



Institute of  
accountants &  
bookkeepers

**IAB Level 3 Diploma in Information Technology**

**Qualification Specification**

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## 1 Introduction to the qualification

The Level 3 Certificate in Diploma in Information Technology qualification is part of the Regulated Qualification Framework (RQF).

The Total Qualification Time (TQT) and Guided Learning Hours (GLH) for this qualification are as follows:

| Guided Learning Hours (GLH) | Total Qualification Time (TQT) |
|-----------------------------|--------------------------------|
| 240                         | 600                            |

## 2 Statement of level

This is a Level 3 qualification as defined within the regulations of the RQF.

## 3 Aims

This Level 3 Diploma in Information Technology qualification is divided into separate knowledge and skills units.

Successful completion of the units within the Level 3 Diploma in Information Technology will give the learner the skills required to understand the essential elements of basic information technology, its development and its application. It will also identify key skills for the effective use of information technology. In addition, the learner will appreciate factors relating to using information technology within different environments.

The knowledge gained from completing these units will provide a sound understanding of the significance of basic information technology and computing skills.

## 4 Target groups

The Level 3 Diploma in Information Technology qualification is primarily designed to appeal to learners in the following groups:

- Learners who already have some computing experience and want to formalise their knowledge and skills by completing an accredited qualification in information technology.
- Learners who already hold a computing qualification wanting to expand their range of knowledge and skills.
- Learners already employed in computing and information technology roles and wanting to expand their range of knowledge and skills so that they can perform more advanced tasks and take on additional responsibility.
- Learners who are currently unemployed and wanting gain the knowledge and skills they need to move into a career in business.



- Learners already self-employed and wanting to expand their range of knowledge and skills so that they can offer a more extensive range of computing services to a wider client base.

## 5 Entry requirements

It is recommended that learners wanting to study the Level 3 Diploma in Information Technology qualification already have some knowledge of computing and information technology. However, this qualification can also be used as a free-standing study.

## 6 Progression

Holders of the Level 3 Diploma in Information Technology qualification can use the qualification as the basis for progressing to a qualification at a higher level, thereby expanding their range of knowledge and skills.

## 7 Units and Learning Outcomes

The learning outcomes within each of the units which make-up the qualification are shown below:

### Level 3 Diploma in Information Technology (RQF)

| Unit title: Computer Systems |                                            |
|------------------------------|--------------------------------------------|
| Learning outcomes:           |                                            |
| 1                            | Understand the purpose of computer systems |
| 2                            | Understand computer system components      |
| 3                            | Be able to configure computer systems      |

| Unit title: Coding and Website Development |                                            |
|--------------------------------------------|--------------------------------------------|
| Learning outcomes:                         |                                            |
| 1                                          | Understand the purpose and types of coding |
| 2                                          | Understand web architecture and components |
| 3                                          | Be able to create interactive websites     |

| Unit title: Networks |                                                                       |
|----------------------|-----------------------------------------------------------------------|
| Learning outcomes:   |                                                                       |
| 1                    | Understand networking principles                                      |
| 2                    | Understand how network hardware and software components are connected |
| 3                    | Understand the usage and security concerns related to networking      |

| Unit title: Mobile Communications |                                                                  |
|-----------------------------------|------------------------------------------------------------------|
| Learning outcomes:                |                                                                  |
| 1                                 | Understand the uses and features of mobile communication devices |
| 2                                 | Understand the communication technologies used in mobile devices |
| 3                                 | Understand the implications of mobile communications technology  |

**Unit title: Cyber Security****Learning outcomes:**

- 1 Understand cyber security
- 2 Understand core terminology and key aspects of cyber security
- 3 Understand cyber threat intelligence

**Unit title: Social Media for Business****Learning outcomes:**

- 1 Understand the importance of using social media in a business environment
- 2 Understand the need for social media content planning and publishing in a business environment
- 3 Be able to develop a policy and a plan to use social media in a business environment

## 8 Assessment, Achievement and Grading

### 8.1 Methods of assessment

The assessment for this qualification consists of a set of six assignments that the learner is required to complete. This will require a combination of knowledge gained from the learning material, findings from research and any experience gained from the workplace.

The assessment titles and methods of assessment are shown below:

| Assessment Title               | Method of Assessment |
|--------------------------------|----------------------|
| Computer Systems               | Assignment           |
| Coding and Website Development | Assignment           |
| Networks                       | Assignment           |
| Mobile Communications          | Assignment           |
| Cyber Security                 | Assignment           |
| Social Media for Business      | Assignment           |

### 8.2 Achievement and grading

To successfully achieve the Level 3 Diploma in Information Technology and Cash Management qualification learners must demonstrate competence in all six units of which the qualification is comprised. Learners are assessed as Pass or Fail.



