

# ATHE LEVEL 7 EXTENDED DIPLOMA IN COMPUTING TECHNOLOGIES

Qualification Pathways:

**ATHE Level 7 Extended Diploma in Computing Technologies (General Route)**

603/7702/1

**ATHE Level 7 Extended Diploma in Computing Technologies (Software Engineering)**

603/7704/5

**ATHE Level 7 Extended Diploma in Computing Technologies (Application Development)**

603/7705/7

**ATHE Level 7 Extended Diploma in Computing Technologies (Data Analytics)**

603/7706/9

**ATHE Level 7 Extended Diploma in Computing Technologies (Networking)**

603/7707/0

**ATHE Level 7 Extended Diploma in Computing Technologies (Artificial Intelligence)**

603/7709/4

**Delivered by:**



**International Institute of<sup>®</sup>  
Management & Technical Studies**

**Awarded by:**



# Introduction about the provider:

IIMT Studies Ltd. is a British E-learning & Online Training provider. We provide quality online course to learners located in about 47 countries. The qualification offered by us enhances skills and ability of learners through a strong and dedicated learning material we offer. The regulated qualification we offer is awarded by ATHE - a global awarding organisation regulated by Office of Qualifications and Examinations Regulation (Ofqual) in the UK.

As a part of IIMT Studies Ltd's achievements, the organisation has earned the accreditation from the British Accreditation Council (BAC) demonstrating its stringent quality processes in academics reflecting the right processes are in place. The industry oriented curriculum offered through our programmes is to support the needs of learners and knowledge & skill requirements of industries.

## Know the Awarding Body:

Awards for Training and Higher Education (ATHE) is a global awarding organisation regulated by Ofqual and other United Kingdom and international regulators. We provide centres with a wide variety of qualifications including, but not limited to business and management, accounting, law, computing, health and social care and religious studies.

## About the regulators:

The Office of Qualifications and Examinations Regulation (Ofqual) regulates qualifications, examinations and assessments in England.

Ofqual is a non-ministerial department.

### **Responsibilities:**

We're responsible for making sure that:

- regulated qualifications reliably indicate the knowledge, skills and understanding students have demonstrated.
- assessments and exams show what a student has achieved.
- people have confidence in the qualifications that we regulate.
- students and teachers have information on the full range of qualifications that we regulate.

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

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

## Qualifications can Cross Boundaries

(<https://www.qaa.ac.uk/>)

# PROGRAMME SPECIFICATION:

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# 1. Introduction to the ATHE Level 7 Extended Diploma in Computing Technologies:

This document includes the rules of combination, the content of all the units and guidance on assessment and curriculum planning. It should be used in conjunction with the ATHE handbook “Delivering ATHE Qualifications”. Further guidance on resources and the assessment for this qualification are provided separately and centres should refer to the sample assignments and the ATHE website. The qualification is regulated by Ofqual and is listed on Ofqual’s Register of Regulated Qualifications.

The qualification has a Qualification Number (QN). This number will appear on the learner’s final certification documentation. Each unit within the qualification also has a Unit Reference Number.

## 2. Entry Requirements:

These qualifications are designed for learners who are typically aged 21 and above and have already graduated in a computing and/or information technology qualification at Level 6. Alternatively learners may be working in the field of computing technologies, have participated in training and be experienced practitioners. This may provide sufficient evidence for individuals to embark on this level of study and meet the required standards.

ATHE’s policy regarding access to our qualifications is that:

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

For learners who have recently been in education or training the entry profile is likely to include:

- a first degree in Computing and/or Information Technology or related subjects.
- other equivalent international qualifications.

Mature learners may present a more varied profile of achievement that is likely to include extensive relevant work experience (paid and/or unpaid) with levels of responsibility, participation and/or achievement of a range of relevant professional qualifications. This may be used for recognition of prior learning (RPL).

In all cases centres should review the prior qualifications and experience of each learner and consider whether they provide the necessary foundations to undertake the programme of study and meet the standards at level 7. For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during the teaching and assessment of the qualification.

