

# **SQA Advanced Diploma in Computing: Networking (China)**

## **GM59 48**

## **Course Tutor Guide**

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Lowden, 24 Wester Shawfair, Dalkeith, EH22 1FD

[www.sqa.org.uk](http://www.sqa.org.uk)

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## Acknowledgements

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of SQA Advanced Qualifications.

## Further information

Call SQA's Customer Contact Centre on 44 (0) 141 500 5030. Alternatively, complete our [Centre Feedback Form](#).

## Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. Centres are advised to check SQA Connect to confirm they are using the up-to-date qualification structure.

**NOTE:** Where a unit is revised by another unit:

- ◆ No new centres may be approved to offer the unit which has been revised.
- ◆ Centres should only enter students for the unit which has been revised where they are expected to complete the unit before its finish date.

Version number	Description	Date
03	<b>Revision of unit:</b> HR0Y 47 <i>Research Skills</i> (finish date 31/07/2022) has been replaced by J1NB 47 <i>Research Skills</i> (start date 01/08/2019). Centres may continue to enter students on HR0Y 47 but all students must have completed and results submitted for the unit by no later than 31/07/2022	19/03/19
02	The unit Computer Forensics Fundamentals (HP28 47) has been revised by unit Digital Forensics (JOL3 47). Centres should enter candidates for the revised unit (JOL3 47) from 1 <sup>st</sup> August 2018. Centres may continue to enter candidates to HP28 47, but candidates must have completed and results submitted by no later than 31/07/2021.	June 2018

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# 1 Introduction

## 1.1 Purpose of the Course Tutor Guide

This guide is aimed at staff in SQA Approved Centres who are responsible for the SQA Advanced Diploma in Computing: Networking. It will assist you in the delivery, assessment and internal verification of the SQA Advanced Diploma by providing information on setting up a course, the course framework, centre support with course delivery, teaching plans and guidance on assessment of the units within the course. It also provides information about Core Skills, graded units, quality assurance and verification.

Please note that throughout this guide course students will be referred to as '*learners*' or in the context of assessments as '*candidates*'.

## 1.2 Introduction to the award

The title of the group award is SQA Advanced Diploma in Computing: Networking.

In recent years there have been significant technology developments in the field of ICT which are having a major impact on businesses and business processes. Cloud computing is an example of a technology trend emerging from the congruence of developments such as real-time infrastructure (RTI), virtualisation, browsers and Web 2.0<sup>1</sup>.

More than half of employers indicate that issues such as security, cloud computing, convergence of communications and IT and the real world web will have a major impact on business in the next three years<sup>2</sup>

The SQA Advanced Diploma in Computing: Networking award has been revised to reflect these changes with the introduction of a number of new units designed to equip the learner with some of the fundamental knowledge and understanding of these technologies.

This qualification is suitable for the following range of learners:

- ◆ Learners articulating from the generic Computing award wishing to specialise in networking related technologies
- ◆ Any other suitable candidate wishing to achieve this award with a view to further articulation to an appropriate award or to pursue employment in the relevant ICT sector.

Learners who gain this qualification will be equipped with the necessary skillset to pursue employment in the general category of IT&T engineer/IT&T technician. Learners who achieve SQA Advanced Diploma in Computing: Networking should also be able to articulate onto a range of university degree programmes.

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<sup>1</sup> Gartner Report, The top 10 Technology trends for 2012

<sup>2</sup> Technology Insights 2012 e-Skills UK

## 2 Setting up the course

Centres will have been approved to offer this course and will have internal processes for liaising with appropriate parties. Liaison with SQA is normally via the centre's SQA co-ordinator.

It is recommended that a course team is set-up by the institution/department appointed to oversee the delivery of the course. The course team should comprise of all tutors teaching on the course and one tutor should be nominated as course team leader.

The course team would have the responsibility for overseeing the quality of delivery on the course and to ensure that academic standards are maintained. The course team would also be responsible for monitoring learner progress and determining the support required for individuals who are not progressing well.

The course team should meet to discuss matters relating to course delivery, assessment and internal verification on a regular basis (usually two/three times a year) to ensure that any action points are achieved and that the course is delivered efficiently and effectively. It is good practice to maintain a record of such meetings to ensure that any action points are noted and accomplished. This will benefit centres and their students by ensuring that all learners achieve their full potential while maintaining the appropriate standards.

It is good practice for centres to maintain a library of master folders for each of the units within the course — these may be stored electronically as long as all relevant staff have access to them as and when required. Electronic files on a secure part of the centre's network/intranet are particularly appropriate if the award is delivered across different campuses allowing all tutors to access the most up-to-date materials wherever they are located.

The master folders should contain unit specifications, teaching materials (including details of learning, teaching and assessment plans; and if appropriate, details of any integration across units of either teaching or assessment), assessment exemplars and re-assessments. This enables new members of staff to access this valuable resource prior to, and during, delivery of the course.

It is good practice for tutors to familiarise themselves with the units and specific requirements of the assessments prior to the start of the course. Unit specifications set out the statement of standards and evidence required for achieving each unit, along with guidance on content and assessment. Assessment exemplars provide an instrument of assessment for each unit and suggested marking scheme. **The assessment exemplars MUST be kept secure at all times.**

All tutors delivering this course have a collective responsibility to ensure that all learners are supported in a manner that meets their individual needs as they progress through the course.

## 3 The SQA Advanced Diploma Structure

### 3.1 General SQA Advanced Diploma Qualification Framework

To be awarded an SQA Advanced Diploma, the candidate is required to achieve **30 SQA Credits** with a mixture of SCQF level 7 and Level 8 units, **plus two additional units** which provide knowledge and skills **essential** for students prior to further study. These two additional units develop English and research skills and **must be achieved** before the student can be awarded the SQA Advanced Diploma.

The SQA Advanced Diploma in Computing: Networking is a mixture of Scottish Credit and Qualifications Framework (SCQF) level 7 and level 8 Units. The additional units include one at SCQF level 6 and one at SCQF level 7.

Each unit is assigned a **SQA Credit** value of either 1 or 2. This credit value is based approximately on 80 hours of study per credit which consists of 40 hours of structured learning and a further 40 hours of candidate led study to consolidate and reinforce learning.

Each unit is also assigned a **SCQF level and credit point value**. (See below for further details regarding the SCQF).

Each unit is assigned an agreed number of SCQF credit points. One point represents a notional 10 hours of study by the learner at the identified level.

#### 3.1.1 The Scottish Credit and Qualifications Framework (SCQF)

The SCQF has 12 levels ranging from National 1 at SCQF level 1, up to Doctorate at level 12. The different levels indicate the level of difficulty of a particular qualification and the difference between levels is dependent on factors such as:

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

#### 3.1.2 SCQF level descriptors

The SCQF level descriptors outline the general outcomes of learning at SCQF levels under five broad headings:

- ◆ Knowledge and understanding (mainly subject based)
- ◆ Practice (applied knowledge and understanding)
- ◆ Generic cognitive skills (eg evaluation, critical analysis)
- ◆ Communication, numeracy and IT skills; and
- ◆ Autonomy, accountability and working with others

The descriptors allow broad comparisons to be made between the outcomes of any learning and allow learners, employers and the public in general to understand the range of skills and learning that should be achieved at each level. SCQF levels are increasingly used in job advertisements to help employers articulate the skills they require for a particular role and to help potential employees to highlight their skills thus ensuring the right person gets the right job.

For SQA Advanced Diploma courses each unit is also assigned a SCQF level. These levels indicate the degree of difficulty of the work for that unit.

SCQF level 6 is approximately equivalent to sixth year of compulsory secondary education. SCQF level 7 is approximately equivalent to first year of degree level study and SCQF level 8 is approximately equivalent to second year of degree level study.

SCQF level 7 might be the level of an introductory unit in a subject area and SCQF level 8 the level of the continuing unit.

Tutors involved in the delivery and assessment of units would find the SCQF level descriptors helpful in determining the appropriate level of difficulty/complexity required. For example:

The unit *Computer Networking: Practical* (HP20 47) has an **SQA Credit value of 1**. This represents 80 hours of teaching and learning.

These 80 hours will equal **8 SCQF points** (1 point = 10 hours of learning) at **SCQF level 7**.

The unit *Networking Technology* (HP1M 48) follows on from *Computer Networking: Practical* (HP20 47) and has an **SQA Credit value of 2**. This represents 160 hours of teaching and learning.

These 160 hours will equal **16 SCQF points** at **SCQF level 8**.

This means that the unit will take longer to study and also progresses the learning to a higher level.

The unit *Routing Technology* (HP1J 48) follows on from *Networking Technology* (HP1M 48) and has an **SQA Credit value of 2**. This represents 160 hours of teaching and learning.

These 160 hours will equal **16 SCQF points** at **SCQF level 8**.

This means that the unit will take the same time to study and the level is the same.



## 3.2 Core Skills

The Core Skills are a group of five skills that are key to learning and working in today's world. Employers have identified Core Skills as those that are most likely to be needed in any work environment. This does not mean that every job will need people who are proficient in all five Core Skills but it does mean that every job will require some level of ability in some or all of these skills.

The five Core Skills are: *Communication*, *Numeracy*, *Information and Communication Technology (ICT)*, *Problem Solving* and *Working with Others*. Each Core Skill is available at levels 2 to 6 of the Scottish Credit and Qualifications Framework (SCQF). A brief description of each Core Skill is detailed below. A fuller description of each Core Skill at the SCQF levels 2–6 is available on the SQA's website — [www.sqa.org.uk/international](http://www.sqa.org.uk/international).

### 3.2.1 Communication

*Communication* skills underpin almost all personal, social, learning, and working activity. They are essential in clarifying one's own thoughts, in interacting and conversing with others, in expressing thoughts and in conveying information, feeling and opinions.

The Core Skill in *Communication* has two components:

- ◆ Oral Communication
- ◆ Written Communication

### 3.2.2 Numeracy

*Numeracy* skills are necessary for coping with the demands of everyday life, including work and study. People need to be comfortable with numbers, and with graphs, symbols, diagrams and calculators.

The Core Skill in *Numeracy* has two components:

- ◆ Using Graphical Information
- ◆ Using Number

### 3.2.3 Information and Communication Technology (ICT)

*Information and Communication Technology (ICT)* focuses on the ability to use Information Technology (IT) to process information in ways which will be useful in work and in the home — it is not about developing IT specialists.

The Core Skill in *Information and Communication Technology (ICT)* has two components:

- ◆ Accessing Information
- ◆ Providing/Creating Information

### 3.2.4 Working with Others

*Working with Others* develops the skills needed to co-operate with others in learning and working situations to identify and achieve shared goals.

The Core Skill in *Working with Others* has two components:

- ◆ Working Co-operatively with Others
- ◆ Reviewing Co-operative Contribution

### 3.2.5 Problem Solving

*Problem Solving* develops the skills needed for tackling issues and problems in personal, social, vocational and occupational contexts.

The Core Skill in *Problem Solving* has three components:

- ◆ Critical Thinking
- ◆ Planning and Organising
- ◆ Reviewing and Evaluating

All qualifications offered by SQA are evaluated against the Core Skills framework. Where opportunities exist to develop and/or achieve a Core Skill (embedded) in this SQA Advanced Diploma, these are noted in the tables provided (see Appendices 1a and 1b).

## 3.3 Assessment

In the SQA Advanced Diploma in Computing: Networking, the focus is on teaching and learning to develop skills within the areas of Computing, and in particular, Computer Networking. Assessment is a natural part of learning and should be seen as a method of measuring learner progress in a unit. Assessment amounts to approximately 10% of the overall unit time allocation in the course.

The reduction in time spent on assessment is an important aim of this SQA Advanced Diploma. Assessment will cover a variety of knowledge and practical skills as well as the more intellectual skills of planning and evaluating. These together with the Core Skills mean that a large number of different methods are employed to ensure that a learner 'can do what s/he is supposed to do' and 'knows what s/he is supposed to know'.

A large proportion of units take a 'project' approach using the product of a previous assessment as the foundation of the next, and the purpose is to give the candidate a true reflection of how items being studied integrate and relate to industrial practice. Where practical, a holistic approach is encouraged to be taken by centres in assessing across a number of outcomes within units or across a number of units.

The benefit of such 'cross-assessment' is the achievement of several outcomes on several units with just one assessment instrument. A disadvantage may be that a failure results in several units not being achieved. It would be wise for centres to consider separating out the 'retake' assessments of learners who have failed in their

first attempt at a composite assessment instrument. It may be possible to combine the delivery of units in such a way as to create a thematic delivery of the component units. The ways in which units may be integrated is left to centres but thematic delivery, as opposed to discrete unit delivery, may reduce assessment and improve coherence of content.

The normal rules of re-assessment apply to this SQA Advanced Diploma. Candidates are normally permitted one re-assessment, or in exceptional circumstances two re-assessments, at the discretion of the centre.