The qualification is not graded. On successful completion of each of the units the learner will be awarded a Pass in the unit completed.

Learners studying without being attached to an IAB accredited training centre may need to contact the IAB directly for further information on assessment, achievement and grading.

## **9 Certification**

On successful completion of the qualification the learner will receive a Level 3 Diploma in Information Technology. A certificate will be issued to the learner confirming that they have demonstrated competence in the learning outcomes and assessment criteria in each of the six units making-up the qualification. The certificate will identify the learner by name and will include the full title and accreditation number of the qualification.

Prior to issue of the Unit Certificate of Completion (RQF) a fee per qualification must be paid to the IAB. Details of these fees are available on our current fees list which can be accessed online, alternatively please contact the Education Team.

## **10 Reasonable Adjustments and Special Considerations Policy and Procedure**

Please refer to the IAB website [www.iab.org.uk](http://www.iab.org.uk) for a copy of this policy and procedure or contact the Education Department of the IAB.

## **11 Enquiries and Appeals Procedure**

Please refer to the IAB website [www.iab.org.uk](http://www.iab.org.uk) for a copy of this procedure or contact the Education Department of the IAB.

## **12 Unit Specifications**

The specifications for each of the six units of which the qualification is comprised are shown below:

| <b>Unit title</b>                            | <b>Computer Systems</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Level</b>                                 | <b>3</b>                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Credits</b>                               | <b>10</b>               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>GLH</b>                                   | <b>40</b>               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Learning Outcomes</b>                     |                         | <b>Assessment Criteria</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 1 Understand the purpose of computer systems |                         | <p><b>Learners are required to demonstrate they:</b></p> <p>1.1 Describe different types of computer systems</p> <p>1.2 Explain the role of computer systems in different environments.</p> <p>1.3 Identify a range of computer systems that you use</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Computer system components - Personal Computer (PC), laptop, netbook, chromebook, smartphone, smartwatch, games consoles, tablet, server, IoT</li> <li>• Environment - manufacturing, production, home, office, education, medical, pharmaceutical, retail, sports etc.</li> </ul>                                                                                                                                                                                      |
| 2 Understand computer system components      |                         | <p><b>Learners are required to demonstrate they:</b></p> <p>2.1 Describe common hardware components of a computer system</p> <p>2.2 Describe common software components of a computer system</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Hardware components - ALU, Control Unit and Registers</li> <li>• Storage devices: hard disk drive, ROM, flash drive, DVD, memory stick/card</li> <li>• Input devices: touch screen, graphics tablet, gaming controller, microphone, mouse, keyboard.</li> <li>• Output devices: printer, monitor, sound.</li> <li>• Computer network connectivity: 3G, Wireless, Bluetooth, NIC.</li> <li>• Software components: System software, Applications software, Software utilities.</li> <li>• Open source vs closed source</li> </ul> |

