Institute for Apprenticeships & Technical Education

Higher technical qualification submission form

Awarding body information

Awarding body information

What is the name of the awarding body?
NCC Education

Is the awarding body a higher education provider?
No

Is the awarding body on the Ofqual register?
Yes

Qualification information

Qualification information

You can only submit one qualification for each form. If you are submitting multiple qualifications you must start a new form for each qualification. Please include the name of the qualification as it appears on Ofqual register or UCAS. Include the size of the qualification. e.g. award, certificate, diploma

What is the name of the qualification?
NCC Education Level 4 Diploma In Computing

Is the qualification on the Ofqual register?
Yes

What is the level of the qualification?
Level 4

Route and occupational standards

Route and occupational standards

Awarding bodies must demonstrate that a qualification will enable a person to demonstrate that they have attained as many of the knowledge, skills and behaviours set out in the standard as may be reasonably expected by undertaking a course of education.

Please note:

- Qualifications will only be considered for approval against occupational standards approved by the

Institute.

If qualifications have optional units or pathways, we will only approve qualifications where every possible combination of units/ pathways ensures that a learner achieves competence in at least one occupation for which there is a standard. Qualifications with optional units that do not ensure this should be redesigned or remove optional units that do not align to occupations.

Awarding bodies must fill out all sections of this form. They must also submit supporting documentation to provide evidence of the following:

- The content of the qualification (for example, the specification of content)

- Evidence of employer engagement in the development and validation of the qualification (for example this could be within the qualification design and validation documentation that was used through the development of the qualification which evidences where and how employers were involved)

Which route does the qualification fall under?
Digital

Which occupational standards are aligned to the qualification?
Software developer/Level: 4

Attach documents

Please attach the following documents:

- The content of the qualification (for example, the specification of content)

- Evidence of employer engagement in the development and validation of the qualification (for example this could be within the qualification design and validation documentation that was used through the development of the qualification which evidences where and how employers were involved)

Software developer
Software developer
Knowledge, skills and behaviours coverage within the

qualification

Please identify which knowledge, skill and behaviour statements from the occupational standard are covered within the qualification.

Where knowledge, skill and behaviour statements are covered, please provide a reference to the qualification content. This should be a unit or module reference along with associated page/paragraph/line numbers (as appropriate) in the attached specification. Please be as specific as possible which content in the qualification aligns to the statement in the standard.

Where knowledge, skill or behaviour statements are partially covered or not covered, you will be asked to provide a rationale for the exclusion of this content from the qualification. The employer engagement evidence provided should support this rationale.

The following questions assess how knowledge, skill and behaviour statements from the occupational standards are covered within the qualification.

This page has automatically generated an item for each knowledge, skill and behaviour statement (KSB) contained within the chosen standard. So please do not remove or add any further KSBs, as it requires the exact number.

KSBgenerator

KSB

KSB 1

K1 All stages of the software development life cycle (what each stage contains, including the inputs and outputs).

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?
Software Development Techniques (SDT) Learning Outcome 1 Assessment Criteria 1.1, 1.2 Page in specification 44-46 of 64 SLDC is cover in the teaching and learning material, lecture/student guides with tutorial and private study tasks on this subject.

KSB 2

K2 Roles and responsibilities within the software development lifecycle (who is responsible for what).

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?
SDT - Learning Outcome 1 Assessment Criteria 1.1, 1.2 Page in specification 44-46 of 64. SLDC is cover in the teaching and learning material, lecture/student guides with tutorial and private study tasks on this subject.

KSB 3

K3 The roles and responsibilities of the project life cycle within your organisation, and your role.

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?
SDT - Learning Outcome 1 Assessment Criteria 1.1, 1.2, 1.3 Page in specification 44-46 of 64. PLC is cover in the teaching and learning material, lecture/student guides with tutorial and private study tasks on this subject

KSB 4

K4 How best to communicate using the different communication methods and how to adapt appropriately to different audiences.