### **3.4 Graded Units**

In the framework of every SQA Advanced Diploma there are 3 SQA Credits of graded unit. There are graded units built into the framework towards the latter part of Year 1 and Year 2. Depending on the SQA Advanced Diploma, there may be three individual graded units of 1 SQA Credit or there may be two graded units — a 1-credit unit and a 2-credit unit. The purposes of graded units are to:

- ◆ demonstrate that the candidate has achieved the principal aims of the group award.
- ◆ demonstrate the candidate's ability to integrate the knowledge and understanding gained from other units making up the group award.
- ◆ grade candidate performance.

Graded units are specific to the group award being delivered, and reflect the principal aims of that group award. This means that they will also clearly reflect the uniqueness of the title of the group award.

The allocation of grades awarded is as follows:

- ◆ Grade A — Candidate has achieved a mark of 70% or above
- ◆ Grade B — Candidate has achieved a mark of between 60% and 69%
- ◆ Grade C — Candidate has achieved a mark of between 50% and 59%
- ◆ F (Fail) — Candidate has failed to reach the required standard and achieved a mark less than 50%

## **4 SQA Advanced Diploma in Computing: Networking**

### **4.1 Target audience**

The SQA Advanced Diploma in Computing: Networking develops skills and knowledge in a range of network design, network administration, technical support, problem solving, information and communication technology areas and interpersonal skills.

The SQA Advanced Diploma in Computing: Networking is designed to lead to employment as a Network Designer, Network Support administrator, IT Support technician, or an IT and Telecoms engineer/IT and Telecoms technician.

Successful candidates should be able to progress to a range of degrees.

### **4.2 Access to the course**

As with all SQA qualifications, access will be at the discretion of the centre and the following recommendations are for guidance only. It should be noted that this qualification will be taught and assessed in English.

Some examples of appropriate formal entry qualifications are specified below. They are not exhaustive or mutually exclusive and may be offered in a variety of combinations.

- ◆ An appropriate level of skill in the English language.
- ◆ Experience in the use of IT applications software.
- ◆ Different combinations of relevant National Qualifications, Vocational Qualifications and equivalent qualifications from other awarding bodies may be acceptable, as would suitable industry-standard qualifications at an appropriate level.

Mature learners with suitable work experience will be accepted for entry provided the enrolling centre believes that the learner is likely to benefit from undertaking the SQA Advanced Diploma.

### 4.3 Aims of the course

The SQA Advanced Diploma in Computing: Networking has a range of aims relating to academic and vocational progression. These are:

The general aims of this SQA Advanced Diploma are to:

- (a) develop the candidate's knowledge and skills such as planning, analysing and evaluating.
- (b) develop employment skills and enhance candidates' employment prospects.
- (c) enable progression within the SCQF.
- (d) develop study and research skills.
- (e) develop transferable skills including Core Skills.
- (f) provide academic stimulus and challenge, and foster an enjoyment of the subject.

The specific aims of this SQA Advanced Diploma are:

- (g) to develop a range of specialist knowledge and skills in networking technologies.
- (h) where applicable, to provide learners with the underpinning knowledge and skills that may allow them to sit vendor certification examinations at entry level.
- (i) to prepare candidates for progression to further studies in a related discipline at SCQF level 9.
- (j) to prepare candidates for employment in the general category of IT&T engineer/IT&T technician.

## 4.4 SQA Advanced Diploma in Computing: Networking Framework

The table below shows the whole framework of units for the SQA Advanced Diploma in Computing: Networking and includes their SQA Credit value and SCQF level.

Unit title	Unit code	SQA Credit Value	SCQF level
<b>YEAR 1</b>			
Developing Software: Introduction	HP1R 47	1	7
Professionalism and Ethics in Computing	HP29 47	1	7
Computer Systems Fundamentals	HP1T 47	1	7
Troubleshooting Computer Problems	HP1V 47	1	7
Team Working in Computing	HP1X 47	1	7
SQA Advanced Diploma in Computing: Graded Unit 1 (Exam)	HP2A 47	1	7
Client Operating Systems	HP27 47	2	7
Network Security Concepts	HX00 47	2	7
PC Hardware & Operating Systems Essentials	HP24 47	1	7
Digital Forensics	JOL3 47*	1	7
Cloud Computing	HP1Y 47	1	7
Mathematics for Computing 1	HP1H 47	1	7
Computing: Introduction to Project Management	HP21 47	1	7
<b>YEAR 2</b>			
Computer Networking: Practical	HP20 47	1	7
Networking Technology	HP1M 48	2	8
Routing Technology	HP1J 48	2	8
Server Administration	HP1P 48	2	8
Convergence Technologies	HP25 48	2	8
Switching Technology	HP1L 48	2	8
Internetworking Technology	HP1N 48	2	8
SQA Advanced Diploma in Computing: Networking Graded Unit 2 (Project)	HP2C 48	2	8

Additional Units	Unit code	SQA Credit Value	SCQF level
<b>YEAR 1</b>			
Workplace Communication in English	HR1C 46	1	6
<b>YEAR 2</b>			
Research Skills	J1NB 47*	1	7

\*Refer to History of Changes for information.

## 4.5 Core Skills

All of the revised units within this award have been assessed and validated against the Core Skills 2013 framework.<sup>3</sup>

Successful learners will exit from the SQA Advanced Diploma in Computing: Networking with the following Core Skills profile:

Core Skill	Certificated exit level
Communication	SCQF level 5
Numeracy	SCQF level 5
Information and Communication Technology (ICT)	SCQF level 6
Problem Solving	SCQF level 6
Working with Others	SCQF level 6

A detailed analysis of the Core Skills profile is provided in Appendices 1a and 1b.

## 4.6 Graded unit

Learners will take a 1-credit graded unit at SCQF level 7 in the first year of the SQA Advanced Diploma group award, and a further 2-SQA-Credit graded unit at SCQF level 8 in the second year of the SQA Advanced Diploma group award.

The graded units take the form of:

*SQA Advanced Diploma in Computing: Graded Unit 1 (HR9J 47) Examination at SCQF level 7 — 1 SQA Credit*

*SQA Advanced Diploma in Computing: Networking Graded Unit 2 (HP2C 48) Project (Investigation) at SCQF level 8 — 2 SQA Credits*

Further details are provided in Section 8.3.

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<sup>3</sup> Core Skills Framework: an introduction (SQA, Glasgow, 2013)

## 5 Course delivery of an SQA Advanced Diploma

### 5.1 How the course is delivered

All tutors must ensure that they deliver this course using teaching methods that engage learners in 'active learning' to encourage them to participate in the learning activities set. All SQA qualifications are designed to enable learners to develop their knowledge and skills and then they are required to apply this new knowledge/skill to a new situation. Criterion-referenced assessments assume that all parties are fully informed of the criteria that candidates must achieve and the assessment conditions under which the candidates carry out the assessment activity.<sup>4</sup>

To ensure that learners are fully prepared it is essential that tutors provide as many opportunities as possible for learners to be actively engaged throughout the learning process. Learners should:

- ◆ be fully informed of the criteria they must achieve.
- ◆ be offered a range of learning activities to research, analyse and apply new knowledge/skills to new situations.
- ◆ be offered opportunities to experience the type of activity that they will be required to carry out as part of the summative assessment.
- ◆ be able to critically evaluate their personal contribution and to receive feedback from the tutor on how to enhance their understanding.

Tutors should develop a learning, teaching and assessment plan for each unit within the course and provide activities that learners should undertake.

Each unit should have a master folder containing the unit specification, teaching materials, the teaching and assessment plan along with assessment exemplars and re-assessments. The teaching materials and teaching plan should provide details of activities that learners should undertake. Typically they include activities such as small group/whole class discussion, group problem solving, eg analysing a case study and offering solutions based on the new learning, group project work to find examples, to research new knowledge and to present their findings to their fellow learners.

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<sup>4</sup> For further information about different assessment activities — whether they be for formative or summative purposes, tutors may wish to complete the new online course: Produce HN Assessments for successful prior verification OR read the SQA Guide to Assessment



The following is a list of learning activities but it is not exhaustive:

- ◆ Lectures
- ◆ Tutorials
- ◆ Study packs
- ◆ Problem-based scenarios
- ◆ Case studies
- ◆ Group/team work
- ◆ Online materials
- ◆ IT based teaching materials
- ◆ Projects
- ◆ Quizzes
- ◆ Research and presentation of findings to fellow learners
- ◆ Role play
- ◆ Short-response questions, multiple-choice questions
- ◆ Create questions for other learners (with answers), etc

Tutors should consider the nature of the assessment method as well as the assessment content when planning learning activities so that learners are appropriately prepared.

It is the tutor's responsibility to explain to the learners what is required of them and then to direct, encourage, co-ordinate and support learners to complete the activity. It is also the tutor's responsibility to ensure the resources needed are available to the learners. Materials should be reviewed on a regular basis to ensure they are still relevant.

Some activities could require learners to work in pairs or small groups to discuss issues or to solve a given problem. Other activities could require the learner to undertake some independent research beyond the classroom and to bring their findings to the next lesson and present this to the class in a report or presentation format. Some units will require the learner to undertake independent reading and learners should be prepared to discuss key issues within the classroom as organised and led by the tutor.

In practical skills classes, learners should be directed to use practice exercises to enable them to become proficient. Tutors may demonstrate the skill first and then coach the learners individually when unsure. In terms of developing independent learners, in the case of information technology, learners should be encouraged to independently use the online help facilities within applications. It should be noted that even in practical classes, learners should be encouraged to work in small groups and to support one another as part of the learning process — by explaining to another; a learner has to reformulate and communicate the learning point thus deepening their learning.

When undertaking group work, learners should be encouraged/directed to work with different groups each time they attempt a new task so that they get to know and work with a wide range of individuals. The groups should be given clear task activities. Tutors should note the various roles assigned to the group members and they should set a time limit for the completion of the task.

At the end of each activity tutors should make time to receive feedback from each group so that they can assess knowledge and understanding and use the feedback session to repeat important key points and to clear up any misunderstandings. Tutors must also provide feedback to learners on their performance in activities, etc.

Where centres have access to electronic resources such as Virtual Learning Environments, Blogs, Wikis, etc — tutors/lecturers are encouraged to use these collaborative tools in the learning process.

## **5.2 Support for learners**

All tutors delivering on a course have a collective responsibility to ensure that all learners are supported in a manner that meets their individual needs as they progress through the course.

Each individual tutor has a role to monitor an individual learner's understanding and progress at unit level and feed comments to the course team. At individual unit level, tutors may wish to use a range of mechanisms to support learners and to establish if learners are progressing well on the course.

## 6 SQA Advanced Diploma in Computing: Networking course delivery

### 6.1 Teaching plan

The units that make up this group award are listed in Section 6.2 — **Overview of units**.

This section — **Teaching plan** — provides a **suggested** delivery schedule for the units and highlights the best way to sequence the units over two years.

When constructing this teaching plan consideration was given to the following points:

- ◆ Year 1 will contain units which are mainly at SCQF level 7.
- ◆ Year 2 will contain units which are mainly at SCQF level 8 and there should be a natural progression from some of the Units delivered in Year 1 to those being delivered in Year 2.
- ◆ Some units are 2-SQA-Credit and thought must be given as to whether the unit should be covered in one semester or across the whole year.
- ◆ Finally, the graded units completed at the end of years 1 and 2 are based on some of the mandatory units. The units being assessed as part of the graded unit, must be delivered and assessed to ensure that sufficient learning will have taken place to enable the learners a fair opportunity at achieving the graded unit at an appropriate grade.

The two additional units *Workplace Communication in English* (HR1C 46) and *Research Skills* (J1NB 47) support students in development of their communication skills and prepare them for progression to further study.

The second additional unit *Research Skills* (J1NB 47) can be delivered in the first semester as a forerunner to a project based graded unit, or alongside a project based graded unit, in SQA Advanced Diploma year 2.

Including the two additional units, learners will study 16 SQA Credits worth of units in each year. The weighting of these units will depend on the relationship of the relevant unit to others in terms of prior knowledge needed and/or complementary knowledge.

#### Rationale for the suggested delivery schedule

Two suggested delivery schedules have been given for Year 1 and Year 2 of SQA Advanced Diploma in Computing: Networking — Option A and Option B.

The majority of the SCQF level 7 Units have been included in Year 1, so that learners are provided with introductory knowledge and understanding in the subject areas of — Computer and Operating system fundamentals, network and security theory, professional issues, teamworking, project management, and software development. *Workplace Communication in English* (HR1C 46) is also included in Year 1, and completing this in Semester 1 will assist learners in their communication skills in all the later Units.

The majority of the Units in Year 2 are SCQF level 8 Units that will develop on the knowledge and understanding gained in Year 1. Learners will be able to extend their knowledge and skills in Routing, Switching, Convergence Technologies, and Network and Server administration.

