

Specification

DRAFT

LEVEL 3 CAMBRIDGE ADVANCED NATIONAL (AAQ) IN

IT: DATA ANALYTICS

Certificate H019

Extended Certificate H119

For first teaching in 2025

Tell us what you think

Your feedback plays an important role in how we develop, market, support and resource qualifications now and into the future. Here at OCR, we want teachers and students to enjoy and get the best out of our qualifications and resources, but to do that we need honest opinions to tell us whether we're on the right track or not. That's where you come in.

You can email your thoughts to ProductDevelopment@OCR.org.uk or visit the [OCR feedback page](#) to learn more about how you can help us improve our qualifications.



Designed and tested with teachers and students



Helping young people develop an ethical view of the world



Equality, diversity, inclusion and belonging (EDIB) are part of everything we do

Are you using the latest version of this specification?

The latest version of our specifications will always be on [our website](#) and may differ from printed versions. We will inform centres about changes to specifications.

Disclaimer

Specifications are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published resources and the specification, therefore, please use the information on the latest specification at all times. Where changes are made to specifications these will be indicated within the document, there will be a new version number indicated, and a summary of the changes. If you do notice a discrepancy between the specification and a resource please contact us at: resources.feedback@ocr.org.uk

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1 Why choose OCR?

Choose OCR and you've got the reassurance that you're working with one of the UK's leading exam boards. We've developed our specifications in consultation with teachers, employers, subject experts and higher education institutions (HEIs) to give students a qualification that's relevant to them and meets their needs.

We're part of Cambridge University Press & Assessment. We help millions of people worldwide unlock their potential. Our qualifications, assessments, academic publications and original research spread knowledge, spark curiosity and aid understanding around the world.

We work with a range of education providers in both the public and private sectors. These include schools, colleges, HEIs and other workplaces. Over 13,000 centres choose our A Levels, GCSEs and vocational qualifications including Cambridge Nationals and legacy Cambridge Technicals.

1.1 Our specifications

We provide specifications that help you bring the subject to life and inspire your students to achieve more.

We've created teacher-friendly specifications based on extensive research and engagement with the teaching community. Our specifications are designed to be straightforward to deliver and accessible for students. The design allows you to tailor the delivery of the course to suit your needs.

1.2 Our support

We provide a range of support services to help you at every stage, from preparation to delivery:

- A wide range of high-quality creative resources including resources created by leading organisations in the industry.
- Textbooks and teaching and learning resources from leading publishers. The Cambridge Advanced Nationals (AAQs) page on our website has more information about all the published support for the qualifications that we have endorsed.
- Professional development for teachers to meet a range of needs. To join our training (either face-to-face or online) or to search for training materials, go to the **Professional Development page** on our website.
- **Active Results** which is our free results analysis service. It helps you review the performance of individual students or whole groups.
- **ExamBuilder** which is our free question-building platform. It helps you to build your own tests using past OCR exam questions.
- OCR Subject Advisors, who give information and support to centres. They can help with specification and non examined assessment (NEA) advice, updates on resources developments and a range of training opportunities. They use networks to work with subject communities and share ideas and expertise to support teachers.

1.2.1 More help and support

Whether you are new to OCR or already teaching with us, you can find useful information, help and support on our **website**. Or get in touch:

support@ocr.org.uk

[@ocrexams](#)

01223 553998

1.3 Aims and learning outcomes

Our Cambridge Advanced Nationals (AAQs) in Level 3 Cambridge Advanced National (AAQ) in IT: Data Analytics will encourage students to:

- develop key knowledge, understanding and skills, relevant to the subject
- think creatively, innovatively, analytically, logically and critically
- develop valuable communication skills that are important in all aspects of further study and life
- develop transferable learning and skills, such as evaluation, planning, presentation and research skills, that are important for progression to HE and can be applied to real-life contexts and work situations
- develop independence and confidence in applying the knowledge and skills that are vital for progression to HE and relevant to the ICT Practitioners sector and more widely.

1.4 What are the key features of this specification?

The key features of OCR's Cambridge Advanced Nationals (AAQs) in IT: Data Analytics for you and your students are:

- a simple and intuitive assessment model, that has:
 - externally assessed units, which focus on subject knowledge and understanding
 - practical non examined assessment units (NEA)
 - optional NEA units to provide flexibility
- a specification developed with teachers specifically for teachers. The specification lays out the subject content, assessment criteria, teacher guidance and delivery requirements clearly
- a flexible support package made based on teachers' needs. The support package will help teachers to easily understand the qualification and how it is assessed
- a team of OCR Subject Advisors who directly support teachers
- a specification designed to:
 - complement A Levels in a Post-16 curriculum
 - develop wider transferable skills, knowledge and understanding desired by HEIs. More detail about the transferable skills these qualifications may develop is in **Section 5.3**.

All Cambridge Advanced Nationals (AAQs) qualifications offered by OCR are regulated by Ofqual, the Regulator for qualifications offered in England.

The qualification numbers for OCR's Cambridge Advanced Nationals (AAQs) in IT: Data Analytics are:

- Certificate: QN TBC
- Extended Certificate: QN TBC

2 Qualification overview

2.1 OCR Level 3 Cambridge Advanced National (AAQ) in IT: Data Analytics (Certificate) at a glance

Qualification number	TBC
First entry date	01 September 2025
Guided learning hours (GLH)	150
Total qualification time (TQT)	200
OCR entry code	H019
Approved age range	16-18, 18+, 19+
Offered in	England only
Performance table information	This qualification is designed to meet the Department for Education's requirements for qualifications in the Alternative Academic Qualifications category of the 16-19 performance tables.
Eligibility for funding	This qualification meets funding approval criteria.
UCAS Points	This qualification is recognised in the UCAS tariff tables. You'll find more information on the UCAS website .
This qualification is suitable for students who:	<ul style="list-style-type: none"> • are age 16-19 and on a full-time study programme • want to develop applied knowledge and skills in data analytics • want to progress onto other related study, such as higher education courses in Business Analytics, Information Technology or Digital Marketing
Entry requirements	There is no requirement for students to achieve any specific qualifications before taking this qualification
Qualification requirements	Students must complete two units: <ul style="list-style-type: none"> • one externally assessed unit • one NEA unit
Assessment method/model	Unit F200 is assessed by an exam and marked by us. You will assess the NEA unit and we will moderate it. The NEA assignments will be valid for 2 year(s). The dates for which they are live will be shown on the front cover. You must make sure you use a live assignment for students' assessments and submit in the period in which assignments are live.
Exam series each year	<ul style="list-style-type: none"> • January • June

Exam resits	Students can resit the examined unit twice before they complete the qualification.
NEA submission	<p>There are two windows each year to submit NEA outcomes and request a moderation visit by an OCR Assessor.</p> <p>You must make unit entries for students before you can submit outcomes to request a visit.</p> <p>All dates are on our administration pages.</p>
Resubmission of students' NEA work	<p>If students have not performed at their best in the NEA assignment, they can improve their work and submit it to you again for assessment. They must have your agreement and you must be sure it is in the student's best interests.</p> <p>We use the term 'resubmission' when referring to student work that has previously been submitted to OCR for moderation. Following OCR moderation, a student can attempt to improve their work for you to assess and provide the final mark to us. There is one resubmission opportunity per NEA assignment.</p> <p>All work submitted (or resubmitted) must be based on the assignment that is live for assessment.</p> <p>For information about feedback see Section 6. The final piece of work must be completed solely by the student and teachers must not detail specifically what amendments should be made.</p>
Grading	Information about unit and qualification grading is in Section 5 .

2.2 OCR Level 3 Cambridge Advanced National (AAQ) in IT: Data Analytics (Extended Certificate) at a glance

Qualification number	TBC
First entry date	01 September 2025
Guided learning hours (GLH)	360
Total qualification time (TQT)	500
OCR entry code	H119
Approved age range	16-18, 18+, 19+
Offered in	England only
Performance table information	This qualification is designed to meet the Department for Education's requirements for qualifications in the Alternative Academic Qualifications category of the 16-19 performance tables.
Eligibility for funding	This qualification meets funding approval criteria.
UCAS Points	This qualification is recognised in the UCAS tariff tables. You'll find more information on the UCAS website .
This qualification is suitable for students who:	<ul style="list-style-type: none"> • are age 16-19 and on a full-time study programme • want to develop applied knowledge and skills in data analytics • want to progress onto other related study, such as higher education courses in Business Analytics, Information Technology or Digital Marketing
Entry requirements	There is no requirement for students to achieve any specific qualifications before taking this qualification
Qualification requirements	Students must complete five units: <ul style="list-style-type: none"> • two externally assessed units • three NEA units
Assessment method/model	Units F200 and F201 are assessed by an exam and marked by us. You will assess the NEA units and we will moderate them. The NEA assignments will be valid for two years. The dates for which they are live will be shown on the front cover. You must make sure you use a live assignment for students' assessments and submit in the period in which assignments are live.
Exam series each year	<ul style="list-style-type: none"> • January • June
Exam resits	Students can resit each examined unit twice before they complete the qualification.
NEA Submission	There are two windows each year to submit NEA outcomes and request a moderation visit by an OCR Assessor.

	<p>You must make unit entries for students before you can submit outcomes to request a visit.</p> <p>All dates are on our administration pages.</p>
Resubmission of students' NEA work	<p>If students have not performed at their best in the NEA assignments, they can improve their work and submit it to you again for assessment. They must have your agreement and you must be sure it is in the student's best interests.</p> <p>We use the term 'resubmission' when referring to student work that has previously been submitted to OCR for moderation. Following OCR moderation, a student can attempt to improve their work for you to assess and provide the final mark to us. There is one resubmission opportunity per NEA assignment.</p> <p>All work submitted (or resubmitted) must be based on the assignment that is live for assessment.</p> <p>For information about feedback see Section 6. The final piece of work must be completed solely by the student and teachers must not detail specifically what amendments should be made.</p>
Grading	Information about unit and qualification grading is in Section 5 .

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2.3 Qualification structure

Key to units for these qualifications:

M = Mandatory	Students must complete these units.
O = Optional	Students must complete some of these units.
E = External assessment	We set and mark the exams.
N = NEA	We set the assignment. You assess the assignment and we moderate it.

OCR Level 3 Cambridge Advanced National (AAQ) in IT: Data Analytics (Certificate)

For this qualification, students must complete two units:

- One mandatory externally assessed unit
- One mandatory NEA unit

Unit no	Unit title	Unit ref no (URN)	Guided learning hours (GLH)	How is it assessed?	Mandatory or optional
F200	Fundamentals of data analytics	TBC	75	E	M
F202	Spreadsheet data modelling	TBC	75	N	M

OCR Level 3 Cambridge Advanced National (AAQ) in IT: Data Analytics (Extended Certificate)

For this qualification, students must complete five units:

- Two mandatory externally assessed units
- One mandatory NEA unit
- Two optional NEA units

Unit no	Unit title	Unit ref no (URN)	Guided learning hours (GLH)	How is it assessed?	Mandatory or optional
F200	Fundamentals of data analytics	TBC	75	E	M
F201	Big data and machine learning	TBC	70	E	M
F202	Spreadsheet data modelling	TBC	75	N	M
F203	Relational database design	TBC	70	N	O
F204	Data and the Internet of Everything (IoE)	TBC	70	N	O
F205	Data visualisation	TBC	70	N	O
F206	Data and digital marketing	TBC	70	N	O

2.4 Purpose statement – Certificate



OCR Level 3 Cambridge Advanced National (AAQ) in IT: Data Analytics (Certificate)

Qualification number: TBC

Overview

Who this qualification is for

The OCR Level 3 Cambridge Advanced National (AAQ) in Data Analytics (Certificate) is for students aged 16-19 years old. It will develop knowledge, understanding and skills that will help prepare you for progression to undergraduate study when taken alongside other qualifications and are relevant to the information technology sector.

You might be interested in this qualification if you want a small qualification to take alongside and enhance your A Level studies, that builds applied or practical skills. You will have the opportunity to apply what you learn to real-life contexts, such as:

- Planning, developing and reviewing spreadsheet data models that meet the needs of a client.

The qualification will also help you develop independence and confidence in using skills that are relevant to the sector and that prepare you for progressing to university courses where independent study skills are needed. You will develop the following transferable skills that can be used in both higher education and other life and work situations:

- Developing communication skills through having to communicate ideas in different ways to different stakeholders, much as you might be expected to in equivalent real-life situations.
- Developing creativity through opportunities for planning creative solutions that meet the needs of different clients or end-users in the NEA unit.
- Developing skills of project-based working in the NEA unit. You are required to complete individual tasks that combine to form a larger project. Managing different aspects of a project effectively to ensure the success of the whole project is something you will likely encounter should you go on to work in similar projects in higher education or work situations.
- Developing skills of time management. Time management is an important aspect of completing projects successfully. You will need to manage your time effectively in the NEA unit to ensure the needs of a client are met.
- Developing skills of reflective learning by reflecting on the choices you have made in the NEA unit, and considering how you may approach similar tasks differently in future.

This qualification will complement other learning that you're completing at Key Stage 5. If you are a full-time student, it will be part of your studies along with your A Levels.

What you will study when you take this qualification

Through a combination of theoretical study and hands-on experience, you will develop the necessary knowledge and skills that can support progression to higher education information technology study.

In the examined unit, you will study key knowledge and understanding relevant to information technology. In the non examined assessment (NEA) unit, you will demonstrate knowledge and skills you learn by completing an applied assignment. More information about the knowledge and skills you will develop is below.

All units in the qualification are mandatory. You must take **all** of these units:

- F200: Fundamentals of data analytics

This unit is assessed by an exam.

In this unit you will learn about the fundamental knowledge required for a career working in data-related occupations. Topics include:

- Topic Area 1 Understanding data
- Topic Area 2 Managing data
- Topic Area 3 How data can be accessed and managed across platforms
- Topic Area 4 Legal considerations
- Topic Area 5 Job roles, skills and attributes in data analytics

- F202: Spreadsheet data modelling

This unit is assessed by an assignment.

In this unit you will learn the principles of data modelling with spreadsheets and the knowledge and skills required to plan, design, create, test and review a spreadsheet modelling solution that meets the needs of a specific client. Topics include:

- Topic Area 1 Principles of spreadsheet modelling
- Topic Area 2 Planning the design of a spreadsheet model
- Topic Area 3 Creating the spreadsheet model
- Topic Area 4 Delivering the outcomes
- Topic Area 5 Evaluation

The subjects that complement this course

These subjects might complement this qualification:

- A Level Business
- A Level Computing
- A Level Geography
- A-Level Maths
- A Level Psychology

The types of courses you may progress to

Both the subject-specific knowledge, understanding and skills, and broader transferable skills developed in this qualification will help you progress to further study in related areas such as:

- Business Analytics
- Information Technology
- Digital Marketing

Why you should take the OCR Level 3 Cambridge Advanced National (AAQ) in IT: Data Analytics (Certificate)

There are two qualifications available in Data Analytics. These are:

OCR Level 3 Cambridge Advanced National (AAQ) in Data Analytics (Certificate) – this is 150 GLH in size

OCR Level 3 Cambridge Advanced National (AAQ) in Data Analytics (Extended Certificate) – this is 360 GLH in size

You should take this Certificate qualification if you want a small Level 3 Vocational Qualification that builds some applied knowledge and skills in information technology. This qualification is an Alternative Academic Qualification (AAQ) that is the same size as an AS Level qualification. It is half the size of an A Level. It could be taken alongside A Levels to help enhance your learning as it will complement A Levels, helping you to build broader knowledge and skills that are valued in undergraduate study, and relevant for progression to higher education. You would take this qualification alongside A Levels as part of your programme of study at Key Stage 5.

More information

More information about the Cambridge Advanced National Certificate in IT: Data Analytics (Certificate) is in these documents:

- Specification: <<insert link>>
- Sample Assessment Material (SAM) Question Papers:
 - Unit F200: <<insert link>>
- Guides to our SAM Question Papers:
 - Unit F200: <<insert link>>
- SAM Set assignment(s):
 - Unit F202: <<insert link>>
- Student Guide to NEA Assignments: <<insert link>>

2.5 Purpose statement – Extended Certificate



OCR Level 3 Cambridge Advanced National (AAQ) in Data Analytics (Extended Certificate)

Qualification number: TBC

Overview

Who this qualification is for

The OCR Level 3 Cambridge Advanced National (AAQ) in Data Analytics (Extended Certificate) is for students aged 16-19 years old. It will develop knowledge, understanding and skills that will help prepare you for progression to undergraduate study and are relevant to the information technology sector.

You might be interested in this qualification if you want to apply what you learn to practical, real-life contexts, such as:

- Planning, developing and reviewing spreadsheet data models that meet the needs of a client.
- Planning, developing and reviewing relation databases that meet the needs of a client.
- Planning, communicating and reviewing Internet of Everything (IoE) solutions that meet the needs of a client.
- Planning, developing and reviewing data visualisation solutions through the use of data dashboards that meet the needs of a client.
- Planning, developing and reviewing digital marketing campaigns that meet the needs of a client.

The qualification will also help you develop independence and confidence in using skills that are relevant to the sector and that prepare you for progressing to university courses where independent study skills are needed. You will develop the following transferable skills that can be used in both higher education and other life and work situations:

- Developing communication skills through having to communicate ideas in different ways to different stakeholders, much as you might be expected to in equivalent real-life situations.
- Developing creativity through opportunities for planning creative solutions that meet the needs of different clients or end-users in NEA units.
- Developing skills of project-based working in the NEA units. You are required to complete individual tasks that combine to form a larger project. Managing different aspects of a project effectively to ensure the success of the whole project is something you will likely encounter should you go on to work in similar projects in higher education or work situations.
- Developing skills of time management. Time management is an important aspect of completing projects successfully. You will need to manage your time effectively in the NEA units to ensure the needs of a client are met.
- Developing skills of reflective learning by reflecting on the choices you have made in the NEA units, and considering how you may approach similar tasks differently in future.
- Developing presentation skills through presenting your ideas to people in different ways.

This qualification will complement other learning that you're completing at Key Stage 5. If you are a full-time student, it will be part of your studies along with A Levels.

What you will study when you take this qualification

Through a combination of theoretical study and hands-on experience, you will develop the necessary knowledge and skills that can support progression to higher education information technology study.

In the examined units, you will study key knowledge and understanding relevant to data analytics. In the non examined assessment (NEA) units, you will demonstrate knowledge and skills you learn by completing applied or practical assignments. More information about the knowledge and skills you will develop is below.

The qualification has three mandatory units and two optional units.

These are the **mandatory** units – you must take **all** these units:

- F200: Fundamentals of data analytics

This unit is assessed by an exam.

In this unit you will learn about the fundamental knowledge required for a career working in data-related occupations. Topics include:

- Topic Area 1 Understanding data
- Topic Area 2 Managing data
- Topic Area 3 How data can be accessed and managed across platforms
- Topic Area 4 Legal considerations
- Topic Area 5 Job roles, skills and attributes in data analytics

- F201: Big data and machine learning

This unit is assessed by an exam.

In this unit you will learn about the challenges of managing big data and the role of artificial intelligence and machine learning in data science. Topics include:

- Topic Area 1 The scope of managing big data
- Topic Area 2 The Infrastructure challenges of big data
- Topic Area 3 Big data, machine learning and artificial intelligence
- Topic Area 4 Legal and ethical issues in data management
- Topic Area 5 Environment and society

- F202: Spreadsheet data modelling

This unit is assessed by an assignment.

In this unit you will learn the principles of data modelling with spreadsheets and the knowledge and skills required to plan, design, create, test and review a spreadsheet modelling solution that meets the needs of a specific client. Topics include:

- Topic Area 1 Principles of spreadsheet modelling
- Topic Area 2 Planning the design of a spreadsheet model

- Topic Area 3 Creating the spreadsheet model
- Topic Area 4 Delivering the outcomes
- Topic Area 5 Evaluation

These are **optional** units – you must take **two** of these units:

- F203: Relational database design

This unit is assessed by an assignment.

In this unit you will learn the principles of relational database design and the knowledge and skills required to plan, design, create, test and review a relational database design solution that meets the needs of a specific client. Topics include:

- Topic Area 1 Relational database concepts
- Topic Area 2 Plan relational database solutions
- Topic Area 3 Create relational databases
- Topic Area 4 Testing relational database solutions
- Topic Area 5 Evaluate database solutions

- F204: Data and the Internet of Everything (IoE)

This unit is assessed by an assignment.

In this unit you will learn the principles of the Internet of Everything (IoE), and the knowledge and skills required to plan, design and present an IoE solution that meets the needs of a specific client. Topics include:

- Topic Area 1 IoE ecosystem
- Topic Area 2 Data collection, processing and storage methods and devices
- Topic Area 3 Connectivity and data transmission
- Topic Area 4 Human computer interfaces (HCIs)
- Topic Area 5 Securing IoE devices
- Topic Area 6 Documentation and audience communication

- F205: Data visualisation

This unit is assessed by an assignment.

In this unit you will learn the principles of data visualisation, and the knowledge and skills required to plan, design, create and review a data visualisation solution that meets the needs of a specific client. Topics include:

- Topic Area 1 The value and importance of data visualisation
- Topic Area 2 Planning for data dashboards
- Topic Area 3 Techniques for creating a data dashboard
- Topic Area 4 Communicating information and interpreting data

- Topic Area 5 Evaluating the effectiveness of visualisation solutions
- F206: Data and digital marketing

This unit is assessed by an assignment.

In this unit you will learn the principles of digital marketing, and the knowledge and skills required to plan, design, create and review digital marketing material that meets the needs of a specific client. Topics include:

- Topic Area 1 Digital marketing fundamentals
- Topic Area 2 Data driven digital marketing
- Topic Area 3 Planning digital marketing content
- Topic Area 4 Creating content for digital marketing campaigns
- Topic Area 5 Communicating to stakeholders
- Topic Area 6 Reflection and evaluation of working processes

The subjects that complement this course

These subjects might complement this qualification:

- A Level Business
- A Level Computing
- A Level Geography
- A-Level Maths
- A Level Psychology

The types of courses you may progress to

Both the subject-specific knowledge, understanding and skills, and broader transferable skills developed through these units, will help you progress to further study in related areas such as:

- Business Analytics
- Information Technology
- Digital Marketing

Why you should take the OCR Level 3 Cambridge Advanced National (AAQ) in IT: Data Analytics (Extended Certificate)

There are two qualifications available in Data Analytics. These are:

OCR Level 3 Cambridge Advanced National (AAQ) in IT: Data Analytics (Certificate) – this is 150 GLH in size

OCR Level 3 Cambridge Advanced National (AAQ) in IT: Data Analytics (Extended Certificate) – this is 360 GLH in size

You should take this Extended Certificate qualification if you want a Level 3 Vocational Qualification that builds applied knowledge and skills in information technology. This qualification is an Alternative Academic Qualification (AAQ) that is the same size as an A Level. When it is taken alongside A Levels it will complement them, helping you to build broader knowledge and skills that

are valued in undergraduate study, and relevant for progression to higher education. You would take this qualification alongside A Levels as part of your programme of study at Key Stage 5.