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|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3 Know how to configure computer systems.</p> | <p><b>Learners are required to demonstrate they:</b></p> <p>3.1 Analyse different operating systems and their suitability in managing resources in a professional environment</p> <p>3.2 Describe the characteristics of different styles of computer system users</p> <p>3.3 Evaluate suitable components to meet user requirements within a professional environment</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Operating systems: Microsoft Windows, Apple's macOS, Chrome OS, Linux, Unix, Ubuntu etc.</li> <li>• System users: characteristics of different styles of user interface, command-based, forms, dialogue, natural language, wimp interfaces (windows, icons, menus, pointer.</li> <li>• Requirements - users, tasks</li> <li>• Systems software - operating systems, systems software tools, diagnostic tools, file managers, disk utilities, back up, synchronisation; network connections e.g. workgroups, email, ftp.</li> <li>• Applications software - office applications software (e.g. word processing, spreadsheet, presentation, database, graphics, web browser, email client)</li> <li>• Utilities: clean up tools for cookies, internet history, defragmentation), etc, drive formatting, antivirus, adblocker</li> </ul> |
|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| <b>Unit title</b>        | <b>Website Development</b>                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Level</b>             | <b>3</b>                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Credits</b>           | <b>10</b>                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>GLH</b>               | <b>40</b>                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Learning Outcomes</b> |                                             | <b>Assessment Criteria</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 1                        | Understand the purpose and types of coding. | <p><b>Learners are required to demonstrate they can:</b></p> <p>1.1 Discuss popular programming languages used in computer systems</p> <p>1.2 Differentiate between high-level and low-level programming languages</p> <p>1.3 Explain how principles of computer programming are applied in different languages to produce software applications</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>The uses and applications of different types of high and low-level programming languages: developed to assist in the solution of particular problems, <ul style="list-style-type: none"> <li>procedural - C, Perl, PythonTM</li> <li>object-orientated - C++, C#, Java</li> <li>event-driven - Visual Basic</li> <li>machine, e.g. Assembler</li> <li>mark-up, e.g. HTML</li> </ul> </li> <li>Use of programming languages - hardware and software needed for running and developing a program</li> <li>Special devices required – performance, preferred application areas, development time, ease of development</li> </ul> |
|                          |                                             | <p><b>Learners are required to demonstrate they can:</b></p> <p>2.1 Explain the web architecture and components which enable internet and web functionality</p> <p>2.2 Discuss the security risks and protection mechanisms involved in website performance</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>Web architecture - Internet Service Providers (ISP); web hosting services; domain structure; domain name registrars; worldwide web</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 2                        | Understand web architecture and components  | <p><b>Learners are required to demonstrate they can:</b></p> <p>2.1 Explain the web architecture and components which enable internet and web functionality</p> <p>2.2 Discuss the security risks and protection mechanisms involved in website performance</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>Web architecture - Internet Service Providers (ISP); web hosting services; domain structure; domain name registrars; worldwide web</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                           | <ul style="list-style-type: none"> <li>• Components: hardware (e.g. web, mail and proxy servers), routers, software (e.g. browser, email, etc)</li> <li>• Protocols - transport and addressing (e.g. TCP/IP), application layer (e.g. HTTP, HTTPS, SMTP)</li> <li>• Web functionality - blogs; online applications; cloud computing</li> <li>• Security - risks (e.g. hacking, viruses, identity theft)</li> <li>• Security protection mechanisms: firewalls, Secure Socket Layers (SSL), standards and use of strong passwords</li> </ul>                                                                                                                                                                                                                                                                       |
| 3 Be able to create interactive websites. | <p><b>Learners are required to demonstrate they can:</b></p> <p>3.1 Be able to create or modify components of websites to meet business needs</p> <p>3.2 Demonstrate that a created website meets the defined requirements and achieves the defined purpose</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Select appropriate software (e.g. standard and non-standard), use formatting and editing techniques, programs, file extensions, HTML tags and conventions</li> <li>• Interactive elements, apply optimisation and good practice, ensure accessibility,</li> <li>• Plan and present the solution</li> <li>• Recommend changes to website components</li> <li>• Comparison of website components against business needs</li> <li>• Review website components</li> </ul> |

|                                    |                                                                                                                                                                                                                                                                                    |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit title</b>                  | <b>Networks</b>                                                                                                                                                                                                                                                                    |
| <b>Level</b>                       | <b>3</b>                                                                                                                                                                                                                                                                           |
| <b>Credits</b>                     | <b>10</b>                                                                                                                                                                                                                                                                          |
| <b>GLH</b>                         | <b>40</b>                                                                                                                                                                                                                                                                          |
| <b>Learning Outcomes</b>           | <b>Assessment Criteria</b>                                                                                                                                                                                                                                                         |
| 1 Understand networking principles | <p><b>Learners are required to demonstrate they can:</b></p> <p>1.1 Explain a computer network, using client and peer computers</p> <p>1.2 Describe local area network (LAN) and wide area network (WAN)</p> <p>1.3 Describe the benefits and constraints of different network</p> |