### 6.1.1 Year 1: Suggested delivery schedule

#### Year 1 — Option A

Semester 1	Semester 2
Developing Software: Introduction (HP1R 47) — SCQF level 7, 1 SQA Credit	SQA Advanced Diploma in Computing: Graded Unit 1 (Exam) (HP2A 47) — SCQF level 7, 1 SQA Credit
Professionalism and Ethics in Computing (HP29 47) — SCQF level 7, 1 SQA Credit	PC Hardware & Operating Systems Essentials (HP24 47) — SCQF level 7, 1 SQA Credit
Computer System Fundamentals (HP1T 47) — SCQF level 7, 1 SQA Credit	Cloud Computing (HP1Y 47) — SCQF level 7, 1 SQA Credit
Troubleshooting Computer Problems (HP1V 47) — SCQF level 7, 1 SQA Credit	Mathematics for Computing 1 (HP1H 47) — SCQF level 7, 1 SQA Credit
Teamworking in Computing (HP1X 47) — SCQF level 7, 1 SQA Credit	Digital Forensics (J0L3 47) — SCQF level 7, 1 SQA Credit
Client Operating Systems (HP27 47) — SCQF level 7, 2 SQA Credits	
Network Security Concepts (HX00 47) — SCQF level 7, 2 SQA Credits	
Workplace Communication in English (HR1C 46) SCQF Level 6, 1 SQA Credit	Computing: Introduction to Project Management (HP21 47) — SCQF level 7, 1 SQA Credit
<b>Eight units studied: one at SCQF level 6, seven at SCQF level 7 (6 SQA Credits completed; two units partially completed)</b>	<b>Eight units studied: eight at SCQF level 7; (10 SQA Credits completed)</b>

#### Rationale for Year 1 (Option A)

In this option all the core level 7 Units (HP1R 47, HP29 47, HP1T 47, HP1V 47, and HP1X 47) are completed in Semester 1. These units are generic to all SQA Advanced Computing courses, and include the Core Skills and concepts which will underpin the rest of the course. The graded unit exam (HP2A 47) which tests knowledge and skills from the core units is taken in Semester 2.

The two level 7 units *Client Operating Systems* (HP27 47) and *Network Security Concepts* (HX00 47) are taken over two semesters, allowing more time to complete these double-credit units. The remaining single-credit level 7 units, such as *Computing: Introduction to Project Management* (HP21 47), are taken in Semester 2, and along with the previous units provide an underpinning foundation for the more advanced units taken in Year 2.

## Key features of Year 1 (Option A)

- ◆ The core generic units are completed in Semester 1 providing a sound foundation for the rest of the course.
- ◆ All subjects necessary for the graded unit exam are taken in Semester 1.
- ◆ 6 SQA credits are completed in Semester 1 which should help to build learners' confidence for Semester 2.
- ◆ The two double-credit level 7 units are taken over both semesters allowing more time for completion.
- ◆ Completing *Workplace Communication in English* (HR1C 46) in Semester 1 will assist learners in their communication skills in all the later units.

## Year 1 — Option B

Semester 1	Semester 2
Developing Software: Introduction (HP1R 47) — SCQF level 7, 1 SQA Credit	SQA Advanced Diploma in Computing: Graded Unit 1 (Exam) (HP2A 47) — SCQF level 7, 1 SQA Credit
Professionalism and Ethics in Computing (HP29 47) — SCQF level 7, 1 SQA Credit	PC Hardware & Operating Systems Essentials (HP24 47) — SCQF level 7, 1 SQA Credit
Computer System Fundamentals (HP1T 47) — SCQF level 7, 1 SQA Credit	Cloud Computing (HP1Y 47) — SCQF level 7, 1 SQA Credit
Troubleshooting Computer Problems (HP1V 47) — SCQF level 7, 1 SQA Credit	Mathematics for Computing 1 (HP1H 47) — SCQF level 7, 1 SQA Credit
Networking Technology (HP1M 48) — SCQF level 8, 2 SQA Credits	Digital Forensics (J0L3 47) — SCQF level 7, 1 SQA Credit
Computing: Introduction to Project Management (HP21 47) — SCQF level 7, 1 SQA Credit	Routing Technology (HP1J 48) — SCQF level 8, 2 SQA Credits
Workplace Communication in English (HR1C 46) SCQF Level 6, 1 SQA Credit	Teamworking in Computing (HP1X 47) — SCQF level 7, 1 SQA Credit
<b>Seven units studied: one at SCQF level 6, five at SCQF level 7, one at SCQF level 8 (8 SQA Credits completed)</b>	<b>Seven units studied: six at SCQF level 7, one at SCQF level 8 (7 SQA Credits completed)</b>

## Rationale for Year 1 (Option B)

In this option all the core level 7 Units (HP1R 47, HP29 47, HP1T 47, HP1V 47, and HP1X 47) are completed in Semester 1. These units are generic to all SQA Advanced Computing courses, and include the Core Skills and concepts which will underpin the rest of the course. The graded unit exam (HP2A 47) which tests knowledge and skills included in the core units is taken in Semester 2. *Computing: Introduction to Project Management* (HP21 47) is also taken in Semester 1 and will help candidates with both *Teamworking in Computing* (HP1X 47) and other units.

In this option the double-credit level 8 Unit *Networking Technology* (HP1M 48) is taken in Semester 1, and the double-credit level 8 Unit *Routing Technology* (HP1J 48) is taken in Semester 2. The four double-credit level 8 units HP1M 48, HP1J 48, HP1L 48, and HP1N 48 are related and should be taken in the following order:

- 1 *Networking Technology* (HP1M 48)
- 2 *Routing Technology* (HP1J 48)
- 3 *Switching Technology* (HP1L 48)
- 4 *Internetworking Technology* (HP1N 48)

Taking the first two of the above four units in Year 1 will allow a semester to be spent on each of the units (two years in all), rather than doing all four of the units in a single year. This may suit some centres and learners. The content in *Networking Technology* (HP1M 48) and *Routing Technology* (HP1J 48) is also less advanced than that of *Switching Technology* (HP1L 48) and *Internetworking Technology* (HP1N 48) so should be achievable by Year 1 learners. *Networking Technology* also contains theory which will help with other Year 1 Units.

The remaining single-credit level 7 Units are taken in Semester 2, and along with the previous units will provide an underpinning foundation for the more advanced units taken in Year 2.

## Key features of Year 1 (Option B)

- ◆ The core generic units are completed in Semester 1 providing a sound foundation for the rest of the course.
- ◆ All subjects necessary for the graded unit exam are taken in Semester 1.
- ◆ 8 SQA credits are completed in Semester 1 which should help to build learners' confidence for Semester 2.
- ◆ Level 8 units *Networking Technology* and *Routing Technology* are done in Year 1 allowing more time for the quartet of related Networking units.
- ◆ Completing *Workplace Communication in English* (HR1C 46) in Semester 1 will assist learners in their communication skills in all the later units.

### 6.1.2 Year 2: Suggested delivery schedule

Whether choosing Option A or Option B, *Research Skills* (J1NB 47) will add significantly to the skills students require to successfully carry out necessary research and analysis. Delivery could be integrated with Graded Unit 2: Project.

#### Year 2 — Option A

Semester 1	Semester 2
Networking Technology (HP1M 48) — SCQF level 8, 2 SQA Credits	Switching Technology (HP1L 48) — SCQF level 8, 2 SQA Credits
Routing Technology (HP1J 48) — SCQF level 8, 2 SQA Credits	Internetworking Technology (HP1N 48) — SCQF level 8, 2 SQA Credits
Computer Networking: Practical (HP20 47) — SCQF level 7, 1 SQA Credit	SQA Advanced Diploma in Computing: Networking Graded Unit 2 (Project) (HP2C 48) — SCQF level 8, 2 SQA Credits
Server Administration (HP1P 48) — SCQF level 8, 2 SQA Credits	Convergence Technologies (HP25 48) — SCQF level 8, 2 SQA Credits
	Research Skills (JN1B 47) – SCQF Level 7, 1 SQA Credit
<b>Four units studied: one at SCQF level 7, three at SCQF level 8 (7 SQA Credits completed)</b>	<b>Five units studied, one at SCQF 7, four at SCQF level 8 (9 SQA Credits completed)</b>

#### Rationale for Year 2 (Option A)

The four double-credit level 8 units (HP1M 48, HP1J 48, HP1L 48, and HP1N 48) are related and should be taken in the following order:

- 1 *Networking Technology* (HP1M 48)
- 2 *Routing Technology* (HP1J 48)
- 3 *Switching Technology* (HP1L 48)
- 4 *Internetworking Technology* (HP1N 48)

Unit *Networking Technology* (HP1M 48) builds upon the Year 1 level 7 units and there is then a natural progression as each of the units in the sequence above builds upon the previous one.

The double-credit level 8 unit *Server Administration* (HP1P 48) is taken in Semester 1 so skills and knowledge can be used in the graded unit project. The level 7 unit *Computer Networking: Practical* (HP20 47) is also done in Semester 1 and will provide opportunities for assessment integration with *Networking Technology* (HP1M 48).

The graded unit *SQA Advanced Diploma in Computing: Networking Graded Unit 2 (Project)* (HP2C 48) is taken in Year 2 Semester 2 to allow the input of skills and knowledge acquired in Year 1 and from the Year 2 Semester 1 units *Networking Technology* (HP1M 48), *Routing Technology* (HP1J 48), and *Server Administration* (HP1P 48).

## Key features of Year 2 (Option A)

- ◆ Natural progression between units.
- ◆ Level 7 *Computer Networking: Practical* (HP20 47) taken in Semester 1.
- ◆ 7 SQA credits are completed in Semester 1 which should help to build learners' confidence for Semester 2.
- ◆ All subjects recommended for the graded unit project are taken in Semester 1.

## Year 2 — Option B

Semester 1	Semester 2
Client Operating Systems (HP27 47) — SCQF level 7, 2 SQA Credits	Network Security Concepts (HX00 47) — SCQF level 7, 2 SQA Credits
Switching Technology (HP1L 48) — SCQF level 8, 2 SQA Credits	Internetworking Technology (HP1N 48) — SCQF level 8, 2 SQA Credits
Computer Networking: Practical (HP20 47) — SCQF level 7, 1 SQA Credit	SQA Advanced Diploma in Computing: Networking Graded Unit 2 (Project) (HP2C 48) — SCQF level 8, 2 SQA Credits
Server Administration (HP1P 48) — SCQF level 8, 2 SQA Credits	Convergence Technologies (HP25 48) — SCQF level 8, 2 SQA Credits
	Research Skills (J1NBY 47) – SCQF Level 7, 1 SQA Credit
<b>Four units studied: two at SCQF level 7, two at SCQF level 8 (7 SQA Credits completed)</b>	<b>Five units studied, , two at SCQF level 7, three at SCQF level 8 (9 SQA Credits completed)</b>

## Rationale for Year 2 (Option B)

In this option the level 7 double-credit units *Client Operating Systems* (HP27 47), and *Network Security Concepts* (HX00 47) are done in Semesters 1 and 2 of Year 2 respectively. The inclusion of level 7 units should make Year 2 less difficult for learners.

*Switching Technology* (HP1L 48) and *Internetworking Technology* (HP1N 48) are also done over Semesters 1 and 2 of Year 2 respectively, allowing more time for these advanced units compared to Option A (where both are done inside a single semester).

The double-credit level 8 units *Server Administration* (HP1P 48) is taken in Semester 1 so skills and knowledge can be used in the graded unit project. The level 7 unit *Computer Networking: Practical* (HP20 47) is also done in Semester 1 and will provide opportunities for assessment integration with *Networking Technology* (HP1M 48).

The graded unit *SQA Advanced Diploma in Computing: Networking Graded Unit 2 (Project)* (HP2C 48) is taken in Year 2 Semester 2 to allow the input of skills and knowledge acquired in Year 1 and in Year 2 Semester 1, from the units *Networking*



*Technology* (HP1M 48), *Routing Technology* (HP1J 48), and *Server Administration* (HP1P 48).

### **Key features of Year 2 (Option B)**

- ◆ Natural progression between units.
- ◆ The level 7 unit *Computer Networking: Practical* (HP20 47) taken in Semester 1
- ◆ 7 SQA credits are completed in Semester 1 which should help to build learners' confidence for Semester 2.
- ◆ All subjects recommended for the graded unit project are taken in Semester 1
- ◆ *Switching Technology* and *Internetworking Technology* done over a semester each.
- ◆ Four level 7 units included.

## **6.2 Overview of units**

An overview of each unit delivered in Years 1 and 2 is given below. However, tutors should refer to the unit specification for full details of the Knowledge and/or Skills to be covered and evidence requirements. The evidence requirements clearly state the type of evidence required, the standard of evidence required and any conditions of assessment. The unit specification also contains guidance on the delivery and assessment of the unit.

