

# QUALIFICATION GUIDE

Higher Education Qualifications

BCS Level 5 Diploma in IT (QAN: 100/6190/3)



This is a United Kingdom government regulated qualification which is administered and approved by one or more of the following: Ofqual, Qualifications Wales, CCEA Regulation or SQA.

v1.0

A photograph of a smiling man with glasses and a woman with a bun looking at a laptop screen. The image is overlaid with a dark green semi-transparent rectangle containing the table of contents.

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# INTRODUCTION

The second stage within the BCS three-stage Higher Education Qualification programme, the Level 5 Diploma enables candidates who have already achieved the Level 4 Certificate in IT to progress to higher levels of knowledge and competency.

This internationally-recognised qualification introduces you to the business-related aspects of the IT industry, developing your technological expertise while also considering the potential challenges of the day-to-day running of an organisation, such as legal obligations and intellectual property.

Our modules have been created in-line with the latest developments in the industry, giving you a competitive edge in the IT job market. You will have the opportunity to learn about object-oriented programming, user experience, systems analysis and design, as well as to build upon knowledge and skills developed during the Level 4 Certificate.

To successfully achieve the qualification, candidates need to complete:

- One core module
- Three optional modules
- One Professional Project in IT\*

\* The Professional Project is only required if the student wishes to finish at Level 5. Candidates who wish to progress onto the next stage will need to complete the Project at end of the Level 6 Professional Graduate Diploma in IT.

## **BCS, The Chartered Institute for IT**

As the Chartered Institute for IT we are the digital specialists and the only awarding body focused on computing and IT. Our commitment under our royal charter is to ensure everyone within society, has access to the basic skills required to live and work in a digital age.

# QUALIFICATION SUITABILITY AND OVERVIEW

The student must have successfully completed all mandatory units and achieved the Level 4 Certificate in IT, or been given discretion to continue pending a re-sit of a unit, or have an appropriate exemption qualification of up to 50% only to be entered for the Diploma in IT.

Candidates can study for this certificate by attending a training course provided by a BCS accredited Training Provider or through self-study, although it is strongly recommended that all candidates register with an approved centre. Studying with an approved centre will deliver significant benefits.

Candidates are required to become a member of BCS, The Chartered Institute for IT, to sit and be awarded the qualifications. Candidates may apply for a four-year student membership that will support them throughout their studies.

The Level 5 Diploma is suitable for professionals wishing to gain a formal IT qualification demonstrating specialist knowledge in their chosen area.

BCS LEVEL 5 DIPLOMA IN IT	
<b>QAN</b>	100/6190/3
<b>Entry Requirements</b>	Level 4 Certificate in IT or appropriate exemption
<b>Credits</b>	109 with Professional Project; 89 without Professional Project
<b>Guided Learning Hours (GLH)</b>	875
<b>Total Qualification Time (TQT)</b>	1086
<b>Assessment Method</b>	Written examination with four questions from a choice of six, each with equal marks
<b>Outcome</b>	Pass/Fail

\*See FAQs section for definitions of GLH and TQT.

COMPULSORY MODULE TITLE	UNIT CODE	GLH	ASSESSMENT METHOD
<b>Professional Project in IT**</b>	K/503/6008	200	Practical demonstration/ assignment
<b>Professional Issues in Information Systems Practice</b>	R/503/5998	225	Written examination

\*\* The Professional Project is **only** required if the student wishes to finish at Level 5.



OPTIONAL MODULE TITLE	UNIT CODE	GLH	ASSESSMENT METHOD
<b>Big Data Management</b>	M/618/1898	225	Written examination
<b>Computer Networks</b>	Y/503/5999	225	Written examination
<b>Database Systems</b>	A/503/6000	225	Written examination
<b>IT Project Management</b>	J/503/6002	225	Written examination
<b>Object-Oriented Programming</b>	Y/503/6005	225	Written examination
<b>Principles of Internet Technologies</b>	F/503/6001	225	Written examination
<b>Smart Systems</b>	T/618/1899	225	Written examination
<b>Software Engineering 1</b>	R/503/6004	225	Written examination
<b>Systems Analysis and Design</b>	D/503/6006	225	Written examination
<b>User Experience</b>	H/618/1896	225	Written examination
<b>Web Application Development</b>	D/618/1900	225	Written examination



## **STRUCTURE OF THE QUALIFICATION**

BCS HEQ is a three-stage UK undergraduate degree equivalent program of learning aimed at students with more limited IT knowledge, qualifications and professional experience to allow them to progress up to higher levels of knowledge and competency. HEQ is mapped into the BCS SFIAplus4 skills framework. HEQ is also one way of gaining entry to higher levels of BCS membership.

