LLC.

https://www.nice.org.uk/guidance/cg162/evidence/full-guideline-190076509

https://www.stroke.org.uk/

Unit SEM301HSC: Responsibilities of a Health and Social Care Worker.

Unit code:

RQF level: 3

Unit Aim

The aim of this unit is to provide learners with an understanding of the roles and responsibilities involved in working in a wide range of health and social care settings. The unit also provides learners with the knowledge required to understand working relationships, and how to work in partnership with others in health and social care settings.

Learning Outcomes and Assessment Criteria

Learning Outcome To achieve this unit a learner must:	Assessment Criteria Assessment of this outcome will require a learner to demonstrate that they can:
1. Understand working relationships in health and social care settings.	1.1 Explain roles and responsibilities in health and social care settings. 1.2 Explain ways in which a working relationship is different from a personal relationship. 1.3 Explain the role of regulators and advisors within health and social care.
2. Understand the importance of adhering to the agreed scope of the job role.	2.1 Explain why it is important to follow agreed ways of working. 2.2 Describe how to access details of agreed ways of working. 2.3 Explain how to contribute to quality assurance processes to promote positive experiences for individuals receiving care.
3. Understand the importance of partnership working in health and social care.	3.1 Explain the benefits of working in partnership with others in the health and social care sector. 3.2 Describe examples of best practice of health and social care services working together. 3.3 Describe ways of working that can help improve partnership working.

Indicative Content

- Roles in health and social care: e.g. adult social worker, nurses, GPs, paramedic, registered care manager, occupational therapist, physiotherapist. support workers, seniors.
- Different working relationships in health and social care settings: relationships between colleagues, between worker and manager, supervisory, relationships within teams, multidisciplinary team, care planning team, between different health and social care
- Regulators e.g. Care Quality Commission, NHS Improvement, General Medical Council, Nursing and Midwifery Council, General Dental Council, Health and Care Professional Council
- Adhere to the scope of the job role: job description as part of a contract of employment, legal responsibility, defined roles and responsibilities, professional commitment, understanding expectations of the job, understanding professional boundaries, accountability, duty of care, means of assessing performance within the job, appraisal, supervision.
- Importance of professional relationships with team, members, colleagues, other professionals, individuals and their families, friends, advocates or others important to individuals.
- Professional expectations multi-agency and integrated working, improving partnership working through effective communication and information, sharing, collaboration, team-working, multi-agency team meetings and conferences, main principles of 'No Secrets' Code of Practice (2000) and subsequent legislation e.g. Care and Support Statutory Guidance 2014 in April 2015 alongside the Care Act 2014 for multi-agency working in health and social care

Suggested Resources

Barnard, A. (2010) *Key Themes in Health and Social Care Paperback*, Routledge
Johnson, J. and De Souza, C. (2008) *Understanding Health and Social Care: An Introductory Reader*, Sage Publications
Peate, Professor Ian, (2017) *Fundamentals of Care: A Textbook for Health and Social Care Assistants*, Wiley-Blackwell

Smith, S. (2018) *Human Rights and Social Care: Putting Rights into Practice,* Dunedin Academic Press

Unit SEM302HSC: Personal and Professional Development in Health and Social Care

Unit code:

RQF level: 3

Unit Aim

The aim of this unit is to provide learners with an understanding of personal development and reflective practice, both fundamental aspects to roles in health and social care. Health and social care workers have a professional duty to maintain the currency of their knowledge and skills and they do this by continuing to learn and reflecting on what they do.

The unit also enables learners to explore the use of reflective practice when improving their performance and informing their development.

Learning Outcomes and Assessment Criteria

Learning Outcome To achieve this unit a learner must:	Assessment Criteria Assessment of this outcome will require a learner to demonstrate that they can:
1. Understand what is required for competence in own work role.	1.1 Explain the duties and responsibilities of own work role. 1.2 Explain how relevant standards can promote best practice in the health and social care sector. 1.3 Explain how own values, belief systems and experiences may affect working practice.
2. Be able to reflect on practice.	2.1 Explain the importance of reflective practice in continuously improving the quality of service provided. 2.2 Demonstrate the ability to reflect on practice. 2.3 Explain how reflective practice can lead to improved ways of working.
3. Understand how to evaluate own performance in the workplace.	3.1 Explain why evaluation of own performance is important 3.2 Evaluate own knowledge, competence and understanding against relevant standards. 3.3 Justify the role of feedback to evaluate own performance and inform development.