### **Year 1 units**

#### **Workplace Communication in English (HR1C 46)**

This unit focusses on the skills needed for communication in the workplace. Learners will summarise texts and evaluate the effectiveness of the content, format and layout, while meeting the needs of purpose and readership. They will produce effective documents such as proposals, letters and reports and develop the skills for sustained spoken interactions with others.

There are three outcomes, which may be integrated with elements of the SQA Advanced Diploma which require analysis and production of complex written and/or oral communication.

Outcomes 1 and 2 can be assessed in a contextualised situation and may be taught and assessed within the Computing subject area. The use of a contextualised model to assess Outcome 1 will develop skills within a realistic workplace context. Oral responses should be scribed or recorded.

In Outcome 2, students present a folio of written information using a workplace situation as a context. There should be full discussion with the student on the purpose and audience of any text to ensure what is produced is appropriate.

Outcome 3 introduces students to practical communication skills needed within a workplace. They will demonstrate appropriate verbal and non-verbal communication skills and the ability to ask and answer questions in such a way as to progress discussion and promote working relationships.

## **Developing Software: Introduction — HP1R 47**

This 1-SQA-Credit unit is designed to enable candidates to develop basic software development skills. The design and implementation of the constructs of programming (variables, sequence, selection, iteration, functions and parameter passing) will be covered in the context of a development environment. Test plans, test cases and program documentation will also be introduced.

This introduction will provide a basis for further study in software development using a range of programming languages. There are two outcomes in this unit:

- 1 Implement and test code to carry out tasks following a given design.
- 2 Prepare technical documentation in line with good practice.

Throughout the unit candidates will learn to use tools and techniques for basic software development using a suitable development environment determined such as structured C++ or any other language with a structured development environment. The choice of language will be at the discretion of the centre.

Candidates will learn how to code simple tasks and how this code interacts with the system. In addition they will learn to troubleshoot code so that it runs error free and produces the desired results. This will involve rigorous testing and it is necessary that tutors stress the importance of testing and techniques that can be used and allow candidates to develop skills in testing.

Candidates should be given designs to follow and these should be used to help code solutions.

The unit is assessed by a practical assessment. All theoretical aspects of development should be demonstrated within a practical context. Content of this unit is also assessed in Graded Unit 1.

## **Professionalism and Ethics in Computing — HP29 47**

This 1-SQA-Credit unit is designed to allow candidates to gain the knowledge and understanding required to carry out the day-to-day duties and activities required of a computing professional in an ethical manner with due attention to business, society and legal requirements.

The unit has four outcomes which inter-relate, to assist in development of a knowledge base and understanding of a computing professional's responsibilities in regard to:

- ◆ professionalism in duties carried out within job functions including: the advantages of interacting with professional bodies in computing, the need for Continuous Professional Development, awareness of appropriate/acceptable conduct.
- ◆ contemporary legislative requirements.
- ◆ adherence to appropriate ethical conduct.
- ◆ understanding of potential for and resolution of ethical conflict.

The four outcomes are to:

- 1 describe professional bodies relevant to the computing profession.
- 2 apply principles of codes of conduct relevant to the computing profession.
- 3 describe contemporary legislative concerns for computing professionals.
- 4 evaluate ethical considerations in a relevant vocational context.

The knowledge gained through researching the areas included in the unit will enable candidates to approach future job roles in the computing profession in a responsible and ethical way.

Successful completion will be achieved by submission of a single assignment based on questions related to a case study/scenario of a real business situation.

The case study, which will form the basis of the assignment, should be available to candidates early in the unit scheduling and as a tutor you should allow candidates to ask questions to clarify their understanding of the details of the case study/scenario issued. Content of this unit is also assessed in Graded Unit 1.

### **Computer Systems Fundamentals — HP1T 47**

This 1-SQA-Credit unit is designed to provide candidates with knowledge of the fundamentals of computer systems and focuses on how various software and hardware elements interact. The unit has three main areas, the physical and software elements of a computer system, the number systems and logic used within a computer system and the installation of various types of software. The first two areas are theoretical and the third area is practical. There are three outcomes:

- 1 Explain the purpose of the elements of a computer system.
- 2 Manipulate and explain the uses of number and logic systems used in a computer.
- 3 Install a range of computer software.

Outcome 1 develops knowledge of the ways in which the central processing unit communicates with memory and input/output devices. Communication channels such as busses and the layers of the operating system will be covered. Computer memory can be of many types and you will learn to distinguish the features of different types of memory. Computer software will cover different types of operating systems, application and security software as well as file systems and structures. Some of the many ways to secure a computer system such as rights, permissions and security software will be introduced.

The main focus of Outcome 2 is in the application of number systems and logic. This introduces binary and hexadecimal number systems and operations such as add and subtract, and converting between these systems and decimal numbers. This also covers computer logic and the applications in which it can be used such as masks in calculating network addresses and changing the case of letters.

Outcome 3 focuses on the practical tasks of installing software. Candidates will have the opportunity to apply the theory that they have learned in Outcome 1 to install operating system, application and security software.

Assessment for Outcomes 1 and 2 may be combined into a single assessment. All assessments are open-book — candidates may have access to unlimited notes and online materials. Content of this unit is also assessed in Graded Unit 1.

## **Troubleshooting Computing Problems — HP1V 47**

This 1-SQA-Credit unit is designed to provide the skills required to develop a possible solution to a computing problem in the context of computer networking or software development. It will cover how to investigate the problem, plan and implement a solution, test and amend it until the problem is resolved and document each step taken to solve the problem. There are three outcomes in this unit:

- 1 Investigate a computing problem.
- 2 Plan and implement a solution to a computing problem.
- 3 Document the steps taken to resolve a computing problem.

In the first outcome candidates will learn how to investigate a computing problem. This will cover approaches to problem solving, test strategies and techniques and problem solving tools and techniques.

In the second outcome candidates will learn how to plan and implement a solution to a computing problem. This will cover planning a solution, implementing a solution and testing the solution.

In the third outcome candidates will learn how to document the steps taken to resolve a computing problem. This will include documenting the investigation, documenting the solution and documenting the testing.

For assessment purposes candidates will be presented with a problem to investigate. The problem will be drawn from one or more of the following areas: networking or software development. Candidates should develop skills in troubleshooting naturally occurring problems that they may encounter during their course. Candidates should be shown how to approach the diagnosis in a logical manner and complete relevant documentation. Documentation could take the form of error logs, test logs or any other appropriate form. Content of this unit is also assessed in Graded Unit 1.

## **Team Working in Computing — HP1X 47**

This 1-SQA-Credit unit will provide the opportunity to develop effective skills for team working in the context of computing. Candidates will develop co-operative working skills which will include negotiation of goals, roles and responsibilities in the development of a team based Information and Communication Technology (ICT) project. Candidates, both individually and as a team, will present the project outcomes within the timescale prescribed by the team. Individual progress will be tracked against a project plan and the team will develop skills in updating the plan to ensure that the project is delivered on time. Individual team members will contribute to any necessary research and to documentation of the group's activities.

Candidates will also develop skills in evaluation and will be required to critically evaluate the contributions of themselves and fellow team members.

This unit is aimed at developing the necessary skills for effective team working within the computing industry. There are three outcomes:

- 1 Effectively participate in planning and organising a co-operative ICT project.
- 2 Participate in the management of a co-operative ICT project and research and carry out agreed project tasks against the schedule and within the remit of the project role.
- 3 Review own and group skills demonstrated throughout the co-operative ICT project.

## **SQA Advanced Diploma in Computing: Graded Unit 1 (Exam) — HP2A 47**

This 1-SQA-Credit unit is designed to assess a candidate's knowledge of key facts and concepts relating to computing. Assessment is by a written examination of 3 hours.

This unit is the only one in SQA Advanced Diploma Year 1 Computing that is graded; all other units are simply assessed on a pass/fail basis. Candidates must achieve at least 50% to be awarded a pass. The grading is carried out as follows:

A = 70%–100%

B = 60%–69%

C = 50%–59%

The examination will be taken under supervised conditions. Candidates are not permitted to bring any reference material into the examination room. Calculators are not permitted.

The question paper consists of three sections. Each section uses different types of questions and assesses different knowledge and skills.

## Section 1

This section is worth 15% of the total marks and consists of 15 multiple-choice or multiple-response questions with each worth 1 mark. This section covers:

*Computer Systems Fundamentals* (five questions worth 1 mark each)

*Developing Software: Introduction* (five questions worth 1 mark each)

*Professionalism and Ethics in Computing* (five questions worth 1 mark each)

## Section 2

This section is worth 15% of the total marks and consists of one written response, integrated question covering two or more of the topics listed in Section 3. Candidates must attempt this question.

## Section 3

This section is worth 70% of the total marks and consists of written response questions. There are eight questions which cover individual units and are each worth 10 marks. Candidates should answer any seven of the eight 10-mark questions. This section covers:

*Computer Systems Fundamentals* (two questions worth 10 marks each)

*Developing Software: Introduction* (two questions worth 10 marks each)

*Professionalism and Ethics in Computing* (two questions worth 10 marks each)

*Troubleshooting Computing Problems* (two questions worth 10 marks each)

There is no minimum score in any section.

## Network Security Concepts — HX00 47

This 2-SQA-Credit unit is designed to introduce candidates to the issues involved in designing and constructing secure contemporary computer networks and is aimed at candidates who require an understanding of the concepts underpinning network security. There are four outcomes in this unit:

- 1 Demonstrate network security, compliance and operational security.
- 2 Identify and describe threats and vulnerabilities.
- 3 Implement basic application, data, host security and access control mechanisms.
- 4 Identify suitable methods of cryptography.

Outcome 1 focuses on the fundamentals of network security and design, devices, ports, protocols, risk management concepts disaster recovery and environmental controls.

Outcome 2 focuses on threats and vulnerabilities such as malware, spyware, social engineering techniques, penetration testing and the tools that can be used for security threat avoidance and ethical hacking techniques.

Outcome 3 focuses on application, data, host and access control mechanisms along with authentication services, operating system security controls account and password management.

Outcome 4 focuses on cryptographic methodologies such as cryptographic tools public key/private key infrastructure, digital signatures, certificate management and data encryption tools and techniques.

There will be one closed-book, restricted-response assessment covering all outcomes. Candidates will be presented with a total of 50 questions and expected to answer 60% of these correctly. They will also be expected to keep a logbook, or equivalent, recording the practical tasks they have carried out during the unit. They must satisfy the requirements for these assessments in order to achieve the unit.

This unit may assist candidates in preparing for CompTIA examination SY0-301: Security+. Vendor certifications can change rapidly and candidates should be encouraged to check the current details at [www.comptia.org](http://www.comptia.org) to ensure that all objectives have been covered.

## **Client Operating Systems — HP27 47**

This 2-SQA-Credit SQA Advanced unit at SCQF level 7 is designed to develop an understanding of the issues involved in installing and administering a client operating system. On completion of the unit candidates should be able to:

- 1 install a client operating system.
- 2 administer resources.
- 3 implement, manage and troubleshoot hardware devices and drivers.
- 4 monitor and optimise system performance and reliability.
- 5 configure and troubleshoot the desktop environment.
- 6 implement network protocols and services.
- 7 implement, monitor and troubleshoot security.

In the first part of the course, candidates will study manual and automated installation of client operating systems, upgrading from older versions, applying post-installation upgrades and troubleshooting installation problems.

The second section covers implementing and administering resources, including monitoring, managing, and troubleshooting access to files and folders (including shared folders), connecting to local and network print devices and configuring and managing file systems.

The third section covers implementing, managing and troubleshooting hardware devices and drivers. This includes disk devices, display devices, input and output (I/O) devices, updating drivers and monitoring and configuring multiple processing units.

The fourth section covers monitoring and optimising system performance and reliability, including monitoring, optimising and troubleshooting system performance, managing and troubleshooting the use of offline files, managing hardware profiles and recovering system and user data.

The fifth section covers configuring and managing user profiles, managing applications by using automatic installation software, configuring and troubleshooting desktop settings and configuring and troubleshooting accessibility services.

The sixth section covers implementing network protocols and services, including configuring and troubleshooting the TCP/IP protocol, connecting to computers by using a web browser and configuring, managing and troubleshooting a firewall.

The final section covers implementing, monitoring and troubleshooting security, including configuring, managing and troubleshooting file encryption, security configuration, local security policy, local user and group accounts and web browser security settings.

## **PC Hardware & Operating Systems Essentials — HP24 47**

This 1-SQA-Credit unit is designed to develop basic competencies necessary for an entry-level IT Professional working as a field, service or PC technician, upgrading, configuring, troubleshooting, and performing preventative maintenance on PC hardware and operating systems. It is intended for candidates who require an understanding of computer hardware and operating systems. On completion of the unit the candidate should be able to:

- 1 Describe PC and laptop fundamentals.
- 2 Identify troubleshooting, repair and maintenance methods.
- 3 Identify operating systems and software features.
- 4 Describe networking and security.
- 5 Describe operational procedures in PC support.