More information

More information about the Cambridge Advanced National (Extended Certificate) in Data Analytics is in these documents:

- Specification: <<insert link>>
- Sample Assessment Material (SAM) Question Papers:
 - Unit F200: <<insert link>>
 - Unit F201: <<insert link>>
- Guides to our SAM Question Papers:
 - Unit F200: <<insert link>>
 - Unit F201: <<insert link>>
- SAM Set assignment(s):
 - Unit F202: <<insert link>>
 - Unit F203: <<insert link>>
 - Unit F204: <<insert link>>
 - Unit F205: <<insert link>>
 - Unit F206: <<insert link>>
- Student Guide to NEA Assignments: <<insert link>>

3 About these qualifications

3.1 Qualification size

The size of each qualification is described in terms of Guided Learning Hours (GLH) and Total Qualification Time (TQT).

GLH indicates the approximate time (in hours) you will spend supervising or directing study and assessment activities. We have worked with people who are experienced in delivering related qualifications to determine the content that needs to be taught and how long it will take to deliver.

TQT includes two parts:

- GLH
- an estimate of the number of hours a student will spend on unsupervised learning or assessment activities (including homework) to successfully complete their qualification.

The OCR Level 3 Cambridge Advanced National (AAQ) in IT: Data Analytics (Certificate) is 150 GLH and 200 TQT.

The OCR Level 3 Cambridge Advanced National (AAQ) in IT: Data Analytics (Extended Certificate) is 360 GLH and 500 TQT.

3.2 Availability and language

The Level 3 Cambridge Advanced Nationals (AAQs) are available in England only. They are **not** available in Wales or Northern Ireland.

The qualifications and their assessment materials are available in English only. We will only assess answers written in English.

3.3 Prior knowledge and experience

Recognition of prior learning (RPL) is the process for recognising learning that never received formal recognition through a qualification or certification. It includes knowledge and skills gained in school, college or outside of formal learning situations. These may include:

- domestic/family life
- education
- training
- work activities
- voluntary activities.

In most cases RPL will not be appropriate for directly evidencing the requirements of the NEA assignments for the Cambridge Advanced Nationals (AAQs) qualifications. However, if you feel that your student could use RPL to support their evidence, you must follow the guidance provided in our **RPL Policy**.

4 Units

4.1 Guidance on unit content

This section describes what must be taught so that students can access all available marks and meet assessment criteria.

4.1.1 Externally assessed units (F200 and F201)

The externally assessed units contain a number of topic areas.

For each topic area, we list the **teaching content** that must be taught and give information on the **breadth and depth** of teaching needed.

Teaching content

A direct question can be asked about any content in the teaching content column.

Breadth and depth

The breadth and depth column:

- clarifies the breadth and depth of teaching needed
- indicates the range of knowledge and understanding that can be assessed in the exam
- confirms any aspects that you do not need to teach as 'does not include' statements.

Teaching must cover **both** the **teaching content** and **breadth and depth** columns.

Knowledge and understanding

This is what we mean by knowledge and understanding:

Knowledge	<ul style="list-style-type: none">• Be able to identify or recognise an item, for example on a diagram.• Use direct recall to answer a question, for example the definition of a term.
Understanding	<ul style="list-style-type: none">• To assess and evidence the perceived meaning of something in greater depth than straight identification or recall.• Understanding will be expressed and presented using terms such as: how; why; when; reasons for; advantages and disadvantages of; benefits and limitations of; purpose of; suitability of; recommendations for improvement; appropriateness of something to/in different contexts.

Students will need to **understand** the content, unless the breadth and depth column identifies it as knowledge only.

Any item(s) that should be taught as **knowledge** only will start with the word 'know' in the breadth and depth column.

All other content must be taught as understanding.

4.1.2 NEA units (F202-F206)

The NEA units contain a number of topic areas.

For each topic area, we list **teaching content** that must be taught and give **exemplification**. The exemplification shows the teaching expected to equip students to successfully complete their assignments.

4.1.3 Command words

Appendix B gives information about the command words that will be used in the external assessments and the NEA assessment criteria.

4.1.4 Performance objectives (POs):

Each Cambridge Advanced National (AAQ) qualification has four Performance Objectives.

PO1	Show knowledge and understanding
PO2	Apply knowledge and understanding
PO3	Analyse and evaluate knowledge, understanding and performance
PO4	Demonstrate and apply skills and processes relevant to the subject

PO1 is assessed in the externally assessed unit only.

PO4 is assessed in the NEA units only.

The weightings of the Performance Objectives across the units in the **Certificate** qualification are:

Performance Objective	Externally Assessed unit (range)	NEA units	Overall weighting
PO1	15-20%	n/a	15-20%
PO2	20-25%	12.5%	32.5-37.5%
PO3	10%	12.5%	22.5%
PO4	n/a	25%	25%
Overall weighting of assessments	50%	50%	100%

The weightings of the Performance Objectives across the units in the **Extended Certificate** qualification are:

Performance Objective	Externally Assessed unit (range)	NEA units	Overall weighting
PO1	12.3-16.7%	n/a	12.3-16.7%
PO2	14.3-18.7%	16.7-18.3%	31-37%
PO3	9%	14.2-18.3%	23.2-27.3%
PO4	n/a	24.2-27.5%	24.2-27.5%
Overall weighting of assessments	40%	60%	100%

4.2 Externally assessed units

4.2.1 Unit F200: Fundamentals of data analytics

Unit aim

We all generate and use data in our everyday lives. The data that is generated can be stored and used by organisations. Data needs to be gathered in a format that will ensure it is useful and continues to be useful through data maintenance. Data is communicated across a range of platforms and applications, and needs to be kept secure during usage, e.g. when shopping online. People and organisations analyse and present data for many purposes, such as predicting future trends. If data is not maintained and used correctly it can lead to incorrect decisions and negative effects on the data holders.

In this unit you will learn about data, including an introduction to big data, and the different data formats that can be used. You will learn about how data is gathered, including the importance of data assurance, and data lifecycle management. You will learn about the different methods of gathering, storing, analysing and accessing data and the legislation that needs to be complied with when working with data across platforms. The results of data analysis need to be presented to a target audience and you will learn about the different methods of data visualisation and presentation. You will learn about the range of job roles that are involved in the gathering, maintenance and analysing of data and how these relate to the data pipeline.

Unit F200: Fundamentals of Data Analytics	
Topic Area 1: Understanding data	
Teaching content	Breadth and depth
1.1 Data, information and knowledge	
<ul style="list-style-type: none"> <input type="checkbox"/> What data, information and knowledge are <input type="checkbox"/> Sources of data, information and knowledge <input type="checkbox"/> Interaction of data, information and knowledge <input type="checkbox"/> Data and information in society 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know what data, information and knowledge are <input type="checkbox"/> The sources of data, information and knowledge <input type="checkbox"/> The links and differences between data, information, and knowledge <input type="checkbox"/> How data is converted to information <input type="checkbox"/> The benefits and limitations of the use of data and information to organisations and individuals <input type="checkbox"/> Know how data and information is used in society <input type="checkbox"/> How the use of data and information can have a positive impact on society <input type="checkbox"/> How the use of data and information can have negative consequences for society
1.2 Big data	
<ul style="list-style-type: none"> <input type="checkbox"/> What big data is <ul style="list-style-type: none"> • Sources • Formats <input type="checkbox"/> The scope of big data <ul style="list-style-type: none"> • Applications • Situations used 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The concept of big data <input type="checkbox"/> How big data is structured <input type="checkbox"/> What big data is used for <input type="checkbox"/> The benefits and limitations of big data to organisations and individuals <p>Does not include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The evolution of big data

	<ul style="list-style-type: none"> <input type="checkbox"/> Data preparation techniques <input type="checkbox"/> Data mining techniques <input type="checkbox"/> Big data infrastructure
1.3 Data and file formats	
<ul style="list-style-type: none"> <input type="checkbox"/> American Standard Code for Information Interchange (ASCII) <input type="checkbox"/> Audio <ul style="list-style-type: none"> • Audio Interchange File Format (AIFF) • Waveform Audio File Format (WAV/WAVE) <input type="checkbox"/> Extensible Markup Language (XML) <input type="checkbox"/> Image <ul style="list-style-type: none"> • JPEG • PNG • TIFF <input type="checkbox"/> JavaScript Object Notation (JSON) <input type="checkbox"/> Numeric <input type="checkbox"/> Plain text <ul style="list-style-type: none"> • Comma-separated Values (CSV) • Fixed width • TXT 	<p>To include</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know what a data format is <input type="checkbox"/> The characteristics of each data/file format <input type="checkbox"/> How/where each data/file format can be used <input type="checkbox"/> The benefits and limitations of each data/file format <p>Does not include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Any other data/file formats not specified in the teaching content <input type="checkbox"/> Lossy and lossless data compression
1.4 Data types and classifications	
<ul style="list-style-type: none"> <input type="checkbox"/> Data types <ul style="list-style-type: none"> • Boolean • Character • Date • Integer • Real • String <input type="checkbox"/> Classifications of data <ul style="list-style-type: none"> • Qualitative • Quantitative • Structured • Unstructured 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The characteristics of each data type <input type="checkbox"/> How each data type can be used <input type="checkbox"/> The benefits and limitations of each data type <input type="checkbox"/> The ways that data types can be classified <input type="checkbox"/> The differences between each classification
Topic Area 2: Managing data	
Teaching content	Breadth and depth
2.1 Data lifecycle management (DLM) and the data analytics pipeline	
2.1.1 Data lifecycle management (DLM)	To include:
<ul style="list-style-type: none"> <input type="checkbox"/> Phases <ul style="list-style-type: none"> • Creation • Storage • Usage • Archival • Destruction 	<ul style="list-style-type: none"> <input type="checkbox"/> Know the five phases of the data lifecycle <input type="checkbox"/> The interactions and iterations between the phases of the data lifecycle <input type="checkbox"/> The benefits of using data lifecycle management
2.1.2 Data analytics pipeline	To include:
<ul style="list-style-type: none"> <input type="checkbox"/> Phases <ul style="list-style-type: none"> • Capture (Data Ingestion) • Process (Data Transformation) • Data storage (Data Stores) • Analysis • Use (Visualisation) 	<ul style="list-style-type: none"> <input type="checkbox"/> The concept of the data analytics pipeline <input type="checkbox"/> The phases of the data analytics pipeline <input type="checkbox"/> The tasks carried out at each phase of the analytics pipeline and their purpose <input type="checkbox"/> The iterations and interactions between the phases of the data analytics pipeline

2.2 Creation and capture	
2.2.1 Data assurance considerations <ul style="list-style-type: none"> <input type="checkbox"/> Accuracy <input type="checkbox"/> Quality <input type="checkbox"/> Redundancy <input type="checkbox"/> Reliability <input type="checkbox"/> Timeliness <input type="checkbox"/> Validation <input type="checkbox"/> Validity <input type="checkbox"/> Verification 	To include: <ul style="list-style-type: none"> <input type="checkbox"/> The purpose and importance of the data assurance considerations <input type="checkbox"/> How each data assurance increases confidence in data <input type="checkbox"/> How each consideration can affect the collection and use of data
2.2.2 Data gathering <ul style="list-style-type: none"> <input type="checkbox"/> Methods <ul style="list-style-type: none"> • Documents and records • Focus groups • Interviews • Observations • Online tracking • Questionnaires and surveys • Social media monitoring • Transactional tracking • Verbal histories <input type="checkbox"/> Factors influencing the effectiveness of data gathering <ul style="list-style-type: none"> • Defining requirements • Defining relevant data • Avoiding bias 	To include: <ul style="list-style-type: none"> <input type="checkbox"/> What data gathering is <input type="checkbox"/> The process of data gathering <input type="checkbox"/> How to ensure that gathered data meets its purpose <input type="checkbox"/> How to ensure that gathered data is of good quality <input type="checkbox"/> The consequences of gathering poor quality data <input type="checkbox"/> The benefits and limitations of each data gathering method
2.3 Storage	
2.3.1 Data states <ul style="list-style-type: none"> <input type="checkbox"/> Data in transit (motion) <input type="checkbox"/> Data at rest <input type="checkbox"/> Data in use 	To include: <ul style="list-style-type: none"> <input type="checkbox"/> The characteristics of each data state <input type="checkbox"/> When each state is used
2.3.2 Data stores <ul style="list-style-type: none"> <input type="checkbox"/> Purpose <input type="checkbox"/> Interactions 	To include: <ul style="list-style-type: none"> <input type="checkbox"/> Know what data stores are <input type="checkbox"/> The purpose of data stores <input type="checkbox"/> How data stores interact
2.3.3 Data storage <ul style="list-style-type: none"> <input type="checkbox"/> Types <ul style="list-style-type: none"> • Block storage • File storage • Object storage 	To include: <ul style="list-style-type: none"> <input type="checkbox"/> The characteristics of each data storage type <input type="checkbox"/> The benefits and limitations of each data storage type <input type="checkbox"/> The factors to consider when selecting a data storage type
2.3.4 On-site storage <ul style="list-style-type: none"> <input type="checkbox"/> Types <ul style="list-style-type: none"> • File servers • Hard drives <ul style="list-style-type: none"> ○ Hard disk drive (HDD) ○ Solid state drive (SSD) • Network attached storage (NAS) devices • Portable storage devices • Storage area network (SAN) 	To include: <ul style="list-style-type: none"> <input type="checkbox"/> The characteristics of each storage type <input type="checkbox"/> The benefits and limitations of each storage type <input type="checkbox"/> The factors to consider when selecting a storage type

<p>2.3.5 Cloud storage</p> <ul style="list-style-type: none"> □ Type <ul style="list-style-type: none"> • Community • Hybrid • Private • Public □ Cloud-based database services 	<p>To include:</p> <ul style="list-style-type: none"> □ The characteristics of each storage type □ The benefits and limitations of each storage type □ The factors to consider when selecting a storage type □ The uses of cloud-based database services
<p>2.4 Data transformation</p>	
<p>2.4.1 Data Wrangling</p> <ul style="list-style-type: none"> □ Purpose □ Importance 	<p>To include:</p> <ul style="list-style-type: none"> □ The purpose and importance of data wrangling <p>Does not include:</p> <ul style="list-style-type: none"> □ Specific data wrangling activities
<p>2.4.2 Data maintenance</p> <ul style="list-style-type: none"> □ Purpose □ Importance 	<p>To include:</p> <ul style="list-style-type: none"> □ The purpose and importance of data maintenance <p>Does not include:</p> <ul style="list-style-type: none"> □ Specific data maintenance activities
<p>2.5 Usage and analysis</p>	
<p>2.5.1 Data analytics</p> <ul style="list-style-type: none"> □ Data analytics <ul style="list-style-type: none"> • Meaning • Purpose 	<p>To include:</p> <ul style="list-style-type: none"> □ Know what data analytics is □ Know the purpose of data analytics
<p>2.5.2 Types of data analytics</p> <ul style="list-style-type: none"> □ Cognitive □ Descriptive □ Diagnostic □ Predictive □ Prescriptive 	<p>To include:</p> <ul style="list-style-type: none"> □ The characteristics of each type of data analytics □ When each type could be used □ The benefits and limitations of each type
<p>2.6 Usage and visualisation</p>	
<p>2.6.1 Presenting data</p> <ul style="list-style-type: none"> □ Data presentation methods <ul style="list-style-type: none"> • Graphical • Tabular • Textual 	<p>To include:</p> <ul style="list-style-type: none"> □ The benefits and limitations of each presentation method □ The criteria used for selecting a presentation method

<p>2.6.2 Visualising data</p> <ul style="list-style-type: none"> □ Data visualisation methods <ul style="list-style-type: none"> • Dashboards • Data tables • Digital slides • Graphs and charts <ul style="list-style-type: none"> ○ Area ○ Bar ○ Bubble ○ Line ○ Pie ○ Scatter • Infographics • Reports • Shared documents • Tables • Video / online conferencing 	<p>To include:</p> <ul style="list-style-type: none"> □ Using data visualisation for communicating information □ The benefits and limitations of each visualisation method □ The criteria used for selecting a visualisation method
<p>2.7 Archival</p>	
<ul style="list-style-type: none"> □ Data archiving methods <ul style="list-style-type: none"> • Cloud Storage • Network Storage • On-site 	<p>To include:</p> <ul style="list-style-type: none"> □ The importance of archiving data □ How data can be archived □ The benefits and limitations of each archiving method
<p>2.8 Destruction</p>	
<ul style="list-style-type: none"> □ Data destruction methods <ul style="list-style-type: none"> • Degaussing • Drive destruction • Erasure • Overwriting • Shredding 	<p>To include:</p> <ul style="list-style-type: none"> □ The importance of data destruction □ The benefits and limitations of each data destruction method <p>Does not include:</p> <ul style="list-style-type: none"> □ Non-secure methods of data destruction
<p>Topic Area 3: How data can be accessed and managed across platforms</p>	
<p>Teaching content</p>	<p>Breadth and depth</p>
<p>3.1 Application Programming Interfaces (API)</p>	
<ul style="list-style-type: none"> □ Role □ Certifications <ul style="list-style-type: none"> • Composite • Internal • Partner • Private • Public □ Types <ul style="list-style-type: none"> • JavaScript Object Notation (JSON-RPC) • Representational State Transfer (REST) • Simple Object Access Protocol (SOAP) • XML Remote Procedure Call (XML-RPC) 	<p>To include:</p> <ul style="list-style-type: none"> □ Know what an API is □ The role of APIs and their use □ When each API certificate is used □ The data format each API type uses □ The benefits and limitations of each type of API <p>Does not include:</p> <ul style="list-style-type: none"> □ A detailed understanding of how the different API types work

3.2 User access controls	
<ul style="list-style-type: none"> <input type="checkbox"/> Attribute-Based Access Control (ABAC) <input type="checkbox"/> Discretionary Access Control (DAC) <input type="checkbox"/> Mandatory Access Control (MAC) <input type="checkbox"/> Role-Based Access Control (RBAC) <input type="checkbox"/> Rule-Based Access Control (RuBAC) 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The characteristics of each user access control <input type="checkbox"/> When each user access control can be used
3.3 Permissions	
<ul style="list-style-type: none"> <input type="checkbox"/> User rights <ul style="list-style-type: none"> • Read • Write • Edit • Delete <input type="checkbox"/> Administrator rights <ul style="list-style-type: none"> • Allocating access controls • Allocating user privileges <ul style="list-style-type: none"> ○ User level ○ User group level ○ File and folder level 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know the difference between the rights of user and administrator for data access <input type="checkbox"/> The characteristics of each user rights category and when each is used <input type="checkbox"/> The differences between each user privilege category
Topic Area 4: Legal considerations	
Teaching content	Breadth and depth
4.1 Legislation and the role of the ICO when using data	
<p>Legislations and regulations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Computer Misuse Act (CMA) <input type="checkbox"/> Data Protection Act (DPA) <input type="checkbox"/> Freedom of Information Act (FOIA) <input type="checkbox"/> UK General Data Protection Regulation (UK GDPR) <input type="checkbox"/> Privacy and Electronic Communications Regulations (PECR) <p>Independent Bodies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Information Commissioner's Office (ICO) in the UK 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know what the latest version of each act/regulation is <input type="checkbox"/> Know the important aspects and main purpose(s) of each act/regulation <input type="checkbox"/> The actions that must be taken to comply with legislation when using data <input type="checkbox"/> The impact of non-compliance with legislation <input type="checkbox"/> The role of the Information Commissioner's Office (ICO) in the UK <p>Does not include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowing the detailed content of each act/regulation
Topic Area 5: Job roles, skills and attributes in data analytics	
5.1 Job roles related to data analytics	
<ul style="list-style-type: none"> <input type="checkbox"/> Artificial Intelligence Scientist <input type="checkbox"/> Data Analyst <input type="checkbox"/> Data Architect <input type="checkbox"/> Data Engineer <input type="checkbox"/> Data Scientist <input type="checkbox"/> Database Administrator <input type="checkbox"/> Machine Learning Engineer 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know how each role contributes to the data pipeline and data lifecycle management <input type="checkbox"/> The main responsibilities of each job role related to the phases in the data pipeline data and data lifecycle management <p>Does not include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The specific skills required for each job role <input type="checkbox"/> Detailed list of responsibilities for each job role

5.2 Personal attributes	
<input type="checkbox"/> Analytical skills <input type="checkbox"/> Effective communicator <input type="checkbox"/> Independence <input type="checkbox"/> Leadership <input type="checkbox"/> Planning and organisation skills <input type="checkbox"/> Problem solving <input type="checkbox"/> Self-motivation <input type="checkbox"/> Team working <input type="checkbox"/> Time management	To include: <input type="checkbox"/> Know the personal attributes needed for each job role
5.3 Communication Skills	
<input type="checkbox"/> Appropriate language to meet the needs of the audience <input type="checkbox"/> Non-verbal <input type="checkbox"/> Questioning techniques to elicit specific information <input type="checkbox"/> Verbal <input type="checkbox"/> Written	To include: <input type="checkbox"/> Appropriate use of each communication skill within a job role and its specific stage in the data pipeline or data lifecycle management

Assessment guidance

This unit is assessed by an exam. The exam is 1 hour and 15 minutes and has 60 marks in total. All questions in the exam are compulsory.

The exam will **always** have:

A short scenario	<ul style="list-style-type: none"> This will develop through the paper.
Questions to assess Performance Objectives 1, 2, and 3	<ul style="list-style-type: none"> PO1: these questions will require students to recall generic knowledge and understanding. PO2: these questions will require students to apply knowledge and understanding. PO3: these questions will require students to analyse and evaluate knowledge, understanding and performance in relation to the scenario.
A range of question types	<ul style="list-style-type: none"> Forced choice/controlled response questions. Short answer, closed response questions. Extended constructed response questions with points-based marks schemes. Extended constructed response questions with levels of response marks schemes. One six mark and one nine mark extended constructed response question with a levels of response marks scheme.
Questions relating to each Topic Area	<ul style="list-style-type: none"> Content will be sampled from all topic areas, with at least one question or part question relating to each topic area.

This will be conducted under examination conditions. For more details refer to the **Administration area**.

The Data Analytics **Guide to our Sample Assessment Material** gives more information about the layout and expectations of the exam.

The exam for this unit assesses the following Performance Objectives:

- PO1 – Show knowledge and understanding
- PO2 – Apply knowledge and understanding
- PO3 – Analyse and evaluate knowledge, understanding and performance.

Synoptic assessment

This unit allows students to gain underpinning knowledge and understanding relevant to the qualification and sector. The NEA units draw on and strengthen this learning with students applying their learning in a practical way.

The following NEA units have synoptic links with this unit. The synoptic grids at the end of these NEA units show these synoptic links.

- F202: Spreadsheet data modelling
- F203: Relational database design
- F204: Data and the Internet of Everything (IoE)
- F205: Data visualisation
- F206: Data and digital marketing

More information about synoptic assessment in these qualifications can be found in **Section 5.2 Synoptic Assessment**.

DRAFT

4.2.2 Unit F201: Big data and machine learning

Unit aim

We are living in a world where data of every type is all around us. It is growing rapidly in huge volumes. This big data coming from the Internet and mobile communications can be analysed by software applications. It can then help organisations to make important decisions and identify new business opportunities. It is used by governments to help make important decisions. Big data also has an impact on environmental issues and on our society.