Learners must also have an appropriate standard of English and Maths to enable them to access relevant resources and complete the unit assignments. For those whom English is not their first language we recommend the following standards of proficiency in English language skills or an approved equivalent for this qualification:

- IELTS 5.5
- Common European Framework of Reference (CEFR) B2
- Cambridge English Advanced (CAE) 162 or above
- Pearson Test of English (PTE) Academic 42-49

Centres are required to recruit learners to qualifications with integrity. Centres must carry out robust initial assessment to ensure that learners, who undertake qualifications, have the necessary background knowledge, understanding and skills to undertake the learning and assessment at Level 7. This assessment should take account of any support available to the learner within the centre during the programme of study and any support that may be required to allow the learner to access the assessment for the units within the qualification.

ATHE will review centre recruitment policies as part of their monitoring processes.

### 3. Reasonable Adjustments & Special Considerations:

ATHE's policy on reasonable adjustments and special consideration aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the UK Equality Act 2010) without compromising the assessment of skills, knowledge and understanding. Where the learner has been awarded a Reasonable Adjustment or Special Consideration this must be recorded on the assessment sheet and the learner record. External Quality Assurers will take account of this information at the external moderation or verification of learner work. Further details on Reasonable Adjustments and Special Considerations are provided in the policy document, which can be found on our website. Please contact ATHE if you are uncertain about adjustments for certain learners.

### 4. Progression:

On successful completion of the ATHE Level 7 Extended Diploma in Computing Technologies, there are a number of progression opportunities.

**Learners may have the opportunity to progress to:**

- an MSc top up in Computing or a related subject, or an MBA top up, claiming exemptions for some of the units completed, as appropriate.
- membership of professional associations.
- increased employment opportunities.
- career progression and promotion.

### 5. Recognition of Prior Learning (RPL):

There will be occasions where learners wish to claim recognition of prior learning which has not been formally assessed and accredited. Centres should read the ATHE Recognition of Prior Learning Policy and associated documentation, which is available on the website or contact ATHE to discuss the requirements.

## 6. Modes of Delivery:

Subject to checks by external quality assurers' centres can deliver these qualifications using the following modes of delivery in order to meet the needs of their learners. This can include:

- Full-time
- Part-time
- Blended learning
- Distance learning

## 7. Qualification size:

The size of a qualification is expressed in Total Qualification Time (TQT)

### **Total Qualification Time - TQT**

TQT is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification.

TQT is comprised of:

1. Guided Learning Hours (GLH)
2. Additional non-supervised learning

### **Guided Learning Hours (GLH):**

This is the amount of time the average student is expected to spend in lectures and other tutor supervised learning and activities, including induction, face to face training, e-learning with the copresence of learner and tutor, invigilated exams.

Guided Learning Hours (GLH) are an estimate of the amount of time, on average, that a lecturer, supervisor, tutor or other appropriate provider of education or training, will immediately guide or supervise the learner to complete the learning outcomes of a unit to the appropriate standard. GLH are intended to provide guidance for centres on the amount of time required to deliver the programme and support learners.

### **Additional Non-supervised Learning:**

This is an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

These activities may include webinars, podcasts, research, work-based learning, private and online study, compilation of a portfolio of evidence and non-invigilated assessment.



## 8. Credit:

Each ATHE qualification has a Credit value. Credit is calculated by dividing the TQT by ten. For example, a qualification with TQT of 120 hrs. would have a credit value of 12.

## 9. Qualification Structure:

### ATHE Level 7 Extended Diploma in Computing Technologies

The ATHE Level 7 Extended Diploma in Computing Technologies is a 120-credit qualification.

#### Rules of Combination:

Learners selecting this qualification must complete all mandatory units (100 credits) and select a further 2 units from the optional units listed below, totalling 120 credits.

