



EduQual Diplomas in IT Infrastructure (SCQF Level 8)

QUALIFICATION SUMMARY

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1 Introduction and Summary

The EduQual Diplomas in IT Infrastructure (SCQF level 8) are SCQF Level 8 Qualifications. They offer Learners the knowledge and skills needed to develop an understanding of the models, tools and techniques used in the fields of IT Infrastructure. The courses have been mapped to the National Occupational Standards relating to IT Infrastructure, and Learners will be able to develop the competencies they need to enter work in this discipline.

Learners completing one of the EduQual Diplomas in IT Infrastructure (SCQF Level 8) may be able to progress onto a university degree in IT-related subjects.

The Qualifications have been produced to conform to the requirements of the SCQF and the relevant Quality Assurance Agency (QAA) subject benchmark statements.¹

2 Aims

The aims of this Qualification will allow Learners to:

- Apply theoretical understanding of IT Infrastructure to practical contexts
- Reflect upon own IT Infrastructure skills and thereby allow Learners to prepare for senior roles within their organisation
- Develop a lifelong learning attitude to education and training
- Gain an insight into contemporary research and leading-edge practice within the field of IT Infrastructure
- Develop considerable autonomy in their learning and enhance their ability to plan, implement and evaluate the skills, knowledge and understanding of IT Infrastructure in a group context
- Demonstrate originality and enterprise in approaching issues relating to IT Infrastructure
- Demonstrate self-direction, initiative and autonomy in research and scholarship towards solutions to organisational problems in IT Infrastructure
- Evaluate proposed solutions to operational problems.

¹ 2.1, 3.2 – 3.7, 4.1 and 4.2 of the 'Business and Management' Subject Benchmark Statement (February 2015).

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3 Teaching, Learning and Assessment

The EduQual Diplomas in IT Infrastructure (SCQF Level 8) are designed for Learners who have gained a considerable degree of subject knowledge and proficiency from undergraduate studies, experience within the workplace, or both.

Tuition and guidance should feature flexible approaches to delivering and assessing the Qualifications, which may include face to face or online tuition/learning sessions. Additionally or alternatively, Learners may have access to a virtual learning platform as part of a blended learning programme of study and synchronous and asynchronous sessions with course tutors and tutor-led/moderated group discussions. The virtual learning platform may include formative tests with support and feedback.

Essential resources include access to experienced tutors and instructors in a safe and controlled environment.

Learners are encouraged to apply knowledge and to demonstrate an awareness of problems in IT Infrastructure. Learners are also expected to use the results of current and recent research and case studies to analyse, evaluate and appraise established methods, practices or techniques.

Assessment strategies have been designed to promote strong practical and professional orientation and to enable Learners to develop a range of practical skills in IT Infrastructure. Work-based assignments are used where relevant and practical in order to help Learners:

- relate their learning to their work environment
- increase their knowledge of that environment
- synthesise ideas in application
- communicate outcomes to others in different situations relating to IT Infrastructure
- raise their profile and ensure that employers gain immediate practical benefit
- access increased employability/progression opportunities.

Learning and assessment for knowledge and understanding outcomes may be measured during the performance and assessment of relevant skills.

4 Entry Requirements

Prospective Learners for these Qualifications are expected to have one (or more) of the following:

- an SCQF Level 5/6 Qualification in IT-related subjects
- other related SCQF Level 5/6 Qualifications in the IT sector
- an international equivalent to the above Qualifications

In exceptional circumstances and at the discretion of the Centre, Learners who do not have any of the prescribed entry requirements may still be permitted to study for their chosen Qualification, provided that in the Centre's judgement, the Learner has the potential to complete the Qualification successfully.

Some Learners may have been recently appointed to or are seeking progression to an IT-related leadership or managerial role within their organisation and wish to develop their knowledge and

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application of IT Infrastructure principles and practices. They do not need to have any prior Qualifications, knowledge or experience before beginning one of these SCQF Level 8 Qualifications. However, they are expected to have the combination of potential and experience that will help them meet the demands of these Qualifications.

5 Recognition of Prior Learning (RPL)

RPL (sometimes referred to as APL) may be claimed by a Learner in situations where:

- The Learner has already studied SCQF/RQF equivalent Level 8/5 Units that meet the Learning Outcomes of one or more Units of this Qualification²
- The Learner can also produce evidence to demonstrate how each of the assessment criteria of those Learning Outcomes have already been met.

In such a case, those matching Units can be exempted from study, credits can be claimed and the evidence supporting the RPL claim must be included in the Learner's portfolio of evidence when claiming the EduQual Award.

6 Progression

Successful Learners may choose to progress directly onto specialist areas of study at SCQF Level 11.

7 Qualification size

EduQual Qualifications define the credit values for each Unit and the whole Qualification. One credit roughly equals 10 learning hours which allows the Learners to evaluate how much time they will need to gain the desired Qualification.

Credit values define a Qualification's Total Qualification Time (TQT), which includes all the time needed to gain a Qualification, including:

- Formal input (including contact time with tutor – the Guided Learning Hours (GLH))
- Additional activities (e.g. developing practice, reflection, research/study time)
- Assessment

The TQT value is for the time typically taken by a cohort of Learners to achieve their Qualification and that should reflect any pre-existing knowledge within that cohort.