There are two forms of assessment. The first is a multi-choice assessment that tests knowledge of computer hardware, troubleshooting, operating systems, networks, security and user support. The minimum pass mark is 60%. The second contains a series of short assignments testing practical abilities, and requires production of short design reports and completion of a number of tasks to document practical work.

All assessment will be carried out in supervised conditions, and the written assessments will be closed-book (ie candidates must not bring any notes with them to the assessment event). Candidates will produce evidence to demonstrate competence in practical tasks by maintaining a log using pro-forma record sheets.



This unit may assist candidates in preparing for CompTIA Examination A+ 220–701 2009 Exam Objectives. Vendor certifications can change rapidly and candidates should be encouraged to check the current details at [www.comptia.org](http://www.comptia.org) to ensure that all objectives have been covered. Where candidates produce evidence of a current A+ certification 2009 objective or A+ 2006 objectives, credit transfer may be offered for underlying theory and knowledge only.

## **Digital Forensics – J0L3 47**

This 1-credit Unit is designed to introduce learners to the fundamental activities involved in carrying out the digital forensics process as it relates to computers and other digital devices, for example, laptops and mobile devices. Learners will develop specific knowledge and skills in the following areas: identification, preparation and processing of crime scenes, how to manage and work with digital evidence, as well as the preparation of forensic documentation.

This Unit has three Outcomes:

In Outcome 1, candidates will learn the steps that must be taken when confronted with a crime scene involving digital technologies, for example, a PC, a laptop, a tablet or any other mobile digital device (including phones, smartphones and digital music devices). Learners must be made aware that, at this stage of an investigation, particular actions/initial reactions can easily corrupt evidence. Learners must know how to act when confronted with a particular scenario. Learners must learn where to look to find evidence, how all actions are contemporaneously recorded and how to initiate the chain of custody process (bagging and tagging).

Outcome 2 takes the investigation a step further with initiation of the Chain of Custody process and subsequent management, how to safeguard digital evidence through forensic acquisition and the type of tools and methodologies used in forensic duplication.

Outcome 3 moves to the final stage of the investigatory process, where learners must be able to justify the reasons for the forensic investigation process, as well as the clear steps that have been taken throughout the process. Evaluations must be made of any analysis of data that has taken place, and findings presented, which will then subsequently form recommendations for actions (either within a business scenario or involving law enforcement, for example).

Work for all Outcomes could be assessed by using a holistic project-based assessment, where learners would work from a given case study/scenario. Learners would complete written research tasks (knowledge evidence) for Outcomes 1 and 2. For Outcome 3 (product evidence), learners would produce a report relating to the findings from Outcomes 1 and 2.

## **Computing: Introduction to Project Management — HP21 47**

This 1-SQA-Credit unit will enable candidates to develop the basic knowledge and skills required to plan, implement, monitor, manage and report on a small scale project.

There are three outcomes:

- 1 Understand project management terminology.
- 2 Plan and implement a project plan.
- 3 Monitor, manage, and report change of cost/quality/time impact on a project.

Outcome 1 will cover many of the fundamentals of project management such as the terminology of project management; the range of skills required by project managers; the stages of the project management development cycle; software available to assist the management of projects.

To aid fuller understanding of critical path analysis it would be advisable to show/demonstrate/worked examples of how critical path analysis is carried out manually.

Discussions on project management methodologies could encompass any of the following examples (Agile, Prince2, Waterfall, ITIL, Rapid Application Development — RAD, Software Development Life Cycle — SDLC, PMBOK).

In Outcome 2 candidates will learn how to plan the development and progress of a project by scheduling the phases and tasks, including resources (human and physical), milestone points, team meetings, and identifying critical and non-critical tasks. This may be achieved either manually or by making use of suitable software.

In Outcome 3 candidates will be required to modify an existing project schedule in response to an external influence (cost/time/quality change). After modification they will be expected to integrate the effects of the changes into suitable documents that could facilitate effective communication to project stakeholders.

Outcomes 2 and 3 should be delivered in a practical fashion, ensuring that points of learning are maintained throughout. Candidates should be encouraged to work with project specifications and use these to learn about the various aspects of project management. Outcome 3 is likely to create a significant amount of problem solving.

## **Cloud Computing — HP1Y 47**

This 1-SQA-Credit unit is aimed at providing candidates with a broad knowledge base in the essentials of cloud computing along with conceptual understanding of the elements associated with cloud computing. On completion of this unit, candidates should be able to:

- 1 identify and describe cloud computing fundamentals.
- 2 identify and describe different cloud delivery and deployment models.
- 3 devise and implement a cloud strategy for a small to medium-sized enterprise.

Outcome 1 is aimed at introducing candidates to the fundamentals of cloud computing, including the identification of IT components and how they map to hardware and software elements found in the cloud. Candidates are also asked to identify the basics of virtualisation.

Outcome 2 is geared more towards the operational aspects of cloud computing and introduces candidates to the different cloud computing services and how they are deployed.

Outcome 3 deals with candidates devising a strategy for moving to the cloud, examining the security and management aspects of cloud computing, identifying cloud vendors as well as demonstrating the practical elements of cloud computing.

### **Mathematics for Computing 1 — HP1H 47**

This is a 1-SQA-Credit unit which teaches methods that are very useful for candidates who want to be programmers. While the unit begins from first principles, in practice the contents are too much for someone to learn in the hours that will normally be allocated. Candidates should have a foundation mathematics or numeracy qualification as a pre-requisite to this unit. This unit covers mathematical methods and skills appropriate to computing. There are four outcomes:

- 1 Demonstrate an understanding of scientific notation and manipulate numbers in scientific notation.
- 2 Demonstrate an understanding of co-ordinate systems and vectors, and apply linear transformations.
- 3 Demonstrate a knowledge of simple functions and the ability to perform basic algebraic operations.
- 4 Demonstrate the application of Boolean algebra to problem situations.

In the first outcome, candidates will learn about scientific notation and rounding. This is important because it is similar to the way computers store numbers. When programming, candidates need to be aware of what is happening in the computer memory when declaring variables.

The second outcome covers Co-ordinates and transformations. These are the skills required to create computer graphics.

Outcome 3 focuses on functions and algebra. This is useful when you have to use a computer to perform calculations or manipulate numbers.

In Outcome 4, candidates will be introduced to design with logic gates. Computers are based entirely on logic gates and seeing how a few gates can be combined to perform a useful function gives a good insight into the workings of a computer.

This unit may be assessed either by four separate 45-minute open-book tasks, or by a single set of questions for the whole unit, which may be given out one week in advance of the submission deadline. In all cases, the assessment instruments should

be in the context of computing and presented as a problem situation. Whichever assessment method is adopted, the candidate should attain a minimum of 60% of the available marks for each outcome to reach the standard required for a pass.

## **Year 2 Units**

### **Computer Networking: Practical — HP20 47**

This 1-SQA-Credit unit is designed to introduce candidates to the basic components of contemporary local area networks (LAN) and wide area networks (WANs). Candidates will gain practical experience of implementing a client server local area network using industry-standard equipment and protocols. Candidates will also learn how to configure appropriate devices to allow a remote computer to gain access to the LAN. On completion of the unit, candidates should be able to:

- 1 Implement a client server local area network.
- 2 Diagnose and rectify network problems.
- 3 Provide a remote computer with access to the LAN.

Outcome 1 covers the practical skills involved in implementing a small client server local area network. Candidates will participate in exercises to configure and connect clients and servers and should be able to gain first-hand experience of the range of industry-standard equipment used to connect and configure devices on a LAN.

Outcome 2 covers the use of diagnostic tools to locate and rectify network faults. Candidates should be introduced to the range of utility programs such as ipconfig, ping, arp, getmac, netstat and where appropriate, cable testing tools. These tools should be discussed and appropriately demonstrated in the context of fault diagnosis and resolution.

Outcome 3 covers the use of appropriate technologies to connect a remote computer to a LAN. There are a variety of methods for connecting a client computer, ideally through VPN connection, to a LAN to access network resources. Candidates will participate in exercises to configure a remote computer to connect to a LAN using the preferred technology for your centre.

The unit will be assessed by two instruments of assessment: a multiple-choice/multiple-response test covering the knowledge and understanding of the TCP/IP component of Outcome 2 and a skills test covering all the unit outcomes. The multiple-choice/multiple-response test shall comprise a total of twenty questions and will be undertaken in closed-book conditions. With regard to the skills test, competence can be demonstrated by a series of observation checklists relating to the respective tasks undertaken within the assessment.

## Convergence Technologies — HP25 48

This 2-SQA-Credit unit is designed to provide candidates with the necessary knowledge to perform basic requirements analysis, and specify, implement and manage basic components of data, voice and multimedia convergence applications and understand basic problem analysis and resolution for converged technologies.

On completion of the unit candidates should be able to:

- 1 describe data networking for convergent networks.
- 2 describe telephony networking services, functions and technologies.
- 3 describe convergence technologies.

In the first outcome candidates will learn how to relate networking models and standards to convergence networking practices, identify appropriate LAN and WAN infrastructures, plan an IP network, describe wireless networks, troubleshoot convergent networks, identify elements and benefits of a virtual LAN (VLAN) and define Quality of Service (QoS).

In the second outcome candidates will learn how to define codecs and Pulse Code Modulation (PCM), define Integrated Services Digital Network (ISDN) elements and concepts, identify common voice services and feature sets and identify and troubleshoot problems with voice calls in digital and analogue environments.

In the third outcome, candidates will learn how to identify essential elements of a convergent network, identify requirements for transporting text, data, voice and video through a converged network, identify methods for providing video services through a converged network, explain how protocols are used to carry and control convergent network traffic, identify common convergence devices, troubleshoot common convergence technology and identify security issues for converged networks.

All outcomes will be assessed at the end of the unit by means of 60 multiple-choice/multiple-response questions with appropriate sampling of the complete unit content. Candidates must score at least 60% in order to pass the unit.

This unit may assist in preparing for vendor certifications like CompTIA CTP+.

## Networking Technology — HP1M 48

The purpose of this 2-SQA-Credit unit is to enable candidates to work effectively in a local area network installation or support role using networking computers. It is intended for candidates undertaking an SQA Advanced Diploma in Computing, Computer Networking or a related area who require a broad understanding of local area networks. On completion of the unit the candidate should be able to:

- 1 describe the components of local area networks and media.
- 2 describe the OSI and TCP/IP models, and their layers.
- 3 describe and use common addressing schemes and routing in a networked environment.
- 4 describe connectivity and transmission features, and operation of local and wide area networks.
- 5 configure, build and test a simple local area network.

In Outcome 1 the candidate will learn about common networking hardware used to connect a network including but not restricted to routers, switches, hubs, bridges, repeaters and NIC's. Networking terminology for example common topologies, LAN, WAN, MAN, SAN, PAN, WLAN, Virtual Private Networks and Intranets.

Outcome 2 deals with the levels of the OSI model and its relationship to the TCP/IP protocol stack, the protocols at each level, the function of each level and the hardware used at the lower layers.

In Outcome 3 the candidate will learn about the IP v4 32bit addressing scheme including public and private address schemes, the IP v6 128 bit addressing scheme, how to configure subnets, how to convert decimal to binary and binary to decimal for use in IP addressing, how to convert hexadecimal to decimal and decimal to hex for use in IP addressing and learn how configure routing in a networked environment.

In Outcome 4 the candidate will learn about network cabling which will include signals and noise, signalling over copper and fibre, attenuation, loss, noise, crosstalk, LAN cabling, Ethernet media, UTP (Categories 5, 5e, 6, and 7), fibre-optics, wireless, LAN devices, MDI and MDIX, and WAN cabling.

Outcome 5 covers building a LAN and is intended to allow the candidate to apply the knowledge gained during the earlier outcomes in a practical environment. The candidate will make and test different types of network cables, and will learn how to build and configure a peer to peer network, how to build and configure a workgroup network and how build and configure a client server network using routing technologies.

There will be a closed-book multiple-choice/multiple-response assessment covering all outcomes. The candidate will be presented with 50 questions and expected to answer 60% of these correctly. The candidate will also be expected to keep a suitable record recording the practical tasks they have carried out during the unit. The candidate must satisfy the requirements for these assessments.

In preparing for assessments for this unit centres may find useful course materials and assessments on the Cisco NetSpace Academy. This unit (in conjunction with the related units: HP1J 48 *Routing Technology*, HP1L 48 *Switching Technology* and HP1N 48 *Internetworking Technology*) may assist in preparing for Cisco examination 640-802: Cisco Certified Network Associate. In addition candidates may find this unit helpful in preparation for Cisco examination 640-811: Interconnecting Cisco Networking Devices and Cisco examination 640-821 Introduction to Cisco Networking Technologies. The candidate should check the latest information at [www.cisco.com](http://www.cisco.com) to ensure that all objectives have been covered.