The Total Qualification Time is **1200 Hours**

The Total Guided Learning Hours is **600**

The Total Credit value is **120**

#### Mandatory Units:

Unit Codes	Unit Title	Level	GLH	Credit
D/618/7843	Managing Innovation and Change in Computing	7	100	20
H/618/7844	Systems Development and User Experience (UX)	7	100	20
K/618/7845	Implementing and Managing Cyber Security	7	100	20
F/618/7852	Business Intelligence Systems	7	100	20
J/618/7853	Independent Project	7	100	20

**Optional Units:**

Unit Codes	Unit Title	Level	GLH	Credit
L/618/7854	Agile Transformation	7	50	10
R/618/7855	Enterprise Resource Planning Systems	7	50	10
Y/618/7856	Mobile Application Development	7	50	10
D/618/7857	Data analytics and Big Data	7	50	10
H/618/7858	Networking and Infrastructure Development	7	50	10
K/618/7859	Internet of Things (IoT)	7	50	10
D/618/7860	Artificial Intelligence	7	50	10
H/618/7861	Computer-based Research Methods	7	50	10
F/650/5373	Managing Continuous Organisational Improvement	7	50	10
<b>Total for ATHE Level 7 Extended Diploma in Computing Technologies</b>			<b>600</b>	<b>120</b>

## Level 7 Extended Diploma in Computing Technologies (Application Development)

The Level 7 Extended Diploma in Computing Technologies (Application Development) is a 120-credit qualification.

### Rules of Combination:

Learners taking the Application Development Pathway take the five mandatory units and the two units from the Application Development Pathway.

The Total Qualification Time is **1200 Hours**

The Total Guided Learning Hours is **600**

The Total Credit value is **120**

### Core Units:

Unit Codes	Unit Title	Level	GLH	Credit
D/618/7843	Managing Innovation and Change in Computing	7	100	20
H/618/7844	Systems Development and User Experience (UX)	7	100	20
K/618/7845	Implementing and Managing Cyber Security	7	100	20
F/618/7852	Business Intelligence Systems	7	100	20
J/618/7853	Independent Project	7	100	20

### Pathway Units:

Unit Codes	Unit Title	Level	GLH	Credit
Y/618/7856	Mobile Application Development	7	50	10
D/618/7860	Artificial Intelligence	7	50	10

<b>Total for ATHE Level 7 Extended Diploma in Computing Technologies with Application Development</b>	<b>600</b>	<b>120</b>
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## Level 7 Extended Diploma in Computing Technologies (Software Engineering)

The Level 7 Extended Diploma in Computing Technologies (Software Engineering) is a 120-credit qualification.

### Rules of Combination:

Learners taking the Software Engineering Pathway take the five mandatory units and two units from the Software Engineering Pathway.

The Total Qualification Time is **1200 Hours**

The Total Guided Learning Hours is **600**

The Total Credit value is **120**

### Core Units:

Unit Codes	Unit Title	Level	GLH	Credit
D/618/7843	Managing Innovation and Change in Computing	7	100	20
H/618/7844	Systems Development and User Experience (UX)	7	100	20
K/618/7845	Implementing and Managing Cyber Security	7	100	20
F/618/7852	Business Intelligence Systems	7	100	20
J/618/7853	Independent Project	7	100	20

### Pathway Units:

Unit Codes	Unit Title	Level	GLH	Credit
L/618/7854	Agile Transformation	7	50	10
R/618/7855	Enterprise Resource Planning Systems	7	50	10

<b>Total for ATHE Level 7 Extended Diploma in Computing Technologies with Software Engineering</b>	<b>600</b>	<b>120</b>
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## Level 7 Extended Diploma in Computing Technologies (Data Analytics)

The Level 7 Extended Diploma in Computing Technologies (Data Analytics) is a 120-credit qualification.

### Rules of Combination:

Learners taking the Data Analytics Pathway take the five mandatory units and two units from the Data Analytics Pathway.