The objectives of HEQ are:

- To increase levels of competency and knowledge up to degree level
- To provide access to a Master's qualification at a partner university
- To provide a route to BCS membership

## **LEARNER PROGRESSION**

Successful completion of the BCS HEQ Level 5 Diploma in IT will qualify for entry to the Level 6 Professional Graduate Diploma in IT.



# MODULES

## PROFESSIONAL ISSUES IN INFORMATION SYSTEMS PRACTICE

### 1 Professional institutions and professional codes of conduct

Explain the role of professional institutions.

Describe BCS, its structure and its status.

Discuss the use of professional codes of conduct.

### 2 Organisations and their structure

Discuss company structures and the role of directors.

Describe concepts for management structures, delegation and specialisation.

### 3 Finance

Describe financial statements used by companies.

### 4 Management accounting

Explain costing methods.

Explain what a cash flow is and how to use it in accounting practices.

### 5 Legal obligations

Discuss legislation about data protection, computer access and equality.

Discuss wider set of UK legislation and the obligations of companies.

### 6 Intellectual property

Discuss the meaning of intellectual property for computer systems and the legal protections available.

### 7 Online working

Explain the application of law when using the internet.

Discuss legislation for use of the internet.

Describe cross-border jurisdiction on the internet.

## PROFESSIONAL ISSUES IN INFORMATION SYSTEMS PRACTICE (CONTINUED)

### 8 Human Resources management

	Explain the statutory framework of employment.
	Explain the process of professional development.
	Describe recruitment processes.
	Explain the equality act.
	Discuss the management of staff, their development and assessing performance.
	Discuss performance management methods and staff reward schemes.

## BIG DATA MANAGEMENT

### 1 Big Data fundamentals

	Explain and describe defining characteristics.
	Explain categories and examples of big data.
	Describe the challenges of big data.

### 2 Management Issues for Big Data

	Explain the key management issues for big data.
	Describe the service provisions for big data management.
	Explain security, ethical and legal considerations.

### 3 Storage, data and programming interface models used for Big Data

	Describe the key storage data, data types and documentation.
	Explain data storage.
	Describe data modelling.
	Demonstrate data modelling in real time.
	Compare programming interface models.



## BIG DATA MANAGEMENT (CONTINUED)

### 4 Architecture for Big Data

Describe techniques for storing data in secondary storage.

Explain and compare NoSQL and RDBMS.

Describe Brewer's theorem.

Demonstrate and analyse database frameworks.

### 5 Big Data infrastructures

Explain the use of data with cloud-based networks.

Describe distributed file systems.

Explain security, ethical and legal considerations.

### 6 Tools and techniques for analysis

Explain Gartner's model.

Analyse data using basic algorithms of machine learning.

Demonstrate and explain the use of AI in big data applications.

Describe types of neural networks.

Explain and demonstrate the use of the hash function.

### 7 Introduction to R

Demonstrate statistical analysis.

Utilise and demonstrate R language.

Explain the basic statistics used in R.

Describe CRAN packages.

## COMPUTER NETWORKS

<b>1 Introduction</b>	
	Explain the theoretical and practical models of network architecture.
<b>2 Digital communication</b>	
	Describe the physical properties of communication standards.
<b>3 Errors</b>	
	Analyse errors and their impact.
<b>4 Local Area Networks</b>	
	Describe LANs and explain topologies.
<b>5 Wide Area Networks</b>	
	Analyse WAN technology.
<b>6 Inner networks</b>	
	Describe the principles of inter-networking.
<b>7 Quality of service</b>	
	Explain the definition of service and the main parameters that define network performance.

## DATABASE SYSTEMS

<b>1 Underlying theory of Relational Systems</b>	
	Describe theoretical concepts.
<b>2 The database as a shared storage of secure and protected data</b>	
	Explain relational approaches.
	Describe logical and physical independence.
<b>3 Data structures and database design</b>	
	Explain and interpret entity relationship diagrams.
	Explain relationship constraints.
<b>4 Logical design as a basis for query optimisation</b>	
	Describe functional dependency theory.
	Describe relational modelling.
	Demonstrate simple relational algebra programs.