4. Understand personal development plans.	4.1 Identify sources of support for planning and reviewing own development.
	4.2 Review and prioritise own learning needs and development opportunities.
	4.3 Devise own personal development plan.

Indicative Content

- Specific roles and responsibilities, compliance with policies and procedures of the work setting, health and safety, safeguarding, manual handling, behaviour management, personal care, care planning and review, reporting and recording, keeping up to date with changes in work practice, lines of accountability.
- Influence of others, impact on interaction, empathy, understanding of needs and preferences, person centred approaches, supervision.

- Benefits of reflective practice, appropriate identification of needs, currency of practice provision of care, benefits to worker/individuals, improved practice, develop new skills, learn new knowledge, improved employability, safe practice, identification of learning needs.
- Agreed ways of working, improved quality of life for individuals, formal and informal evaluation, self-assessment, assessment by others, supervisors, peer evaluation, evaluation against personal development plan, establishing cycle of continuous improvement.
- Benchmark current practice, professional standards, codes of practice, regulations, minimum and National Occupational Standards (NOS), identifying personal goals, prioritising targets, meeting standards, gaps in own knowledge, skills and practice, personal goals, personal development.
- Sources of feedback, line manager, supervisor, mentor, colleagues, individuals supported, identifying areas for improvement, awareness of strengths and weaknesses.

- Learning needs, for training, personalisation of care, development opportunities, shadowing,
- coaching, mentoring, monitoring of practice, setting of learning objectives, setting of SMART (specific, measurable, achievable, realistic, time-bound) targets, identify personal learning styles, review goals/actions.

Suggested Resources

Bolton G; (2018) *Reflective Practice: Writing and Professional Development* SAGE Publications Ltd; Fifth Edition. London
Mills, C. (2017*) Career Coach: How to plan your career and land your perfect job* Trotman
Peate, Professor Ian, (2017) *Fundamentals of Care: A Textbook for Health and Social Care Assistants*, Wiley-Blackwell

Chartered Management Institute, *Personal development planning*, https://www.managers.org.uk/wp-content/uploads/2020/04/CHK-092-Personal_Development_Planning.pdf

Unit SEM303HSC: Effective Communication in Health and Social Care Practice

Unit code:

RQF level: 3

Unit Aim

The aim of this unit is to explore the importance of communication in health and social care settings, and how to ensure individual needs and preferences for communication are met at all times. The unit also enables the learner to develop their understanding of good practice in respect of equality, diversity and rights in a health and social care setting.

Learning Outcomes and Assessment Criteria

Learning Outcome To achieve this unit a learner must:	Assessment Criteria Assessment of this outcome will require a learner to demonstrate that they can:
1. Understand why effective communication is important in health and social care work settings.	1.1 Identify reasons why people communicate. 1.2 Explain the impact of communication on relationships in the work setting. 1.3 Explain approaches used to manage challenging situations.
2. Be able to meet the communication wishes and preferences of individuals.	2.1 Establish the communication and language wishes and preferences of individuals to communicate effectively. 2.2 Describe the factors to consider when promoting effective communication. 2.3 Utilise a range of communication methods and styles to meet individual needs. 2.4 Explain how to respond to an individual's reactions when communicating.
3. Understand possible barriers to communication.	3.1 Describe barriers to effective communication. 3.2 Analyse ways to overcome barriers to communication. 3.3 Explain how to access extra support or services to enable individuals to communicate effectively.
4. Understand equality, diversity and inclusion within health and social care.	4.1 Explain the terms: • equality • diversity • inclusion.

	4.2 Explain the impact of barriers to inclusion.
	4.3 Explain the legislation relating to equality, diversity and inclusion in service provision.
	4.4 Explain how to promote equality, diversity and inclusion in work practice.