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?
Skills for Computing (SfC) - Learning Outcome 2 and 4 Assessment Criteria 2.3, 4.5 Page in specification 41-43 of 64

KSB 5

K5 The similarities and differences between different software development methodologies, such as agile and waterfall.

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?
SDT - Learning Outcome 1 Assessment Criteria 1.1, 1.2, 1.3 Page in specification 44-46 of 64 SLDC is cover in the teaching and learning material, lecture/student guides with tutorial and private study tasks on this subject

KSB 6

K6 How teams work effectively to produce software and how to contribute appropriately.

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?
SDT - Learning Outcome 1 Assessment Criteria 1.1, 1.2, 1.3 Page in specification 44-46 of 64

KSB 7

K7 Software design approaches and patterns, to identify reusable solutions to commonly occurring problems.

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?

SDT Learning Outcome 2 Assessment Criteria All Page in specification 44-46 of 64
DDOOCP Learning Outcome 1 Assessment Criteria All Page in specification 28-30 of 64

KSB 8

K8 Organisational policies and procedures relating to the tasks being undertaken, and when to follow them. For example, the storage and treatment of GDPR sensitive data.

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?
SfC Learning Outcome 4 Assessment Criteria 4.1, 4.3, 4.5 Page in specification 41-43 of 64

KSB 9

K9 Principles of algorithms, logic and data structures relevant to software development for example: arrays, stacks, queues, linked lists, trees, graphs, hash tables, sorting algorithms, searching algorithms, critical sections and race conditions.

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?
SDT Learning Outcome 3,4,5 Assessment Criteria All Page in specification 44-46 of 64
DDOOCP Learning Outcome 1,2,3 Assessment Criteria All Page in specification 28-30 of 64

KSB 10

K10 Principles and uses of relational and non-relational databases

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?
Databases Learning Outcome 1 and 2 Assessment Criteria 1.1-1.6, 2.1-2.3, Page in specification 20-23 of 64
DDOOCP Learning Outcome 2,3,4,5 Assessment Criteria 2.1-2.4, 3.2, 4.1, 4.2, 5.1,5.2 Page in spec 28-30 of 64 specifically topic 12 (pg30)

KSB 11

K11 Software designs and functional/technical specifications

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?
SDT LO 1,2 AC 1 All, 2.2 Page in specification 44-46 of 64
DDOOCP LO 1,2,3,4 AC 1.4-1.6, 2.1,3.1,3.2,4.1 Page in spec 28-30 of 64
Computer Systems LO 2,3 AC 2.1,2.2,3.1,3.2 Page in spec 15-19 of 64

KSB 12

K12 Software testing frameworks and methodologies

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?
SDT LO 6 AC 6.1, 6.2 Page in spec 44-46 of 64
DDOOCP LO 4 AC 4.1, 4.2 Page in spec 28-30 of 64
Computer Systems LO3 AC 3.1,3.2 Page in spec 15-19 of 64
Design & Dev Website LO4 AC all Page in spec 24-27 of 64
OSD LO2 AC2.3 Pg in spec 36-39

KSB 13

S1 Create logical and maintainable codes.

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?
DDOOCP LO 1,2,3 AC All Page in spec 28-30 of 64

KSB 14

S2 Develop effective user interfaces.

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?
DDOOCP LO 2 AC 2.4 Page in spec 28-30 of 64
Design & Dev Website LO1,5 AC 1.1,1.3,5.3 Page in spec 24-27 of 64

KSB 15

S3 Link code to data sets.

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?
DDOOCP LO 2,3 AC all Page in spec 28-30 of 64

KSB 16

S4 Test code and analyse results to correct errors found using unit testing.

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?
DDOOCP LO 4 AC 4.1,4.2 Page in spec 28-30 of 64
Design & Dev Website LO 4 AC 4.1-4.6 Page in spec 24-27 of 64

KSB 17

S5 Conduct a range of test types, such as Integration, System, User Acceptance, Non-Functional, Performance and Security testing.

