

Edexcel BTEC Level 6 Diplomas in Construction (QCF)

Specification

First teaching November 2012

Edexcel BTEC Level 6 Subsidiary Diploma in Construction (QCF)

Edexcel BTEC Level 6 Diploma and Extended Diploma in Construction
(Construction and the Built Environment) (QCF)

Edexcel BTEC Level 6 Diploma and Extended Diploma in Construction
(Civil Engineering) (QCF)

Edexcel BTEC Level 6 Diploma and Extended Diploma in Construction
(Building Services Engineering) (QCF)

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Purpose of this specification

This specification sets out:

- the qualifications' objectives
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that a learner needs before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (such as assessment criteria).

1 Introducing Edexcel BTEC Level 6 Diplomas in Construction (QCF)

What are Edexcel BTEC Level 6 Diplomas in Construction?

This suite of Edexcel BTEC Level 6 Diplomas in Construction is aimed at learners who have achieved an Edexcel BTEC Level 4 HNC Diploma and an Edexcel BTEC Level 5 HND Diploma or Foundation Degree in the respective construction discipline. They have been developed with career progression and professional body recognition in mind.

The Edexcel BTEC Level 6 Diplomas in Construction provide detailed and up-to-date knowledge of construction principles, practice and processes. The qualifications enable practical skills development alongside the development of knowledge and understanding required to prepare for/progress in employment in the construction sector.

In developing the Edexcel BTEC Level 6 Diplomas in Construction, reference has been made to guidance from the Institution of Civil Engineers (ICE), the Chartered Institute of Building (CIOB), the Chartered Institution of Building Services Engineers (CIBSE) and the Institute of Highway Engineers (IHE) on further learning that holders of Edexcel BTEC Level 5 HND Diplomas need to obtain professional membership. This guidance states the need for further learning of at least 60 credits at level 6.

The Edexcel BTEC Level 6 Extended Diploma in Construction (120 credits) gives learners the opportunity to achieve Chartered membership at a later date if their career develops appropriately.

Learners wishing to progress to Chartered membership should note that they would be considered as an individual route applicant. The professional institutions relevant to their construction discipline would make an assessment of their qualification(s) to determine what further knowledge and understanding would need to be demonstrated before the learner can embark on further learning to Masters level.

2 Qualification summaries and key information

Qualification title	Edexcel BTEC Level 6 Subsidiary Diploma in Construction (QCF)
QCF Qualification Number (QN)	600/7022/5
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/11/2012
Age range that the qualification is approved for	18+
Credit value	60
Assessment	Centre-devised assessment (internal assessment).
Guided learning hours (GLH)	60 GLH per 15-credit unit (other units with larger credit values will be calculated on a pro rata basis.) This 60-credit qualification will require a total of approximately 240 GLH.
Grading information	The qualification and units are pass only.
Entry requirements	<p>Learners starting this Level 6 qualification must have successfully completed the following prior learning.</p> <p>Either:</p> <p>an Edexcel BTEC Level 5 HND Diploma in Construction and the Built Environment</p> <p>Or:</p> <p>a Foundation Degree in Construction and the Built Environment (that is a valid proxy qualification). For instructions on how to make proxy claims on Edexcel Online, please see <i>Making portfolio or proxy claims</i> on the Edexcel website (www.edexcel.com).</p>

Qualification title	Edexcel BTEC Level 6 Diploma in Construction (Construction and the Built Environment) (QCF)
QCF Qualification Number (QN)	600/7021/3
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/11/2012
Age range that the qualification is approved for	18+
Credit value	90
Assessment	Centre-devised assessment (internal assessment).
Guided learning hours (GLH)	60 GLH per 15-credit unit (other units with larger credit values will be calculated on a pro rata basis.) This 90-credit qualification will require a total of approximately 360 GLH.
Grading information	The qualification and units are pass only.
Entry requirements	<p>Learners starting this Level 6 qualification must have successfully completed the following prior learning.</p> <p>Either:</p> <p>an Edexcel BTEC Level 5 HND Diploma in Construction and the Built Environment</p> <p>Or:</p> <p>a Foundation Degree in Construction and the Built Environment (that is a valid proxy qualification). For instructions on how to make proxy claims on Edexcel Online, please see <i>Making portfolio or proxy claims</i> on the Edexcel website (www.edexcel.com).</p>