The Total Qualification Time is **1200 Hours**

The Total Guided Learning Hours is **600**

The Total Credit value is **120**

### Core Units:

Unit Codes	Unit Title	Level	GLH	Credit
D/618/7843	Managing Innovation and Change in Computing	7	100	20
H/618/7844	Systems Development and User Experience (UX)	7	100	20
K/618/7845	Implementing and Managing Cyber Security	7	100	20
F/618/7852	Business Intelligence Systems	7	100	20
J/618/7853	Independent Project	7	100	20

### Pathway Units:

Unit Codes	Unit Title	Level	GLH	Credit
D/618/7857	Data analytics and Big Data	7	50	10
H/618/7861	Computer-based Research Methods	7	50	10

<b>Total for ATHE Level 7 Extended Diploma in Computing Technologies with Data Analytics</b>	<b>600</b>	<b>120</b>
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## Level 7 Extended Diploma in Computing Technologies (Networking)

The Level 7 Extended Diploma in Computing Technologies (Networking) is a 120-credit qualification.

### Rules of Combination:

Learners taking the Networking Pathway take the five mandatory units and two units from the Networking Pathway.

The Total Qualification Time is **1200 Hours**

The Total Guided Learning Hours is **600**

The Total Credit value is **120**

### Core Units:

Unit Codes	Unit Title	Level	GLH	Credit
D/618/7843	Managing Innovation and Change in Computing	7	100	20
H/618/7844	Systems Development and User Experience (UX)	7	100	20
K/618/7845	Implementing and Managing Cyber Security	7	100	20
F/618/7852	Business Intelligence Systems	7	100	20
J/618/7853	Independent Project	7	100	20

### Pathway Units:

Unit Codes	Unit Title	Level	GLH	Credit
H/618/7858	Networking and Infrastructure Development	7	50	10
K/618/7859	Internet of Things (IoT)	7	50	10

<b>Total for ATHE Level 7 Extended Diploma in Computing Technologies with Networking</b>	<b>600</b>	<b>120</b>
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## Level 7 Extended Diploma in Computing Technologies (Artificial intelligence)

The Level 7 Extended Diploma in Computing Technologies (Artificial intelligence) is a 120-credit qualification.

### Rules of Combination:

Learners taking the Artificial intelligence Pathway take the five mandatory units and two units from the Artificial intelligence Pathway.

The Total Qualification Time is **1200 Hours**

The Total Guided Learning Hours is **600**

The Total Credit value is **120**

### Core Units:

Unit Codes	Unit Title	Level	GLH	Credit
D/618/7843	Managing Innovation and Change in Computing	7	100	20
H/618/7844	Systems Development and User Experience (UX)	7	100	20
K/618/7845	Implementing and Managing Cyber Security	7	100	20
F/618/7852	Business Intelligence Systems	7	100	20
J/618/7853	Independent Project	7	100	20

### Pathway Units:

Unit Codes	Unit Title	Level	GLH	Credit
D/618/7860	Artificial Intelligence	7	50	10
H/618/7861	Computer-based Research Methods	7	50	10
<b>Total for ATHE Level 7 Extended Diploma in Computing Technologies with Artificial Intelligence</b>			<b>600</b>	<b>120</b>

## 10. Guidance on Assessment and Grading:

There is no external assessment (i.e. external written examination) attached to any unit. For all of these pathways, assessment is completed through the submission of internally assessed learner work. Each learner is required to create a portfolio of evidence which demonstrates achievement of the learning outcomes, at the standards provided by the assessment criteria associated with each unit. This means that learning outcomes and assessment criteria specify what each candidate has to achieve.

To achieve a pass for a unit, a learner must have successfully achieved the learning outcomes at the pass standard set by the assessment criteria for that unit. To achieve merit or distinction, the learner must demonstrate that they have achieved the criteria set for these grades. The criteria for merit or distinction will mean the standards extend the learning at the level of the qualification. There will generally be fewer criteria for merit and distinction in order to manage the volume of work and assessment for learners and tutors but sufficient to ensure that higher grades can be accurately determined.

Learners cannot omit completing work to meet the pass standard and simply work to the higher grades, as this would put a pass for the unit in jeopardy. Similarly, learners cannot complete work to meet the criteria for distinction in the anticipation that this will also meet the criteria for merit. However, where work for the pass standard is marginal, assessors can consider any extension work completed as this may support achievement of the pass standard.