In this unit you will learn about the challenges of managing big data. You will also learn about data analytics, artificial intelligence (AI) and machine learning (ML). It will lead to big innovations in the future. Finally, you will learn about the legal and ethical issues in data management and how big data can be used in environmental work and social developments.

Unit F201: Big data and machine learning	
Topic Area 1: The scope of managing big data	
Teaching content	Breadth and depth
1.1 The six characteristics (6Vs)	
<ul style="list-style-type: none"> <input type="checkbox"/> Volume of data <input type="checkbox"/> Variety of data types <input type="checkbox"/> Velocity of streamed data <input type="checkbox"/> Value of data <input type="checkbox"/> Veracity of data <input type="checkbox"/> Variability of data inconsistencies <input type="checkbox"/> Six steps for analysing big data <ul style="list-style-type: none"> • Data collection • Data storing • Data cleaning • Data mining • Data analysis • Data consumption 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know what each characteristic is <input type="checkbox"/> How each characteristic helps to define big data <input type="checkbox"/> The purpose of each characteristic <input type="checkbox"/> When each characteristic can be used <p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know what is involved in each step <input type="checkbox"/> The role of each step in the process of managing big data <input type="checkbox"/> When each analysis step can be used
1.2 The evolution of big data	
<ul style="list-style-type: none"> <input type="checkbox"/> Developments <ul style="list-style-type: none"> • Database management systems • Internet of Everything (IoE) • Proliferation of devices generating digital data • Search engines • Web-based storage 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How each development has contributed to the evolution of big data <input type="checkbox"/> The benefits and limitations of each development in relation to the evolution of big data
1.3 How big data is captured	
<ul style="list-style-type: none"> <input type="checkbox"/> Data capture methods <ul style="list-style-type: none"> • Digital images and videos • GPS signals • IoE connected devices • Natural language • Online surveys • Satellites • Sensors • Social media sites • Transactional records 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know what big data capture is <input type="checkbox"/> Know how data capture methods are used to collect data <input type="checkbox"/> When the data capture methods can be used <input type="checkbox"/> The types of data generated by using the different data capture methods <input type="checkbox"/> The benefits and limitations of each data capture method

1.4 The purpose, importance and use of big data analytics	
<input type="checkbox"/> Areas of application <ul style="list-style-type: none"> • Banking • Communications, media and entertainment • Education • Energy and utilities • Government • Healthcare • Insurance • Manufacturing • Retail 	To include: <ul style="list-style-type: none"> <input type="checkbox"/> The purpose of the use of big data analytics in each area of application <input type="checkbox"/> Benefits and limitations of the use of big data analytics in each area of application
Topic Area 2: The infrastructure challenges of big data	
Teaching content	Breadth and depth
2.1 Types of big data	
<input type="checkbox"/> Structured data <ul style="list-style-type: none"> • Continuous • Discrete • Relational database • Spreadsheet file data • Transactional data <input type="checkbox"/> Unstructured data <ul style="list-style-type: none"> • Social media and entertainment data • Weather data <input type="checkbox"/> Semi structured data <ul style="list-style-type: none"> • Emails • XML • Zipped files • Web pages 	To include: <ul style="list-style-type: none"> <input type="checkbox"/> The difference between structured, unstructured and semi structured types of data <input type="checkbox"/> How each type of data is captured <input type="checkbox"/> The purpose of each type of data <input type="checkbox"/> When each type of data can be used <input type="checkbox"/> The benefits and limitations of each type of data
2.2 Data preparation and cleaning techniques for data mining	
<input type="checkbox"/> Data preparation <ul style="list-style-type: none"> • Numeric data • Textual data <input type="checkbox"/> Data wrangling <input type="checkbox"/> Data cleaning techniques <ul style="list-style-type: none"> • Removing duplicates • Removing irrelevant data • Converting data type • Clear formatting • Fix structural errors • Language translation • Fix missing data • Validate data 	To include: <ul style="list-style-type: none"> <input type="checkbox"/> The purpose of preparing data <input type="checkbox"/> How the different types of data can be prepared <input type="checkbox"/> Know what data wrangling is <input type="checkbox"/> How data wrangling can be used to prepare data <input type="checkbox"/> The purpose of cleaning data <input type="checkbox"/> Know when to use each cleaning technique <input type="checkbox"/> The benefits and limitations of each data cleaning technique Does not include: <ul style="list-style-type: none"> <input type="checkbox"/> Technical details of each data cleaning technique
2.3 Data mining techniques	
<input type="checkbox"/> Data mining <input type="checkbox"/> Data mining techniques <ul style="list-style-type: none"> • Descriptive • Diagnostic 	To include: <ul style="list-style-type: none"> <input type="checkbox"/> Know what data mining is <input type="checkbox"/> The role of data mining techniques in analysing big data

<ul style="list-style-type: none"> • Predictive • Prescriptive 	<ul style="list-style-type: none"> □ The characteristics of each data mining technique □ When each data mining technique can be used □ The benefits and limitations to organisations of using each data mining technique <p>Does not include:</p> <ul style="list-style-type: none"> □ Coding details
2.4 Big data infrastructure	
<ul style="list-style-type: none"> □ Server configurations <ul style="list-style-type: none"> • Dedicated servers • Distributed cluster of servers □ Software platforms <ul style="list-style-type: none"> • Open-source software • Vendor-specific software • Data visualisation software • Data analytics software • NoSQL database • Data integration platforms □ Data storage areas <ul style="list-style-type: none"> • Public Cloud • Private Cloud • Data lake • Data warehouse • Solid state drives (SSDs) • Emerging data storage technologies <ul style="list-style-type: none"> ○ Block chain ○ DNA ○ Quantum server 	<p>To include:</p> <ul style="list-style-type: none"> □ Know the characteristics of each configuration □ When each configuration can be used □ The benefits and limitations of each configuration □ The factors which influence choice of server configuration <p>Does not include:</p> <ul style="list-style-type: none"> □ Costs of implementation <p>To include:</p> <ul style="list-style-type: none"> □ The purpose of each software platform □ When each platform can be used □ The characteristics of each platform □ The benefits and limitations of using each software platform <p>To include:</p> <ul style="list-style-type: none"> □ The purpose of each data storage area □ The characteristics of each data storage area □ When each data storage area can be used □ The benefits and limitations of each data storage area <p>Does not include:</p> <ul style="list-style-type: none"> □ Providers of data lakes and data warehouses
2.5 Data science and data analytics	
<ul style="list-style-type: none"> □ Data science □ Data analytics 	<p>To include:</p> <ul style="list-style-type: none"> □ The purpose of data science □ The purpose of data analytics □ The difference between data science and data analytics □ How each can be used in the areas of application listed in Topic Area 1.4
2.6 Data analytic techniques	
<ul style="list-style-type: none"> □ Techniques <ul style="list-style-type: none"> • Regression analysis • Monte Carlo simulation 	<p>To include:</p> <ul style="list-style-type: none"> □ Know what each technique is □ The purpose of each technique

<ul style="list-style-type: none"> • Factor analysis • Cohort analysis • Cluster analysis • Time series analysis 	<ul style="list-style-type: none"> □ When each technique can be used □ The benefits and limitations of each technique <p>Does not include:</p> <ul style="list-style-type: none"> □ The technical details of each technique
Topic Area 3: Big data, machine learning and artificial intelligence	
Teaching content	Breadth and depth
3.1 Artificial Intelligence and machine learning	
<ul style="list-style-type: none"> □ Artificial intelligence (AI) □ The interaction of big data and AI in data science □ Machine learning □ Machine learning algorithms <ul style="list-style-type: none"> • Decision Tree • Random Forest • K-Means 	<p>To include:</p> <ul style="list-style-type: none"> □ Know what AI is □ How AI can be used in data science □ The benefits and limitations of using AI in data science □ Know what machine learning is □ How machine learning algorithms are used □ The purpose and characteristics of the machine learning algorithms □ The benefits and limitations of using each machine learning algorithm □ How each machine learning algorithm can be used for digital analysis □ How big data, machine learning and AI interact in data science <p>Does not include:</p> <ul style="list-style-type: none"> □ The development of AI and machine learning
Topic Area 4: Legal and ethical issues in data management	
Teaching content	Breadth and depth
4.1 Legal issues	
<ul style="list-style-type: none"> □ UK General Data Protection Regulations (UK GDPR) <ul style="list-style-type: none"> • Features • Principles • Rights of data subjects • Marketing consent 	<p>To include:</p> <ul style="list-style-type: none"> □ Know what the latest version of the regulation is □ Know the main purpose(s) of the regulation □ How to comply with UK GDPR □ Why compliance with UK GDPR is important □ The impacts of noncompliance with UK GDPR on organisations □ How organisational policies on data use can mitigate against noncompliance <p>Does not include:</p> <ul style="list-style-type: none"> □ Knowing the detailed content of the regulation
4.2 Ethical issues	
<ul style="list-style-type: none"> □ Automated decision making □ Collection, storage, ownership and sharing of data □ Emerging ethical debates affecting the use of data □ Frameworks for ethical data management <ul style="list-style-type: none"> • Data ethics framework • Inclusive data principles 	<p>To include:</p> <ul style="list-style-type: none"> □ How automated decision making creates risks of discrimination and bias for individuals □ How UK GDPR applies to automated decision making in organisations □ The impacts of automated decision making on individuals

	<ul style="list-style-type: none"> □ Protecting the identity of individuals when collecting, storing and sharing data □ How data ownership is determined □ How organisations respond to issues of data collection, storage, ownership and sharing □ The impacts of emerging ethical debates on individuals □ How organisations respond to emerging ethical debates □ How organisations can use frameworks for ethical data management
Topic Area 5: Environment and society	
Teaching content	Breadth and depth
5.1 Environment	
<ul style="list-style-type: none"> □ Accuracy of weather forecasting □ Natural disaster management □ Energy efficiency □ Environmental management □ Platforms to combat climate change □ Emerging environmental developments affected by big data 	<p>To include:</p> <ul style="list-style-type: none"> □ How big data can be used in the different areas of environmental work □ The benefits and limitations of big data use in each area of environmental work
5.2 Society	
<ul style="list-style-type: none"> □ Big data and the development of smart cities □ Emerging social developments driven by big data <ul style="list-style-type: none"> • Personalised healthcare • Smart homes • Traffic management • Urban and community planning 	<p>To include:</p> <ul style="list-style-type: none"> □ Know the purpose of a smart city □ How data from a variety of sources can be exchanged to optimise city operations □ Benefits and limitations of a smart city □ How individuals are affected by emerging social developments driven by big data

Assessment guidance

This unit is assessed by an exam. The exam is 1 hour and 30 minutes and has 60 marks in total. All questions in the exam are compulsory.

The exam will **always** have:

A short scenario	<ul style="list-style-type: none"> • This will develop through the paper.
Questions to assess Performance Objectives 1, 2, and 3	<ul style="list-style-type: none"> • PO1: these questions will require students to recall generic knowledge and understanding. • PO2: these questions will require students to apply knowledge and understanding. • PO3: these questions will require students to analyse and evaluate knowledge, understanding and performance in relation to the scenario.
A range of question types	<ul style="list-style-type: none"> • Forced choice/controlled response questions. • Short answer, closed response questions. • Extended constructed response questions with points-based marks schemes.

	<ul style="list-style-type: none"> Extended constructed response questions with levels of response marks schemes. One six mark and one nine mark extended constructed response question with a levels of response marks scheme.
Questions relating to each Topic Area	<ul style="list-style-type: none"> Content will be sampled from all topic areas, with at least one question or part question relating to each topic area.

This will be conducted under examination conditions. For more details refer to the **Administration area**.

The Data Analytics **Guide to our Sample Assessment Material** gives more information about the layout and expectations of the exam.

The exam for this unit assesses the following Performance Objectives:

- PO1 – Show knowledge and understanding
- PO2 – Apply knowledge and understanding
- PO3 – Analyse and evaluate knowledge, understanding and performance.

Synoptic assessment

This unit allows students to gain underpinning knowledge and understanding relevant to the qualification and sector. The NEA units draw on and strengthen this learning as students will apply their learning to practical tasks.

The following NEA units have synoptic links with this unit. The synoptic grids at the end of these NEA units show these synoptic links.

- F203: Relational database design
- F204: Data and the Internet of Everything (IoE)
- F205: Data visualisation
- F206: Data and digital marketing

More information about synoptic assessment in these qualifications can be found in **Section 5.2 Synoptic Assessment**.

4.3 NEA Units

4.3.1 Unit F202: Spreadsheet data modelling

Unit Aim

Data modelling is the process of creating a usable and manipulable, visual representation of a data set. Spreadsheets are widely used across all organisation types for data modelling purposes, such as revenue forecasting and profit and loss accounts, enabling businesses to show data in an accessible way. Communicating with clients to gather requirements is the first step in designing and developing an appropriate data model.

In this unit you will learn how to communicate with a client to identify the information and data which must be gathered to solve a problem. You will also learn how to use a range of tools and techniques used in spreadsheets to develop inputs and complete processes to produce outputs. You will use these tools and techniques to design and develop solutions to a client's problems. You will also test your models thoroughly to ensure that they meet a client's needs.

Unit F202: Spreadsheet data modelling	
Topic Area 1: Principles of spreadsheet modelling	
Teaching content	Exemplification
1.1 Spreadsheet data modelling	
<ul style="list-style-type: none"> □ Purposes of spreadsheet modelling <ul style="list-style-type: none"> • Store data • Manipulate data • Analyse data • Share analysis outcomes □ Types of spreadsheet model <ul style="list-style-type: none"> • Financial • Statistical • Business Future Planning • Presentation of data and outcomes □ Technological developments affecting spreadsheet modelling 	<p>To include:</p> <ul style="list-style-type: none"> □ The purpose of spreadsheet models in different contexts □ How types of spreadsheet models can be used in different contexts □ Suitability of spreadsheet model types in different data modelling contexts □ The benefits and limitations of spreadsheet modelling for organisations <p>To include:</p> <ul style="list-style-type: none"> □ How developments in data modelling could improve spreadsheet data models <p>Examples of technological developments may include:</p> <ul style="list-style-type: none"> □ Big data □ Machine learning □ Artificial Intelligence □ Real time data modelling □ Internet of Things (IoT)/Internet of Everything (IoE) □ Data dashboard systems □ Data modelling cycle □ Data modelling techniques □ Business intelligence software

1.2 Spreadsheet modelling development	
<ul style="list-style-type: none"> □ Stages of the spreadsheet modelling development cycle <ul style="list-style-type: none"> ● Gather business requirements ● Identify the entities required ● Create the conceptual model of what is required ● Design the logical data model ● Create the physical data model □ Challenges of spreadsheet data modelling development <ul style="list-style-type: none"> ● Version control of data modelling ● Complexity of using a range of modelling tools ● Selecting appropriate presentation of data ● Security of data and information ● Hidden errors ● Integration with other business systems ● Limited knowledge of users 	<p>To include:</p> <ul style="list-style-type: none"> □ The stages of the spreadsheet data modelling development cycle □ The role of the spreadsheet model designer at each stage of development <p>To include:</p> <ul style="list-style-type: none"> □ The reasons for retaining versions of a spreadsheet data model during development □ How the scale and complexity of spreadsheet data modelling can cause challenges to the designer □ The dangers that using spreadsheets may pose to the security of data □ How data can be protected when using spreadsheet modelling □ Mitigating for hidden errors □ The reasons for ensuring that a spreadsheet data model works with existing business systems □ The reasons for having effective user documentation
Topic Area 2: Planning the design of a spreadsheet model	
Teaching content	Exemplification
2.1 Design tools	
<ul style="list-style-type: none"> □ Flow charts □ Mind maps □ Story boards □ Visualisation diagrams □ Wire frames □ Data Dictionaries <ul style="list-style-type: none"> ● Variable names ● Unit measurements ● Acceptable values ● Definition of the variables 	<p>To include:</p> <ul style="list-style-type: none"> □ Key components of each design tool □ The benefits and limitations of each design tool □ When each design tool is appropriate to use □ How design tools are used digitally and manually □ Layout conventions for each design tool □ Factors influencing the effectiveness of each design tool □ The definitions of the items in the data dictionary □ How variables are used
2.2 Planning the design of a data model	
<ul style="list-style-type: none"> □ Design parameters <ul style="list-style-type: none"> ● Purpose ● User requirements ● Project constraints <ul style="list-style-type: none"> ○ Time ○ Cost ○ Scope ○ Quality ○ Resources ○ Risks and risk analysis ● SMART success criteria 	<p>To include:</p> <ul style="list-style-type: none"> □ How each parameter can influence the design of a spreadsheet data model □ Defining the purpose of a spreadsheet model for a specific context □ How to identify risks and mitigate against them □ Identifying the tasks end users will need to complete when using a model □ How to select success criteria for a data model

<ul style="list-style-type: none"> <input type="checkbox"/> Design requirements <ul style="list-style-type: none"> • Structure • Inputs • Calculations • Outputs • Simplification of tasks for end users • Data validation • Cell formatting 	<ul style="list-style-type: none"> <input type="checkbox"/> How each design requirement can influence the design of a spreadsheet data model <input type="checkbox"/> The importance of including all design requirements in plans
2.3 Structure	
<ul style="list-style-type: none"> <input type="checkbox"/> Structure <ul style="list-style-type: none"> • Spreadsheet model title • Worksheets • Column headings • Row headings 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Using spreadsheet titles to convey the purpose <input type="checkbox"/> Using column and row headings to convey the meaning of cell content
2.4 Inputs	
<ul style="list-style-type: none"> <input type="checkbox"/> Data requirements <input type="checkbox"/> Validation <input type="checkbox"/> Comments and notes 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Selecting appropriate inputs for use in different contexts <input type="checkbox"/> How to select input data that is appropriate for a data model <input type="checkbox"/> When processed data is appropriate for entry into a data dictionary <input type="checkbox"/> Possible validation rules and when to use them <input type="checkbox"/> How to use comments and notes to support users
2.5 Calculations	
<ul style="list-style-type: none"> <input type="checkbox"/> Manipulation of data using formulae and functions <input type="checkbox"/> Built in functions <ul style="list-style-type: none"> • Relative and absolute cell references • Mathematical operators • Simple functions • Logical functions • Financial functions • Text functions • Date and time functions • Lookup and reference functions • Maths and trig functions <input type="checkbox"/> Data ranges <input type="checkbox"/> Error messages <input type="checkbox"/> Importing data from different file types 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Selecting appropriate calculations for use in different contexts <input type="checkbox"/> How to select and use built-in functions for spreadsheet data modelling <input type="checkbox"/> How flowcharts can be used to aid the design of calculations <input type="checkbox"/> How to use meaningful error messages to support end users when errors occur <input type="checkbox"/> How to import data from different applications including .csv, databases, other spreadsheets <p>Examples of mathematical operators may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> + <input type="checkbox"/> - <input type="checkbox"/> * <input type="checkbox"/> ≤ <input type="checkbox"/> ≥ <input type="checkbox"/> = <input type="checkbox"/> / <p>Examples of simple functions may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SUM <input type="checkbox"/> AVERAGE <input type="checkbox"/> COUNT

	<ul style="list-style-type: none"> <input type="checkbox"/> MIN <input type="checkbox"/> MAX <p>Examples of logical functions may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> IF <input type="checkbox"/> Nested IF <input type="checkbox"/> AND <input type="checkbox"/> OR <input type="checkbox"/> NOT <input type="checkbox"/> SUMIF <p>Examples of financial functions may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ISPMT <input type="checkbox"/> PMT <input type="checkbox"/> PV <p>Examples of text functions may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> UPPER <input type="checkbox"/> LOWER <input type="checkbox"/> CONCATENATE <p>Examples of date and time functions may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> TODAY <input type="checkbox"/> DAY <input type="checkbox"/> HOUR <p>Examples of lookup and reference functions may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> LOOKUP <input type="checkbox"/> VLOOKUP <input type="checkbox"/> HLOOKUP <input type="checkbox"/> INDEX <p>Examples of maths and trig functions may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ROUND <input type="checkbox"/> CEILING <input type="checkbox"/> RAND <p>Does not include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifying cell references when planning calculations
2.6 Planning testing	
<ul style="list-style-type: none"> <input type="checkbox"/> Test plan documentation <input type="checkbox"/> Types of tests <ul style="list-style-type: none"> • Iterative testing <ul style="list-style-type: none"> ○ Technical ○ Useability • After development testing <ul style="list-style-type: none"> ○ Technical ○ Useability • Types of test data <ul style="list-style-type: none"> ○ Extreme ○ Invalid (erroneous) ○ Valid 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conventions and layout of a test plan <input type="checkbox"/> How to develop a test plan <input type="checkbox"/> The types of tests to be carried out on a developed model <input type="checkbox"/> How to select relevant test data for use in a test plan <input type="checkbox"/> When it is appropriate to test during and after development <input type="checkbox"/> How to record test results <input type="checkbox"/> The reasons for completing a test strategy when planning a spreadsheet data model

<ul style="list-style-type: none"> □ Test strategy 	<ul style="list-style-type: none"> □ How to write a test strategy
2.7 Outputs	
<ul style="list-style-type: none"> □ Charts □ Graphs □ Tables □ Reports □ Dashboard <ul style="list-style-type: none"> • Layout • Use of macros 	<p>To include:</p> <ul style="list-style-type: none"> □ Selecting the required outputs for use in different contexts □ Selecting outputs that are fit for purpose based on results analysis □ How to design a coherent layout for the outputs □ How to determine dashboard requirements
2.8 Human computer interface (HCI) in data modelling	
<ul style="list-style-type: none"> □ Human Computer Interface (HCI) features <ul style="list-style-type: none"> • Purpose • Navigation • Accessibility • Colour • Layout • Learnability • Memorability • Messages • User perceptions • Use of macros 	<p>To include:</p> <ul style="list-style-type: none"> □ Select methods that simplify the ways in which end users work with a spreadsheet data model □ How the HCI features contribute to the creation of dashboards for use in different contexts □ How to select appropriate navigation methods for different contexts □ How to ensure that the proposed HCI is accessible to all users □ How to select the most user-friendly colour and layout of the HCI □ How the HCI features enhance user-friendliness □ How macros can be used to simplify tasks for end-users
Topic Area 3: Creating the spreadsheet model	
Teaching content	Exemplification
3.1 Spreadsheet model creation	
<ul style="list-style-type: none"> □ Cell formatting <ul style="list-style-type: none"> • Font • Font size • Alignment centre, left, right □ Cell referencing <ul style="list-style-type: none"> • Absolute • Relative • Named ranges • Multi-sheet referencing □ Multiple worksheets <ul style="list-style-type: none"> • Linked worksheets □ Data manipulation tools <ul style="list-style-type: none"> • Drop down lists • Spin buttons • Scroll bars • Sorting • Filtering □ Data validation <ul style="list-style-type: none"> • Range check • Text length • Lookup • Limited choice 	<p>To include:</p> <ul style="list-style-type: none"> □ How cell formatting can be used to create an appropriate format for a spreadsheet model □ How cell referencing can be used to create an appropriate format for a spreadsheet model □ How multiple worksheets can be used to make different components of a spreadsheet model easier to manage □ How data manipulation tools can be used to enhance user-friendliness □ How data validation can be used to ensure the accuracy of inputted data □ How data validation methods can be selected for use in different contexts □ How to protect a spreadsheet model from errors in data entry □ How to protect a spreadsheet model from unauthorised access □ How navigation methods between worksheets can be used to enhance user-friendliness