To gain an EduQual Award, it is necessary to have 1 to 12 credit points which equals 10 to 120 hours of learning. Learners who have 13 to 26 credits (130 to 260 hours) are awarded EduQual Certificates, while those who have 37 credits or more are awarded EduQual Diplomas.

² Such SCQF Level 8/ RQF Level 5 Units may be regulated/accredited by any UK regulatory authority for Qualifications: for example, Ofqual or SCQF.

8 Curriculum

The EduQual Diplomas in IT Infrastructure (SCQF Level 8) are composed of the following two EduQual Diplomas:

- EduQual Diploma in Digital Content Creation (SCQF Level 8)
- EduQual Diploma in IT Systems Engineering (SCQF Level 8)

Some Units are common to both these EduQual Diplomas, for example Unit 1: Advanced Graphic Design. The collection includes 11 Units in total, numbered in sequence. Each EduQual Diploma uses a different combination of Units, as illustrated on the following pages:

The EduQual Diploma in Digital Content Creation (SCQF Level 8) is composed of 1,200 notional hours of learning (120 credits).

Unit	Unit title	SCQF credits	SCQF level	Equivalent level	
				Ofqual (RQF ³)	EQF ⁴
1	Advanced Graphic Design	8	8	5	5
2	Graphic Design	12	8	5	5
3	Mobile App Development	12	8	5	5
4	Pre Press Printing	6	8	5	5
5	Web Design and Development	10	7	4	5
6	Digital Social Media Marketing	12	8	5	5
11	Research Project	60	8	5	5

³ [Ofqual Regulated Qualifications Framework](#)

⁴ [European Qualifications Framework](#)

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The EduQual Diploma in IT Systems Engineering (SCQF Level 8) is composed of 1,200 notional hours of learning (120 credits).

Unit	Unit title	SCQF credits	SCQF level	Equivalent level	
				Ofqual (RQF ⁵)	EQF ⁶
1	Advanced Graphic Design	8	8	5	5
2	Graphic Design	12	8	5	5
7	Network Engineering	6	8	5	5
8	Server Infrastructure	10	8	5	5
9	Systems Architecture	14	7	4	5
10	Web Engineering	10	7	4	5
11	Research Project	60	8	5	5

⁵ [Ofqual Regulated Qualifications Framework](#)

⁶ [European Qualifications Framework](#)

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9 National Occupational Standards

Links to UK NOS in IT

TECIS404401	Carry out software requirements engineering
TECIS402401	Carry out systems analysis
TECHDUDD2	Configure digital systems
PRODPP247	Control digital colour printing machines
TECHDUDC3	Create an interactive website
TECIS401501	Create and implement systems architecture models
TECIS100541	Create and integrate multimedia elements into digital content
TECIS100151	Create and lead the digital content and search engine optimisation strategy
TECIS100131	Create and publish digital content for web and mobile applications platforms
TECHDUDC2	Create and update web pages
TECIS100341	Create dynamic web pages for digital content
INSDGM009	Create, manage and modify web pages using content management systems (CMS)
TECIS100141	Design and develop digital user interfaces for web and mobile app platforms
TECIS100441	Design and develop mobile applications for digital content
PRODPP711	Design and produce creative digital colour artwork for print
PRODPP105	Make photopolymer plates for flexographic printing
PRODPP105	Make photopolymer plates for flexographic printing
PRODPP229	Make plates for lithographic printing
PRODPP219	Make stencils for screen printing
TECIS503401	Manage software testing activities

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PRODPP130	Preflight file set up
PRODPP128	Produce approved proofs for print
PRODPP248	Set up and control variable data in digital printing
INSDGM011	Use analytical tools to evaluate performance of digital marketing activities
TECIS100741	Use search engine optimisation for digital content

10 Learning/teaching methods and strategies

The Learning Outcomes will be achieved by the use of the following learning and teaching methods and strategies:
A variety of teaching and learning strategies, including lecture, seminar, case study and video.
Team teaching on specific modules to foster integration between various aspects of IT Infrastructure.
A strong emphasis on syndicate work in which professional practice can be shared and exchanged.
Guest lectures from leading edge practitioners at senior level within IT Infrastructure.
Directed private study, including reading authoritative quality texts and articles, and researching appropriate data using the internet.
Personal and professional self-reflection, including feedback from colleagues and superiors.
The creation of a learning environment that fosters debate and constructive argument.
Units which encourage Learners to assess theory and leading-edge practice, with a view to creating new concepts and practices for the future.
Practical projects which foster originality of thought and enterprise.
Exercises which develop critical thinking in the field of IT Infrastructure.

11 Assessment methods and strategies

The following assessment strategies may be adopted to achieve the Learning Outcomes:
Examination (seen and unseen)
Coursework assignments (including problem solving activities, simulations, consultancy projects, individual and group reports, as well as more conventional written forms such as essays and other discursive assignments)
Course presentations
Reflective forms of assessment (e.g. portfolios, Learner logs, and peer engagement)