## DATABASE SYSTEMS (CONTINUED)

### 5 The standard SQL language

Explain standards and basic structure for SQL.

### 6 Database access and integrity

Explain concurrency, recovery and database integrity.

Demonstrate how to use access controls

## IT PROJECT MANAGEMENT

### 1 Fundamentals of project management

Describe what is meant by feasibility and how to establish a business case.

Explain requirements elicitation.

Describe how to establish project objectives.

Explain the stages of development for a project.

Explain the criteria for building or buying software applications.

Explain different project management approaches.

Describe potential installation issues.

Explain project closure and post-project activities.

Explain selection and acquisition.

Describe a variety of project support activities.

### 2 Planning and resourcing

Describe work breakdown structures.

Demonstrate diagramming methods and the differences between them.

Explain resource allocation.

Explain agile approach to planning.

Describe and analyse methods for estimating techniques.

## IT PROJECT MANAGEMENT (CONTINUED)

### 3 People and organisation

Explain team building theory and practice.

Explain how to staff a project.

Describe management styles.

Describe team management.

Describe the role of the project manager.

Explain stakeholder management.

Describe the way a project is organised.

### 4 Monitoring and reports

Explain what to monitor during project progress, how and why.

Explain where and when to monitor, including describing the use of plans in project management.

Analyse the use of different types of reports.

Explain how to monitor project finances.

Describe earned value analysis.

Explain the impact of project deviations.

### 5 Risk

Explain types of risk.

Describe how to prioritise risks.

Explain risk management tactics.

### 6 Quality

Describe product quality and software quality.

Explain ISO 9001.

Explain system quality specifications.

Describe process and product quality approaches.

Explain quality assurance control.

Explain methods of enhancing quality.

Explain management tools.

## OBJECT-ORIENTED PROGRAMMING

### 1 Foundations

Explain the genealogy of object-oriented (OO) languages.

Explain the difference between typed and untyped languages.

Explain coupling and cohesion.

### 2 Concepts

Describe techniques for establishing user requirements.

Explain inheritance and other inter-class relationships.

Describe class members.

Explain polymorphism.

### 3 Design

Use Unified Modelling Language (UML).

Analyse scenarios using appropriate tools.

Write and interpret Object Constraint Language (OCL).

Explain and analyse design patterns.

### 4 Practice

Describe SOLID.

Construct and understand class hierarchies.

Demonstrate and explain implementation of designs.

Understand how OO code might be tested in practice.

# PRINCIPLES OF INTERNET TECHNOLOGIES

## 1 The internet and world wide web

- Describe the evolution of the internet.
- Explain the client-server model.
- Describe the architecture of the internet, intranet and extranet.
- Explain different access methods.
- Describe proxy servers.
- Explain different application areas.
- Describe the Internet of Things (IoT).

## 2 Process, standards and protocols

- Explain the TCP/IP model.
- Describe fixed and dynamic IP addressing.
- Explain DNS and URL.
- Describe email clients.
- Explain file transfer protocol (FTP).
- Explain remote log-in methods.
- Explain the role of W3C.
- Describe accessibility.
- Explain mobile and ubiquitous computing.

## 3 Website development

- Describe static and dynamic HTML.
- Explain fluency in client-side scripting.
- Explain DOM model.
- Explain development tools.
- Demonstrate and explain JavaScript frameworks and libraries.
- Explain the mobile web.
- Describe usability issues.



## PRINCIPLES OF INTERNET TECHNOLOGIES (CONTINUED)

### 4 Security and performance

- Explain security policies.
- Explain security of hardware and software.
- Describe and explain threats and attack methods.
- Explain performance methods.

## SMART SYSTEMS

### 1 Core concepts

- Define and explain the purpose of Smart Systems.
- Describe and explain the principles and fundamentals of Artificial Intelligence (AI).
- Define and explain the role of Pervasive Computing.
- Describe and explain the purpose of Cyber Physical Systems (CPS).
- Explain the Internet of Things (IoT).
- Define and describe the purpose of Big Data (BD), Data Analytics (DA) and Data Mining (DM).

### 2 Enabling technologies

- Explain distributed systems.
- Describe mobile computing.
- Explain cloud computing.
- Describe development methods and tools.
- Explain Near-field communication (NFC), Radio-frequency identification (RFID) and their purpose.
- Explain AI and Machine Learning (ML).
- Explain block-chain and its purpose.

### 3 Applications

- Explain smart homes.
- Explain smart appliances.
- Explain smart things.
- Explain healthcare applications.
- Describe smart spaces.