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?
DDOOCP LO 4 AC 4.1,4.2 Page in spec 28-30 of 64
Design & Dev Website LO 4 AC 4.1-4.6 Page in spec 24-27 of 64

KSB 18

S6 Identify and create test scenarios.

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?
DDOOCP LO 4 AC 4.1 Page in spec 28-30 of 64
Design & Dev Website LO 4 AC 4.1 Page in spec 24-27 of 64

KSB 19

S7 Apply structured techniques to problem solving, can debug code and can understand the structure of programmes to identify and resolve issues.

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?
DDOOCP LO 2,3 AC 2.5,3.1,3.2 Page in spec 28-30 of 64

KSB 20

S8 Create simple software designs to effectively communicate understanding of the program.

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?
SDT LO 2 AC 2.2 Page in spec 44-46 of 64
DDOOCP LO 1,2 AC 1.6,2.2, Page in spec 28-30 of 64

KSB 21

S9 Create analysis artefacts, such as use cases and/or user stories.

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?
SDT LO 1 AC 1.3 Page in spec 44-46 of 64 Topic 1 part of the course coverage are user stories, there

are tutorial tasks to create these

KSB 22

S10 Build, manage and deploy code into the relevant environment.

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?
DDOOCP LO 1,2,3,4,5 AC All, Page in spec 28-30 of 64
Design & Dev Website LO 2 AC 2.1-2.6 Page in spec 24-27 of 64

KSB 23

S11 Apply an appropriate software development approach according to the relevant paradigm (for example object oriented, event driven or procedural).

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?
DDOOCP LO 1,2,3 AC All, Page in spec 28-30 of 64

KSB 24

S12 Follow software designs and functional/technical specifications.

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?
SDT LO 1,2 AC 1 All, 2.2 Page in specification 44-46 of 64
DDOOCP LO 1,2,3,4 AC 1.4-1.6, 2.1,3.1,3.2,4.1 Page in spec 28-30 of 64
Computer Systems LO 2,3 AC 2.1,2.2,3.1,3.2 Page in spec 15-19 of 64

KSB 25

S13 Follow testing frameworks and methodologies.

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?
SDT LO 6 AC 6.1, 6.2 Page in spec 44-46 of 64
DDOOCP LO 4 AC 4.1, 4.2 Page in spec 28-30 of 64
Computer Systems LO3 AC 3.1,3.2 Page in spec 15-19 of 64
Design & Dev Website LO4 AC all Page in spec 24-27 of 64
OSD LO2 AC2.3 Pg in spec 36-39

KSB 26

S14 Follow company, team or client approaches to continuous integration, version and source control.

Is the statement covered within the qualification?
Partially covered

Where within the qualification is the statement covered?
SfC LO 2 AC 2.1, 2.3 Page in specification 41-43 of 64 - Topic 7 assignment preparation students work with version control of documents to show document progression/feedback and final versions.

Please provide an explanation for the omission or partial coverage of this statement from the qualification.
The statement refers to being based in an organisation and how they approach version/source control. Whilst there is coverage of this topic in the teaching and learning materials in relation to version control of documents, (covered in the Skills for Computing unit) organisations will have their own processes relating to this and so students will only get that authentic experience in an industry setting.

KSB 27

S15 Communicate software solutions and ideas to technical and non-technical stakeholders.

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?
SfC LO 2,4 AC 2.1, 2.2, 2.3, 4.5 Page in specification 41-43 of 64

KSB 28

S16 Apply algorithms, logic and data structures.

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?
SDT LO 3,4,5,7 AC All Page in spec 44-46 of 64
DDOOCP LO 1,2,3 AC All Page in spec 28-30 of 64

KSB 29

S17 Interpret and implement a given design whist remaining compliant with security and maintainability requirements.