Indicative Content

- Identify needs, to share ideas and information, to reassure, to express feelings and/or concerns, to build relationships, socialise, to ask questions, to share experiences, to indicate pain/needs.
- Communication in the work environment, with colleagues, people using services, children and their families, builds trust, supports understanding of individuals' needs, how communication is used to negotiate, to prevent or resolve conflict and prevent misunderstanding.
- Checking understanding, avoiding misinterpretation of body language, use of active listening, repeating, rephrasing.
- Recognising individual needs, age, own language, preferred method, additional learning needs, physical disabilities, cognitive abilities, sensory abilities, mental well-being.
- Type of communication, complex, sensitive, formal, non-formal, context of communication, one-to-one, group, with people using services, professionals/colleagues, purpose of communication, cultural factors, need to adapt communication, environment, time, resources available.
- Methods of communication, language, British Sign Language, Makaton, Braille, symbols, pictures, writing, objects of reference, finger spelling, communication passports, human/technological aids to communication, alternative and augmentative communication.
- Language, dialect, use of jargon, sector-specific terms, environmental, noise, poor lighting, emotional/behavioural, attitudes, anxiety, lack of confidence, aggression, sensory impairment, health problems, medical conditions, learning disabilities, effects of alcohol or drugs.
- Interpreting service, translation service, speech and language services, advocacy services, third sector organisations, for example Stroke Association, Royal National Institute for Deaf People (RNID), Royal National Institute of Blind People (RNIB). Any other relevant organisations
- Valuing differences, treating people fairly, ensuring a positive working culture, equal opportunities approaches,
- Structural, institutional, physical barriers, prejudice, values beliefs, attitudes.
- Effects of discrimination, impact of inclusion, exclusion, isolation, lack of choice, lowering of self-esteem.
- The Equality Act (2010), Mental Capacity Act (2005). Any other relevant legislation and regulation
- Anti-discriminatory/non-judgemental attitudes, role modelling, training, supervision, challenging discrimination.

Suggested Resources

Argyle. M (1978) *The Psychology of Interpersonal Behaviour* (3rd Ed) Harmondsworth; Penguin

Department of Health (2000*) No Secrets: Guidance on developing and implementing multiagency policies and procedures to protect vulnerable adults from abuse*. London. The Stationary Office

Dignity in care - Guide home. (2018) =Dignity in care - Guide home. [ONLINE] Available at: https://www.scie.org.uk/publications/guides/guide15/. [Accessed 13 May 2018].

Thompson, N, (2011) *Promoting Equality; Working with Diversity and difference* (3rd Ed). Basingstoke. Palgrave Macmillan.

Tilmouth, T., Davies-Ward, E, and Williams, B. (2011) *Foundation Studies in Health and Social Care*. London: Hodder Education

Unit SEM304HSC: Health, Safety and Wellbeing in Health and Social Care Settings

Unit code:

RQF level: 3

Unit Aim

The aim of this unit is to provide the learner with the knowledge and skills required to promote and implement health and safety in their work setting. The unit also addresses the important area of safeguarding individuals from abuse, identifying different types of abuse and the signs and symptoms that might indicate abuse is occurring.

Learning Outcomes and Assessment Criteria

Learning Outcome To achieve this unit a learner must:	Assessment Criteria Assessment of this outcome will require a learner to demonstrate that they can:
1. Understand responsibilities relating to health and safety in health and social care.	1.1 Identify legislation relating to health and safety in a health and social care work setting. 1.2 Explain how health and safety policies and procedures and other agreed ways of working underpin practice. 1.3 Explain the main health and safety responsibilities of: • Self • Employer/manager • Others in the work setting. 1.4 Identify tasks in the work setting that should not be carried out without training. 1.5 Explain principles for safe moving and handling. 1.6 Describe safe practices for handling hazardous substances.
2. Understand how to minimise the spread of infection.	2.1 Understand the principles of Chain of Infection 2.2 Understand the impact of breaking the chain of infection at any point 2.3 Explain own role in reducing the spread of infection. 2.4 Describe the recommended method for hand-washing.

	2.5 Explain how to ensure that own health and hygiene do not pose a risk to an individual or to others at work.
3. Know how to recognise signs of abuse.	3.1 Define the following types of abuse: • Physical abuse • Domestic violence abuse • Psychologcal/emotional abuse • Financial or material abuse • Modern Slavery • Discriminatory Abuse • Organisational or institutional abuse • Neglect or acts of omission • Self-neglect 3.2 Explain the action to take if there are suspicions that an individual is being abused. 3.3 Describe factors that may contribute to an individual being more vulnerable to abuse. 3.4 Explain the roles of different agencies in safeguarding and protecting individuals from abuse.