## SMART SYSTEMS (CONTINUED)

### 4 Impacts and challenges

- Explain the ethical considerations.
- Explain sustainability and economic impacts.
- Explain privacy concerns.
- Explain security concerns.
- Identify application standards.
- Describe legal aspects of application.

### 5 Cyber physical systems security

- Explain Operational Technology (OT) and Information Technology (IT) security.
- Describe the challenges of Operational Technology (OT) security.
- Explain Cyber Physical Systems (CPS) risk management.

## SOFTWARE ENGINEERING 1

### 1 The nature of software

- Discuss the nature of software.
- Discuss theoretical models.
- Explain the motivation for development of software engineering.
- Describe the cost of maintenance.
- Explain software quality.

### 2 Software Engineering key practices

- Describe and analyse the multidisciplinary nature of software design.
- Explain team work in software engineering.
- Describe productivity in software engineering.
- Describe testing in software engineering.
- Explain product maintenance.
- Describe the software product life cycle.

## SOFTWARE ENGINEERING 1 (CONTINUED)

### 3 Software development models and methods

Explain design principles.

Utilise and demonstrate notations for software components.

Demonstrate Unified Modelling Language (UML) modelling.

### 4 Validation, verification and testing

Describe product and process visibility.

Explain traceability in software systems and describe the processes.

### 5 Software engineering tools and environments

Demonstrate and explain Computer Aided Software Engineering (CASE) tools.

Describe the role of repositories.

Explain software reuse and evolution.

### 6 Project management

Explain how to use project estimating and project planning tools.

Describe the management and maintenance of software products.

Explain the total cost of system ownership.

Analyse and explain the software life cycle cost modelling.

Describe project and product risk management.

## SYSTEMS ANALYSIS AND DESIGN

### 1 The context of systems analysis and design

Explain the systems development lifecycle.

Describe the role of business analysts, system analysts and system architects.

Explain the characteristics and purpose of systems analysis.

Explain the adaption of methodologies.

## SOFTWARE ENGINEERING 1 (CONTINUED)

### 2 Requirements elicitation and business analysis

- Explain stake holder analysis.
- Describe requirements gathering techniques.
- Describe prioritisation of requirements.
- Explain categorisation of requirements.
- Explain gap analysis.
- Explain the use of business case and feasibility studies.
- Describe business activity modelling.
- Explain the use of prototyping.

### 3 Systems analysis techniques and tools

- Demonstrate use cases and scenarios.
- Identify events.
- Explain use case realisation.
- Describe entity relationship modelling (ERM).
- Describe cross referencing functions.
- Describe activity diagrams.

### 4 Logical data design

- Explain the conversation of ERM to relational schema.
- Describe normalisation and denormalisation.
- Explain validation rules and other data base constraints.
- Explain views in data bases.
- Explain object-relational mapping.

### 5 Object-oriented (OO) design

- Explain OO concepts.
- Demonstrate relating objects, associations and aggregations.
- Explain static modelling.
- Explain dynamic modelling.

## SOFTWARE ENGINEERING 1 (CONTINUED)

### 6 Interaction design

Describe usability issues.

Explain interface design.

## USER EXPERIENCE

### 1 Fundamentals of user experience

Describe the fundamentals of user experience (UX).

Explain People, Activities, Context and Technologies (PACT).

Describe a multi-platform user experience.

Understand usability principles.

Explain design and ethical issues.

### 2 Techniques for specifying, analysing and designing interactive systems

Describe techniques for establishing user requirements.

Conceptualise interaction.

Explain principles of task analysis.

Explain and demonstrate understanding of visual and multimodal interface design.

### 3 Current trends in UX

Explain trends in interactive systems.

### 4 Understanding users

Demonstrate understanding of populations and their abilities.

Explain accessibility in design.

Describe cognitive aspects of the user experience.

### 5 Testing and evaluation

Describe the fundamentals of evaluation.

Explain how to use gathering methods and tools.

Describe and use data analysis techniques.

## WEB APPLICATION DEVELOPMENT

### 1 Assess the technologies that are appropriate to build a web application

- Describe, compare and contrast mark-up languages.
- Discuss standards and web technologies.
- Explain browsers and internet technology.
- Discuss framework architectures.