## **Routing Technology — HP1J 48**

This purpose of this 2-SQA-Credit unit is to provide candidates with an understanding of the basic theory of common contemporary interior gateway routing protocols and to implement these on routers designed to support small to medium-sized enterprises. It is intended for those undertaking an SQA Advanced Certificate or SQA Advanced Diploma in a Computer Networking or related area who require a basic understanding of routing technology. On completion of the unit, candidates should be able to:

- 1 describe router fundamentals.
- 2 describe contemporary IP addressing schemes.
- 3 describe the operation of common contemporary interior gateway routing protocols.
- 4 implement a routed network topology.

Outcome 1 puts the unit into context by describing the role of a router in a network. Primary functions such as packet forwarding and best path determination are introduced. Contemporary router LAN and WAN interfaces are described together with their respective media characteristics.

In Outcome 2 legacy IP addressing schemes such as IPv4 classful and classless are described. In particular, the limitations of classful addressing and the requirement for VLSM and CIDR techniques are outlined. IPv6 addressing scheme is described together with features such as address space, address assignment and simplified processing by routers.

In Outcome 3 the requirement for static routing is described. In addition, the classification of legacy and contemporary routing protocols is defined, for example, distance vector and link state, vendor-specific (EIGRP) and vendor-neutral (OSPF).

Outcome 4 deals with be the implementation of a routed network from a given scenario.

There will be two forms of assessment within this unit. Knowledge and understanding from Outcome 3 will be assessed as a single end-of-unit test. The format of this test will be decided by centres and will be timed, supervised and conducted under closed-book conditions. Candidates must answer at least 60% of the questions correctly in order to obtain a pass.

Outcome 4 will assess the skills component of the unit and will take the form of a practical activity where candidates will be required to design and implement a routed network for a given scenario. The format of the evidence produced will be decided by your centre but is likely to take the form of a logbook or observation checklist.

In preparing for assessments for this unit centres may find useful course materials and assessments on the Cisco NetSpace Academy. This unit (in conjunction with the related units: HP1M 48 Networking Technology, HP1L 48 Switching Technology and HP1N 48 Internetworking Technology) may assist the candidate in preparing for Cisco examination 640-802: Cisco Certified Network Associate. In addition candidates may find this unit helpful in preparation for Cisco examination 640-811: Interconnecting Cisco Networking Devices and Cisco examination 640-821 Introduction to Cisco Networking Technologies. The candidate should check the latest information at [www.cisco.com](http://www.cisco.com) to ensure that all objectives have been covered.

## Switching Technology — HP1L 48

The purpose of this 2-SQA-Credit unit is to provide candidates with an understanding of how a switch communicates on a network, how switches are interconnected and configured with other networking devices in a small or medium-sized business network, which includes implementing VLAN segmentation integrating wireless devices into a LAN. It is intended for candidates undertaking an SQA Advanced Certificate or SQA Advanced Diploma in Computing, Computer Networking or a related area who require a detailed understanding of switching technology.

On completion of the unit the candidate should be able to:

- 1 describe LAN architecture.
- 2 describe and configure basic switching technology.
- 3 describe and configure advanced switching technologies.
- 4 describe and configure basic wireless LANs.

In the first part of the course, candidates will study the principles of LAN architecture and design methods for switched networks.

In the second part of the course, candidates will learn about basic switching techniques and the practical skills they need to configure them. This includes such areas as switch forwarding methods such as fast forward, cut through and store and forward, symmetric and asymmetric switching, memory buffering, layer 2 and layer 3 switching.

There will be a closed-book multiple-choice/multiple-response assessment covering all outcomes. Candidates must answer at least 60% of the questions correctly in order to achieve a pass.

In preparing for assessments for this unit centres may find useful course materials and assessments on the Cisco NetSpace Academy. This unit (in conjunction with the related units: HP1M 48 *Networking Technology*, HP1J 48 *Routing Technology* and



HP1N 48 *Internetworking Technology*) may assist the candidate in preparing for Cisco examination 640-802: Cisco Certified Network Associate. In addition candidates may find this unit helpful in preparation for Cisco examination 640-811: Interconnecting Cisco Networking Devices and Cisco examination 640-821 Introduction to Cisco Networking Technologies. The candidate should check the latest information at [www.cisco.com](http://www.cisco.com) to ensure that all objectives have been covered.

## **Internetworking Technology — HP1N 48**

The purpose of this 2-SQA-Credit unit is to provide candidates with an understanding of WAN technologies and network services required by converged applications in enterprise networks. It will introduce integrated network services and explains how to select the appropriate devices and technologies to meet network requirements. Candidates will learn how to implement and configure common data link protocols and how to apply WAN security concepts, principles of traffic, access control, and addressing services and how to detect, troubleshoot, and correct common enterprise network implementation issues.

On completion of the unit the candidate should be able to:

- 1 describe WAN and remote access concepts.
- 2 describe and configure common WAN protocols.
- 3 describe and configure network security.
- 4 describe and perform network troubleshooting.

In the first part of the course, candidates will study the principles of WAN architecture and design methods for wide area networks. They will learn about introductory WAN concepts such as Providing Integrated Services to the Enterprise, WAN Technology Concepts and WAN Connection Options.

In the second part of the course, candidates will learn about common WAN protocols and the practical skills you need to configure them. This includes such areas as PPP and frame relay how to use them, configure them and test them.

In the third part of the course candidates will learn about network security and how you can implement security in a number of ways from password security to the use of basic, advanced and complex access control lists.

In the fourth part of the course candidates will learn about network troubleshooting in particular the importance of establishing a network performance baseline, troubleshooting methodologies and tools as well as common WAN implementation issues. They will also perform the following practical tasks — carry out network troubleshooting using standard methodologies.

There will be a closed-book multiple-choice/multiple-response assessment covering all outcomes. Candidates must answer at least 60% of the questions correctly in order to achieve a pass.

In preparing for assessments for this unit centres may find useful course materials and assessments on the Cisco NetSpace Academy. This unit (in conjunction with the related units: HP1M 48 *Networking Technology*, HP1J 48 *Routing Technology* and HP1L 48 *Switching Technology*) may assist the candidate in preparing for Cisco examination 640-802: Cisco Certified Network Associate. In addition candidates may find this unit helpful in preparation for Cisco examination 640-811: Interconnecting Cisco Networking Devices and Cisco examination 640-821 Introduction to Cisco Networking Technologies. The candidate should check the latest information at [www.cisco.com](http://www.cisco.com) to ensure that all objectives have been covered.

## **Server Administration — HP1P 48**

This 2-SQA-Credit unit is designed to give candidates the skills required to function as a server administrator, responsible for the operations and day-to-day management of an infrastructure of network servers within an organisation. Server administrators manage the infrastructure, Web, and IT application servers, using scripts and batch files written by themselves or others to accomplish tasks on a regular basis. They conduct most server management tasks remotely by using Remote Desktop Server or administration tools installed on their local workstation.

On completion of the unit the candidate should be able to:

- 1 plan for server deployment.
- 2 plan for server management.
- 3 monitor and maintain servers.
- 4 plan application and data provisioning.
- 5 plan for business continuity and high availability.

This unit has five outcomes. Outcome 1 will cover how to plan for server deployment. This includes planning server installations and upgrades, planning for automated server deployment, planning infrastructure services server roles, planning application servers and services and planning file and print server roles.

Outcome 2 deals with how to plan for server management. This includes planning server management strategies, planning for delegated administration and planning and implementing group policy strategy.

Outcome 3 deals with how to monitor and maintain servers. This includes implementing patch management strategy, monitoring servers for performance evaluation and optimisation and monitoring and maintaining security and policies.

Outcome 4 deals with how to plan application and data provisioning.

Outcome 5 deals with how to plan for business continuity and high availability. This includes planning storage, planning high availability and planning for backup and recovery.

Assessment for all outcomes will be undertaken at the end of the unit by means of a multiple-choice test consisting of 60 questions. Candidates must score at least 60% in order to pass the unit.

This unit may assist in preparing for vendor certifications like the MCITP: Server Administrator on Windows Server 2008.

### **Research Skills (J1NB 47)**

This Unit develops the skills to access, analyse and evaluate information from a variety of sources and to use these in planning, carrying out and reporting on a research investigation.

Students will look at how to plan an investigation, and then access and use information from a variety of primary sources, such as interviews and surveys, and secondary sources such as articles, programmes and the internet. They will present their findings in an investigative report. Assessment will take place at each stage.

There are opportunities for integration with other Units that involve investigation and analysis. The unit could be delivered in conjunction with Graded Unit 2 (HP2C 48).

### **SQA Advanced Diploma in Computing: Networking Graded Unit 2 (Project) — HP2C 48**

This 2-SQA-Credit graded unit is designed to provide evidence that the candidate has achieved the following principal aims of SQA Advanced Diploma in Computing Networking:

- 1 To prepare candidates for employment in a network-related post at technician or professional level in a computer networking support or administrative role.
- 2 To develop a range of specialist technical knowledge and skills in networking technologies and operating systems.

It is recommended that the candidate should have completed or be in the process of completing the following units relating to the above specific aims prior to undertaking this graded unit:

HP1M 48     *Networking Technology*  
HP1J 48     *Routing Technology*  
HP1P 48     *Server Administration*

This graded unit is designed to provide evidence of the candidate's ability to plan, develop, implement and evaluate technical skills gained throughout the course. It does not ask the candidate to prove new skills. During the unit they will:

- 1 interpret the needs of the project from the brief.
- 2 gather information to plan and develop the project.
- 3 decide upon and develop a design approach.
- 4 carry out the development.
- 5 evaluate the product and process.
- 6 evaluate their own performance.

The assessment task is a project. The project will be a complex task which involves:

- 1 variables which are complex or unfamiliar.
- 2 relationships which need to be clarified.
- 3 a context which may be familiar or unfamiliar to you.

The project will be marked out of 100. The mark at each stage of the project takes into account the criteria outlined. Candidates can only progress to the next stage if they have met the minimum evidence requirements of the previous stage. At the end of each stage, there will be opportunities for remediation/re-assessment on that particular stage. All allocated marks will be aggregated to arrive at an overall mark for the project. Assessors will assign an overall grade to the candidate for this graded unit based on the following grade boundaries.

A = 70%–100%

B = 60%–69%

C = 50%–59%

Candidates must achieve a minimum of:

- ◆ 20 marks for the Planning stage
- ◆ 20 marks for the Developing stage
- ◆ 10 marks for the Evaluating stage.

### 6.3 Opportunities for integration of units

It is envisaged that where possible centres will deliver this award in an integrative manner to help candidates appreciate the interconnections between the various subjects.

Integration means identifying opportunities to combine areas of learning or assessment. This could mean devising one lesson which includes teaching two related topics or devising one assessment task which assesses more than one outcome. A single assessment task could assess more than one outcome from a unit, or could bring outcomes from different units together in one task. This approach can reduce the overall number of assessment tasks needed, which is beneficial for students and for tutors.

For example, in Year 1 there may be opportunities to integrate into a single case study the teamwork task in *Team Working in Computing* (HP1X 47) with the project management work required for *Computing: Introduction to Project Management* (HP21 47).

In Year 2 the unit *Computer Networking: Practical* (HP20 47), Outcome 1 deals with the implementation of a client server local area network. This is also covered by Outcome 5 of the unit *Networking Technology* (HP1M 48) so both outcomes could be assessed by the learners completing a single practical task activity.

Based on the proposed delivery of Years 1 and 2 the following opportunities exist for integration of delivery and/or assessment:

#### Year 1

Unit code	Unit title	Integration opportunity
HP21 47	Computing: Introduction to Project Management	There may be opportunities to integrate into a single case study the teamwork task in HP1X 47 with the project management work required for HP21 47
HP1X 47	Team Working in Computing	

#### Year 2

Unit code	Unit title	Integration opportunity
HP20 47	Computer Networking: Practical	Outcome 1 of HP20 47 and Outcome 5 of HP1M 48 both cover implementation of a local area network and can be integrated into a single assessment activity
HP1M 48	Networking Technology	
HP2C 48	Computing: Networking Graded Unit 2 (Project)	Research Skills can be tied into the information gathering and analysis of Graded Unit 2.
J1NB 47	Research Skills	

## 7 Assessment in an SQA Advanced Diploma

### 7.1 Assessment in learning and for certification

Assessment is the process of evaluating a learner's learning.

Assessment takes place throughout the learning and teaching processes as well as the final assessment for certification. It can take many forms (for example: practical exercises, case studies, extended response questions) and can be used for different purposes — including identifying prior knowledge, identifying gaps in learning, providing feedback to learners as well as measuring learner attainment.

Assessment as part of the learning process is called **formative** assessment. It provides developmental feedback to a learner and tutors so that they can adjust their plan for future learning. It is not recorded for external purposes. **Formative** assessment is often called 'assessment for learning'.