<ul style="list-style-type: none"> □ Worksheet protection and security <ul style="list-style-type: none"> ● Passwords ● Limit access to named individuals ● Organisational policies on access rights and limitations □ Navigation methods between worksheets <ul style="list-style-type: none"> ● Multi-sheet formatting ● Page orientation ● Colour ● Conditional formatting ● Limited choice of data validation <ul style="list-style-type: none"> ○ Drop down list ○ Radio buttons ○ Tick list 	<p>Does not include:</p> <ul style="list-style-type: none"> □ Merging of cells as this can reduce potential for portability
3.2 Inputting formulae, functions and data	
<ul style="list-style-type: none"> □ Formulae <ul style="list-style-type: none"> ● Simple ● Complex ● Mathematical operators □ Functions <ul style="list-style-type: none"> ● Simple ● Logical ● Financial ● Text □ Data <ul style="list-style-type: none"> ● Cleansing data ● Inputting data ● Importing data 	<p>To include:</p> <ul style="list-style-type: none"> □ How to use correct construct when inputting formulae □ How to use the inbuilt functions within spreadsheet software □ How to select and use appropriate data
3.3 Developing the outputs	
<ul style="list-style-type: none"> □ Charts/graphs <ul style="list-style-type: none"> ● Titles ● Legends ● Axis labels ● Colour/shading/pattern ● Data labels □ Data Tables <ul style="list-style-type: none"> ● Orientation ● Headings ● Grid lines/borders/shading ● Text format ● Row and column headings □ Reports <ul style="list-style-type: none"> ● Headings ● Page numbering ● Headers ● Footers ● Font size and style 	<p>To include:</p> <ul style="list-style-type: none"> □ How each output can enhance audience understanding □ How the components of data tables can be used to improve clarity for a user □ How to create comprehensive reports which are easily understood by the audience □ How outputs can be displayed using dashboards to improve client understanding

3.4 Testing the spreadsheet throughout its development	
<ul style="list-style-type: none"> <input type="checkbox"/> Iterative testing <input type="checkbox"/> End testing 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How to check the components of a spreadsheet during construction <input type="checkbox"/> The reasons for re-checking the components and making necessary adjustments <input type="checkbox"/> How to check the components of the final product <input type="checkbox"/> How to record test outcomes <input type="checkbox"/> The reasons for re-checking the spreadsheet after any changes
Topic Area 4: Delivering the outcomes	
Teaching content	Exemplification
4.1 Analysis of the processed data	
<ul style="list-style-type: none"> <input type="checkbox"/> Trends/patterns in data <input type="checkbox"/> Visualisation indicators from graphs/charts <input type="checkbox"/> Dashboard <input type="checkbox"/> Pivot tables and pivot charts <input type="checkbox"/> Make conclusions 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How to identify and analyse trends and patterns in data <input type="checkbox"/> How different types of graphs/charts can be used to enhance the presentation of modelling results <input type="checkbox"/> How to select appropriate graphs/charts to present the results of the model <input type="checkbox"/> How to label graphs/charts effectively and accurately <input type="checkbox"/> How to make conclusions from results analysis
4.2 Technical and user documentation	
<ul style="list-style-type: none"> <input type="checkbox"/> Technical documentation <ul style="list-style-type: none"> • Hardware and software requirements • Instructions on use • Formulae and functions used • Data validation and error messages • Fault log <input type="checkbox"/> User documentation <ul style="list-style-type: none"> • Description of purpose of the system • The functions of the system • The hardware and/or software requirements • Step-by-step guide <ul style="list-style-type: none"> ○ Installation ○ Access ○ Use ○ The model 	<p>To Include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The difference between technical and user documentation <input type="checkbox"/> How to develop technical documentation <input type="checkbox"/> How to develop documentation to aid the end user when using the spreadsheet data model

Topic Area 5: Evaluation	
Teaching content	Exemplification
5.1 Evaluation	
<ul style="list-style-type: none"> <input type="checkbox"/> Meets user and/or client requirements <input type="checkbox"/> Effective use of HCI <input type="checkbox"/> Effectiveness of the spreadsheet data model <ul style="list-style-type: none"> • Ease of use and accessibility • Data formatted appropriately • Strengths of spreadsheet model • Improvements that could be made 	To include: <ul style="list-style-type: none"> <input type="checkbox"/> Determining how effectively a spreadsheet data model meets agreed requirements <input type="checkbox"/> How well the HCI features support the effectiveness of the spreadsheet data model <input type="checkbox"/> How easy the spreadsheet data model is to use <input type="checkbox"/> How to evaluate the effectiveness of the spreadsheet data model

Assessment criteria

Section 6.4 provides full information on how to assess the NEA units and apply the assessment criteria.

These are the assessment criteria for the tasks for this unit. The assessment criteria indicate what is required in each task. Students' work must show that all aspects of a criterion have been met in sufficient detail for it to be **successfully achieved** (see **Section 6.4.1**). If a student's work does not fully meet a criterion, you must not award that criterion.

The command words used in the assessment criteria are defined in **Appendix B**.

Pass	Merit	Distinction
P1: Identify appropriate SMART success criteria against the purpose and user requirements.	M1: Explain the constraints for the project.	
P2: Identify the spreadsheet data model structure.	M2: Identify the formulae for the spreadsheet data model.	D1: Identify the formatting and validation for the spreadsheet data model. Include user comments and appropriate protection.
P3: Identify the HCI features for the spreadsheet.		
P4: Create a test plan to test the useability of the spreadsheet data model.	M3: Create a test plan to test the technical aspects of the spreadsheet data model.	D2: Justify the selection of tests to be used in the test plan through a test strategy.
P5: Produce a spreadsheet data model based on the design documentation.	M4: Produce a functioning spreadsheet data model based on the design documentation.	
P6: Use formatting in the spreadsheet data model.	M5: Use linked worksheets and functions in the spreadsheet data model.	D3: Use validation, protection and data manipulation tools in the spreadsheet data model.
P7: Use simple formulae in the spreadsheet data model.		

Pass	Merit	Distinction
P8: Carry out end testing of the spreadsheet data model and record the outcomes in a test plan.		
P9: Develop outputs to be used to aid the analysis of the results of the spreadsheet model.	M6: Produce an analysis of the trends and/or patterns indicated by the outputs.	D4: Evaluate the outcomes of the analysis and make recommendations.
P10: Create the required content of the technical documentation for the spreadsheet data model.		
P11: Create the required content of the user documentation for the spreadsheet data model.		
P12: Compare the user requirement with the spreadsheet data model created.	M7: Assess the effectiveness of the HCI features in the spreadsheet data model.	D5: Evaluate the effectiveness of the spreadsheet data model and suggest improvements that could be made.

Assessment guidance

This assessment guidance gives you information relating to the assessment criteria. There might not be additional assessment guidance for each assessment criterion. It is included only where it is needed.

Assessment Criteria	Assessment guidance
P1	<ul style="list-style-type: none"> Students must present success criteria as SMART objectives. The SMART objectives must be linked to the purpose and user requirements from the scenario.
M1	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
P2	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
M2	<ul style="list-style-type: none"> Calculations must be expressed as headings, not cell references.
D1	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
P3	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
P4	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
M3	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
D2	<ul style="list-style-type: none"> Students must write a test strategy statement, not a lengthy document.
<p>In Task 2, ideally students will follow the plans they made in Task 1. However, if students deviate from their plans they must not be penalised when assessing Task 2. Students might wish to reflect on any deviations in their evaluation.</p>	
P5	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
M4	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.

P6	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
P7	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
M5	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
D3	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
P8	<ul style="list-style-type: none"> Students must use screenshots in their test documentation. If students have not used the test plan template provided, they must not be penalised when assessing P8. Any relevant test plan document is acceptable.
P9	<ul style="list-style-type: none"> The evidence can be the spreadsheet data model and/or the outputs.
M6	<ul style="list-style-type: none"> Students can present this information in a report or a dashboard.
D4	<ul style="list-style-type: none"> Recommendations must focus on the question or questions raised in the scenario.
P10	<ul style="list-style-type: none"> The task specifies which parts of the technical documentation students need to create. They must create these parts only. They do not need to create full documentation.
P11	<ul style="list-style-type: none"> The task specifies which parts of the user documentation students need to create. They must create these parts only. They do not need to create full documentation.
P12	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
M7	<ul style="list-style-type: none"> The focus is specifically on the HCI features only.
D5	<ul style="list-style-type: none"> The focus is on the model as a whole.

Synoptic assessment

Some of the knowledge, understanding and skills needed to complete this unit will draw on the learning in Unit F200 Fundamentals of data analytics.

This table details these synoptic links.

Unit F202: Spreadsheet data modelling		F200: Fundamentals of data analytics	
Topic Area		Topic Area	
1	Principles of spreadsheet modelling	1	Understanding data
2	Planning the design of a spreadsheet model	1	Understanding data
		2	Managing data
3	Creating the spreadsheet model	1	Understanding data
		2	Managing data
		3	How data can be accessed and managed across platforms
4	Delivering the outcomes	2	Managing data
		5	Job roles, skills and attributes in data analytics
5	Evaluation	1	Understanding data

More information about synoptic assessment in these qualifications can be found in **Section 5.2 Synoptic assessment**.

DRAFT

4.3.2 Unit F203: Relational database design

Unit Aim

This unit will provide you with the knowledge and skills to create and test a relational database. Relational databases are the most common type of databases used in business today. Relational databases are used by many different organisations to store and manipulate data. Using a relational database model will ensure that data is structured, accurate and accessible to all users.

In this unit you will learn how to design a relational database to meet specified users' needs and how to create a database from designs. You will learn how to manipulate data in databases through the use of queries, forms and reports and create a user interface that allows users to navigate databases with ease. Finally, you will learn how to test a relational database, carry out improvements based on feedback and evaluate the design.

Unit F203: Relational database design	
Topic Area 1: Relational database concepts	
Teaching content	Exemplification
1.1 Databases	
<ul style="list-style-type: none"> <input type="checkbox"/> Relational database <input type="checkbox"/> Non-relational database 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What relational and non-relational databases are <input type="checkbox"/> Uses of relational and non-relational databases <input type="checkbox"/> Storage of data items in relational and non-relational databases <input type="checkbox"/> The role of data integrity <input type="checkbox"/> The role of data reliability <p>Does not include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Types of data integrity
1.2 Database fundamentals	
<ul style="list-style-type: none"> <input type="checkbox"/> Objects <ul style="list-style-type: none"> • Tables • Queries • Forms • Macros • Reports <input type="checkbox"/> Primary and foreign keys <input type="checkbox"/> Relationship types <ul style="list-style-type: none"> • One-to-one • One-to-many • Many-to-many <input type="checkbox"/> Referential integrity 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What each object in a database is <input type="checkbox"/> How fields can be identified for each table in a database <input type="checkbox"/> How to identify which field(s) are primary keys <input type="checkbox"/> How to identify which field(s) are foreign keys <input type="checkbox"/> How to identify composite keys in the relationship <input type="checkbox"/> What each relationship type is <input type="checkbox"/> The difference between each relationship type <input type="checkbox"/> The reasons for using referential integrity

<ul style="list-style-type: none"> □ Data types □ Data redundancy □ ACID properties <ul style="list-style-type: none"> • Atomicity • Consistency • Isolation • Durability 	<p>Examples of data types may include:</p> <ul style="list-style-type: none"> □ Text □ Number □ Alphanumeric □ Date/time □ Boolean □ Lookup <p>To include:</p> <ul style="list-style-type: none"> □ How data redundancy can be resolved □ The reasons for maintaining consistency in a database □ How ACID properties can be used to achieve data validity in a database
Topic Area 2: Plan relational database solutions	
Teaching content	Exemplification
2.1 User requirements	
<ul style="list-style-type: none"> □ Functional requirements <ul style="list-style-type: none"> • User needs • Security needs □ Non-functional requirements <ul style="list-style-type: none"> • Performance constraints <ul style="list-style-type: none"> ○ Record retention ○ Backup arrangements • Development constraints <ul style="list-style-type: none"> ○ Time 	<p>To include:</p> <ul style="list-style-type: none"> □ How functional requirements will affect the design of a database solution □ How non-functional requirements will affect the design of a database solution
2.2 Planning database structures	
<ul style="list-style-type: none"> □ Normalisation <ul style="list-style-type: none"> • 0NF/UNF • 1NF • 2NF • 3NF □ Entity relationship diagrams (ERD) □ Data dictionary <ul style="list-style-type: none"> • Purpose • Content □ Naming conventions □ Attributes <ul style="list-style-type: none"> • Properties <ul style="list-style-type: none"> ○ Field name ○ Data type 	<p>To include:</p> <ul style="list-style-type: none"> □ How to take unnormalised data and normalise to third normal form (3NF) □ How to use normalisation techniques to 3NF to plan structures in a database solution □ The purpose of entity relationship diagrams (ERD) □ How to resolve many-to-many relationships □ How to use entity relationship diagrams to plan data structures in a database solution □ The different ways entity relationship diagrams can be notated <p>To include:</p> <ul style="list-style-type: none"> □ The purpose of a data dictionary in planning a database □ The information required to create a data dictionary □ How to use data dictionaries to plan data structures in a database solution □ Standard naming conventions for fields and objects

<ul style="list-style-type: none"> ○ Field size ○ Format ○ Default value ○ Required (Y/N) ○ Validation methods <ul style="list-style-type: none"> ● Input mask ● Validation rules ● Lists 	<ul style="list-style-type: none"> □ How to define entities in terms of attributes □ How to ensure that attributes are atomic □ How data types for each field can be identified □ How the properties of a field can be identified □ The different methods that can be used to validate data □ How error messages can be used as part of data validation □ When and why different validation methods are appropriate
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2.3 Planning data input	
<ul style="list-style-type: none"> □ On-screen data entry form design considerations <ul style="list-style-type: none"> ● Allow entry of data into single/multiple tables ● Form field lengths ● Labelling ● Instructions ● Validation rules ● Built-in lists ● Calculated fields ● Automated number fields ● Date fields ● Form controls ● Navigation buttons ● Switchboards □ HCI considerations <ul style="list-style-type: none"> ● Ease of use ● Layout ● Colour/font choices ● Language style ● House style ● Ease of navigation ● User feedback 	<p>To include:</p> <ul style="list-style-type: none"> □ How each design consideration affects the design of on-screen data entry <p>To include:</p> <ul style="list-style-type: none"> □ How each HCI consideration affects the design of on-screen data entry forms

2.4 Planning data processing and automation	
<ul style="list-style-type: none"> □ Planning data manipulation <ul style="list-style-type: none"> ● Simple queries ● Complex queries □ Relational operators <ul style="list-style-type: none"> ● AND ● OR ● NOT ● BETWEEN ● >, >=, <, <=, = □ Built-in functions □ Planning automation 	<p>To include:</p> <ul style="list-style-type: none"> □ The different types of queries □ How to plan queries needed for a database solution □ How relational operators can be used to create complex queries □ How multiple tables can be used in the design of complex queries □ How to plan the use of built-in functions needed for a database solution □ How macros can be used to automate aspects of a database solution

Topic Area 4: Testing relational database solutions	
Teaching content	Exemplification
4.1 Testing solutions	
<ul style="list-style-type: none"> <input type="checkbox"/> Types of testing <ul style="list-style-type: none"> • Technical testing <ul style="list-style-type: none"> ○ Validation rules ○ Field sizes ○ Data types ○ Database calculations ○ Correct outputs from queries ○ Content included in the output • Usability testing <ul style="list-style-type: none"> ○ Navigation features ○ Layout of forms ○ Layout of reports <input type="checkbox"/> Test plan documentation <input type="checkbox"/> Types of test data <ul style="list-style-type: none"> • Valid • Invalid (Erroneous) • Extreme 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How to use testing techniques during and after relational database development <input type="checkbox"/> How to follow a test plan document <input type="checkbox"/> How to choose appropriate test data to be used in a test plan <input type="checkbox"/> How to record test results <input type="checkbox"/> How and when to retest <p>Does not include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> User testing, user feedback or user acceptance testing
Topic Area 5: Evaluate database solutions	
5.1 Evaluating solutions	
<ul style="list-style-type: none"> <input type="checkbox"/> Fulfilment of user requirements <input type="checkbox"/> Success in relation to design intentions <ul style="list-style-type: none"> • Layout • Menus • Interface • Outputs • Incorporation of house style • Efficiency of solution <ul style="list-style-type: none"> ○ Validation ○ Lack of duplication ○ Effectiveness of queries 	<ul style="list-style-type: none"> <input type="checkbox"/> How successfully a database solution meets a client's requirements <input type="checkbox"/> How well a solution follows intended designs <input type="checkbox"/> How well efficiency has been addressed in a solution
5.2 Evaluating the effectiveness of planning	
<ul style="list-style-type: none"> <input type="checkbox"/> Planning processes followed <ul style="list-style-type: none"> • Defining user requirements • Planning structures • Planning data input • Planning processing and automation • Planning data outputs <input type="checkbox"/> Tools and techniques used <input type="checkbox"/> Lessons learnt 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How effectively planning processes have been used <input type="checkbox"/> How useful tools and techniques used in the planning processes were <input type="checkbox"/> How well tools and techniques have been used <input type="checkbox"/> How a similar project would be approached in future

Assessment criteria

Section 6.4 provides full information on how to assess the NEA units and apply the assessment criteria.

These are the assessment criteria for the tasks for this unit. The assessment criteria indicate what is required in each task. Students' work must show that all aspects of a criterion have been met in sufficient detail for it to be **successfully achieved** (see **Section 6.4.1**). If a student's work does not fully meet a criterion, you must not award that criterion.

The command words used in the assessment criteria are defined in **Appendix B**.

Pass	Merit	Distinction
P1: Create an entity relationship diagram (ERD) for the solution where data duplication is minimised and data integrity is maintained.		
P2: Normalise the database to third normal form (3NF) using normalisation techniques.		
P3: Create a data dictionary for the solution, using standard conventions.	M1: Identify input masks and other methods to validate the data.	D1: Justify the use of the chosen validation methods for the database solution.
P4: Design the forms to be used for the solution.		
P5: Describe simple queries to be used for the solution.	M2: Describe complex queries to be used for the solution.	
P6: Design the switchboard and navigation for the solution.	M3: Design outputs to be used for the solution.	D2: Design the macros required for the solution to work effectively.
P7: Create the database structure and populate with data.		
P8: Create simple queries required for the solution.	M4: Create complex queries required for the solution.	D3: Create the macros required for the solution to work effectively.
P9: Create the forms required for the solution.	M5: Create outputs required for the solution.	
P10: Create the switchboard and navigation required for the solution.		
P11: Test the database solution against the database requirements.	M6: Analyse the test outcomes and, if necessary, resolve any errors in the database solution.	
P12: Compare the database solution with the client's requirements.	M7: Explain how the database solution meets the client's requirements.	D4: Evaluate how successful the solution is in relation to design intentions.
		D5: Evaluate the planning processes followed and suggest improvements that could be made for a similar project in the future.

Assessment guidance

This assessment guidance gives you information relating to the assessment criteria. There might not be additional assessment guidance for each assessment criterion. It is included only where it is needed.

Assessment Criteria	Assessment guidance
P1	<ul style="list-style-type: none"> The entity relationship diagram for the solution must be notated to identify relationships.
P2	<ul style="list-style-type: none"> The database structure for the solution must be created to third normal form with an explanation relating to each stage of the normalisation process carried out. The evidence must cover 0NF/UNF, 1NF, 2NF and 3NF.
P3	<ul style="list-style-type: none"> All entities in the data dictionary solution must be atomic. The data dictionary must include: <ul style="list-style-type: none"> field name data type field size format default value required (Y/N) reference table if foreign key identification of primary keys
M1	<ul style="list-style-type: none"> Input masks and other methods must be defined for the relevant fields in the data dictionary.
D1	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
P4	<ul style="list-style-type: none"> The forms used for the solution must be designed with enough detail to allow someone else to implement the designs. Sub-forms can be used as part of the solution. The forms must clearly indicate user aids, such as indicating mandatory fields to be completed. Designs can be hand drawn or produced electronically.
P5	<ul style="list-style-type: none"> Queries must be related to the scenario. At least one criterion must be used in each query. Totals such as count, minimum/maximum, sum may be required for the output.
M2	<ul style="list-style-type: none"> Queries must include the use of calculations. Queries must require the use of multiple tables. Queries might use parameters.
P6	<ul style="list-style-type: none"> The solution must include a main menu/switchboard and navigation back to it. HCI considerations must be included.
M3	<ul style="list-style-type: none"> The outputs must be designed for screen and print output. Totals can form part of the output.
D2	<ul style="list-style-type: none"> State the steps required within the macros clearly enough to allow someone else to create the macros. For the solution to work effectively, students must plan for different macros to be used throughout the solution. Users must be able to fully operate the solution using automated features only.
<p>In Task 2, ideally students will follow the plans they made in Task 1. However, if students deviate from their plans they must not be penalised when assessing Task 2.</p>	
P7	<ul style="list-style-type: none"> Students must create the planned database structure using the data provided to populate the database tables.
P8	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.

M4	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
P9	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
M5	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
P10	<ul style="list-style-type: none"> A start-up menu/switchboard must load when the database is loaded. The navigation techniques used within the solution must be effective. House style must be incorporated in the navigation system. Evidence must be the database file.
D3	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
P11	<ul style="list-style-type: none"> Ideally, students will use the test plan template provided. However, if students use a different template which is appropriate for the task, they must not be penalised for doing so. Students must test their solution against all the database requirements in the scenario.
M6	<ul style="list-style-type: none"> If errors have been discovered during testing, the evidence must show these errors and how the errors have been corrected. If the student has carried out the analysis and no errors have been discovered, the mark must still be awarded.
P12	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
M7	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
D4	<ul style="list-style-type: none"> This criterion focuses on the solution itself.
D5	<ul style="list-style-type: none"> This criterion focuses on the process followed to create the solution.

Synoptic assessment

Some of the knowledge, understanding and skills needed to complete this unit will draw on the learning in F200: Fundamentals of data analytics and Unit F201: Big data and machine learning.

This table details these synoptic links.

F203: Relational database design		F200: Fundamentals of data analytics	
Topic Area		Topic Area	
1	Relational database concepts	1	Understanding data
2	Plan a relational database solution	1 2	Understanding data Managing data
3	Create a relational database	1 2	Understanding data Managing data
4	Testing the relational database solution	2	Managing data
5	Evaluation of the database solution	5	Job roles, skills and attributes in data analytics

F203: Relational database design		F201: Big Data and Machine Learning	
Topic Area		Topic Area	
1	Relational database concepts	1 2 4	The scope of managing big data The infrastructure challenges of big data Legal and ethical issues in data management
2	Plan a relational database solution	2 5	The infrastructure challenges of big data Environment and society
3	Create a relational database	2	The infrastructure challenges of big data
4	Testing the relational database solution		
5	Evaluation of the database solution	2	The infrastructure challenges of big data

More information about synoptic assessment in these qualifications can be found in **Section 5.2 Synoptic assessment**.