Indicative Content

- Health & Safety at Work etc Act 1974, Management of Health and Safety at Work Regulations 1999, Manual Handling Operations Regulations 1992, Health and Safety (First Aid) Regulations 1981, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR), Control of Substances Hazardous to Health Regulations 2002 (COSHH). Any other relevant legislation and regulations.
- The responsibility to take care of own health and safety, understanding and applying relevant legislation, agreed ways of working; relevant training and updating as required, cooperating with others on health and safety, importance of the correct use of anything provided for individual health, safety or welfare, protective clothing, specialised equipment, advantages and disadvantages of undertaking own responsibility in health and safety issues.
- Chain of infection - 6 links: The cause of pathogen/ reservoir/portal of exit/mode of transmission/portal of entry/susceptible host opportunities to break or disrupt the chain at any link: e.g. the rapid and accurate diagnosis of an infectious disease; the prompt treatment of infected patients; the safe disposal of waste; the sterilisation and disinfection of medical equipment; the implementation of an environmental decontamination strategy.
- How infection can be spread, measures to minimise the spread of infection, hand-washing, food hygiene procedures, disposal of waste, communicating procedures to others, staff training and updating, following policies, procedures and agreed ways of

working. Elderly, children and young people, physical ability, physical disability, sensory impairment; cognitive ability, maturity, level of education, intellectual understanding, learning difficulties, mental ill health, depression, impact of stressful life events, bereavement, divorce, illness, injury, culture or religion, as a result of prejudice or discrimination, refugees and asylum-seekers, financial situation, a setting or situation.

- Multi-agency and interagency working, responsibilities for allocating a named person, overseeing the Safeguarding Assessment and outcome, consulting the police regarding all safeguarding incidents, chairing strategy meetings, reporting and recording, offering guidance and support, the agreement of responsibilities, actions and timescales, coordinating and monitoring investigations, liaison with the Safeguarding Coordinator.

Suggested Resources

Blyth, M. (2012) Effective Safeguarding for Children and Young People: What Next After Munro? *Policy Press.*
After Munro? London: Policy Press. Naidoo, J. and Wills, J. 2016. Foundations for Health Promotion*, 4e (Public Health and Health Promotion). Elsevier.*

Koubel, G. and Bungay, H. (2012) *Rights, Risks and Responsibilities: Interprofessional Working in Health and Social Care*. Palgrave MacMillan

Unit SEM305HSC: Person-centred Approaches in Health and Social Care Settings

Unit code:

RQF level: 3

Unit Aim

The aim of this unit is to provide learners with the knowledge and understanding required to implement and promote person centred approaches. A person-centred approach is where the person is placed at the centre of the service and treated as a person first. The unit explores how the focus is on the person and what they can do, not their condition or disability.

Learning Outcomes and Assessment Criteria

Learning Outcome To achieve this unit a learner must:	Assessment Criteria Assessment of this outcome will require a learner to demonstrate that they can:
1. Understand person centred approaches utilised in health and social care.	1.1 Define Person centred values 1.2 Explain how person-centred values underpin health and social care practice. 1.3 Explain how care plans are central when applying person centred values. 1.4 Describe factors that contribute to the wellbeing of individuals.
2. Understand ways of working in a person-centred way.	2.1 Describe ways to understand individual preferences, wishes and needs. 2.2 Explain ways to put person centred values into practice. 2.3 Review practice in response to an individual's changing needs or preferences.
3. Understand the importance of establishing consent when providing support.	3.1 Explain when an individual might be required to give consent. 3.2 Describe factors that influence the capability of an individual to give consent. 3.3 Establish consent for an activity or action. 3.4 Explain what steps to take if consent cannot be readily established.
4. Understand the importance of promoting active participation.	4.1 Explain the principle of active participation 4.2 Describe ways of ensuring active participation to meet individual's needs.