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|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                         | <p>topologies</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Computer Network - sharing hardware resources, software resources, common data, potential intranet provision,</li> <li>• E-mail communication between users</li> <li>• Centralised management services • ‘Client computers’ and ‘Peer computers’</li> <li>• LAN and WAN including VLAN, WLAN and VPN</li> <li>• Topology, Linear Bus Topology, Ring Topology, Star Topology, Mesh Topology, Tree Topology, Hybrid Topology</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 2 Understand how network hardware and software components are connected | <p><b>Learners are required to demonstrate they can:</b></p> <p>2.1 Explain how hardware, software and addressing combine to support network communications</p> <p>2.2 Describe potential issues with computer networks</p> <p>2.3 Explain the steps required to set up and test a simple local area network</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Hardware - network cards, workstations, servers, routers, switches, wireless devices</li> <li>• Communication - network cabling, addressing; WAN connectivity, broadband</li> <li>• Software: application-based, operating system; utility</li> <li>• Issues: speed - bandwidth, unauthorised access, loss of data, malware, virus protection, backup and recovery, firewalls</li> <li>• Preparation - cabling, devices, network interface cards, software</li> <li>• Set-up: hardware – software, security, health and safety awareness</li> <li>• Faults - address conflict, network card failure, faulty cable; loss of service</li> <li>• Testing – functionality, connectivity, addressing</li> <li>• Security</li> <li>• Use – communication, file transfer, user rights, file space</li> <li>• Troubleshoot - problem solving</li> </ul> |
|                                                                         | <p><b>Learners are required to demonstrate they can:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3 Understand the usage and security concerns related to networking</p> | <p>3.1 Evaluate the features and services provided by a local and a wide area network</p> <p>3.2 Identify security issues related to networking and how those security issues can be minimised</p> <p>3.3 Explain steps to configure security on a local area network</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Features</li> <li>• Topologies</li> <li>• Addressing</li> <li>• Security</li> <li>• Wireless encryption methods</li> </ul> |
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| <b>Unit title</b>                                                         | <b>Mobile Communications</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |                     |
|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <b>Level</b>                                                              | <b>3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                      |                     |
| <b>Credits</b>                                                            | <b>10</b>                                                                                                                                                                                                                                                                                                                                                                                                                                     |                     |
| <b>GLH</b>                                                                | <b>40</b>                                                                                                                                                                                                                                                                                                                                                                                                                                     |                     |
| Learning Outcomes                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                               | Assessment Criteria |
| <p>1 Understand the uses and features of mobile communication devices</p> | <p><b>Learners are required to demonstrate they can:</b></p> <p>1.1 Differentiate between different types of mobile communication device</p> <p>1.2 Describe the main features of different types of mobile communication devices</p> <p>1.3 Evaluate usage of modern mobile communication devices</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Device types</li> <li>• Features</li> <li>• Uses</li> </ul> |                     |
| <p>2 Understand the communication technologies used in mobile devices</p> | <p><b>Learners are required to demonstrate they can:</b></p> <p>2.1 Discuss various transmission technologies used by mobile communication devices</p> <p>2.2 Evaluate the need for various standards and protocols used by mobile communication devices</p> <p>2.3 Describe how wireless mobile communication technologies are</p>                                                                                                           |                     |

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|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                   | <p>benefitting businesses</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Transmission technology</li> <li>• Standards and protocols</li> <li>• Wireless networking;</li> <li>• Protection: methods</li> <li>• Communication</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 3 Understand the implications of mobile communications technology | <p><b>Learners are required to demonstrate they can:</b></p> <p>3.1 Assess the benefits of mobile devices in workplace</p> <p>3.2 Evaluate social and legal implications of using mobile technologies</p> <p>3.3 Discuss the health implications of long exposure to mobile technologies</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Benefits - efficiency, information sharing, paperless working</li> <li>• Social implications - human interaction (e.g. text messaging, multimedia messaging, emails, virtual offices)</li> <li>• Health issues</li> <li>• Environmental effects</li> <li>• Legal implications</li> <li>• Disadvantages and challenges</li> </ul> |

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|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit title</b>            | <b>Cyber Security</b>                                                                                                                                                                                                                                                                |
| <b>Level</b>                 | <b>3</b>                                                                                                                                                                                                                                                                             |
| <b>Credits</b>               | <b>10</b>                                                                                                                                                                                                                                                                            |
| <b>GLH</b>                   | <b>40</b>                                                                                                                                                                                                                                                                            |
| <b>Learning Outcomes</b>     | <b>Assessment Criteria</b>                                                                                                                                                                                                                                                           |
| 1 Understand cyber security. | <p><b>Learners are required to demonstrate they can:</b></p> <p>1.1 Describe the concepts of cyber security</p> <p>1.2 Explain the importance of cyber security for businesses</p> <p>1.3 Describe the consequences and implications of inadequate cyber security for businesses</p> |