4.3.2 Unit F204: Data and the Internet of Everything (IoE)

Unit Aim

The Internet of Everything (IoE) refers to the devices we use that are connected to the internet, generating data about everything we do. Data and devices are now being used in different sectors of life providing organisations and consumers with automated products and services that enhance our lives. Every day more devices are connected to the internet, with new opportunities and services being developed. Refrigerators that message you to tell you that the milk is out of date and cities where traffic flows are controlled by computers responding to congestion problems, are examples of how the IoE is impacting our lives.

In this unit you will learn about the IoE and how it can be used in different sectors of life. You will learn about the devices that are used to gather data including how they are powered and transmit data. You will also learn how devices process the data and output it in a usable form. Finally, you will learn how to design an IoE product considering the devices, communication methods and processing requirements and how to present your product to stakeholders to gather feedback to help develop your idea further.

Unit F204 Data and the Internet of Everything (IoE)	
Topic Area 1: IoE ecosystem	
Teaching content	Exemplification
1.1 Sectors that use the IoE	
<ul style="list-style-type: none"> <input type="checkbox"/> What is meant by the Internet of Everything <input type="checkbox"/> Sectors <ul style="list-style-type: none"> • Health <ul style="list-style-type: none"> ○ Disability aids ○ Health analytics ○ Medical devices ○ Sensors ○ Social safety wearables ○ Weather safety • Home <ul style="list-style-type: none"> ○ Energy generation/monitoring/reduction ○ Living aids ○ Security/surveillance ○ Home automation systems • City/neighbourhood <ul style="list-style-type: none"> ○ Environmental control ○ Intelligent cities ○ Public services ○ Traffic management ○ Transport • Industry <ul style="list-style-type: none"> ○ Emergency services ○ New developments ○ Production refinement/new techniques ○ Remote working ○ Safety ○ Workforce aids ○ Workforce aids 	To include: <ul style="list-style-type: none"> <input type="checkbox"/> What is meant by the IoE <input type="checkbox"/> The different sectors where the IoE is used <input type="checkbox"/> How the IoE is used in different sectors

<ul style="list-style-type: none"> • The environment <ul style="list-style-type: none"> ○ Environmental monitoring ○ Flood detection network ○ Illegal deforestation monitoring ○ Landslide detection systems ○ Pollution monitoring ○ Wildlife tracking 	
1.2 The four pillars infrastructure of the IoE	
<ul style="list-style-type: none"> □ The structure of the IoE <ul style="list-style-type: none"> • People <ul style="list-style-type: none"> ○ Users • Data <ul style="list-style-type: none"> ○ Raw data ○ Analysis ○ Decisions ○ Results • Process <ul style="list-style-type: none"> ○ Delivering information ○ Time of processing ○ Methods of processing • Things <ul style="list-style-type: none"> ○ Collection devices ○ Output devices 	<p>To include:</p> <ul style="list-style-type: none"> □ The role of each pillar □ What entities are included in each pillar □ How the four pillars work together to create a workable system □ How one pillar affects another
Topic Area 2: Data collection, processing and storage methods and devices	
Teaching content	Exemplification
2.1 Data collection devices	
<ul style="list-style-type: none"> □ Sensors □ Auto process □ Manual process 	<p>To include:</p> <ul style="list-style-type: none"> □ How data can be collected □ Types of devices that are used to collect data □ How devices are selected in different contexts
2.2 Power considerations for data collection devices	
<ul style="list-style-type: none"> □ Frequency of data collection □ Frequency of communication □ Energy generation: <ul style="list-style-type: none"> • Solar • Motion • Radio Frequency (RF) energy harvesting • Battery • Wired power source 	<p>To include:</p> <ul style="list-style-type: none"> □ How power is consumed based on frequency of use for data collection □ How power is consumed based on frequency of use for communication □ How devices can be powered □ How power sources are selected in different contexts <p>Does not include:</p> <ul style="list-style-type: none"> □ Physics of how power is generated □ Calculations of power consumption

2.3 Data processing	
<ul style="list-style-type: none"> □ Where it takes place <ul style="list-style-type: none"> • Device • Edge • Fog • Cloud <ul style="list-style-type: none"> ○ Software as a Service (SaaS) ○ Platform as a Service (PaaS) ○ Infrastructure as a Service (IaaS) ○ Public/Private/Hybrid 	<p>To include:</p> <ul style="list-style-type: none"> □ Where data is processed □ Why data is processed at that location □ Benefits and limitations of different processing locations □ How processing locations are selected in different contexts
2.4 Data storage	
<ul style="list-style-type: none"> □ Devices <ul style="list-style-type: none"> • Server • Mobile • System □ Locations <ul style="list-style-type: none"> • Remote/Cloud • On-site/On device 	<p>To include:</p> <ul style="list-style-type: none"> □ Where data is stored □ How storage locations are selected in different contexts
Topic Area 3: Connectivity and data transmission	
Teaching content	Exemplification
3.1 Types of connectivity	
<ul style="list-style-type: none"> □ Person to Person (P2P) □ Person to Device (P2D) □ Device to Device (D2D) 	<p>To include:</p> <ul style="list-style-type: none"> □ How people and devices are connected to each other □ The different types of connection that are established with the IoE
3.2 Connectivity methods	
<ul style="list-style-type: none"> □ Wireless <ul style="list-style-type: none"> • Bluetooth • Global Positioning System (GPS) • Mobile (3G/4G/5G) • Near-Field Communication (NFC) • Wi-Fi • Zigbee • Z Wave □ Wired <ul style="list-style-type: none"> • Fibre • Copper 	<p>To include:</p> <ul style="list-style-type: none"> □ How data collection devices can connect and transmit data □ How connectivity and communication methods are selected in different contexts
3.3 Transmission considerations	
<ul style="list-style-type: none"> □ Data size □ Transmission range □ Transmission rate □ Frequency of transmission 	<p>To include:</p> <ul style="list-style-type: none"> □ The amount of data that is transmitted □ The distance that data is transmitted over and effect of connectivity method choice □ How often data is transmitted <p>Does not include:</p> <ul style="list-style-type: none"> □ Calculating exact figures and rates

Topic Area 4: Human computer interfaces (HCIs)	
Teaching content	Exemplification
4.1 Output	
<ul style="list-style-type: none"> <input type="checkbox"/> Screens <input type="checkbox"/> Speakers <input type="checkbox"/> Actuators 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The devices that can be used to output information from the IoE <input type="checkbox"/> How the selection of device is based on the needs of a context
4.2 Information formats	
<ul style="list-style-type: none"> <input type="checkbox"/> Visual <input type="checkbox"/> Audio <input type="checkbox"/> Movement 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Range of information output formats from the IoE <input type="checkbox"/> How the selection of output format is based on the needs of a context
4.3 HCI Principles for IoE solutions	
<ul style="list-style-type: none"> <input type="checkbox"/> Human Computer Interface (HCI) features <ul style="list-style-type: none"> • Purpose • Navigation • Accessibility • Colour • Layout • Learnability • Memorability • Messages • User perceptions • Audio • Haptic 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How to select methods that simplify the ways in which stakeholders work with an IoE solution <input type="checkbox"/> How to ensure that a proposed HCI is accessible to all users <input type="checkbox"/> How to select the most user-friendly colour and layout for a HCI <input type="checkbox"/> How HCI features enhance user-friendliness
Topic Area 5: Securing IoE devices	
Teaching content	Exemplification
5.1 Device security	
<ul style="list-style-type: none"> <input type="checkbox"/> Threats to devices <ul style="list-style-type: none"> • Brute force • Playback attack • Rootkit • Side Channel • Spoofing • Zero day <input type="checkbox"/> Mitigation methods for devices <ul style="list-style-type: none"> • Deep packet inspection • Firewall • Intrusion Detection Systems • Intrusion Protection Systems • Public Key/Private Key • Root of Trust • Physical tampering protection 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The different threats that can affect IoE devices <input type="checkbox"/> The mitigation methods against threats to IoE devices <p>Does not include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How each threat to devices works <input type="checkbox"/> How each mitigation method for devices works
5.2 Connection Security	
<ul style="list-style-type: none"> <input type="checkbox"/> Threats to data in transit <ul style="list-style-type: none"> • Man-In-The-Middle (MITM) • Interception <input type="checkbox"/> Mitigations for data in transit <ul style="list-style-type: none"> • Encryption • Cryptography 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The different threat types that can affect data in transit <input type="checkbox"/> How to propose mitigation methods against threats to data in transit <input type="checkbox"/> How device protection can aid security of data in transit

	<p>Does not include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How each threat to data in transit works <input type="checkbox"/> How mitigation for data in transit works
5.3 Legal and ethical considerations	
<ul style="list-style-type: none"> <input type="checkbox"/> Data ownership <input type="checkbox"/> Privacy <input type="checkbox"/> Stalking <input type="checkbox"/> Data access 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The purpose of the legal and ethical considerations <input type="checkbox"/> The implications of the legal and ethical issues surrounding the use of the IoE by individuals and businesses <input type="checkbox"/> Legal and ethical considerations that need to be taken when developing an IoE solution
Topic Area 6: Documentation and audience communication	
Teaching content	Exemplification
6.1 Presenting solutions	
<ul style="list-style-type: none"> <input type="checkbox"/> Presentation <input type="checkbox"/> Website/multimedia <input type="checkbox"/> Video <input type="checkbox"/> Delivery of pitch 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Features of a good presentation/pitch to propose a solution to a client <input type="checkbox"/> How to deliver a presentation/pitch of a proposed solution to a client
6.2 Feedback	
<ul style="list-style-type: none"> <input type="checkbox"/> Feedback sources <ul style="list-style-type: none"> • Stakeholders • Developers <input type="checkbox"/> Feedback formats <ul style="list-style-type: none"> • Written • Verbal 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The different sources of feedback <input type="checkbox"/> How feedback can be gathered from different sources <input type="checkbox"/> The different formats that feedback can be received in and how to record it <input type="checkbox"/> How feedback from different sources and formats can be analysed
6.3 IoE solution proposal	
<ul style="list-style-type: none"> <input type="checkbox"/> Features <ul style="list-style-type: none"> • User requirements • Stakeholder considerations • Purpose • Security issues • Legal and ethical considerations • Data to be collected • Connectivity and data transmission • Processing required • Outputs 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Features of an effective business proposal to a client
6.4 Stakeholder considerations	
<ul style="list-style-type: none"> <input type="checkbox"/> Who could benefit from a proposed solution <ul style="list-style-type: none"> • Organisation • Individual • Society • Environment <input type="checkbox"/> What the benefits are <ul style="list-style-type: none"> • Cost reduction • Income generation • Environmental protection 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Who will benefit from proposed solution <input type="checkbox"/> How benefits will be gained from proposed solution <p>Does not include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Specific cost reduction details for a project

6.5 Technical documentation	
<ul style="list-style-type: none">□ Program flowcharts□ Data flow diagrams□ Wireframes	<p>To include:</p> <ul style="list-style-type: none">□ How to create diagrams showing data flow□ How to create diagrams showing system processing□ How to create diagrams showing device interactions

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Assessment criteria

Section 6.4 provides full information on how to assess the NEA units and apply the assessment criteria.

These are the assessment criteria for the tasks for this unit. The assessment criteria indicate what is required in each task. Students' work must show that all aspects of a criterion have been met in sufficient detail for it to be **successfully achieved** (see **Section 6.4.1**). If a student's work does not fully meet a criterion, you must not award that criterion.

The command words used in the assessment criteria are defined in **Appendix B**.

Pass	Merit	Distinction
P1: Summarise the user requirements.	M1: Describe the stakeholder considerations for the solution.	
P2: Explain the entities for the four pillars for the solution.	M2: Explain how the entities will interact.	
P3: Identify security issues for the devices in the solution.	M3: Explain the mitigations that will be put in place to deal with the security issues identified.	D1: Identify threats to data in transit in the solution and explain mitigation methods.
P4: Describe the legal and ethical issues that need to be considered in the solution.	M4: Explain how the legal and ethical issues will be addressed.	
P5: Describe how data will be collected.	M5: Explain how and where data will be processed using appropriate technical documentation.	D2: Describe the functionality of your additional idea for the solution
P6: Describe the devices and locations where data will be stored.		
P7: Describe how the data collection devices used will be powered.	M6: Explain benefits and limitations to the way the data collection devices will be powered in the solution.	
P8: Describe how you will include HCI principles to meet user needs for the solution.		
P9: Produce annotated wireframes for your HCIs.		
P10: Describe the connectivity methods that will be used to transmit the data.		D3: Justify the connectivity methods chosen for the solution, taking transmission considerations into account.
P11: Present your solution to the client.	M7: Gather feedback on the additional idea for the solution.	D4: Analyse feedback to identify improvements that could be made to the additional idea for the solution.

Pass	Merit	Distinction
P12: Identify improvements that can be made to your solution in the future.		D5: Suggest possible future developments (additional functions) to the IoE solution.

Assessment guidance

This assessment guidance gives you information relating to the assessment criteria. There might not be additional assessment guidance for each assessment criterion. It is included only where it is needed.

Assessment Criteria	Assessment guidance
P1	<ul style="list-style-type: none"> Students must select the relevant information from the scenario, not just repeat the whole scenario.
M1	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
P2	<ul style="list-style-type: none"> Students must list the entities and explain their roles in the solution. Students can use a flow chart for this.
M2	<ul style="list-style-type: none"> Students do not need to produce technical documentation for this criterion.
P3	<ul style="list-style-type: none"> Students must identify at least two security issues.
M3	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
D1	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
P4	<ul style="list-style-type: none"> Students must reference laws listed in Unit F200 in relation to the scenario.
M4	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
P5	<ul style="list-style-type: none"> Students can use technical documentation.
P6	<ul style="list-style-type: none"> Students can use technical documentation.
M5	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
P7	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
M6	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
P8	<ul style="list-style-type: none"> Students must consider the needs of at least one user.
P9	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
D2	<ul style="list-style-type: none"> Students must complete P5 to P10, M5 and M6 in relation to their additional idea.
P10	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
D3	<ul style="list-style-type: none"> This must be included in the proposal.
P11	<ul style="list-style-type: none"> Students must use one of the methods of presentation listed in Topic Area 6. Evidence can be the written presentation or a video recording.
M7	<ul style="list-style-type: none"> Teachers must give feedback on the additional idea. Feedback must focus on improvements that could be made to the additional idea.
D4	<ul style="list-style-type: none"> Suggested improvements must be based on the feedback received and focus on the additional idea.
P12	<ul style="list-style-type: none"> Students must generate their own ideas for improvements.
D5	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.

Synoptic assessment

Some of the knowledge, understanding and skills needed to complete this unit will draw on the learning in F200: Fundamentals of data analytics and Unit F201: Big data and machine learning.

This table details these synoptic links.

F204: Data and the Internet of Everything (IoE)		F200: Fundamentals of data analytics	
Topic Area		Topic Area	
1	IoE ecosystem	1	Understanding data
2	Data collection, processing and storage methods and devices	2	Managing data
3	Connectivity and data transmission	2	Managing data
4	Human computer interfaces (HCI's)	2	Managing data
5	Securing the IoE devices	4	Legal considerations
6	Documentation and audience communication	3	How data can be accessed and managed across platforms
		5	Job roles, skills and attributes in data analytics

F204: Data and the Internet of Everything (IoE)		F201: Big Data and Machine Learning	
Topic Area		Topic Area	
1	IoE ecosystem	1 5	The scope of managing big data Environment and society
2	Data collection, processing and storage methods and devices	1 2	The scope of managing big data The infrastructure challenges of big data
		4	Legal and ethical issues in data management
3	Connectivity and data transmission	1	The scope of managing big data
4	Human computer interfaces (HCI's)		
5	Securing the IoE devices	4	Legal and ethical issues in data management
6	Documentation and audience communication	5	Environment and society

More information about synoptic assessment in these qualifications can be found in **Section 5.2 Synoptic assessment**.

4.3.3 Unit F205: Data visualisation

Unit Aim

Organisations collect and use data to aid decision making. As the volume of data collected continues to grow, techniques are needed to analyse this data to make informed decisions. Being able to interpret and communicate what the data means is critical for success, whether it is identifying problems to solve or opportunities to explore. The easiest way to communicate trends and themes in the data is to show them visually. Dashboards are used to connect to, transform, and visualise data.

In this unit you will learn skills required to process data sets effectively to draw out meaningful insights. You will use skills of visualisation and communication to convert data sets into formats that can facilitate the effective communication of information using a data dashboard. To do this you will learn how to prepare data for analysis and design a dashboard for the visualisation of information.

Unit F205: Data visualisation	
Topic Area 1: The value and importance of data visualisation	
Teaching content	Exemplification
1.1 Impact of data on organisations and individuals	
<ul style="list-style-type: none"> □ The value of large data sets to organisations □ How large data sets are used by organisations <ul style="list-style-type: none"> • Customer preferences • Marketing • Competitive advantage through data visualisation • Predictive analytics • Identifying and mitigating risks □ Data sources □ Challenges of managing large data sets 	<p>To include:</p> <ul style="list-style-type: none"> □ The positive and negative impacts that large data sets can have on organisations □ The different ways that large amounts of data can be used by organisations □ How suitable data from the different data sources can be identified and retrieved □ The reasons why managing large amounts of data can be challenging for organisations □ How organisations can address the challenges of managing large amounts of data <p>Examples of data sources may include:</p> <ul style="list-style-type: none"> • Existing data • Social media content and social network activity reports • Text from customer emails • Survey responses • Web server logs • Internet clickstream data • Financial reports • Machine data captured by sensors connected to the Internet of Everything (IoE) <p>Examples of challenges may include:</p> <ul style="list-style-type: none"> • Lack of understanding of large data sets • Representing large data sets • Data growth and storage • Need for skilled data professionals • Data security • Integrating data from a variety of sources • Selecting appropriate software analysis tools

1.2 Data dashboards	
<ul style="list-style-type: none"> □ Data dashboards <ul style="list-style-type: none"> • Types <ul style="list-style-type: none"> ○ Analytical ○ Informational ○ Operational ○ Strategic • Uses/implementations 	<p>To include:</p> <ul style="list-style-type: none"> □ What a data dashboard is □ The different types and uses of data dashboards □ How data dashboards can be used to communicate complex data to different stakeholders or audiences □ The benefits and limitations of the different types of data dashboard
Topic Area 2: Planning for data dashboards	
Teaching content	Exemplification
2.1 Initial plans	
<ul style="list-style-type: none"> □ Design considerations <ul style="list-style-type: none"> • Purpose of the dashboard • Needs of end users • Data requirements • Success criteria □ Target audience considerations <ul style="list-style-type: none"> • Technical • Non-technical □ Planning tools <ul style="list-style-type: none"> • Storyboard • Mind map • Flowchart 	<p>To include:</p> <ul style="list-style-type: none"> □ How each consideration affects the design of data dashboards □ How target audience considerations affect the design of data dashboards □ How each planning tool can be used to plan data dashboards
2.2 Planning data preparation	
<ul style="list-style-type: none"> □ Data preparation considerations <ul style="list-style-type: none"> • Data cleansing • Data validation • Data reliability • Data transformation <ul style="list-style-type: none"> ○ Constructive ○ Destructive ○ Structural □ Legal considerations <ul style="list-style-type: none"> • UK GDPR • Intellectual property protection • Terms of service agreements □ Ethical, moral and social considerations 	<p>To include:</p> <ul style="list-style-type: none"> □ How each consideration will affect the preparation of data for use in data dashboards □ How data can be cleansed so that it can be analysed and visualised □ How data can be prepared so that errors can be removed prior to manipulation and visualisation □ The benefits of data preparation prior to visualisation □ How each legal, ethical, moral and social consideration will affect the preparation of data for use in data dashboards
2.3 Planning the layout of data dashboards	
<ul style="list-style-type: none"> □ Layout considerations <ul style="list-style-type: none"> • User-friendliness • Pages • Content positioning • Interactivity □ HCI considerations <ul style="list-style-type: none"> • Input controls • Navigational components • Informational components 	<p>To include:</p> <ul style="list-style-type: none"> □ How each layout consideration affects the layout of data dashboards □ How each HCI consideration affects the layout of data dashboards □ How to use planning tools to plan the layout of data dashboards

2.4 Planning the functionality and manipulation of data dashboards	
<ul style="list-style-type: none"> □ Functionality considerations <ul style="list-style-type: none"> • User customisation • Data filtering options • Search options • Export options • Real time update □ Data manipulation methods <ul style="list-style-type: none"> • Multiple tables • Multiple criteria • Advanced formulas 	<p>To include:</p> <ul style="list-style-type: none"> □ How each consideration affects the functionality of data dashboards □ How different methods of data manipulation can be used to process data □ How planning tools can be used to plan the functionality of data dashboards
2.5 Planning the outputs from data dashboards	
<ul style="list-style-type: none"> □ Output considerations <ul style="list-style-type: none"> • Purpose of the data dashboard • Types of visualisation required • Interactions required 	<p>To include:</p> <ul style="list-style-type: none"> □ How each consideration will affect the choice of outputs for a data dashboard □ How planning tools can be used to design/specify outputs for a data dashboard
Topic area 3: Techniques for creating a data dashboard	
Teaching content	Exemplification
3.1. Preparing data for visualisation	
<ul style="list-style-type: none"> □ Importing data <ul style="list-style-type: none"> • File formats • Import techniques □ Data preparation software tools <ul style="list-style-type: none"> • Data collection • Data connection • Data cleansing • Data transformation/manipulation • Data analysis 	<p>To include:</p> <ul style="list-style-type: none"> □ The different ways to import data ready for visualisation □ How to use data preparation software to prepare data for use in a planned solution □ How to use data analysis tools to summarise data ready for visualisation <p>Examples of data preparation software tools may include:</p> <ul style="list-style-type: none"> • Collecting/retrieving data from a range of different file formats to prepare for visualisation purposes • Connecting data collected from a range of data sources to show relationships and connections/correlations between two or more variables • Cleansing data by identifying data errors and issues to create complete and accurate datasets • Transforming data to improve organisation and data quality • Using data transformation facilities to add additional fields to datasets • Using data transformation facilities to modify the format of datasets
3.2 Creating data dashboards	
<ul style="list-style-type: none"> □ Visualisation software tools <ul style="list-style-type: none"> • Visual creation tools • Dashboard creation tools • Sorting options • Searching and filtering options 	<p>To include:</p> <ul style="list-style-type: none"> □ How to use visualisation software tools to affect the design of planned data dashboard solutions

<ul style="list-style-type: none"> • Report creation • Publishing options • Sharing options 	<ul style="list-style-type: none"> □ How planning documentation can be used to create functioning data dashboards □ How functions can be used to manipulate data in dashboards <p>Examples of visualisation software tools may include:</p> <ul style="list-style-type: none"> • Using visualisation tools to create and modify visuals, text and graphics for defined purposes and users • Using creation tools to modify visualisations for different users • Creating a simple, intuitive dashboard interface to engage users • Applying appropriate user access rights to the dashboard • Using dashboard creation facilities to create appropriate security features for the dashboard • Establishing sorting, searching and filtering functions to customise data shown on a dashboard • Using report creation facilities to enhance data presentation • Using report creation facilities to draw attention to important insights • Using and combining multiple reports or datasets to create an interactive dashboard • Pinning tiles to a dashboard to publish and highlight important information for a user
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Topic area 4: Communicating information and interpreting data

Teaching content	Exemplification
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4.1. Communicating information

<ul style="list-style-type: none"> □ Methods of communicating information from data dashboards <ul style="list-style-type: none"> • Infographic • Presentation • Report • Screen recording 	<p>To include:</p> <ul style="list-style-type: none"> □ How data from data dashboards can be communicated for different audiences and why □ The benefits and limitations of each method
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4.2. Interpreting data

<ul style="list-style-type: none"> □ Drawing conclusions from data dashboards <ul style="list-style-type: none"> • Trends • Patterns • Recommendations 	<p>To include:</p> <ul style="list-style-type: none"> □ How data dashboards can be used to draw conclusions from datasets
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Topic area 5: Evaluating the effectiveness of visualisation solutions

5.1. Evaluating data preparation

<ul style="list-style-type: none"> □ Evaluating the process of preparing data <ul style="list-style-type: none"> • Processes used 	<p>To include:</p> <ul style="list-style-type: none"> □ How well data preparation processes worked □ The effectiveness of data cleansing processes in preparing data for a solution
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5.2 Evaluating the effectiveness of data dashboards	
<ul style="list-style-type: none"> □ Evaluating the effectiveness of data dashboards created <ul style="list-style-type: none"> • Identified solution against requirements • Meeting the needs of the task • Following HCI design conventions • Effectiveness of the layout created • Future improvements 	To include: <ul style="list-style-type: none"> □ How well the needs of client requirements have been met □ How well a data dashboard produced matches plans □ How well HCI design conventions have been adhered to □ How effective the layout of a data dashboard is compared to client requirements □ Improvements that could be made if a similar exercise were carried out in future □ How the functionality of a data dashboard could be modified to enhance the client experience in future □ How the content of a data dashboard could be further developed to enhance the client experience in future

Assessment criteria

Section 6.4 provides full information on how to assess the NEA units and apply the assessment criteria.