	4.3 Explain how to support an individual to agree how active participation will be implemented.

Indicative Content

- Applying person centred approaches to all aspects of health and social care provision, vulnerable individuals, individuals with learning disabilities, physical disabilities, mental ill health, person centred thinking skills, communication, lifestyle planning, person
- centred reviews, principles of rights, independence, choice and inclusion, person centred values, individuality, individual rights; enabling individuals to make decisions and choices, privacy, empowering individuals to maintain independence/dignity, respect, respecting individuals' diversity/culture/values.
- Individual plans documenting preferences for care and support, support plan, individual plan; applying a person-centred approach, negotiation/consultation, empowering individuals to make decisions/choices about to care and support. using plans to record needs, evaluating plans, effectiveness of meeting needs; holistic approach, working with others.
- Importance of individual identity and self-esteem, individuals' feelings, importance of privacy, maintaining dignity, providing support and encouragement for individuals, respecting the spiritual, religious and cultural beliefs of individuals.
- Person centred outcomes, involvement with care, feeling of wellbeing, therapeutic culture, level of support required, working with the individual's beliefs and values, physical needs, sharing decision-making, person centred planning, person centred values; find out individual's history, preferences, wishes, communicate with others, work in ways that recognise individual beliefs and preferences, working in a non-judgemental way, not discriminating, equality and inclusive practice, promoting independence/autonomy, empowering individuals.
- Mental ill health, cognitive impairment, physical illness, learning disabilities, language barriers.
- Adapting working approaches, using physical/communication aids, guidance/help, ensuring individuals have access to the appropriate information, communication skills – verbal, non-verbal, written, active listening, consultation, inclusive communication, respect individuals' choices.
- Responding to any questions and concerns, resolve conflicts if consent cannot be established, seeking extra support and advice where necessary.
- Way of working that supports an individual's right to participate in the activities and relationships of everyday life as independently as possible. The individual is an active partner in their own care or support rather than being passive.
- Working with individuals and others, address the holistic needs of an individual, motivation, behaviour change, using incentives, highlighting advantages/benefits of active participation.
- Individual empowerment, independence, autonomy, impartiality, being aware of own attitudes, values and beliefs, awareness of legislation/agreed ways of working, equality and human rights, disability discrimination.

Suggested Resources

Bartley, M (2016) *Health Inequality: An Introduction to Concepts, Theories and Methods*. Polity.
Koubel, G. and Bungay, H. (eds.) (2008) *The Challenge of Person-centred Care: An Interprofessional Perspective*. Basingstoke: Palgrave Macmillan.
Koubel, G. and Bungay, H. (eds.) (2012) *Rights, Risks and Responsibilities: Interprofessional Working in Health and Social Care*. Basingstoke, Hampshire: Palgrave Macmillan.
Roberts, G. (2015) *Appreciative Healthcare Practice: A Guide to Compassionate, Person-Centred Care.* United Kingdom: M and K Publishing.

Sanderson, H. and Lewis, J. (2011) *A Practical Guide to Delivering Personalisation: Person-centred Practice in Health and Social Care.* Philadelphia: Jessica Kingsley Publishers.

Unit SEM306HSC: Effective Handling of Information in Health and Social Care Settings

Unit code:

RQF level: 3

Unit Aim

The aim of this unit is to consider issues of confidentiality and ethical practice relating to the storage and use of information. The unit also covers the knowledge and skills needed to implement and promote good practice in recording, sharing, storing and accessing information.

Learning Outcomes and Assessment Criteria

Learning Outcome To achieve this unit a learner must:	Assessment Criteria Assessment of this outcome will require a learner to demonstrate that they can:
1. Understand handling of information practice requirements in health and social care settings.	1.1 Identify legislation and codes of practice that relate to handling of information in health and social care. 1.2 Explain the legal requirements and codes of practice for handling of information in health and social care.
2. Understand good practice in handling of information.	2.1 Describe how manual and electronic information storage systems are securely maintained. 2.2 Describe practices that ensure security when storing and accessing information. 2.3 Explain the importance of maintaining records that are up to date, complete, accurate and legible.
3. Understand practices relating to confidentiality.	3.1 Explain the meaning of the term confidentiality. 3.2 Discuss how to maintain and promote confidentiality in day-to-day communication. 3.3 Describe the potential tension between maintaining an individual's confidentiality and disclosing information.