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?
Computer Networks LO4,5 AC4.3,5.2 Pg in spec 11-14
SDT LO 6 AC 6.1, 6.2 Pg in spec 44-46
DDOOCP LO 4 AC 4.1, 4.2 Pg in spec 28-30
CS LO3 AC 3.1,3.2 Pg in spec 15-19
DDW LO4 AC all Pg in spec 24-27
OSD LO2 AC2.3 Pg in spec 36-39

KSB 30

B1 Works independently and takes responsibility. For example, has a disciplined and responsible approach to risk, and stays motivated and committed when facing challenges.

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?
Private Study / Assessments (assignments/exams/TCA) are complete individually. Academic misconduct policy states "All work submitted for an assessment must be the candidate's own"
The academic handbook has details of how students work independently.

KSB 31

B2 Applies logical thinking. For example, uses clear and valid reasoning when making decisions related to undertaking work instructions.

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?
Assessments require logical thinking. DDOOCP/DBAS requires students to create code/database. They require students to follow a scenario and design/implement/test a system, enter data and report on outcomes, justify how requirements have been met.

KSB 32

B3 Maintains a productive, professional and secure working environment.

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?
Productive CS LO2,4 AC 2.1,2.2,4.1,4.2 SDT LO1 AC1.1,1.2,1.3 DB LO3 AC 3.1,3.2 Sfc LO2 AC 2.1-2.3
Professional CS LO2,3 AC 2.1,3.1,3.2 SDT LO6 AC 6.1,6.2 CN LO4,5 AC 4.1-4.6 DDW LO1,4,5 AC 1.1-1.3, 4.1-4.6 5.1-5.3
Secure CS LO1,3,4 CN LO3 AC 3.1,3.2

KSB 33

B4 Works collaboratively with a wide range of people in different roles, internally and externally, with a positive attitude to inclusion & diversity.

Is the statement covered within the qualification?
Partially covered

Where within the qualification is the statement covered?
Team work within tutorials/seminars SfC LO 2,4 AC 2.1,2.2,2.3,4.5 SfC pages in spec 41-43 of 64
Seminar sessions consist of tasks for students to undertake in groups and then present to the rest of the group in order to fuel discussion

Please provide an explanation for the omission or partial coverage of this statement from the qualification.
The statement refers to working collaboratively with a wide range of business stakeholders. Within their

studies, students are limited to the number of people they can collaborate with as their interactions are generally with peers, lecturers and others within their learning institutions, therefore this is hard to fully meet in an educational establishment.

KSB 34

B5 Acts with integrity with respect to ethical, legal and regulatory ensuring the protection of personal data, safety and security.

Is the statement covered within the qualification?
Partially covered

Where within the qualification is the statement covered?
SfC LO1 AC1.4,1.5 Topic 3 referencing/citations/sources Topic 8 Data Acquisition GDPR protecting data LO4 4.1, 4.3, 4.5
DDW LO5 AC 5.1, 5.2, 5.3 Topic 1 W3C and the importance of web standards
CS LO1 Topic 2 Health and safety practices

Please provide an explanation for the omission or partial coverage of this statement from the qualification.
Although these topics are covered in the syllabus content, for students to fully demonstrate mastery of this behaviour in relation to an organisation's systems or processes, they must experience this in an industry setting. This would provide industry-specific situations which are required to test the students' integrity which can't to its fullest sense be tested in a classroom.

KSB 35

B6 Shows initiative for solving problems within their own remit, being resourceful when faced with a problem to solve.

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?
CS LO4 AC 4.1,4.2 S/W & H/W Maintenance topic 8&9 and assignment students must find/rectify faults with computers
Database LO3 AC 3.3,3.4 Pg20
DDOOCP LO1 pg28
SfC LO3 AC 3.1-3.3 Pg41 Topic 5
All units mentioned in KSB 25 regarding testing

KSB 36

B7 Communicates effectively in a variety of situations to both a technical and nontechnical audience.