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|                                                                 | <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Concepts of cyber security - security, identity, confidentiality, integrity, availability, threat, vulnerability, risk, hazard</li> <li>• Importance of cyber security - cost of breaches, sophisticated hackers, widely available hacking tools, tighter regulations (GDPR)</li> <li>• Consequences and implications - unauthorised access to distribution of or loss of, sensitive data, personally identifiable information (PII), protected health information (PHI), personal information, intellectual property, industry information systems</li> </ul>                                                                                                                                                                    |
| 2 Understand core terminology and key aspects of cyber security | <p><b>Learners are required to demonstrate they can:</b></p> <p>2.1 Define core terminology used in cyber security</p> <p>2.2 Compare typical behaviours of good actors and bad actors</p> <p>2.3 Discuss key sectors that are most vulnerable to a cyber-attack</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Core terminology: malicious software, distributed denial of service (DDoS), cloud , software, domain, firewall, encryption, Virtual Private Network (VPN), IP address, malware, virus, social engineering</li> <li>• Penetration testing (pen testing), good and bad actors</li> <li>• Key sectors: manufacturing, finance, government and defence agencies/departments, educational institutions, utilities, maritime, IT, healthcare, retailers</li> </ul> |
| 3 Understand cyber threat intelligence                          | <p><b>Learners are required to demonstrate they can:</b></p> <p>3.1 Identify key concepts of cyber threat intelligence</p> <p>3.2 Explain key terms in relation to cyber security</p> <p>3.3 Identify improvements to secure a network against cyber attacks</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Cyber threat intelligence</li> <li>• Terminologies:</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                   |

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|  | <ul style="list-style-type: none"> <li>• Threats – e.g. employee sabotage and theft, including of physical equipment or data, and damage, unauthorised access by employees and other users to secure areas and administration functions, weak cyber security measures and unsafe practices</li> <li>• Exploits</li> <li>• Vulnerability – weaknesses or gaps in a security program that can be exploited by threats to gain unauthorised access to an asset</li> <li>• Process of how people use the system, including leaks and sharing security details, security implications of cloud computing and of the Internet of Things (IoT) devices</li> <li>• Risks where threat and vulnerability may overlap</li> <li>• Secure Network: biometric measures (particularly for mobile devices), password systems, CAPTCHA (or similar)</li> </ul> |
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| <b>Unit title</b>                                                           | <b>Social Media for Business</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Level</b>                                                                | <b>3</b>                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Credits</b>                                                              | <b>10</b>                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>GLH</b>                                                                  | <b>40</b>                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Learning Outcomes</b>                                                    |                                  | <b>Assessment Criteria</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 1 Understand the importance of using social media in a business environment |                                  | <p><b>Learners are required to demonstrate they can:</b></p> <p>1.1 Discuss recent developments in use of social media that have changed the way businesses promote products and services</p> <p>1.2 State the importance of publishing social media content which engages the audience</p> <p>1.3 Explain the risks and issues related to social media engagement</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Features of social media</li> <li>• Business needs</li> <li>• Creating an image or brand, promoting products and/or services</li> <li>• Aims and objectives</li> <li>• Emergence of influencers</li> <li>• Types of content</li> <li>• Issues</li> <li>• Risks</li> </ul> |

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| <p>2 Understand the need for social media content planning and publishing in a business environment</p> | <p><b>Learners are required to demonstrate they can:</b></p> <p>2.1 Discuss considerations for regular posts and other content to be published on social media websites</p> <p>2.2 Explain the relationship between a social media website and company website</p> <p>2.3 Evaluate strategy required to create and encourage an online community</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Engagement considerations</li> <li>• Linking type of content to target audience to ensure it is engaging.</li> <li>• Relationship between social media website and company website</li> <li>• Strategy: use of promotional techniques</li> <li>• Monitoring social media website streams and responding to queries, requests and complaints.</li> <li>• Implementation of an online community</li> </ul>                                                                                                                                                                                                             |
| <p>3 Be able to develop a policy and a plan to use social media in a business environment</p>           | <p><b>Learners are required to demonstrate they can:</b></p> <p>3.1 Explain why a social media policy is important and consider the implications of not having a policy in place</p> <p>3.2 Develop a social media policy for a business</p> <p>3.3 Produce a plan to use social media in a business environment</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Specific business requirements</li> <li>• Reflective account of the plan to suggest improvements. Promotion of honesty and respect in posted content</li> <li>• Ways to ensure confidentiality of information</li> <li>• Methods of dealing with security issues</li> <li>• Separation of company and personal content</li> <li>• Relevant legal and ethical considerations</li> <li>• Consequences of not having a policy</li> <li>• Process of planning posts and other content to be published on social media websites</li> <li>• Identifying a target audience</li> <li>• Linking type of content to target audience to ensure it is</li> </ul> |

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|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>engaging</p> <ul style="list-style-type: none"><li>• Researching keyword strategies to help users identify content</li><li>• Create a publishing schedule</li><li>• Working with a client to develop a strategy to encourage online community building</li></ul> |
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