These are the assessment criteria for the tasks for this unit. The assessment criteria indicate what is required in each task. Students' work must show that all aspects of a criterion have been met in sufficient detail for it to be **successfully achieved** (see **Section 6.4.1**). If a student's work does not fully meet a criterion, you must not award that criterion.

The command words used in the assessment criteria are defined in **Appendix B**.

Pass	Merit	Distinction
P1: Describe design and target audience considerations for data visualisation.	M1 Explain why data preparation is important for data visualisation.	D1 Examine the legal, ethical, moral and social considerations in relation to collection and use of a data set.
P2: Describe the data preparation considerations for data visualisation.		
P3: Identify the layout of a data dashboard and the HCI considerations that are required to present data on the dashboard for the client.		
P4: Explain the functionality considerations and data manipulation methods required to present data on the dashboard for the client.		

Pass	Merit	Distinction
P5: Identify the outputs for the data dashboard for the client.		
P6: Import the data provided into an appropriate application for visualisation.		
P7: Prepare the data provided to allow for effective manipulation.		
P8: Create the functionality and data manipulation methods required to present data on the dashboard.	M2: Summarise data ready for visualising the data using appropriate data analysis tools.	
P9: Create a data dashboard to visualise data for the client.	M3: Implement HCI considerations in the data dashboard using visualisation software tools.	
	M4: Sort data on a data dashboard for the client.	D2: Filter data on a data dashboard for the client.
P10: Present the outputs from the data dashboard to the client.	M5: Justify the method used to communicate the outputs from the data dashboard.	D3: Interpret the outputs from the data dashboard for the client.
P11: Describe what was and what was not effective in the data preparation process.		
P12: Compare the data dashboard produced with the client requirements.	M6: Evaluate how far the dashboard produced reflects the plans.	D4: Evaluate how effective overall the data dashboard produced is in meeting the client requirements.
	M7: Suggest improvements that could be made to the HCI and layout of the data dashboard produced.	D5: Suggest possible further development of the data dashboard produced.

Assessment guidance

This assessment guidance gives you information relating to the assessment criteria. There might not be additional assessment guidance for each assessment criterion. It is included only where it is needed.

Assessment Criteria	Assessment guidance
P1	<ul style="list-style-type: none"> The considerations must reference the scenario.
M1	<ul style="list-style-type: none"> The explanation must be linked to the given scenario.
D1	<ul style="list-style-type: none"> The evidence must be linked to the given scenario.
P2	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
P3	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
P4	<ul style="list-style-type: none"> Students can select calculation functions from the list in Section 2.5 of Unit F202. These are:

	<ul style="list-style-type: none"> ○ Relative and absolute cell references ○ Mathematical operators ○ Simple functions ○ Logical functions ○ Financial functions ○ Text functions ○ Date and time functions ○ Lookup and reference functions ○ Maths and trig functions <ul style="list-style-type: none"> ● (See Section 2.5 of Unit F202 for examples.)
P5	<ul style="list-style-type: none"> ● There is no assessment guidance for this criterion.
P6	<ul style="list-style-type: none"> ● There is no assessment guidance for this criterion.
P7	<ul style="list-style-type: none"> ● Students only need to cleanse the data. They do not need to validate it.
P8	<ul style="list-style-type: none"> ● Students can select calculation functions from the list in Section 2.5 of Unit F202.
M2	<ul style="list-style-type: none"> ● Students must use appropriate data analysis tools, such as pivot tables or similar.
P9	<ul style="list-style-type: none"> ● There is no assessment guidance for this criterion.
M3	<ul style="list-style-type: none"> ● There is no assessment guidance for this criterion.
M4	<ul style="list-style-type: none"> ● Sorting can include ascending and descending order, and sorting on more than one column of data.
D2	<ul style="list-style-type: none"> ● There is no assessment guidance for this criterion.
P10	<ul style="list-style-type: none"> ● Students will demonstrate how the data dashboard works. ● Acceptable formats for this are: written report, written or verbal presentation. ● Evidence of presentation can be a report, a written presentation, or a video recording.
M5	<ul style="list-style-type: none"> ● There is no assessment guidance for this criterion.
D3	<ul style="list-style-type: none"> ● Students must consider trends and patterns from the data outputs. Students must make recommendations to the client based on any trends and patterns.
P11	<ul style="list-style-type: none"> ● There is no assessment guidance for this criterion.
P12	<ul style="list-style-type: none"> ● Students must describe the similarities and differences between their data dashboard and the client requirements outlined in the scenario.
M6	<ul style="list-style-type: none"> ● There is no assessment guidance for this criterion.
D4	<ul style="list-style-type: none"> ● This is an extension of P12. Students will make reasoned judgements on how well client requirements have been met.
M7	<ul style="list-style-type: none"> ● There is no assessment guidance for this criterion.
D5	<ul style="list-style-type: none"> ● There is no assessment guidance for this criterion.

Synoptic assessment

Some of the knowledge, understanding and skills needed to complete this unit will draw on the learning in F200: Fundamentals of data analytics and Unit F201: Big data and machine learning.

This table details these synoptic links.

F205: Processing and communicating data with data dashboards		F200: Fundamentals of data analytics	
Topic Area		Topic Area	
1	The value and importance of data visualisation	1	Understanding data
		2	Managing data
2	Planning for a data dashboard	2	Managing data
3	Techniques for creating a data dashboard	2	Managing data
4	Interpreting and communicating information	5	Job roles, skills and attributes in data analytics
5	Evaluating the effectiveness of the visualisation solution	1	Understanding data
		5	Job roles, skills and attributes in data analytics

F205: Processing and communicating data with data dashboards		F201: Big Data and Machine Learning	
Topic Area		Topic Area	
1	The value and importance of data visualisation	1	The scope of managing big data
		2	The infrastructure challenges of big data
		3	Big data, machine learning and artificial intelligence
		5	Environment and society
2	Planning for a data dashboard	1	The scope of managing big data
		2	The infrastructure challenges of big data
		4	Legal and ethical issues in data management
3	Techniques for creating a data dashboard	2	The infrastructure challenges of big data
4	Interpreting and communicating information	2	The infrastructure challenges of big data
5	Evaluating the effectiveness of the visualisation solution	4	Legal and ethical issues in data management

More information about synoptic assessment in these qualifications can be found in **Section 5.2 Synoptic assessment**.

4.3.4 Unit F206: Data and digital marketing

Unit Aim

Digital marketing has become important as organisations and individuals have started using digital devices and social media channels to communicate messages to a wider audience. Many people spend hours online and the ability to reach them has become more and more important. Digital marketing can take many forms, including video, pop up advertisements, and social media posts. The use of data allows digital marketing to target specific individuals and groups. This results in digital marketing providing a much more cost effective and efficient method of communication.

In this unit you will learn the basics of digital marketing and how to create digital marketing campaigns for a specified purpose. You will learn about the different tools that can be used to create digital marketing campaigns. This will include the use of data to allow more targeted approaches to marketing campaigns. You will learn and develop the skills to develop content for campaigns, as well as the tools and techniques used to pitch your ideas to clients. You will also review how you have worked, developing the ability to be reflective about the approach you took and how you could improve your approach in the future.

Unit F206: Data and digital marketing	
Topic Area 1: Digital marketing fundamentals	
Teaching content	Exemplification
1.1 Role of digital marketing	
<ul style="list-style-type: none"> □ Purposes of digital marketing <ul style="list-style-type: none"> • Raising awareness • Increasing sales • Building a brand/organisation • Expanding/growing an organisation • Repositioning an organisation • Collecting market research □ Approaches to digital marketing <ul style="list-style-type: none"> • Business to business (B2B) • Business to consumer (B2C) 	To include: <ul style="list-style-type: none"> □ How digital marketing is used to collect market research □ How digital marketing is used for each purpose □ How digital marketing is used differently for each approach
1.2 Digital marketing tools	
<ul style="list-style-type: none"> □ Social media platforms □ Banner advertising □ Pay per click advertising □ Email □ Landing page optimisation □ Search Engine Optimisation (SEO) □ Emerging technologies 	To include: <ul style="list-style-type: none"> □ How different tools can be used in digital marketing □ How different social media platforms are targeted at different audiences □ The effectiveness of different tools in different contexts □ The use of emerging technologies in digital marketing
1.3 Marketing strategies and the digital marketing lifecycle	
<ul style="list-style-type: none"> □ Identifying potential customers and markets <ul style="list-style-type: none"> • Segmentation • Persona □ Goals <ul style="list-style-type: none"> • Short term • Long term 	To include: <ul style="list-style-type: none"> □ How potential customers and markets can be analysed □ How and why goals for marketing can be set over different timescales □ How digital marketing campaigns can be used in the different stages of the digital marketing lifecycle

<ul style="list-style-type: none"> □ Stages of the digital marketing lifecycle <ul style="list-style-type: none"> • Setup • Traction • Positioning • Viral growth 	
Topic Area 2: Data driven digital marketing	
Teaching content	Exemplification
2.1 Data collection	
<ul style="list-style-type: none"> □ Data collection sources <ul style="list-style-type: none"> • Website marketing analytics <ul style="list-style-type: none"> ○ Visitor ○ Pager view ○ Session ○ Traffic • Traffic per channel • Traffic by device • Social media aggregation 	<p>To include:</p> <ul style="list-style-type: none"> □ How data is collected from the different sources □ How to use the different data collection sources
2.2 Data analysis	
<ul style="list-style-type: none"> □ Analysis techniques □ Presenting results 	<p>To include:</p> <ul style="list-style-type: none"> □ How to analyse data for a defined purpose □ How to present and describe the results of data analysis
2.3 Data use	
<ul style="list-style-type: none"> □ Identifying gaps in the market □ Identifying changing customer habits □ Targeted campaigns <ul style="list-style-type: none"> • Channel(s) • Format(s) 	<p>To include:</p> <ul style="list-style-type: none"> □ How to interpret data to make marketing decisions □ How data can be used to support decisions to target different channels □ How data can be used to support decisions to use different formats for digital marketing campaigns
Topic Area 3: Planning digital marketing content	
Teaching content	Exemplification
3.1 Planning digital marketing campaigns	
<ul style="list-style-type: none"> □ Client requirements □ Aim and purpose <ul style="list-style-type: none"> • Campaign objectives • Target audience • Brand identity • Unique selling point (USP) □ Success criteria <ul style="list-style-type: none"> • Metrics • Key Performance Indicators (KPI) □ Defining timescales <ul style="list-style-type: none"> • Publishing schedule <ul style="list-style-type: none"> ○ Date ○ Time ○ Content □ Generating ideas for content 	<p>To include:</p> <ul style="list-style-type: none"> □ How the aim and purpose of a digital marketing campaign can influence marketing decisions □ How the target audience will influence digital marketing campaign decisions □ How brand identity will influence digital marketing campaign decisions □ What a USP is □ The benefits of having a USP as part of a digital marketing campaign □ How metrics and KPIs are used to measure success □ How data can be used to support the aim and purpose of a digital marketing campaign □ How data analysis can be used to make/inform decisions made in planning a digital marketing campaign □ How to define timescales for a digital marketing campaign

	<ul style="list-style-type: none"> <input type="checkbox"/> How a publishing schedule can be used to plan content for a digital marketing campaign <input type="checkbox"/> The different ways that ideas for content for a digital marketing campaign can be produced
3.2 Planning the marketing mix	
<ul style="list-style-type: none"> <input type="checkbox"/> 7 Ps of digital marketing <ul style="list-style-type: none"> • Product • Price • Place • Promotion • People • Process • Physical evidence 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What the digital marketing mix is <input type="checkbox"/> What each of the 7Ps of digital marketing is <input type="checkbox"/> How each of the 7Ps can be used in a digital marketing campaign
3.3 Digital marketing funnel	
<ul style="list-style-type: none"> <input type="checkbox"/> Purpose of the digital marketing funnel <input type="checkbox"/> Sections of the digital marketing funnel <ul style="list-style-type: none"> • Pre-purchase <ul style="list-style-type: none"> ○ Engagement ○ Education ○ Research ○ Evaluation ○ Justification ○ Purchase • Post purchase <ul style="list-style-type: none"> ○ Adoption ○ Retention ○ Expansion ○ Advocacy 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What the digital marketing funnel is and its purpose <input type="checkbox"/> The purpose of each section of the funnel <input type="checkbox"/> How to develop content ideas for each section of the digital marketing funnel
Topic Area 4: Creating content for digital marketing campaigns	
Teaching content	Exemplification
4.1 Content format	
<ul style="list-style-type: none"> <input type="checkbox"/> Imagery <input type="checkbox"/> Video <input type="checkbox"/> Audio <input type="checkbox"/> Text 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How each content format connects with audiences <input type="checkbox"/> The digital marketing channels that each content format suits <input type="checkbox"/> How to create prototypes of each content format for a digital marketing campaign <p>Does not include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Publishing on social media <input type="checkbox"/> Finished content
4.2 Content purpose	
<ul style="list-style-type: none"> <input type="checkbox"/> Entertain <input type="checkbox"/> Inspire <input type="checkbox"/> Educate <input type="checkbox"/> Convince/persuade 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How content can be used for each purpose in a digital marketing campaign

4.3 Content style	
<ul style="list-style-type: none"> <input type="checkbox"/> Language use for audience <ul style="list-style-type: none"> • Clarity • Persuasion • Call to action <input type="checkbox"/> Keywords 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How the language used in digital marketing campaign content can be modified for target audiences <input type="checkbox"/> How keywords can be used <input type="checkbox"/> The value of keywords in digital marketing
Topic Area 5: Communicating to stakeholders	
Teaching content	Exemplification
5.1 Communicating the proposal	
<ul style="list-style-type: none"> <input type="checkbox"/> Executive summary <ul style="list-style-type: none"> • Purpose of campaign • Impact on stakeholders <input type="checkbox"/> Presentation/pitch to client <ul style="list-style-type: none"> • Structure • Content – main points of proposal • Digital elements for different channels <input type="checkbox"/> Effective delivery <ul style="list-style-type: none"> • Clear presentation content • Clear communication <input type="checkbox"/> Feedback <ul style="list-style-type: none"> • Gathering feedback • Using feedback 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Features of an executive summary for a proposed digital marketing campaign <input type="checkbox"/> How to communicate the purpose of a digital marketing campaign <input type="checkbox"/> How a digital marketing campaign will affect relevant stakeholders <input type="checkbox"/> Features of a presentation/pitch to stakeholders of a proposed digital marketing campaign <input type="checkbox"/> How to deliver a presentation/pitch to stakeholders to gather feedback <input type="checkbox"/> How feedback from stakeholders can be gathered <input type="checkbox"/> How feedback from a presentation can be used to improve digital marketing plans
Topic Area 6: Reflection and evaluation of working processes	
Teaching content	Exemplification
6.1 Ways to reflect	
<ul style="list-style-type: none"> <input type="checkbox"/> Boud, Keogh and Walker’s model <ul style="list-style-type: none"> • Experience • Reflective process • Outcomes <input type="checkbox"/> Effectiveness of the processes followed <ul style="list-style-type: none"> • Analysis of data • Campaign planning • Content prototyping • Communicating with stakeholders <input type="checkbox"/> Effectiveness of the tools and techniques used <ul style="list-style-type: none"> • Data visualisation tools • Planning techniques • Prototyping tools • Presentation delivery • Tools for gathering feedback <input type="checkbox"/> Lessons learnt 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How to evaluate the working processes followed, and the tools and techniques used <input type="checkbox"/> How to identify actions that would be performed differently in future

Assessment criteria

Section 6.4 provides full information on how to assess the NEA units and apply the assessment criteria.

These are the assessment criteria for the tasks for this unit. The assessment criteria indicate what is required in each task. Students' work must show that all aspects of a criterion have been met in sufficient detail for it to be **successfully achieved** (see **Section 6.4.1**). If a student's work does not fully meet a criterion, you must not award that criterion.

The command words used in the assessment criteria are defined in **Appendix B**.

Pass	Merit	Distinction
P1: Describe the client requirements.		
P2: Analyse provided data using data analysis techniques.	M1: Describe the results of data analysis.	D1: Explain and justify which digital marketing tools will be used in the digital marketing campaign based on the analysis.
P3: Visually present results of data analysis.		
P4: Describe the aim and purpose for a digital marketing campaign.	M2: Plan timescales including publishing times for digital marketing campaign content.	D2: Identify and justify metrics and/or key performance indicators to measure the success of a digital marketing campaign.
P5: Describe how the digital marketing mix will be used in the digital marketing campaign.	M3: Explain how the digital marketing mix and marketing funnel will meet the clients' requirements.	
P6: Describe how the sections of the digital marketing funnel will be used in the digital marketing campaign.		
P7: Produce outline ideas of content for a digital marketing campaign including channels to be used.	M4: Justify the proposed content formats in relation to digital marketing channels.	
P8: State and explain choice of keywords to be used in the digital marketing campaign.		D3: Explain how content style is used to meet the client requirements, aims and purpose of the digital marketing campaign
P9: Produce prototypes of digital marketing content to be used in the digital marketing campaign.	M5: Justify content produced in relation to client requirements.	
P10: Produce an executive summary of a proposed digital marketing campaign.		

Pass	Merit	Distinction
P11: Present a proposed digital marketing campaign to stakeholders and gather feedback.	M6: Analyse feedback on a proposed digital marketing campaign.	D4: Adapt proposal for digital marketing campaign based on feedback received.
P12: Describe the processes followed in developing a digital marketing campaign.	M7: Explain what could be done differently when developing future digital marketing campaigns.	D5: Evaluate how far the processes used allowed the development of a digital marketing campaign to meet client requirements.

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Assessment guidance

This assessment guidance gives you information relating to the assessment criteria. There might not be additional assessment guidance for each assessment criterion. It is included only where it is needed.

Assessment Criteria	Assessment guidance
P1	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
P2	<ul style="list-style-type: none"> Data analysis techniques are identified in Unit F202. Students can analyse the data in any way that is relevant to the scenario. This can include removing some parts of the data ahead of analysis, if appropriate.
P3	<ul style="list-style-type: none"> Methods of visualisation are identified in Unit F200. Students can use any method that is relevant to the scenario and the analysis.
M1	<ul style="list-style-type: none"> M1 is linked to P2 and P3.
D1	<ul style="list-style-type: none"> D1 is linked to P2, P3 and M1.
P4	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
M2	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
D2	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
P5	<ul style="list-style-type: none"> Students must include all the elements of the marketing mix that are relevant to the proposed digital marketing campaign.
P6	<ul style="list-style-type: none"> Students must include all the elements of the digital marketing funnel that are relevant to the proposed digital marketing campaign.
M3	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
P7	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
M4	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
P8	<ul style="list-style-type: none"> The explanations do not have to be based on research.
P9	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
M5	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
D3	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
P10	<ul style="list-style-type: none"> The executive summary can be presented as a document in its own right, or as part of the pitch.
P11	<ul style="list-style-type: none"> Acceptable formats for this are: written report, written or verbal presentation. Evidence of presentation can be the report, the written presentation, or a video recording. Evidence of gathering feedback can be notes or a report. The teacher provides the feedback. Feedback should focus on potential improvements to the marketing campaign. The feedback must allow for analysis (M6) and adaptations to be explored (D4).
M6	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
D4	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
P12	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
M7	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
D5	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.

Synoptic assessment

Some of the knowledge, understanding and skills needed to complete this unit will draw on the learning in F200: Fundamentals of data analytics and Unit F201: Big data and machine learning.

This table details these synoptic links.

F206: Data and digital marketing		F200: Fundamentals of data analytics	
Topic Area		Topic Area	
1	Digital marketing fundamentals	1	Understanding data
2	Data driven digital marketing	1	Understanding data
		2	Managing data
		5	Job roles, skills and attributes in data analytics
3	Planning digital marketing content	1	Understanding data
4	Creating content for a digital marketing campaign	5	Job roles, skills and attributes in data analytics
5	Communicating to stakeholders	5	Job roles, skills and attributes in data analytics
6	Evaluating working processes	5	Job roles, skills and attributes in data analytics

F206: Data and digital marketing		F201: Big Data and Machine Learning	
Topic Area		Topic Area	
1	Digital marketing fundamentals	1	The scope of managing big data
2	Data driven digital marketing	1	The scope of managing big data
		2	The infrastructure challenges of big data
		4	Legal and ethical issues in data management
3	Planning digital marketing content	1	The scope of managing big data
4	Creating content for a digital marketing campaign		
5	Communicating to stakeholders		
6	Evaluating working processes		

More information about synoptic assessment in these qualifications can be found in **Section 5.2 Synoptic assessment**.