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?
SfC LO 2,4 AC 2.1, 2.2, 2.3, 4.5 Pg speci 41-43
Presenting work in tutorials/seminars/classroom SfC lots of group work/feedback sessions Lecture 3 sharing solutions in different ways Lecture 4 seminars giving and evaluating presentations.

KSB 37

B8 Shows curiosity to the business context in which the solution will be used, displaying an inquisitive approach to solving the problem. This includes the curiosity to explore new opportunities, and techniques; the tenacity to improve methods and maximise performance of the solution; and creativity in their approach to solutions.

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?
NCC assignments involve research to be conducted, this allows students to meet this standard. E.g. DDW assignment students have to research different type of aviation from around the world then create a website utilising code, methods and procedures.

KSB 38

B9 Demonstrates creativity and tenacity in their approach to solutions and the methods used to come to a solution for example, sees the task through to the end by devising new solutions and despite obstacles and problems along the way.

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?
DDOOCP/DDW/DBAS assignments involve creating a piece of software, testing, debugging any errors in the code
DDOOCP LO4 AC 4.1, 4.2 pg in spec 28-30 of 64
DDW LO4 AC 4.1 - 4.6 pg in spec 24-27 of 64

KSB 39

B10 Committed to continued professional development.

Is the statement covered within the qualification?
Fully covered

Where within the qualification is the statement covered?
SfC LO5 AC 5.1, 5.2 Topic 1 Learning Strategies. Personal Learning Plans. Learning Situations: Lectures, Seminars, Tutorials and Labs. Continuing Professional Development (CPD) and Lifelong learning

Additional occupationally relevant content

Additional occupationally relevant content

Item 1

As well as the content aligned to the knowledge, skills and behaviours in the occupational standard, the qualification can include additional occupationally relevant content which is deemed of value to employers. Awarding bodies are asked to justify any content that does not directly align to the occupational standard, using evidence from employers.

Content should be identified at a unit or modular level and each item should be added separately by using the Add Item button. If the qualification does not include any additional content, please leave this section blank.

Unit or module containing additional content

Please give a short description of the additional content

Where within the qualification is the additional content covered?

Please provide an explanation of how the content is relevant to the occupation, including evidence from employers that supports its inclusion in the qualification.

Assessment methods

Assessment methods

Please confirm that the assessment covers all of the content relevant to the knowledge, skills and behaviours in the occupational standard.
Yes

Please outline the methods used to assess the content and provide a rationale for why these methods are valid for the qualification.
All units are assessed by either examination or assignment according to the most appropriate method of achieving each unit's learning outcomes. Most units are assessed by assignment, which is due to the vocational nature of the subjects meaning students can complete applied tasks in relevant industry settings. The units that are assessed by an exam test knowledge and recall which is necessary for skill mastery for those topics. Assessment methods are selected as the appropriate way to test not only the units learning objectives and assessment criteria but to also test the knowledge, skills and behaviours outlined in the occupational standards. Combined, this ensures that the qualifications are valid and fulfil their raison d'etre, in that they best prepare students for working in industry or for further study. This approach ensures the reliability of the qualification as students will face the same rigour whenever they take the assessment, so no matter what assessment cycle they are assessed in, they will be judged against the same standards required by industry.
NCC Education employ highly qualified UK university lecturers with significant industry experience to construct each assessment. Together we continually monitor the current industry trends to ensure what is assessed, as well as how it is assessed, is relevant to the roles students will take up on completion of our courses. Both the formative and summative assessment methods integrated into the syllabus are designed to give students a chance to apply the knowledge and skills learnt in relation to technical topics. They have been designed to enhance analytical and cognitive abilities as well as allow students to conduct research into topics and fields relevant to their diplomas.
NCC Education has a very strong record for maintaining high standards, ensuring comparability from cohort to cohort and reliably awarding the right grade to the right student. Our assessments go through substantive checks to ensure that misconduct is a rare occurrence and is always detected if it happens.
NCC Education has incorporated private study exercises, tutorial tasks and computer simulated environment (lab) tasks into supporting teaching and learning material where students must practice, apply and demonstrate the skills and knowledge learnt from the unit. These tasks give centres a means of

formative assessment and allow students to consolidate information attained from the topics studied. Once a topic has been finished and the exercises have been completed by the students, centre staff can mark and feedback to students on their abilities to meet the unit requirements.