**Summative assessment** is carried out for the purpose of certification. Through **summative assessment**, learners provide evidence to demonstrate that they can achieve the evidence requirements detailed in the statement of standards of the relevant unit specification. It is generally undertaken at the end of a learning activity or programme of learning and is used to make a judgement on the learner's overall attainment.

### 7.2 Assessment planning of an SQA Advanced Diploma

All SQA Advanced Diploma qualifications are **summatively assessed** using a mix of continuous unit assessment and graded unit assessments. It is helpful for learners, the course team and the internal verifiers if the course team has an overview of when summative assessments are likely to occur. It is, therefore, common practice for a course team, prior to the start of course delivery to agree the overall learning, teaching and assessment plan for the course. Part of this process requires tutors to agree when each unit in the course will be **summatively assessed**.

In situations where units of a course are being delivered in parallel, it is important that course teams make sure that the assessment load placed on learners is manageable, although it is recognised that by its very nature summative assessments will occur towards the end of learning.

### 7.3 Planning the unit summative assessment

For each unit, it is helpful for tutors/assessors to draw up a unit assessment plan which:

- ◆ describes what is to be assessed.
- ◆ says what assessment methods will be used.
- ◆ describes how the assessments are to be administered, eg practical, online, etc.
- ◆ defines opportunities for integrating assessment.
- ◆ provides a timetable for when the assessment will take place.
- ◆ notes arrangements that need to be made to take account of additional support needs or prior learning.
- ◆ describes the measures to be taken to ensure that the evidence produced is authentic and current.
- ◆ describes how and when requirements for record-keeping and quality assurance processes will be met.

### 7.4 Negotiating summative assessments with the learners

Ultimately, it is up to the tutor to determine when a learner is ready for summative assessment (within the agreed time constraints of the course timetable). A good way of gauging if a learner is ready for assessment is to use a **practice assessment** (a final formative assessment which mirrors the summative assessment in terms of assessment method and an aspect of the evidence requirement where appropriate, but it must not contain the same task detail as the summative assessment).

The tutor can use this assessment to identify the level of an individual learner's competence, and the outcome can help the tutor determine if the learner is ready to attempt the summative assessment or if the learner still has gaps in knowledge and understanding that need to be addressed through further work.

It is good practice to communicate assessment plans to learners as early as possible in the course so that they know what to expect. A copy of the **proposed Course Assessment Plan** may be given to learners at the start of the course, often during course induction. Thereafter, it is up to each tutor to make sure that learners receive early warning of when assessment is likely to take place.

## 7.5 Summative assessment exemplars

Assessment exemplars are produced by SQA and are made available to centres for a number of units in this SQA Advanced Diploma. Assessment exemplars are intended solely for the purpose of assessment of learners against the standards given in the unit specifications. **They must not be released prior to the assessment or be distributed for any other purpose. It is the centre's responsibility to maintain the security of all assessment exemplars.**

A unit assessment exemplar will contain:

- ◆ details of the conditions under which the assessment is to be carried out.
- ◆ assessment tasks for each outcome.
- ◆ a marking scheme or model answer.
- ◆ checklists (where appropriate).

It is vital that tutors:

- ◆ adhere to the conditions for the assessment, ie open-book, closed-book, controlled conditions.
- ◆ mark assessments consistently in line with the marking scheme or model answer provided.
- ◆ keep all assessment exemplars secure so that they can be used for future learner assessments.

Once the learner has completed the summative assessment, it is good practice for tutors to mark their learner's work quickly and provide constructive feedback.



## 8 SQA Advanced Diploma in Computing: Networking assessment strategy and plan

### 8.1 SQA Advanced Diploma in Computing: Networking assessment strategy

A guide to the type and number of assessments in each unit of the SQA Advanced Diploma in Computing: Networking is shown below.

Unit	Assessment — Year 1			
Developing Software: Introduction HP1R 47	Outcome 1		Outcome 2	
	Open-book Practical task undertaken in supervised conditions over an extended period of time			
Professionalism and Ethics in Computing HP29 47	Outcome 1	Outcome 2	Outcome 3	Outcome 4
	Open-book Single assessment for unit relating to a case study and questions covering content of outcomes Undertaken supervised conditions over an extended period of time			
Workplace Communication in English HR1C 46	Outcome 1		Outcome 2	Outcome 3
	Open-book written or oral summary.		Open-book Portfolio showing production of documentation	Open-book evidence of contributing to extended complex vocational issue

<b>Unit</b>	<b>Assessment — Year 1</b>			
Computer Systems Fundamentals HP1T 47	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	
	Open-book Set of 25 short-response questions covering each bullet point Supervised assessment lasting 2 hours		Open-book Practical task and detailed log Supervised conditions with no time limit	
Troubleshooting Computer Problems HP1V 47	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>
	Open-book Investigation carried out and all stages presented in a 1,000 word report Undertaken supervised conditions over an extended period of time			
Computing: Introduction to Project Management HP21 47	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	
	Closed-book 20 multiple-choice questions Supervised conditions lasting 1 hour	Open-book Practical task covering content of Outcomes 2 and 3 Supervised conditions over an extended period of time		
Mathematics for Computing 1 HP1H 47	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>
	Open-book Set of questions Supervised conditions lasting 45 minutes	Open-book Set of questions Supervised conditions lasting 45 minutes	Open-book Set of questions Supervised conditions lasting 45 minutes	Open-book Set of questions Supervised conditions lasting 45 minutes
	OR			
	Open-book Set of questions for complete unit. Candidates may be given questions one week in advance Supervised conditions with no specified time limit			
Team Working in Computing HP1X 47	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>
	Open-book Group project over an extended period of time			
SQA Advanced Diploma in Computing: Graded Unit 1 (Exam) HP2A 47	<b>Graded Unit</b>			
	Closed-book Examination paper lasting 3 hours Supervised conditions			

Unit	Assessment — Year 1						
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7
Client Operating Systems HP27 47	Open-book Log book three out of five practical tasks	Open-book Log book two out of four practical tasks	Open-book Log book two out of four practical tasks	Open-book Log book two out of four practical tasks	Open-book Log book two out of four practical tasks	Open-book Log book two out of three practical tasks	Open-book Log book two out of three practical tasks
AND Closed-book 30 restricted-response questions covering all outcomes Supervised							
	Outcome 1	Outcome 2	Outcome 3	Outcome 4			
Network Security Concepts HX00 47	Closed-book 50 questions restricted-response assessment covering all outcomes. 60% pass mark. Supervised, 110 minutes time limit AND Open-book Log book or equivalent showing practical tasks covering content of unit Supervised conditions over an extended period of time						
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5		
PC Hardware & Operating Systems Essentials HP24 47	Closed-book 36 questions multiple-choice/multiple-response assessment covering all Outcomes. 60% pass mark. Supervised, 100 minutes time limit AND Closed-book Log book or equivalent showing practical tasks covering content of unit Supervised conditions						
	Outcome 1	Outcome 2	Outcome 3				
Digital Forensics J0L3 47	Open-book Project-based assessment leading to written report based on the findings of the practical tasks for all Outcomes. Supervised conditions over an extended period of time						
	Outcome 1	Outcome 2	Outcome 3				
Cloud Computing HP1Y 47	Open-book Case study leading to written report of approximately 1,000 words based on the findings of the practical tasks for all outcomes. Supervised conditions over an extended period of time						

Unit	Assessment — Year 2				
	Outcome 1	Outcome 2	Outcome 3		
Computer Networking: Practical  HP20 47		Closed-book 20 questions multiple-choice/multiple-response assessment. 60% pass mark. Supervised			
	AND Open-book Log book or equivalent showing practical tasks covering content of all outcomes Supervised conditions over an extended period of time				
Networking Technology  HP1M 48	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>	<b>Outcome 5</b>
	Closed-book 50 questions multiple-choice/multiple-response assessment covering all outcomes. 60% pass mark. Supervised, 100 minutes time limit AND Open-book Log book or equivalent showing practical tasks covering content of unit Supervised conditions over an extended period of time				
Routing Technology  HP1J 48	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>	
	Closed-book 50 questions multiple-choice/multiple-response assessment covering all outcomes. 60% pass mark. Supervised, 100 minutes time limit AND Open-book Log book or checklist showing completion of a practical skills test covering content of unit Supervised conditions				
Switching Technology  HP1L 48	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>	
	Closed-book 50 questions multiple-choice/multiple-response assessment covering all outcomes. 60% pass mark. Supervised, 100 minutes time limit AND Open-book Log book or checklist showing completion of a practical skills test covering content of unit Supervised conditions				

Unit	Assessment — Year 2				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	
Internetworking Technology HP1N 48	Closed-book 50 questions multiple-choice/multiple-response assessment covering all outcomes. 60% pass mark. Supervised, 100 minutes time limit AND Open-book Log book or checklist showing completion of a practical skills test covering content of unit Supervised conditions				
Server Administration HP1P 48	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
	Closed-book 50 questions multiple-choice/multiple-response assessment covering all outcomes. 60% pass mark. Supervised, 120 minutes time limit				
Convergence Technologies HP25 48	Outcome 1	Outcome 2	Outcome 3		
	Closed-book 50 questions multiple-choice/multiple-response assessment covering all outcomes. 60% pass mark. Supervised, 120 minutes time limit				
Research Skills J1NB 47	Outcome 1	Outcome 2	Outcome 3		
	Open-book – plan research investigation	Open-book – access, analyse and evaluate researched data	Open-book – present findings of research in a report		
SQA Advanced Diploma in Computing: Networking Graded Unit 2 (Project) HP2C 48	Graded Unit				
	Open-book Practical project covering entire content of the unit Supervised conditions over an extended period of time				

## 8.2 SQA Advanced Diploma in Computing: Networking Course Assessment Plan

Suggested course assessment schedules for Year 1 and Year 2 are found in Appendices 2a and 2b.

They are based on two semesters of 17 weeks. If a centre has a different length of semester, or decides to deliver units in a different order it should amend its schedules accordingly.

## 8.3 SQA Advanced Diploma in Computing: Networking Graded Unit assessments

*SQA Advanced Diploma in Computing: Graded Unit 1 (HP2A 47) Examination at SCQF level 7 — 1 SQA Credit*

*SQA Advanced Diploma in Computing: Networking: Graded Unit 2 (HP2C 48) Project (Investigation) at SCQF level 8 — 2 SQA Credits*

**SQA Advanced Diploma in Computing: Graded Unit 1** is a closed-book examination lasting three hours, and comprising three sections. The examination assesses the candidate's critical knowledge and understanding of the topics relating to the specific aims which this graded unit is designed to cover. The questions and corresponding marks are designed in accordance with the ranges indicated in the table that follows. However, the overall total mark for the examination is 100.

The question paper consists of three sections, totalling 100 marks (100%).

Section 1 will be worth 15% of the total marks.

Section 2 will be worth 15% of the total marks.

Section 3 will be worth 70% of the total marks.

The sections will be differentiated by content and level of demand which will be reflected in the type of question used in each section.

Section	Type of question	No of questions	Marks per question	Total % marks
1	Selected response	15	1	15%
2	Constructed response	1 (mandatory)	15	15%
3	Constructed response	7 from 8	10	70%

A more detailed explanation of the content of the sections follows in the table below:

<b>Section 1 — Selected response questions</b>		
Key topics	Level of demand	Percentage weighting for each topic
Computer Systems Fundamentals	Ability to demonstrate fundamental knowledge and understanding introduced in the three units.	Five questions each worth 1 mark (5% of total)
Developing Software: Introduction		Five questions each worth 1 mark (5% of total)
Professionalism and Ethics in Computing		Five questions each worth 1 mark (5% of total)

<b>Section 2 — Constructed response questions</b>		
<b>Key topics</b>	<b>Level of demand</b>	<b>Percentage weighting for each topic</b>
Integrated question incorporating at least two of the following units: <ul style="list-style-type: none"> <li>◆ Computer Systems Fundamentals</li> <li>◆ Developing Software: Introduction</li> <li>◆ Professionalism and Ethics in Computing</li> <li>◆ Troubleshooting Computing Problems</li> </ul>	Application, analysis, synthesis and evaluation	One question worth 15 marks (15% of total)

<b>Section 3 — Constructed response questions</b>		
<b>Key topics</b>	<b>Level of demand</b>	<b>Percentage weighting for each topic</b>
Computer Systems Fundamentals	Knowledge, comprehension, application and analysis	Two questions each worth 10 marks.
Developing Software: Introduction	Knowledge, comprehension, application, analysis, synthesis and evaluation	Two questions each worth 10 marks.
Professionalism and Ethics in Computing	Knowledge, comprehension, application, analysis, synthesis and evaluation	Two questions each worth 10 marks.
Troubleshooting Computing Problems	Knowledge, comprehension, application and analysis	Two questions each worth 10 marks.