### 2 Apply appropriate development methods to build web applications

- Explain stake holder analysis.
- Discuss project management techniques and tools.
- Compare agile software engineering methods.
- Compare the roles of members of web application development teams.
- Discuss what is meant by version control.
- Compare the roles of front-end and back-end technologies.

### 3 Front-end technologies

- Explain and demonstrate key functions of JavaScript language.
- Explain and demonstrate jQuery methods.
- Demonstrate CSS pre-processing.
- Demonstrate front-end frameworks.
- Explain object-relational mapping.

### 4 Back-end technologies

- Discuss the different options for information storage in web applications.
- Discuss types of architecture that can be used to build web applications.
- Discuss the tools that are used when developing back-ends.
- Discuss the key features of back end technologies.
- Discuss the role and use of back end frameworks.



## WEB APPLICATION DEVELOPMENT (CONTINUED)

### 5 Testing and evaluation

Discuss the roles of available testing methods.

Explain test-orientated development methods.

Describe testing frameworks.

Explain web analytics.

### 6 Social, legal, ethical and professional issues

Discuss the different options for information storage in web applications.

Discuss web application security

Explain privacy issues in web applications.

Explain interface design and accessibility



# RESOURCES

[Resources for both centres and self-study students](#) are available on the BCS website.

## AVAILABLE RESOURCES

### Past assessment papers

On our website, you will find past exam papers for every module to aid revision.

### Examiners' reports of past assessments

On our website, you will find exam reports for every module to aid revision.

You can also find the following [support materials](#) on the BCS website:

- Regulations
- General Guidance Notes
- Guidance Notes for the Professional Project in IT
- Submission Guidance for the Professional Project in IT
- Guidance notes for Authenticators
- A list of examination venues in the UK
- A list of examination venues overseas
- Candidate venue instructions
- Examination techniques
- Timetable of examinations



# ASSESSMENT

The assessment for the BCS Level 5 Diploma in IT is a two-hour written examination for each module taken, apart from the Professional Project (please see below for more details). Examinations are taken under exam conditions. Candidates will choose four questions from a choice of six, with equal marks for each.

The pass mark for each of the compulsory modules is 40%.

## REASONABLE ADJUSTMENTS

BCS seeks to provide equal Access to Assessment for all students, ensuring that there are no unnecessary barriers to assessment and that any reasonable adjustments for students preserve the validity, reliability and integrity of the qualification.

All assessment will be through the medium of English and consideration will be given to requests from BCS approved Centre's for reasonable adjustments to be approved for a student. The decision will be based on the individual needs of the student as assessed by suitably qualified professionals. In promoting this policy, BCS aims to ensure that any student is not disadvantaged in relation to other students and their award accurately reflects their attainment.

For further information about our [access to assessment policy](#) can be found on the BCS website.

## PROFESSIONAL PROJECT

The Professional Project should involve the development of a computer-based solution to a practical problem. This will normally, but not necessarily, involve the student in the production of software. The Professional Project may be part of a group project, but each student must individually satisfy all the requirements and the report must clearly identify the student's individual contribution.

The size of the report should be approximately 5,000 words excluding appendices and be submitted with an authentication form.

## EXEMPTIONS

All students are eligible for exemptions. Normally a student will start at Certificate level and progress through each level in succession. However, in some circumstances exemptions are offered that allow students to omit certain units (up to 50% of the total number of units) with exception of the Professional Project at Level 5 and Level 6.

There are several vocational and professional qualifications that may enable students to gain entry at a higher point in the HEQ program, or to gain automatic exemptions in specific units. BCS allows two routes to exemption for HEQ:

- Accreditation of Prior Learning (APL)
- Individual Exemption

A list of qualifications approved under the APL scheme is maintained by BCS and is available on request. The qualifications included in the APL list have been subject to a detailed review and approved by the BCS to ensure that the qualifications are at a suitable level and contain suitable content for exemption to be granted.

Exemption will be granted only based on the qualifications approved, if the qualification has been completed, passed and sufficient and appropriate evidence has been supplied to BCS.

In certain circumstances BCS may grant individual exemptions based on other qualifications and experience not listed in the APL scheme. An individual exemption is granted solely at the discretion of BCS on a case by case basis.

# LEARNING DELIVERY

HEQ IT qualifications are delivered through approved Centres and through self-study. There are two levels of approved Centres, Approved and Accredited. Details of both [Approved Centres and Accredited Centres](#) can be found on the BCS website.

## APPROVED PROVIDER

A course provider becomes an approved provider (Centre) when a successful review has been completed by BCS. At this level, BCS is concerned only with the course provider's ability to deliver the course satisfactorily, based on documentary evidence.