To support and prepare a learner for entry into the workplace, NCC Education's assignments cover a variety of presentation formats to demonstrate mastery of the learning outcomes. These can range from research reports to computer artefact creation. The Designing and Developing Object-Orientated Computer Programs unit ensures that students create computing code for a given brief. By the end of the assignment students will have an operational computer program that meets the criteria of the technical specification. They will have worked to deadlines, managed their time in a methodical manner and ensured that the finished artefact is suitable and fit for purpose. These are all key skills that are needed in a workplace and are sought after from employers.

NCC Education holds annual Expert Industry Panel events whereby employers from industry review and feedback on the validity and reliability of our computing diplomas. As part of the event, panel members review assessment methods and outline their suitability for how they will prepare students to work in industry and to ensure the skills, knowledge and behaviours we assess are exactly those that industry needs.

NCC Education is committed to maintaining and enhancing its quality assurance and governance framework. This currently consists of four areas, all under the scrutiny of the Academic Board, whose authority for regulatory compliance is delegated by the Board of Directors. The four areas of the framework are: (1) Assessment boards, these occur after every assessment cycle, headed by NCC Education's Chair of Examiners to scrutinise the performance off the units. (2) The quality assurance of centres, during the accreditation process, centres must pass our quality benchmarks and we perform an annual monitoring visit to ensure that they remain compliant. (3) NCC Education's internal quality controls, consisting of a detailed assessment setting process, with numerous sign off stages. (4) Risk management. NCC Education hold a risk register where any organisational risks are stored, prioritised and mitigated against.

Employer engagement

Employer engagement

Please describe how employers and industry practitioners were consulted throughout the development of the qualification, including:

- the process of identifying and recruiting relevant employers

- how employers were involved in the development, review and validation of the qualification materials.

Please describe how employers and industry practitioners were consulted throughout the development of the qualification.
When NCC Education's Level 4 Diploma in Computing was in development, on our behalf NCC partner centres reviewed the proposed qualification and following consultation with local employers fed back upon

how it met their local requirements. Initially a consultation paper was drafted outlining the need for the creation of the diploma and sent out to NCC Education centres. Once this had been initiated then a phase one email was sent to stakeholders with consultation first phase documents. These documents outlined the proposals for creating the diploma and asked for feedback (collated). With the initial feedback in place and the consensus being that the previous diplomas needed to be updated the second phase was started. This consisted of another round of stakeholder consultation (second phase), this time the documents highlighted proposed modules with draft content and credit values (Response Paper). All feedback was collated into a feedback spreadsheet and considered when final decisions were made. Once consultation was completed, developers were hired to produce the unit learning outcomes, assessment criteria and syllabus content that would create a flagship diploma in the education sector.

To keep NCC Education's qualifications current and relevant, we hold annual Expert Industry Panel events. These panels allow us to connect with computing experts, to assess the validity of our qualification portfolio and to ensure they maintain industry relevance. The panel experts are approached at events such as those hosted by the Federation of Awarding Bodies (who honoured NCC Education with the "Exporter of the year 2019" award), on social media (including LinkedIn) or they are existing contacts such as alumni. The team look at several factors before an expert is recruited for the panel these include: industry experience, qualifications, continued learning and organisations worked for. The panel review qualifications and content to check they are valid and fit-for-purpose. During the review, the panel go through unit specifications checking learning outcomes, syllabus content and for some units check that current and relevant coding languages are used. If any areas need updating, then the panel can recommend technologies and area specialisms that the market is demanding. Attached is an endorsement document from the last board showing the experts that conducted the review.

Due to Covid-19 the 2020 board was postponed, but it has now been scheduled for February 2021.