**NOTE** — The candidate will choose seven from eight questions in section 3, 70% of the total.

This assessment should take place towards the end of the programme to ensure that candidates have covered the topics which will be assessed within the graded unit.

Candidates must achieve at least 50% to be awarded a pass. The grading is carried out as follows:

A = 70%–100%

B = 60%–69%

C = 50%–59%

There is no minimum score in any section.



**SQA Advanced Diploma in Computing: Networking Graded Unit 2** is a project investigation to be completed on an open-book basis over a period of time.

This unit covers the integration of a range of knowledge and skills achieved throughout selected units of the SQA Advanced Diploma. It is recommended that the candidate should have completed or be in the process of completing the following units related to the specific aims of the award prior to undertaking this group award graded unit:

- HP1J 48     *Routing Technology*
- HP1M 48     *Networking Technology*
- HP1P 48     *Server Administration*

The project brief should include a sample of topics and issues selected from the following list of outcomes from mandatory units. The assessor may want to consider some suggestions in the table below.

Unit code	Unit title	Topics/Issues
HP1M 48	Networking Technology	<ul style="list-style-type: none"> <li>◆ Contemporary IP addressing schemes</li> <li>◆ Configure, build and test a simple local area network</li> </ul>
HP1J 48	Routing Technology	<ul style="list-style-type: none"> <li>◆ Interior gateway routing protocols</li> <li>◆ Implement a routed network topology</li> </ul>
HP1P 48	Server Administration	<ul style="list-style-type: none"> <li>◆ Monitor and maintain servers</li> <li>◆ Application and data provisioning</li> <li>◆ Business continuity and high availability</li> <li>◆ Virtualisation</li> </ul>

**NOTE:** The list of topics/issues in the above table is not exhaustive. Depending on the characteristics of the project brief, the assessor may draw outcomes from other units in the SQA Advanced framework provided such units were undertaken by the candidate.

In addition to the integration of knowledge and skills needed to complete the project investigation, candidates will develop their skills in planning, negotiation, research, analysis, time management and problem solving. The Core Skill of *Problem Solving* at SCQF level 6 is embedded and therefore automatically certificated on successful completion of the unit.

## 8.4 What happens if a learner does not achieve an assessment?

If a learner fails to demonstrate competence in a summative assessment, it is good practice to communicate this to the learner quickly. Tutors should take time to individually feed back to learners where they went wrong. Having given feedback, tutors should then advise learners on what they need to do to prepare for re-assessment.

The learner then undertakes additional work as discussed with the tutor, this is called remediation. It is when the learner revises class work or practises skills covered in class **BEFORE** they attempt the re-assessment. It is important that learners do get time to consolidate their knowledge and understanding before being re-assessed.

Re-assessment may take a variety of forms.

- ◆ For some assessments, learners may be allowed to provide additional information, eg if a learner has submitted a report based on a piece of independent research, s/he would be allowed to add the missing evidence and resubmit the report. The new information should be highlighted in such a way to show that it had been added, eg underlined, coloured and dated in the margin.
- ◆ For practical tasks related to their use of information technology, candidates may be permitted to correct work and resubmit — the original submission and the re-submission should both be kept.
- ◆ For multiple-choice, short-response and graded units, candidates may be required to attempt a completely new assessment instrument.

Where specific action has to be taken for re-assessment details will be noted in the unit specification and tutors must be familiar with the unit specification requirements for re-assessment.

It is important to note that re-assessment does **NOT** always require that candidates complete a full new assessment. Re-assessment may (and often does) allow candidates to re-attempt the part of the outcome that they have not completed to a standard which meets the unit specification.

For units other than graded units, SQA provides only **ONE** summative assessment and it is extremely important that centres produce their own **alternative** assessments. These assessments can be used for re-assessment purposes.

Once a draft assessment has been prepared by the centre it should first be quality checked by centre staff (internally verified) and submitted to SQA for prior-verification to ensure that it is fit for purpose.<sup>5</sup>

If a candidate fails to reach the pass mark in the Computing Graded Unit 1 — Examination, then he/she should be allowed to sit an alternative examination before the beginning of the next session to allow progression to Year 2. Candidates must complete all aspects of the new assessment instrument.

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<sup>5</sup> For centres wishing support in this process, an online course has been developed — Produce HN Unit assessments for successful prior verification

## 9 Quality Assurance

SQA is committed to providing qualifications and support to match the needs of individuals, society and the economy of Scotland and internationally. SQA believes that global interaction in education and training benefits our customers, clients, partners and SQA through the sharing of expertise and experience.

SQA has a balanced portfolio of qualifications that is inclusive, facilitates progression, reflects Scotland's educational, economic, social and cultural needs and changes, and supports education and training worldwide.

SQA works in partnership with our approved centres to achieve our shared goals of excellence and consistency. This ensures that SQA's qualifications continue to meet the requirements all users of our qualifications.

SQA's quality assurance models are designed to ensure that assessment decisions made to national standards are correct and consistent, and that national standards are maintained. We are committed to maintaining an assessment and quality system that is easy to understand, effectively administered, publicly accountable, and cost-effective to operate.

As well as working with centres to manage and enhance the quality of SQA qualifications, SQA routinely monitors its own performance. SQA establishes processes that need to be followed and submit these to regular auditing. This includes systematic evaluation and review of the effectiveness of our quality management processes. SQA also monitors standards across all our qualifications over time, to ensure consistency. Feedback from stakeholders is an integral part of SQA's review activities.

SQA is subject to external audit by a number of agencies, including the Scottish Government.

For assessed qualifications, SQA regularly monitors centres to ensure that they have the resources and expertise to assess candidates against the qualification criteria. (Assessment is where centres use assessment instruments to make decisions about candidates' work. External assessment is where SQA takes on these duties, usually in the form of examinations or externally assessed coursework. Only assessments are subject to quality assurance by verification.)

# 10 Verification

## 10.1 Introduction

SQA's quality assurance processes have been developed to ensure that national standards are applied to internally assessed units or course components.

To maintain the credibility of SQA qualifications, we rely on effective collaboration with centres to ensure national standards are maintained across all qualifications at all levels.

Verification is the procedure that SQA uses to make sure that centres' assessment decisions are valid and reliable and are in line with national standards.

## 10.2 Why do we need verification?

Verification is one of a range of quality assurance measures used by SQA to confirm that:

- ◆ centres' assessment decisions are sound (ie valid, reliable and practicable).
- ◆ national standards are being uniformly applied.
- ◆ assessments are accurately and consistently applied across all candidates and levels.

This ensures qualifications and certification are credible with all candidates being assessed to a common standard.

## 10.3 Internal verification

Centres are responsible for the internal verification of their assessments. This means that centres should have an internal verification system — a system of having quality checks in place — which can be operated throughout the centre. Each tutor who is responsible for the assessment of candidates and/or internal verification of candidate material should:

- ◆ be made aware of their centre's quality assurance procedures.
- ◆ comply with these procedures.

Centres will appoint staff members to be internal verifiers. Internal verifiers will ensure that assessors apply standards of assessment uniformly and consistently. They should keep records of internal verification activity for external verifiers to access. Examples of records include:

- ◆ evidence of planned verification for the semester which conforms to the centre's verification strategy.
- ◆ minutes of meetings where assessment work is examined and where discussion about acceptable standards is noted and decisions recorded.
- ◆ internal verification forms showing which candidates' work has been verified and the outcome. Note where an assessor carries out observations, internal verifiers should also observe the assessor.
- ◆ evidence of discussion and support of assessors, particularly where candidate work has not been accepted by the internal verifier.
- ◆ evidence of reporting back to the course team, any recommendations/actions required and evidence that these are acted upon.

## **10.4 External verification**

To ensure national consistency in assessment decisions, SQA appoints experienced teachers/lecturers who have good, recent experience in the delivery and assessment of their subject to carry out external verification in centres. SQA will notify the SQA Co-ordinator if your centre has been selected for verification.

SQA wants to encourage centres and staff to see verification in a positive light, as a valuable Quality Improvement tool.

## Appendix 1a: Core Skills Year 1<sup>6</sup>

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written Communication	Oral Communication	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
HP1R 47	Developing Software: Introduction							SCQF 6 E				
HP1X 47	Team Working in Computing	SCQF 6 S	SCQF 6 S			SCQF 6 E	SCQF 6 E				SCQF 6 E	SCQF 6 E
HP1V 47	Troubleshooting Computing Problems							SCQF 6 E	SCQF 6 E	SCQF 6 E		
HP1T 47	Computer Systems Fundamentals			SCQF 5 E	SCQF 5 E							
HP29 47	Professionalism and Ethics in Computing	SCQF 6 S	SCQF 6 S			SCQF 6 S	SCQF 6 S					
HP1H 47	Mathematics for Computing 1			SCQF 6 E	SCQF 5 E							
HR1C 46	Workplace Communication in English	SCQF 6 E	SCQF 6 E			SCQF 5 S	SCQF 5 S	SCQF 5 S	SCQF 5 S	SCQF 5 S	SCQF 5 S	SCQF 5 S

<sup>6</sup>S = signposted, E = embedded

## Appendix 1b: Core Skills Year 2<sup>7</sup>

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written Communication	Oral Communication	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
HP1J 48	Routing Technology			SCQF 6 S								
HP1P 48	Server Administration	SCQF 6 S										
J1NB 47	Research Skills	SCQF 6 S	SCQF 6 S	SCQF 5 S	SCQF 5 S	SCQF 6 S	SCQF 6 S	SCQF 6 S	SCQF 6 S			
HP2C 48	SQA Advanced Diploma in Computing: Networking Graded Unit 2: Project							SCQF 6 E	SCQF 6 E	SCQF 6 E		

<sup>7</sup>S = signposted, E = embedded

## Appendix 2a: Year 1, Semester 1 — Assessment Plan (Option A)

Unit title\Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Developing Software: Introduction (HP1R 47)															X* 1, 2		
Professionalism and Ethics in Computing (HP29 47)														X* 1, 2, 3, 4			
Computer System Fundamentals (HP1T 47)										X* 1, 2					X 3		
Troubleshooting Computer Problems (HP1V 47)															X* 1, 2, 3, 4		
Teamworking in Computing (HP1X 47)														X* 1, 2, 3, 4			
Client Operating Systems (HP27 47)				X 1				X 2				X 3				X 4	
Network Security Concepts (HX00 47)							X 1						X 2				
Workplace Communication In English (HR1C 46)						X					X					X	

Submission date is shown by an X, X\* indicates integrated assessment and outcomes integrated, X(CB) indicates closed-book.



## Appendix 2a: Year 1, Semester 2 — Assessment Plan (Option A)

Unit title\Week	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
SQA Advanced Diploma in Computing: Graded Unit 1 (Exam) (HP2A 47)												X(CB)					
PC Hardware & Operating Systems Essentials (HP24 47)													X*(CB) 1, 2, 3, 4, 5			X 1, 2, 3, 4, 5	
Cloud Computing (HP1Y 47)															X* 1, 2, 3,		
Mathematics for Computing 1 (HP1H 47)				X 1				X 2				X 3				X 4	
Digital Forensics (J0L3 47)																X* 1, 2, 3	
Client Operating Systems (HP27 47)			X 5				X 6				X 7				X*(CB) 1, 2, 3, 4, 5, 6, 7		
Network Security Concepts (HX00 47)				X 3					X 4					X*(CB) 1, 2, 3, 4			
Computing: Introduction to Project Management (HP21 47)													X* 2, 3			X(CB) 1	

Submission date is shown by an X, X\* indicates integrated assessment and outcomes integrated, X(CB) indicates closed-book.

## Appendix 2b: Year 2, Semester 1 — Assessment Plan (Option A)

Unit title\Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Networking Technology (HP1M 48)							X* 1, 2, 3, 4, 5	X*(CB) 1, 2, 3, 4, 5									
Routing Technology (HP1J 48)															X* 1, 2, 3, 4	X*(CB) 1, 2, 3, 4	
Computer Networking: Practical (HP20 47)												X(CB) 2		X* 1, 2, 3			
Server Administration (HP1P 48)															X*(CB) 1, 2, 3, 4, 5		

Submission date is shown by an X, X\* indicates integrated assessment and outcomes integrated, X(CB) indicates closed-book.

## Appendix 2b: Year 2, Semester 2 — Assessment Plan (Option A)

Unit title\Week	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
Switching Technology (HP1L 48)							X* 1, 2, 3, 4	X*(CB) 1, 2, 3, 4									
Internetworking Technology (HP1N 48)															X* 1, 2, 3, 4	X*(CB) 1, 2, 3, 4	
SQA Advanced Diploma in Computing: Networking Graded Unit 2 (Project) (HP2C 48)															X*		
Convergence Technologies (HP25 48)														X*(CB) 1, 2, 3			
Research Skills (J1NB 47)				X								X			X		

Submission date is shown by an X, X\* indicates integrated assessment and outcomes integrated, X(CB) indicates closed-book.