5 Assessment and grading

5.1 Overview of the assessment

Entry code	H019
Qualification title	OCR Level 3 Cambridge Advanced National (AAQ) in IT: Data Analytics (Certificate)
GLH	150*
Reference	TBC
Total Units	Has two units: <ul style="list-style-type: none">• Mandatory units F200, F202

Entry code	H119
Qualification title	OCR Level 3 Cambridge Advanced National (AAQ) in IT: Data Analytics (Extended Certificate)
GLH	360*
Reference	TBC
Total Units	Has five units: <ul style="list-style-type: none">• Mandatory units F200, F201, F202,• and 2 other units from F203, F204, F205, F206 .

*the GLH includes assessment time for each unit

Unit F200: Fundamentals of data analytics
75 GLH 1 hour 15 minute written exam 60 marks (60 UMS) OCR-set and marked Calculators are not required in this exam The exam will always have : <ul style="list-style-type: none">• A short scenario which will develop through the paper• Forced choice/controlled response questions• Short answer, closed response questions• Extended constructed response questions with points-based marks schemes

- Extended constructed response questions with levels of response marks schemes
- One six mark and one nine mark extended constructed response question with a levels of response marks scheme

Unit F201: Big data and machine learning

70 GLH

1 hour 30 minute written exam

60 marks (60 UMS)

OCR-set and marked

Calculators are not required in this exam

The exam will always **have**:

- A short scenario which will develop through the paper
- Forced choice/controlled response questions
- Short answer, closed response questions
- Extended constructed response questions with points-based marks schemes
- Extended constructed response questions with levels of response marks schemes
- One six mark and one nine mark extended constructed response question with a levels of response marks scheme

Unit F202: Spreadsheet data modelling

75 GLH

OCR-set assignment

Centre-assessed and OCR-moderated

This set assignment has four practical tasks.

It should take about 15 GLH to complete.

Unit F203: Relational database design

70 GLH

OCR-set assignment

Centre-assessed and OCR-moderated

This set assignment has four practical tasks.

It should take about 15 GLH to complete.

Unit F204: Data and the internet of everything (IoE)
70 GLH OCR-set assignment Centre-assessed and OCR-moderated This set assignment has three practical tasks. It should take about 15 GLH to complete

Unit F205: Data visualisation
70 GLH OCR-set assignment Centre-assessed and OCR-moderated This set assignment has four practical tasks. It should take about 15 GLH to complete.

Unit F206: Data and digital marketing
70 GLH OCR-set assignment Centre-assessed and OCR-moderated This set assignment has four practical tasks. It should take about 15 GLH to complete.

OCR-set assignments for NEA units are on our secure website, **Teach Cambridge**.

5.2 Synoptic assessment

Synoptic assessment is a built-in feature of these qualifications. It means that students need to use an appropriate selection of their knowledge, understanding and skills developed across each qualification in an integrated way and apply them to a key task or tasks.

This helps students to build a holistic understanding of the subject and the connections between different elements of learning, so they can go on to apply what they learn from these qualifications to new and different situations and contexts.

The externally assessed units allow students to gain underpinning knowledge and understanding relevant to data analytics. The NEA units draw on and strengthen this learning by assessing it in a practical way.

It is important to be aware of the synoptic links between the units so that teaching, learning and assessment can be planned accordingly. Then students can apply their learning in ways which show they are able to make connections across the qualification. **Section 4.3** shows the synoptic links for each unit.

5.3 Transferable skills

These qualifications give students the opportunity to gain broad, transferable skills and experiences that they can apply in future study, employment and life.

Higher Education Institutions (HEIs) have told us that developing some of these skills helps students to transition into higher education.

These skills include:

- Communication
- Creativity
- Critical thinking
- Independent learning
- Presentation skills
- Problem solving
- Reflection
- Research skills
- Resilience
- Risk taking
- Time management

5.4 Grading and awarding grades

Externally assessed units

We mark all the externally assessed units.

Each external assessment is marked according to a mark scheme, and the mark achieved will determine the unit grade awarded (Pass, Merit or Distinction). We determine grade boundaries for each of the external assessments in each assessment series.

If a student doesn't achieve the mark required for a Pass grade, we issue an unclassified result for that unit. The marks achieved in the external assessment will contribute towards the student's overall qualification grade, even if a Pass is not achieved in the unit assessment.

NEA units

NEA units are assessed by the teacher and externally moderated by us.

Each unit has specified Pass, Merit and Distinction assessment criteria. The assessment criteria for each unit are provided with the unit content in **Section 4.3** of this specification. Teachers must judge whether students have met the criteria or not.

A unit grade can be awarded at Pass, Merit or Distinction. The number of assessment criteria needed to achieve each grade has been built into each assignment. These are referred to as design thresholds. The table below shows the design thresholds for each grade outcome for the NEA assessments in these qualifications. The unit grade awarded is based on the **total** number of achieved criteria for the unit. The total number of achieved criteria for each unit can come from achievement of any of the criteria (Pass, Merit or Distinction). This is **not** a 'hurdles-

based' approach, so students do **not** have to achieve **all** criteria for a specific grade to achieve that grade (e.g. all Pass criteria to achieve a Pass).

To make sure we can keep outcomes fair and comparable over time, we will review the performance of the qualifications through their lifetime. The review process might lead to changes in these design thresholds if any unexpected outcomes or significant changes are identified.

Unit size (GLH)	70	75
Total number of criteria	24	24
Number of pass criteria	12	12
Number of merit criteria	7	7
Number of distinction criteria	5	5
Total number of criteria needed for a unit pass	10	10
Total number of criteria needed for a unit merit	15	15
Total number of criteria needed for a unit distinction	20	20

If a student doesn't achieve enough criteria to achieve a unit Pass, we will issue an unclassified result for that unit. The number of criteria achieved will be converted into a mark on the Uniform Mark Scale (UMS) and will contribute towards the student's overall qualification grade, even if a Pass is not achieved in the unit assessment. More information about this is in Section below (**Calculating the qualification grades**).

Qualifications

The overall qualification grades are:

- Distinction* (D*)
- Distinction (D)
- Merit (M)
- Pass (P)
- Unclassified (U)

Calculating the qualification grades

When we work out students' overall grades, we need to be able to compare performance on the same unit in different assessments over time and between different units. We use a Uniform Mark Scale (UMS) to do this.

A student's uniform mark for each externally assessed unit is calculated from the student's raw mark on that unit. A student's uniform mark for each NEA unit is calculated from the number of criteria the student achieves for that unit. The raw mark or number of criteria achieved are converted to the equivalent mark on the uniform mark scale. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the student's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit (for example, 48/60).

The student's uniform marks for each unit will be aggregated to give a total uniform mark for the qualification. The student's overall grade will be determined by the total uniform mark.

The tables below show:

- the maximum raw marks or number of criteria, and uniform marks for each unit in the qualifications
- the uniform mark boundaries for each of the assessments in each qualification
- the minimum total mark for each overall grade in the qualifications.

Certificate Qualification:

Unit	Maximum raw mark/number of criteria	Maximum uniform mark (UMS)	Distinction* (UMS)	Distinction (UMS)	Merit (UMS)	Pass (UMS)
F200	60	60	-	48	36	24
F202	24	60	-	48	36	24
Qualification Totals	84	120	108	96	72	48

Extended Certificate Qualification:

Unit	Maximum raw mark/number of criteria	Maximum uniform mark (UMS)	Distinction* (UMS)	Distinction (UMS)	Merit (UMS)	Pass (UMS)
F200	60	60	-	48	36	24
F201	60	60	-	48	36	24
F202	24	60	-	48	36	24
F203	24	60	-	48	36	24
F204	24	60	-	48	36	24
F205	24	60	-	48	36	24
F206	24	60	-	48	36	24
Qualification Totals	192	300	270	240	180	120

You can find a marks calculator on the qualification page of the OCR website to help you convert raw marks/number of achieved criteria into uniform marks.

5.5 Performance descriptors

Performance descriptors indicate likely levels of attainment by representative students performing at the Pass, Merit and Distinction grade boundaries at Level 3.

The descriptors must be interpreted in relation to the content in the units and the qualification as a whole. They are not designed to define that content. The grade achieved will depend on how far the student has met the assessment criteria overall. Shortcomings in some parts of the assessment might be balanced by better performance in others.

Level 3 Pass

At Pass, students show adequate knowledge and understanding of the basic elements of much of the content being assessed. They can develop and apply their knowledge and understanding to some basic and familiar contexts, situations and problems.

Responses to higher order tasks involving detailed discussion, evaluation and analysis are often limited.

Many of the most fundamental skills and processes relevant to the subject are executed effectively but lack refinement, producing functional outcomes. Demonstration and application of more advanced skills and processes might be attempted but not always executed successfully.

Level 3 Merit

At Merit, students show good knowledge and understanding of many elements of the content being assessed. They can sometimes develop and apply their understanding to different contexts, situations and problems, including some which are more complex or less familiar.

Responses to higher order tasks involving detailed discussion, evaluation and analysis are likely to be mixed, with some good examples at times and others which are less accomplished.

Skills and processes relevant to the subject, including more advanced ones, are developed in terms of range and quality. They generally lead to outcomes which are of good quality, as well as being functional.

Level 3 Distinction

At Distinction, students show thorough knowledge and understanding of most elements of the content being assessed. They can consistently develop and apply their understanding to different contexts, situations and problems, including those which are more complex or less familiar.

Responses to higher order tasks involving detailed discussion, evaluation and analysis are successful in most cases.

Most skills and processes relevant to the subject, including more advanced ones, are well developed and consistently executed, leading to high quality outcomes.

6 Non examined assessment (NEA) units

This section gives guidance on completing the NEA units. In the NEA units, students build a portfolio of evidence to meet the assessment criteria for the unit.

Assessment for these qualifications **must** adhere to JCQ's **Instructions for Conducting Coursework**. Do **not** use JCQ's Instructions for Conducting Non-examination Assessments – these are only relevant to GCE and GCSE specifications.

The NEA units are centre-assessed and externally moderated by us.

You **must** read and understand all the rules and guidance in this section **before** your students start the set assignments.

If you have any questions, please contact us for help and support.

6.1 Preparing for NEA unit delivery and assessment

6.1.1 Centre and teacher/assessor responsibilities

We assume the teacher is the assessor for the NEA units.

Before you apply to us for approval to offer these qualifications you must be confident your centre can fulfil all the responsibilities described below. Once you're approved, you can offer any of our general qualifications, Cambridge Nationals or Cambridge Advanced Nationals (AAQs) **without** having to seek approval for individual qualifications.

Here's a summary of the responsibilities that your centre and teachers must be able to fulfil. It is the responsibility of the head of centre¹ to make sure our requirements are met. The head of centre must ensure that:

- there are enough trained or qualified people to teach and assess the expected number of students you have in your cohorts.
- teaching staff have the relevant level of subject knowledge and skills to deliver and assess these qualifications.
- teaching staff will fully cover the knowledge, understanding and skills requirements in teaching and learning activities.
- allowed combinations of units are considered at the start of the course to be confident that all students can access a valid route through the qualifications.
- all necessary resources are available for teaching staff and students during teaching and assessment activities. This gives students every opportunity to meet the requirements of the qualification and reach the highest grade possible.
- there is a system of internal standardisation in place so that all assessment decisions for centre-assessed assignments are consistent, fair, valid and reliable (see **Section 6.4.3**).
- there is enough time for effective teaching and learning, assessment and internal standardisation.
- processes are in place to make sure that students' work is individual and confirmed as authentic (see **Section 6.2.1**).

¹ This is the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, For example, the headteacher or principal of a school/college. The head of centre accepts full responsibility for the correct administration and conduct of OCR exams.

- OCR-set assignments are used for students' summative assessments.
- OCR-set assignments are **not** used for practice. Sample assessment material for each of the NEA units is available on the OCR website. This sample assessment material can be used for practice purposes.
- students understand what they need to do to achieve the criteria.
- students understand what it means when we say work must be authentic and individual and they (and you) follow our requirements to make sure their work is their own.
- students know they must not reference another individual's personal details in any evidence produced for summative assessment, in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulations (UK GDPR). It is the student's responsibility to make sure evidence that includes another individual's personal details is anonymised.
- outcomes submitted to us are correct and are accurately recorded.
- assessment of set assignments adheres to the JCQ **Instructions for Conducting Coursework** and JCQ **AI Use in Assessments: Protecting the Integrity of Qualifications**.
- a declaration is made at the point you're submitting any work to us for assessment that confirms:
 - all assessment is conducted according to the specified regulations identified in the **Administration** area of our website,
 - students' work is authentic.
 - marks have been transcribed accurately.
- centre records and students' work are kept according to these requirements:
 - students' work **must** be kept until **after** the unit has been awarded and any review of results or appeals processed. We cannot consider any review if the work has not been kept.
 - internal standardisation and assessment records must be kept securely for a minimum of three years after the date we've issued a certificate for a qualification.
- all cases of suspected malpractice involving teachers or students are reported (see **Section 6.3.1**).

6.2 Requirements and guidance for delivering and marking the OCR-set assignments

The assignments are:

- set by us.
- taken under supervised conditions (unless we specify otherwise in the assessment guidance)
- assessed by the teacher.
- Moderated by us.

You can find the set assignments on our secure website, **Teach Cambridge**.

The set assignments give an approximate time that it will take to complete all the tasks. These timings are for guidance only, but should be used by you, the teacher, to give students an indication of how long to spend on each task. You can decide how the time should be allocated

between each task or part task. Students can complete the tasks and produce the evidence across several sessions. Student evidence must be securely stored between supervised sessions.

We will publish a new set assignment each year and they will be live for 2 years(s). Each new set assignment will be released on 1 June. You must check our secure website, **Teach Cambridge**, and use a set assignment that is live for assessment. The live assessment dates will be shown on the front cover. Students are allowed one resubmission of work based on the same live assignment.

You must have made unit entries before submitting NEA work for moderation.

Appendix A of this specification gives guidance for creating electronic evidence for the NEA units. Read Appendix A in conjunction with the unit content and assessment criteria grids to help you plan the delivery of each unit.

The rest of this section is about how to manage the delivery and marking of the set assignments so that assessment is valid and reliable. Please note that failing to meet these requirements might be considered as malpractice.

Here is a summary of what you need to do.

You **must**:

- have covered the knowledge, understanding and skills with your students and be sure they are ready for assessment **before** you start the summative assessment.
- use an OCR-set assignment for summative assessment of the students.
- give students the **Student Guide** before they start the assessment.
- familiarise yourself with the assessment guidance relating to the tasks. The assessment guidance for each unit is in **Section 4** after the assessment criteria grids and with the student tasks in the assignments.
- make sure students are clear about the tasks they must complete and the assessment criteria they are attempting to meet.
- give students a reasonable amount of time to complete the assignments and be fair and consistent to all students. The estimated time we think each assignment should take is stated in the OCR-set assignments. In that time students can work on the tasks under the specified conditions until the date that you collect the work for centre assessment.
- tell the students the resources they can use in the assignment before they start the assessment tasks.
- only give students OCR-provided templates. If they choose to use a different template from a book, a website or course notes (for example, to create a plan) they **must** make sure the source is referenced.
- monitor students' progress to make sure work is capable of being assessed against the assessment criteria, on track for being completed in good time and is the student's own work:
 - NEA work must be completed in the centre under teacher supervision in normal curriculum time:
 - work must be completed with enough supervision to make sure that it can be authenticated as the student's own work. You must be familiar with the requirements of the JCQ document **AI Use in Assessments: Protecting the Integrity of Qualifications** before assessment starts.

- there may be exceptions to the requirement for supervised conditions if there is work to complete to support the assignment tasks (e.g. research). The assignment and assessment guidance will specify if there are exceptions.
 - Where students are allowed to complete work outside of supervised conditions (e.g. research that may be allowed between supervised sessions) you **must** make sure that they only bring notes relating to the work they are allowed to complete unsupervised into the supervised sessions (e.g. notes relating to the research they have done). They **must not** use unsupervised time as an opportunity to:
 - Create drafts of work for their tasks.
 - Gather information to use in other aspects of their tasks.
 - if you provide any material to prepare students for the set assignment, you must adhere to the rules on using referencing and on acceptable levels of guidance to students. This is in section **6.2.3 and 6.3**.
 - students must produce their work independently (see sections **6.2.1 and 6.3**).
 - you must make sure students know to keep their work and passwords secure. They must not share them with other students.
- use the assessment criteria to assess students' work.
 - before submitting a final outcome to us, you can allow students to repeat any part of the assignment and rework their original evidence. But any feedback you give to students on the original (assessed) evidence, must:
 - only be generic.
 - be recorded.
 - be available to the OCR assessor.

(See **Section 6.3** on **Feedback** and **Section 6.4.4** on **resubmitting work**).

You **must not**:

- change any part of the OCR-set assignments (scenarios or tasks).
- accept multiple resubmissions of work where small changes have been made in response to feedback.
- allow teachers or students to add, amend or remove any work **after** students have submitted work for moderation. This will constitute malpractice.
- give detailed advice and suggestions to individuals or the whole class on how work may be improved to meet the assessment criteria.
- allow students access to their assignment work between teacher supervised sessions. (There may be exceptions where students are allowed to complete work independently (e.g. research). Any exceptions will be stated in the assignments.)
- practice the live OCR-set assignment tasks with the students.

6.2.1 Ways to authenticate work

You must use enough supervision and complete enough checks to be confident that the work you mark is the student's own and was produced independently.

Where possible, you should discuss work in progress with students. This will make sure that work is being completed in a planned and timely way and will give you opportunities to check the authenticity of the work.

You **must**:

- have read and understood the JCQ document **AI Use in Assessments: Protecting the Integrity of Qualifications**.
- make sure students and other teachers understand what constitutes plagiarism.
- not accept plagiarised work as evidence.
- use supervision and questioning as appropriate to confirm authenticity.
- make sure students and teachers fill in declaration statements.

6.2.2 Group work

Group work is not allowed for the NEA assignments in these qualifications.

6.2.3 Plagiarism

Students must use their own words when they produce final written pieces of work to show they have genuinely applied their knowledge and understanding. When students use their own words, ideas and opinions, it reduces the possibility of their work being identified as plagiarised.

Plagiarism is:

- the submission of someone else's work as your own
- failure to acknowledge a source correctly, including any use of Artificial Intelligence (AI).

You might find the following JCQ documents helpful:

- **Plagiarism in Assessments**
- **AI Use in Assessments: Protecting the Integrity of Qualifications**

Due to increasing advancements in AI technology, we strongly recommend that you are familiar with the likely outputs from AI tools. This could include using AI tools to produce responses to some of the assignment tasks, so that you can identify typical formats and wording that these may produce. This may help you identify any cases of potential plagiarism from students using AI tools to generate written responses.

Plagiarism makes up a large percentage of cases of suspected malpractice reported to us by our assessors. You must **not** accept plagiarised work as evidence.

Plagiarism often happens innocently when students do not know that they must reference or acknowledge their sources or aren't sure how to do this. It's important to make sure your students understand:

- the meaning of plagiarism and what penalties may be applied.
- that they can refer to research, quotations or evidence produced by somebody else, but they must list and reference their sources and clearly mark quotations.
- quoting someone else's work, even when it's properly sourced and referenced, doesn't evidence understanding. The student must 'do' something with that information to show they understand it. For example, if a student has to analyse data from an experiment, quoting data doesn't show that they understand what it means. The student must interpret the data and, by relating it to their assignment, say what they think it means. The work must clearly show how the student is using the material they have referenced to inform their thoughts, ideas or conclusions.

We have **The OCR Guide to Referencing** on our website. We have also produced a **poster** about referencing and plagiarism which may be useful to share with your students.

Teach your students how to reference and explain why it's important to do it. At Key Stage 5 they must:

- use quote marks to show the beginning and end of the copied work.
- list the html address for website text and the date they downloaded information from the website.
- for other publications, list:
 - the name of the author.
 - the name of the resource/book/printed article.
 - the year in which it was published.
 - the page number.

Teach your students to:

- always reference material copied from the internet or other sources. This also applies to infographics (graphical information providing data or knowledge).
- always identify information they have copied from teaching handouts and presentations for the unit, using quote marks and stating the text is from class handouts.

Identifying copied/plagiarised work

Inconsistencies throughout a student's work are often indicators of plagiarism. For example:

- different tones of voice, sentence structure and formality across pieces of work.
- use of American expressions, spellings and contexts (such as American laws and guidelines).
- dated expressions and references to past events as being current.
- sections of text in a document where the font or format is inconsistent with other sections.

What to do if you think a student has plagiarised

If you identify plagiarised work during assessment or internal standardisation, you must:

- consider the plagiarism when judging the number of assessment criteria achieved.
 - if the work is part of the moderation sample, it must be included with the other work provided to the OCR assessor. You must add a note on the Unit Recording Sheet to state that there is plagiarism in the work and the number of criteria achieved has been adjusted accordingly.
- report the student(s) for plagiarism in line with the JCQ document **Suspected Malpractice Policies and Procedures**
 - fill in the **JCQ form M1**.

In line with JCQ's policies and procedures on suspected malpractice, the penalties applied for plagiarism will usually result in the work not being allowed or the mark being significantly reduced.

6.3 Feedback

Feedback to students on work in progress towards summative assessment

You can discuss work in progress towards summative assessment with students to make sure it's being done in a planned and timely way. It also provides an opportunity to check the authenticity of the work. You must intervene if there's a health and safety risk (and reflect this in your assessment if the student's ability to operate safely and independently if that is part of the criteria).

Generic guidance to the whole class is also allowed. This could include reminding students to check they have provided evidence to cover all key aspects of the task. Individual students can be prompted to double check for gaps in evidence providing that specific gaps are not pointed out to them.

You can give general feedback and support if one or more students are struggling to get started on an aspect of the assignment or following a break between sessions working on the assignment. For example, if a student is seeking more guidance that suggests they are not able to apply knowledge, skills and understanding to complete their evidence, you can remind them that they had a lesson which covered the topic. The student would then need to review their own notes to find this information and apply it as needed.

Feedback must not provide specific advice and guidance that would be construed as coaching. This would compromise the student's ability to independently perform the task(s) they are doing and constitutes malpractice. Our assessors use a number of measures to assure themselves the work is the student's own.

Once work has been assessed, you must give feedback to students on the work they submitted for assessment.

Feedback **must**:

- be supportive, encouraging and positive.
- tell the student what has been noticed, not what the teacher thinks (for example, if you have observed the student completing a task, you can describe what happened, what was produced and what was demonstrated).

Feedback **can**:

- identify what task and part of the task could be improved, but not say how to improve it. You could show the student work from a **different** unit that demonstrates higher achievement, but you must not detail to the student how they could achieve that in their work. If you are using another student's work from a different unit as an example, you must anonymise this work and make sure that the potential to plagiarise from this work is minimised. You could remind students that they had a lesson on a specific topic and that they could review their notes, but you must not tell them how they could apply the teaching to improve their work.
- comment on what has been achieved, for example 'the evidence meets the P2 and M2 criteria'.
- identify that the student hasn't met a command word or assessment criteria requirement. For example, 'This is a description, not an evaluation'.
- use text from the specification, assignment or assessment criteria in general guidance to clarify what is needed in the work. For example, 'You identified the HCI features for the spreadsheet (P3)'.