Indicative Content

- Legislation relating to the handling of information in health and social care e.g. Data Protection Act 2018, General Data Protection Regulation (GDPR), Freedom of Information Act 2000, other relevant legislation duty of confidentiality, human rights, safeguarding vulnerable adults. Other relevant legislation and regulation.
- Codes of practice relating to the handling of information, relating to the accuracy, retention, availability, disposal of information, secure information systems, safeguards and uses of personal information.
- Features of manual/electronic information storage systems, encryption, secure passwords, electronic audit trails, secured IT networks, identity checks, security passes.
- Information governance procedures, ensuring confidential information is not disclosed without consent, accidental disclosure of information, strict security measures, shredding paper-based information, logging out of electronic data systems, operating effective incident-reporting processes, security of access to records/reports, legal and organisational procedures, ethical codes/professional standards.
- Records/reports must be legible, accurate, complete and up-to-date records, signed and dated, specifying individual needs and preferences, indicating any changes to care needs.
- Not passing on personal or sensitive information from another person, this information should not be passed on to anyone else without the consent of the person from whom the personal or sensitive information was received, safe storage of information, adhering to policies and procedures and agreed ways of working.
- •Following policies and procedures in own workplace setting, policies for sharing information, situations where unconditional confidentiality cannot be maintained, support and guidance regarding confidential information, role of manager or supervisor, referral, training, types of information-paper-based, electronic, verbal, hearsay, confidentiality relating to the collection, recording and storage of different types of information.
- The need for consent to share information, understanding when information may be shared without consent, concept of 'need to know', need to follow policy and protocols for information sharing.

Suggested Resources

Avery, G. (2016) *Law and Ethics in Nursing and Healthcare: An Introduction (2nd Ed.)* London: Sage.
Herring, J. (2016) *Medical Law and Ethics (6th Ed.)* Oxford: OUP.
Lillyman, S. and Merrix, P. (2012) *Record Keeping (Nursing and Health Survival Guides).* Routledge.

Whelan, A. and Hughes, E. (Ed) (2016) *Clinical Skills for Healthcare Assistants and Assistant Practitioners.* Wiley Blackwell

Unit SEM301LAW: The English Legal System

Unit code: T/650/3551

RQF level: 3

Unit Aim

To provide an overview of the English Legal System to prepare learners for more substantive study in areas of English law.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand key principles of English Law.	1.1 Explain the different methods by which laws are made.
	1.2 Differentiate between criminal and civil law.
	1.3 Differentiate between public and private law.
2. Understand the rules of statutory interpretation.	2.1 Explain the traditional techniques of statutory interpretation and how they are used.
	2.2 Describe intrinsicand extrinsic aids.
3. Know the organisation and work of the English courts.	3.1 Describe the court hierarchy for both criminal and civil law.
	3.2 Explain the process of appeals
4. Understand the operation of judicial precedent.	4.1 Explain how the rules of 'stare decisis', 'ratio decidendi' and 'obiter dicta' are used.
	4.2 Differentiate between 'distinguishing', 'reversing', 'binding' and 'overruling', giving examples of how they have been used in specific cases.
	4.3 Describe how courts are bound by each other with reference to Young vs Bristol Aeroplane Co Ltd (1944) 2 All ER 293.
	4.4 Explain the impactof 'res judicata'.

Suggested Resources

Slapper, G. and Kelly, D. (n.d.). The English legal system.

Elliott, C., Quinn, F., Allbon, E. and Sanmeet Kaur Dua (2018). English legal system. Upper Saddle River: Pearson.

Samuels, A. (2004). The English Tort System for Medical Mishaps. Medico-Legal Journal, 72(4), pp.147–147.

Martin, J. (2016). The English legal system. London: Hodder Education.

Unit SEM302LAW: Contract Law

Unit code: Y/650/3552

RQF level: 3

Unit Aim

To introduce learners to contract law.

Learning Outcomes, and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Know the key principles of contract law.	1.1 Outline the key principles of contract law.
	1.2 Describe the different classifications of contracts.
2. Understand the key elements of a binding contract.	2.1 Distinguish between'an offer' and an 'invitation to treat'.
	2.2 Explain the issues regarding 'the postalrule'.
	2.3 Explain 'consideration', the rules of consideration and 'the test of enforceability'.
3. Understand contractual terms and exclusion clauses.	3.1 Analyse the difference between a condition and a warranty, using cases toexemplify the analysis.
	3.2 Explain how terms are 'implied' within contracts.
	3.3 Explain the importance and methods of incorporation.
	3.4 Assess the importance of 'construction' for interpretation of the Contract.
4. Understand the legal issues of misrepresentation and mistake.	4.1 Distinguish a 'term of a contract' from a misrepresentation.
	4.2 Differentiate between the different types of misrepresentation.
	4.3 Explain the categories of 'mistake' (common, mutual and unilateral), and their impacts on contract.