ATHE will provide a sample assignment for each unit which can be used as the assessment vehicle for the unit. These assignments have extension activities, which enable the learners to provide additional evidence to show that the criteria for the higher grades have been met. The assessor therefore must judge the grade for the work submitted on the basis of whether the LO has been met at the standards, specified for the pass, merit or distinction grade for that LO. In making their judgements assessors will continue to check whether the command verbs stated in the AC have been delivered.

There is no requirement for learners to produce the additional work required for the higher grades and the tutor may advise the learner to work to the pass standard only, where this is appropriate. The assessor should record their judgements on the ATHE template, stating what grade the learner has achieved and providing evidence for the judgements. The internal verifier can also use the ATHE IV template but the feedback to the assessor must show whether the assessor has made valid judgements for all the learner work, including any extension activities which have been completed. Assessment judgements always require care to ensure that they are reliable and that there is sufficient and specific feedback to the learner to show whether he or she has demonstrated achievement of the LO at the specified standard.



We would encourage our centres to develop their own assessment strategies so you have the opportunity to put assignments in a context that is appropriate for your learners and business organisations. Any assignments that you devise will need to be submitted to ATHE for approval before delivery of the programme. Centres can submit assignments for approval using the 'Centre-Devised Assignment' template documentation available on the ATHE website. An assignment can be job related. It can be based on a single unit or an integrated assignment, incorporating more than one unit. An integrated assignment must show which learning outcomes and assessment criteria from which units are being covered.

## 11. Qualification Grading:

### **Grading System:**

The grading algorithms and overall grade thresholds published in any ATHE specification may be subject to change where this is necessary to maintain standards.

Given that these qualifications involve assessment using judgements against 'Pass', 'Merit' and 'Distinction' Assessment Criteria to make a decision about whether a learner has met the required standard, our grading system is straightforward, and we do not currently envisage the need to change this. However, should a change become necessary, the change would be published in an updated version of the specification with a clearly revised version number and a new 'valid from' date on the front cover. We will write to all centres in good time to inform them of this change so that plans for any changes can be made to your programme delivery, internal assessment, and quality assurance arrangements.

The ATHE grading system where a qualification result can be Pass, Merit, Distinction or Fail is as currently follows and we plan to maintain this system for the foreseeable future:

- Learner meets all Learning Outcomes at Pass standards stated in the assessment criteria in a unit > Learner gains a Pass for the unit.
- Learner meets all Learning Outcomes at Pass standards, and where available also at Merit standards stated in the assessment criteria in a unit > Learner gains a Merit for the unit.
- Learner meets all Learning Outcomes at Pass standards, and where available also at Merit and Distinction standards stated in the assessment criteria in a unit > Learner gains a Distinction for the unit.

- Learner does not meet all Learning Outcomes at Pass standards stated in the assessment criteria in a unit > Learner gains a Fail for the unit.
- Learner meets the rules of combination in a qualification and points for achieving units are added up > points are converted to an overall qualification grade > learner meets minimum number of points required > learner achieves a Pass, Merit or Distinction for the qualification.
- Learner does not meet the rules of combination in a qualification and/or points for achieving units are added up > points are converted to an overall qualification grade > learner does not meet rules of combination or minimum number of points required > learner achieves a Fail for the qualification but may receive unit certification for those units achieving a Pass.

### **Qualification Grading Structure:**

Each unit is graded pass, merit or distinction. As well as receiving a grade for each individual unit learners will receive an overall grade for the qualification. In order to achieve the overall grade the learner must have attempted the valid combination of units.

The calculation of the overall qualification grade is based on the student's performance in all units and the points gained from all credits.

### **The assigned points per credit are as follows:**

Pass 3

Merit 4

Distinction 5

### **The learner must achieve enough points to reach the point threshold for the overall grade:**

Pass 360-431

Merit 432-539

Distinction 540+

## 12. Malpractice:

Centres must have a robust Malpractice Policy in place, with a clear procedure for implementation. Centres must ensure that any work submitted for verification can be authenticated as the learner's own.

Centres should refer to the ATHE Malpractice and Maladministration Policy on the ATHE website and the Guide for the Review of Centre Malpractice Policies, which includes useful information on a range of topics.