Feedback **must not**:

- point out specific gaps. For example, you must not prompt the student to include specific detail in their work, such as 'You need to include the following formulae in your spreadsheet...'
- be so detailed that it leads students to the answer. For example, you must not give:
 - model answers.

- step-by-step guidance on what to do to complete or improve work.
- headings or templates that include examples which give all or part of what students have to write about or produce.
- talk the student through how to achieve or complete the task.
- give detail on where to find information/evidence.

In other words, feedback must help the student to take the initiative in making changes. It must not direct or tell the student what to do to complete or improve their work in a way that means they do not need to think how to apply their learning. Students need to recall or apply their learning. You must not do the work for them.

Neither you nor the student can add, amend or remove any work after the final mark has been submitted for moderation.

Please see additional guidance for students who wish to resubmit their work following OCR moderation in **Section 6.4.4**.

What over-direction might look like

When we see anything that suggests the teacher has led students to the answer, we become concerned because it suggests students have not worked independently to produce their assignment work. The following are examples of what might indicate over-direction by the teacher:

- prompts that instruct students to include specific detail in their work, such as, ‘You need to include the aims of the activity. Who is it aimed at? What is the purpose of the activity? How will it benefit the specific group/individual?’
- headings or templates that include examples which give all or part of what students have to write about or produce, such as sources of support.

OCR Assessors will report suspected malpractice when they cannot see differences in content between students’ work in the sample they are moderating. An exception is when students have only used and referenced technical facts and definitions. If the OCR assessor is in any doubt, they will report suspected malpractice. The decision to investigate or not is made by us, not the assessor.

6.3.1 Reporting suspected malpractice

It is the responsibility of the head of centre to report all cases of suspected malpractice involving teachers or students.

A JCQ Report of Suspected Malpractice form (JCQ/M1 for student suspected malpractice or JCQ/M2 for staff suspected malpractice) is available to download from the **JCQ website**. The form must be completed as soon as possible and emailed to us at **malpractice@ocr.org.uk**.

When we ask centres to gather evidence to assist in any malpractice investigation, heads of centres must act promptly and report the outcomes to us.

The JCQ document **Suspected Malpractice Policies and Procedures** has more information about reporting and investigating suspected malpractice, and the possible sanctions and penalties which could be imposed. You can also find out more on our **website**.

6.3.2 Student and centre declarations

Both students and teachers must declare that the work is the student’s own:

- **each student** must sign a declaration before submitting their work to their teacher. A **candidate authentication statement** can be used and is available to download from our

website. You must keep these statements in the centre until all enquiries about results, malpractice and appeal issues have been resolved. You **must** record a mark of zero if a student cannot confirm the authenticity of their work.

- **teachers** must declare the work submitted for centre assessment is the students' own work by completing a **centre authentication form (CCS160)** for each unit. You must keep centre authentication forms in the centre until all post-results issues have been resolved.

6.3.3 Generating evidence

The set assignments will tell the students what they need to do to meet the assessment criteria for the NEA units. It is your responsibility to make sure that the methods of generating evidence for the assignments are:

- valid
- safe and manageable
- suitable to the needs of the student.

Valid

The evidence presented must be valid. For example, it would not be appropriate to present an organisation's equal opportunities policy as evidence towards a student's understanding of how the equal opportunities policy operates in an organisation. It would be more appropriate for the student to incorporate the policy in a report describing the different approaches to equal opportunities.

Safe and manageable

You must make sure that methods of generating evidence are safe and manageable and do not put unnecessary demands on the student.

Suitable to the needs of the student

We are committed to ensuring that achievement of these qualifications is free from unnecessary barriers.

Observation and questioning

The primary evidence for assessment is the work submitted by the student, however the following assessment methods might be suitable for teachers/assessors to use for some aspects of these qualifications where identified:

- **observation** of a student doing something
- **questioning** of the student or witness.

Observation

The teacher/assessor and student should plan observations together, but it is the teacher's/assessor's responsibility to record the observation properly (for example observing a student undertaking a practical task). More information is in the Teacher Observation Records section.

Questioning

Questioning the student is normally an ongoing part of the formative assessment process and may, in some circumstances, provide evidence to support achievement of the criteria.

Questioning is often used to:

- test a student's understanding of work which has been completed outside of the classroom

- check if a student understands the work they have completed
- collect information on the type and purpose of the processes a student has gone through.

If questioning is used as evidence towards achievement of specific topic areas, it is important that teachers/assessors record enough information about what they asked and how the student replied, to allow the assessment decision to be moderated.

6.3.4 Presentation of the final piece of work

Students must submit their evidence in the format specified in the tasks where specific formats are given. Written work can be word processed or hand-written and tables and graphs (if relevant) can be produced using appropriate ICT.

Any sourced material must be suitably acknowledged. Quotations must be clearly marked and a reference provided.

A completed Unit Recording Sheet (URS) must be attached to work submitted for moderation.

The URS can be downloaded from the qualification webpage. Centres **must** show on the URS where specific evidence can be found. The URS tells you how to do this.

Work submitted digitally for moderation should be on electronic media (for example, on our portal, CD or USB Drive). Work **must** be in a suitable file format and structure. **Appendix A** gives more guidance about submitting work in digital format.

6.4 Assessing NEA units

All NEA units are assessed by teachers and externally moderated by OCR assessors. Assessment of the set assignments must adhere to JQC's **Instructions for Conducting Coursework**.

The centre is responsible for appointing someone to act as the internal assessor. This would usually be the teacher who has delivered the programme but could be another person from the centre. The assessment criteria must be used to assess the student's work. These specify the levels of skills, knowledge and understanding that the student needs to demonstrate.

6.4.1 Applying the assessment criteria

When students have completed the assignment, they must submit their work to you to be assessed.

You must assess the tasks using the assessment criteria and any additional assessment guidance provided. Each criterion states what the student needs to do to achieve that criterion (e.g. Produce a spreadsheet data model based on the design documentation). The command word and assessment guidance provide additional detail about breadth and depth where it is needed.

You must judge whether each assessment criterion has been **successfully achieved** based on the evidence that a student has produced. For the criterion to be achieved, the evidence must show that all aspects have been met in sufficient detail.

When making a judgement about whether a criterion has been **successfully achieved**, you must consider:

- the requirements of the NEA task
- the criterion wording, including the command word used and its definition
- any assessment guidance for the criterion
- the unit content that is being assessed.

You must annotate the work to show where evidence meets each criterion (see **Section 6.4.2**). You can then award the criterion on the Unit Recording Sheet (URS). Assessment should be positive, rewarding achievement rather than penalising failure or omissions.

The number of criteria needed for each unit grade (Pass, Merit or Distinction) is provided in **Section 5**.

You must complete a Unit Recording Sheet (URS) for each unit a student completes. On the URS you must identify:

- whether the student has met each criterion or not (by adding a tick (✓) or X in the column titled **Assessment criteria achieved**)
 - you should also indicate where the evidence can be found if a '✓' is identified.
 - a X indicates that there is insufficient evidence to fully meet the criterion or it was not attempted.
- the total number of criteria achieved by the student for the unit.

You must be convinced, from the evidence presented, that students have worked independently to the required standard.

Your centre must internally standardise the assessment decisions for the cohort **before** you give feedback to students (see **Section 6.4.3**). When you are confident the internal assessment and standardisation process is complete, you can submit work for moderation at the relevant time. You **must not** add, amend or remove any work after it has been submitted to us for final moderation.

6.4.2 Annotating students' work

Each piece of NEA work must show how you are satisfied the assessment criteria have been met.

Comments on students' work and the Unit Recording Sheet (URS) provide a means of communication between teachers during internal standardisation, and with the OCR assessor if the work is part of the moderation sample.

6.4.3 Internal standardisation

It is important that all teachers are assessing work to common standards. For each unit, centres must make sure that internal standardisation of outcomes across teachers and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for your centre's own standardisation. In following years, this, and/or your own centre's archive material, can be used. We advise you to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After you have completed most of the assessment, a further meeting at which work is exchanged and discussed will help you make final adjustments.

If you are the only teacher in your centre assessing these qualifications, we still advise you to make sure your assessment decisions are internally standardised by someone else in your centre. Ideally this person will have experience of these types of qualifications, for example someone who:

- is delivering a similar qualification in another subject.
- has relevant subject knowledge.

You must keep evidence of internal standardisation in the centre for the OCR assessor to see.

We have a **guide** to how internal standardisation can be approached on our website.

6.4.4 Resubmitting work to OCR to improve the grade

As described in **Section 6.2**, before submitting a final outcome to us, you can allow students to repeat any element of the assignment and rework their original evidence. We refer to this as a 'resubmission'. This is to allow the student to reflect on feedback, which must be recorded, and improve their work. It is **not** an iterative process where they make small modifications through ongoing feedback to eventually achieve the desired grade.

6.4.5 Submitting outcomes

When you have assessed the work and it has been internally standardised, outcomes can be submitted to us. For the purpose of submission, outcomes will be considered as 'marks'. You will submit the total number of criteria achieved for units as marks. You can find the key dates and timetables on our **website**.

There should be clear evidence that work has been attempted and some work produced. If a student does not submit any work for an NEA unit, the student should be identified as being absent from that unit.

If a student completes any work at all for an NEA unit, you must assess the work using the assessment criteria and award the appropriate number of criteria. This might be zero.

6.5 Moderating NEA units

The purpose of external moderation is to make sure that the standard of assessment is the same for all centres and that internal standardisation has taken place.

The administration pages of our **website** give full details about how to submit work for moderation.

This includes the deadline dates for entries and submission of marks. For moderation to happen, you must submit your marks by the deadline.

6.5.1 Sample requests

Once you have submitted your marks, we will tell you which work will be sampled as part of the moderation process. Samples will include work from across the range of students' attainment. Copies of students' work must be kept until after their qualifications have been awarded and any review of results or appeals processed.

Centres will receive the final outcomes of moderation when the provisional results are issued. Results reports will be available for you to access. More information about the reports that are available is on our website.

We need sample work to help us monitor standards. We might ask some centres to release work for this purpose. We will let you know as early as possible if we need this from you. We always appreciate your co-operation.

7 Administration

This section gives an overview of the processes involved in administering these qualifications. Some of the processes require you to submit something to OCR by a specific deadline. More information about the processes and deadlines involved at each stage is on our **administration pages**.

7.1 Assessment availability

There are two assessment opportunities available each year for the externally assessed units: one in January and one in June. Students can be entered for different units in different assessment series.

All students must take the exams at a set time on the same day in a series.

Qualification certification is available each January and June.

NEA assignments can be taken by students at any time during the live period shown on the front cover.

There are two windows each year to submit NEA outcomes. Submission of student outcomes will initiate the moderation visit by the OCR Assessor.

You must make unit entries for students before you can submit outcomes to request a visit. All dates relating to NEA moderation are on our administration pages.

Qualification certification is available at each results release date.

7.2 Equality Act information relating to Cambridge Advanced Nationals (AAQs)

The Cambridge Advanced Nationals (AAQs) require assessment of a broad range of skills and, as such, prepare students for further study and higher-level courses.

The Cambridge Advanced Nationals (AAQs) qualifications have been reviewed to check if any of the competences required present a potential barrier to disabled students. If this was the case, the situation was reviewed again to make sure that such competences were included only where essential to the subject.

7.3 Accessibility

There can be adjustments to standard assessment arrangements based on the individual needs of students. It is important that you identify as early as possible if students have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and that you choose a qualification or adjustment that allows them to demonstrate attainment.

If a student requires access arrangements that need approval from us, you must use **Access arrangements (online)** to gain approval. You must select the appropriate qualification type(s) when you apply. Approval for GCSE or GCE applications alone does not extend to other qualification types. You can select more than one qualification type when you make an application. For guidance or support please contact the **OCR Special Requirements Team**.

The responsibility for providing adjustments to assessment is shared between your centre and us. Please read the JCQ document **Access Arrangements and Reasonable Adjustments**.

If you have students who need a post-exam adjustment to reflect temporary illness, indisposition or injury when they took the assessment, please read the JCQ document **A guide to the special consideration process**.

If you think any aspect of these qualifications unfairly restricts access and progression, please email **Support@ocr.org.uk** or call our Customer Support Centre on **01223 553998**.

The following access arrangements are allowed for this specification:

Access arrangement	Type of assessment
Reader/Computer reader	All assessments
Scribes/Speech recognition technology	All assessments
Practical assistants	All assessments
Word processors	All assessments
Communication professional	All assessments
Language modifier	All assessments
Modified question paper	Timetabled exams
Extra time	All assessments with time limits

7.4 Requirements for making an entry

We provide information on key dates, timetables and how to submit marks on our **website**.

Your centre must be registered with us to make entries. We recommend that you apply to become a registered centre with us well in advance of making your first entries. Details on how to register with us are on our **website**.

It is essential that unit entry codes are stated in all correspondence with us.

7.4.1 Making estimated unit entries

Estimated entries are not needed for Cambridge Advanced Nationals (AAQs) qualifications.

7.4.2 Making final unit entries

When you make an entry, you must state the unit entry codes and the component codes. Students submitting work must be entered for the appropriate unit entry code from the table below.

The short title for these Cambridge Advanced Nationals (AAQs) is CAMTECH. This is the title that will be displayed on our secure website, **Interchange**, and some of our administrative documents.

You do **not** need to register your students first. **Individual unit entries should be made for each series in which you intend to submit or resubmit an NEA unit or sit an externally assessed examination.**

Make a certification entry using the overall qualification code (see **7.5**) in the final series only.

Unit entry code	Component code	Assessment method	Unit titles
F200	01	Written paper	Fundamentals of data analytics
F201	01	Written paper	Big data and machine learning
F202A	01	Visiting	Spreadsheet data modelling
F202B	01	Remote	Spreadsheet data modelling
F203A	01	Visiting	Relational database design

F203B	01	Remote	Relational database design
F204A	01	Visiting	Data and the Internet of Everything (IoE)
F204B	01	Remote	Data and the Internet of Everything (IoE)
F205A	01	Visiting	Data visualisation
F205B	01	Remote	Data visualisation
F206A	01	Visiting	Data and digital marketing
F206B	01	Remote	Data and digital marketing

7.5 Certification rules

You must enter students for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded. These are the qualifications that students should be entered for:

- OCR Level 3 Cambridge Advanced National (AAQ) in IT: Data Analytics (Certificate) - certification code H019.
- OCR Level 3 Cambridge Advanced National (AAQ) in IT: Data Analytics (Extended Certificate) - certification code H119.

7.6 Unit and qualification resits

Students can resit each unit and the best result will be used to calculate the certification result.

Resit opportunities must be fair to all students and **not** give some students an unfair advantage over other students. For example, the student must not have direct guidance and support from the teacher in producing further evidence for NEA units. When resitting an NEA unit, students must submit new, amended or enhanced work, as detailed in the JCQ **Instructions for Conducting Coursework**.

When you arrange resit opportunities, you must make sure that you do not adversely affect other assessments being taken.

Arranging a resit opportunity is at the centre's discretion. Summative assessment series must not be used as a diagnostic tool and resits should only be planned if the student has taken full advantage of the first assessment opportunity and any formative assessment process.

7.7 Post-results services

A number of post-results services are available:

- Reviews of results - if you think there might be something wrong with a student's results, you may submit a review of marking or moderation.
- Missing and incomplete results - if an individual subject result for a student is missing, or the student has been omitted entirely from the results supplied you should use this service.
- Access to scripts - you can ask for access to marked scripts.
- Late certification - following the release of unit results, if you have not previously made a certification entry, you can make a late request, which is known as a **late certification**. This is a free service.

Please refer to the JCQ **Post-Results Services booklet** and the **OCR Administration page** for more guidance about action on the release of results.

For NEA units the enquiries on results process cannot be carried out for one individual student; the outcome of a review of moderation must apply to a centre's entire cohort.

Appendix A: Guidance for the production of electronic evidence

Structure for evidence

The NEA units in these qualifications are units F202 – F206. For each student, all the tasks together will form a portfolio of evidence, stored electronically. Evidence for each unit must be stored separately.

An NEA portfolio is a collection of folders and files containing the student's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or OCR assessor. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index called 'Home Page'.

There should be a top-level folder detailing the student's centre number, OCR candidate number, surname and forename, together with the unit code (F202 – F206), so that the portfolio is clearly identified as the work of one student.

Each student's portfolio should be stored in a secure area on the centre's network. Before submitting the portfolio to OCR, the centre should add a folder to the folder tree containing the internal assessment and summary forms.

Data formats for evidence

It is necessary to save students' work using an appropriate file format to minimise software and hardware capability issues.

Students must use formats appropriate:

- to their evidence
- for viewing for assessment and moderation.

Formats must be open file formats or proprietary formats for which a downloadable reader or player is available. If a downloadable reader or player is not, the file format is **not** acceptable.

Evidence submitted is likely to be in the form of word-processed documents, presentation documents, digital photos and digital video.

All files submitted electronically must be in the formats listed on the following page. Where new formats become available that might be acceptable, we will give more guidance. It is the centre's responsibility to make sure that the electronic portfolios submitted for moderation are accessible to the OCR assessor and fully represent the evidence available for each student.

Standard file formats acceptable as evidence for the Cambridge Advanced Nationals (AAQs) are listed here.

File type	File format	Max file size*
Audio	.3g2 .3ga .aac .aiff .amr .m4a .m4b .m4p .mp3 .wav	25GB
Compression	.zip .zipx .rar .tar .tar .gz .tgz .7z .zipx .zz	25GB
Data	.xls .xlsx .mdb .accdb .xlsb	25GB
Document	.odt .pdf .rtf .txt .doc .docx .dotx .	25GB
Image	.jpg .png .jpeg .tif .jfif .gif .psd .dox .pcx .bmp .wmf	15MB
Presentation	.ppt .pptx .pdf .gslides .pptm .odp .ink .potx .pub	25GB
Video	.3g2 .3gp .avi .flv .m4v .mkv .mov .mp4 .mp4v .wmp .wmv	25GB
Web	.wlmf .mts .mov-1 .mp4-1 .xspf .mod .mpg	25GB

If you are using **.pages** as a file type, please convert this to a **.pdf** prior to submission.

*max file size is only applicable if using our Submit for Assessment service.

Submit for Assessment is our secure web-based submission service. You can access Submit for Assessment on any laptop or desktop computer running Windows or macOS and a compatible browser. It supports the upload of files in the formats listed in the table above as long as they do not exceed the maximum file size. **Other file formats and folder structures can be uploaded within a compressed file format.**

When you view some types of files in our Submit for Assessment service, they will be streamed in your browser. It would help your OCR assessor or examiner if you could upload files in the format shown in the table below:

File type	File format	Chrome	Firefox
Audio	.mp3	Yes	Yes
Audio	.m4a	Yes	Yes
Audio	.aac	No	Yes
Document	.txt	Yes	Yes
Image	.png	Yes	Yes
Image	.jpg	Yes	Yes
Image	.jpeg	Yes	Yes
Image	.gif	Yes	Yes
Presentation	.pdf	Yes	Yes
Video	.mp4	Yes	Yes
Video	.mov	No	Yes
Video	.3gp	Yes	No
Video	.m4v	Yes	Yes
Web	.html	Yes	Yes
Web	.htm	Yes	Yes

Appendix B: Command Words

External assessment

The table below shows the command words that will be used in exam questions. This shows what we mean by the command word and how students should approach the question and understand its demand. Remember that the rest of the wording in the question is also important.

Command Word	Meaning
Analyse	<ul style="list-style-type: none">• Separate or break down information into parts and identify their characteristics or elements• Explain the different elements of a topic or argument and make reasoned comments• Explain the impacts of actions using a logical chain of reasoning
Annotate	<ul style="list-style-type: none">• Add information, for example, to a table, diagram or graph
Calculate	<ul style="list-style-type: none">• Work out the numerical value. Show your working unless otherwise stated
Choose	<ul style="list-style-type: none">• Select an answer from options given
Compare	<ul style="list-style-type: none">• Give an account of the similarities and differences between two or more items or situations
Complete	<ul style="list-style-type: none">• Add information, for example, to a table, diagram or graph to finish it
Describe	<ul style="list-style-type: none">• Give an account that includes the relevant characteristics, qualities or events
Discuss (how/whether/etc)	<ul style="list-style-type: none">• Present, analyse and evaluate relevant points (for example, for/against an argument) to make a reasoned judgement
Draw	<ul style="list-style-type: none">• Produce a picture or diagram
Explain	<ul style="list-style-type: none">• Give reasons for and/or causes of something• Make something clear by describing and/or giving information
Give examples	<ul style="list-style-type: none">• Give relevant examples in the context of the question
Identify	<ul style="list-style-type: none">• Name or provide factors or features from stimulus
Label	<ul style="list-style-type: none">• Add information, for example, to a table, diagram or graph until it is final
Outline	<ul style="list-style-type: none">• Give a short account or summary
State	<ul style="list-style-type: none">• Give factors or features• Give short, factual answers

Non examined assessment (NEA)

The table shows the command words that will be used in the NEA assignments and/or assessment criteria.

Command Word	Meaning
Adapt	<ul style="list-style-type: none">• Change to make suitable for a new use or purpose
Analyse	<ul style="list-style-type: none">• Separate or break down information into parts and identify their characteristics or elements• Explain the different elements of a topic or argument and make reasoned comments• Explain the impacts of actions using a logical chain of reasoning
Assess	<ul style="list-style-type: none">• Offer a reasoned judgement of the standard or quality of situations or skills. The reasoned judgement is informed by relevant facts
Calculate	<ul style="list-style-type: none">• Work out the numerical value. Show your working unless otherwise stated
Classify	<ul style="list-style-type: none">• Arrange in categories according to shared qualities or characteristics
Compare	<ul style="list-style-type: none">• Give an account of the similarities and differences between two or more items, situations or actions
Conclude	<ul style="list-style-type: none">• Judge or decide something
Describe	<ul style="list-style-type: none">• Give an account that includes the relevant characteristics, qualities or events
Discuss (how/whether/etc)	<ul style="list-style-type: none">• Present, analyse and evaluate relevant points (for example, for/against an argument) to make a reasoned judgement
Evaluate	<ul style="list-style-type: none">• Make a reasoned qualitative judgement considering different factors and using available knowledge/experience
Examine	<ul style="list-style-type: none">• To look at, inspect, or scrutinise carefully, or in detail
Explain	<ul style="list-style-type: none">• Give reasons for and/or causes of something• Make something clear by describing and/or giving information
Interpret	<ul style="list-style-type: none">• Translate information into recognisable form• Convey one's understanding to others, e.g. in a performance
Investigate	<ul style="list-style-type: none">• Inquire into (a situation or problem)
Justify	<ul style="list-style-type: none">• Give valid reasons for offering an opinion or reaching a conclusion
Research	<ul style="list-style-type: none">• Do detailed study in order to discover (new) information or reach a (new) understanding
Summarise	<ul style="list-style-type: none">• Express the most important facts or ideas about something in a short and clear form

We might also use other command words but these will be:

- commonly used words whose meaning will be made clear from the context in which they are used (e.g. create, improve, plan)
- subject specific words drawn from the unit content.

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