5. Understand the legal issue of 'Frustration'.	5.1 Summarise the different ways in which a contract can be frustrated, providing examples of each.
6. Understand the legal issues of duress and undue influence.	6.1 Explain the concept of 'duress' and 'undue influence'.
7. Understand the legal issue of damages.	7.1 Explain the concept of 'the remoteness and measurement of damages.

Suggested Resources

Mckendrick, E. (2018). Contract Law.

Beale, H.G. and Tallon, D. (2002). Contract law. Oxford England; Portland, Or.: Hart Pub.

Grundmann, S. (2011). The Future of Contract Law. European Review of Contract Law, 7(4).

Willmott, L., Christensen, S., Butler, D.A. and Dixon, B. (2018). Contract law. South Melbourne, Victoria, Australia: Oxford University Press.

Unit SEM303LAW: Legal Terminology and Communication

Unit code: A/650/3553

RQF level: 3

Unit Aim

To introduce the learner to the communication skills required in a law environment.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Know how organisations working in the legal sector communicate.	1.1. Describe communication models and systems used in organisations working in the legal sector.
	1.2. Describe the methods used and benefits of both informal and formalcommunication systems.
	1.3. Outline the principles of effective communication.
	1.4. Explain how technology is used for different types of communication.
	1.5. Explain the barriers to effective communication.
2. Be able to present information in a legal context orally.	2.1 Use different styles and methods of oral communication for different audiences
	2.2 Present informationin a legal context orally in a formal situation using correct legal terminology.
	2.3 Respond to questions arising from presentation of information.
3. Be able to communicate legal information in writing.	3.1 Communicate legal information in writing using appropriate terminology, styles and methods.

Suggested Resources

Brown, G.W. and Kauffman, K.D. (2019). Legal terminology. Upper Saddle River, N.J.: Pearson.

Lewis, P. (2007). Assisted dying and legal change. Oxford; New York: Oxford University Press.

Ni, S., Cheng, L. and Sin, K.K. (2010). Terminology evolution and legal development: A case study of Chinese legal terminology. Terminology International Journal of Theoretical and Applied Issues in Specialized Communication, 16(2), pp.159–180.

Haigh, R. (2009). Legal English. Milton Park, Abingdon, Oxon; New York: Routledge-Cavendish.

Unit SEM304LAW: Academic and Research Skills for Law

Unit code: D/650/3554

RQF level: 3

Unit Aim

To develop academic research skills and the language skills needed to be able to formally present academic research in a legal context, both in writing and orally.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Be able to assess own academic competence.	1.1 Assess own academic strengths and weaknesses including academicEnglish language skills.
	1.2 Set targets for improvement using the self-assessment.
2. Know how to research informationusing primary and secondary methods.	2.1 Outline the processfor carrying out primary research from different sources.
	2.2 Outline the processfor carrying out secondary research fordifferent sources.
	2.3 Explain the possible consequences of whistle blowing.
3. Be able to take effective notes froma variety of sources.	3.1 Note key points ofinformation from avariety of sourcesusing active listening skills and reading strategies.
	3.2 Paraphrase and summarise the information.
4. Be able to plan and draft a piece of research.	4.1 Create a plan for research on a chosen topic in Law.
	4.2 Draft a piece of research work using appropriate reference techniques.
5. Be able to produce academic work.	5.1 Produce academicwork to a professional standard using theexisting draft.
	6.1 Reflect on own academic progress including,

6. Be able to reflect on ow academic progress.	development of academic skills andacademic English language skills.
	6.2 Develop action plan for further improvement.

Suggested Resources

Powell, D. and Teare, E. (2010). Writing for law. Basingstoke England: Palgrave Macmillan.

Michael Hunter Schwartz (2008). Expert learning for law learners. Durham, Nc: Carolina Academic Press.

Venie, T.M. (2008). Essential Research Skills for New Attorneys: A Survey of Academic and Practitioner Law Librarians. SSRN Electronic Journal.

Vickers, M. (1983). Teaching Survival Skills Through Research Papers. Academic Therapy, 19(1), pp.17–24.

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