An approved Centre may only be approved to deliver certain level and units based on their choice and their ability to do so.

## ACCREDITED PROVIDER

An Accredited Provider (Centre) is one that has undergone further scrutiny to review teaching methods, course structure and soundness of the business.

## SELF STUDY

All students have the option to take HEQ Examinations based on a course of self-study. Limited support is available from BCS for students undertaking this method of learning.

## COURSE MATERIAL

Course Material is supplied by the Centre. The syllabus and a unit description with a recommended reading list are provided on the BCS website. Much of the reading material is available directly from the BCS book supply service.

Past examination papers with model answers and examiners comments are available to student members and Course Providers.



# APPEALS

If situations arise that call into question the validity of an awarding decision, for example, via an appeal or an enquiry in accordance with our Appeals Policy, or an error has been made and a learner has incorrectly been awarded, or not awarded, a qualification achievement issue will be brought to the attention of the Service Delivery Manager.

Appeals by learners are also dealt with by the Service Delivery Manager who will then be responsible for amending the relevant learner's record (and/or the records of groups of learners if the investigation indicates the issue affects more than one learner) to reflect the new award or indicate that an earlier award has been withdrawn/amended.

The Service Delivery Manager is also responsible for altering marks/awards if it is found there were an error and/or material inconsistency in the assessment's arrangements assigned to a question, test, or qualification.

The Service Delivery Manager will then be responsible for ensuring that the relevant learner(s) and centre(s) are informed of the revised awarding decision and the decision to revoke the certificates (if they have been issued already) in accordance with our stated Appeals and/or Malpractice and Maladministration Policies.

BCS will then carry out, as stated in our Appeals policy, a review across other learners/centres to see if they too were affected by the same original decision/error.





# FREQUENTLY ASKED QUESTIONS

## Q) When are exams held?

A) The examinations are held twice a year and are undertaken in normal examination conditions with one or more duly appointed invigilators. Exam Centre locations are not fixed and are at the discretion of BCS. BCS will endeavour to locate examinations at standard examination centres. A list of standard examination centres in the UK and overseas is available on the BCS website. Occasionally it may be necessary to book a special exam venue; in this case, a surcharge will be payable to BCS. Find out more about [registering to take an HEQ exam](#) on the BCS website.

## Q) What is GLH and TQT?

A) Guided Learning Hours (GLH) indicates the approximate time (in hours) that the learner will be supervised during any teaching, learning or assessment activities.

Total Qualification Time (TQT) is a predication of the total time a learner with no prior knowledge might need to complete the course.

TQT is made up of two elements: GLH, and all other hours (an estimate of the number of hours a learner will reasonably spend on any unsupervised learning or assessment activities including homework, research, exam preparation and formal assessment) so that they can successfully achieve the qualification.

## Q) What learning materials and courseware are available?

A) Past papers and examiners' reports are available on the BCS website for candidates to use. Browse our [collection of past papers and exam reports](#) for all modules, or [visit the HEQ pages](#) for more information on support materials.

## Q) Can HEQ be delivered remotely?

A) HEQ candidates can study for BCS Level 4 Certificate, Level 5 Diploma, or Level 6 Professional Graduate Diploma qualifications independently, as self-study candidates. BCS provides some support to self-study candidates.

Candidates can also register to study our qualifications with centres around the world. [Learn more about finding an approved training centre](#) on the BCS website.



# GLOSSARY

<b>BCS, The Chartered Institute for IT</b>	The organisation has several levels of membership. It represents the IT profession as a group to Government and other institutions. It promotes professionalism and continuous development to its membership.
<b>Ofqual</b>	The regulator of general and vocational qualifications in England and vocational qualifications in Northern Ireland. Responsible for maintaining standards, improving confidence and distributing information about qualifications and examinations.
<b>Regulated Qualifications Framework (RQF)</b>	The RQF helps students to make informed decisions about the qualifications they need. They can compare the levels of different qualifications and identify clear progression routes for their chosen career.
<b>SFIPlus</b>	A BCS proprietary extension of an industry initiative Skills Framework for the Information Age (SFIA), a model for describing and managing competencies for ICT professionals. The SFIA is maintained by the SFIA Foundation.
<b>Tertiary and Vocational Education Commission (TVEC)</b>	Part of Sri Lanka's Ministry of Skills Development and Vocational Training.



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