Qualification title	Edexcel BTEC Level 6 Extended Diploma in Construction (Construction and the Built Environment) (QCF)
QCF Qualification Number (QN)	600/7036/5
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/11/2012
Age range that the qualification is approved for	18+
Credit value	120
Assessment	Centre-devised assessment (internal assessment).
Guided learning hours (GLH)	60 GLH per 15-credit unit (other units with larger credit values will be calculated on a pro rata basis.) This 120-credit qualification will require a total of approximately 480 GLH.
Grading information	The qualification and units are pass only.
Entry requirements	<p>Learners starting this Level 6 qualification must have successfully completed the following prior learning.</p> <p>Either:</p> <p>an Edexcel BTEC Level 5 HND Diploma in Construction and the Built Environment</p> <p>Or:</p> <p>a Foundation Degree in Construction and the Built Environment (that is a valid proxy qualification). For instructions on how to make proxy claims on Edexcel Online, please see <i>Making portfolio or proxy claims</i> on the Edexcel website (www.edexcel.com).</p>

Qualification title	Edexcel BTEC Level 6 Diploma in Construction (Building Services Engineering) (QCF)
QCF Qualification Number (QN)	600/7021/3
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/11/2012
Age range that the qualification is approved for	18+
Credit value	90
Assessment	Centre-devised assessment (internal assessment).
Guided learning hours (GLH)	60 GLH per 15-credit unit (other units with larger credit values will be calculated on a pro rata basis.) This 90-credit qualification will require a total of approximately 360 GLH.
Grading information	The qualification and units are pass only.
Entry requirements	<p>Learners starting this Level 6 qualification must have successfully completed the following prior learning.</p> <p>Either:</p> <p>an Edexcel BTEC Level 5 HND Diploma in Building Services Engineering</p> <p>Or:</p> <p>a Foundation Degree in Building Services Engineering (that is a valid proxy qualification). For instructions on how to make proxy claims on Edexcel Online, please see <i>Making portfolio or proxy claims</i> on the Edexcel website (www.edexcel.com).</p>

Qualification title	Edexcel BTEC Level 6 Extended Diploma in Construction (Building Services Engineering) (QCF)
QCF Qualification Number (QN)	600/7036/5
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/11/2012
Age range that the qualification is approved for	18+
Credit value	120
Assessment	Centre-devised assessment (internal assessment).
Guided learning hours (GLH)	60 GLH per 15-credit unit (other units with larger credit values will be calculated on a pro rata basis.) This 120-credit qualification will require a total of approximately 480 GLH.
Grading information	The qualification and units are pass only.
Entry requirements	<p>Learners starting this Level 6 qualification must have successfully completed the following prior learning.</p> <p>Either:</p> <p>an Edexcel BTEC Level 5 HND Diploma in Building Services Engineering</p> <p>Or:</p> <p>a Foundation Degree in Building Services Engineering (that is a valid proxy qualification). For instructions on how to make proxy claims on Edexcel Online, please see <i>Making portfolio or proxy claims</i> on the Edexcel website (www.edexcel.com).</p>

Qualification title	Edexcel BTEC Level 6 Diploma in Construction (Civil Engineering) (QCF)
QCF Qualification Number (QN)	600/7021/3
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/11/2012
Age range that the qualification is approved for	18+
Credit value	90
Assessment	Centre-devised assessment (internal assessment).
Guided learning hours (GLH)	60 GLH per 15-credit unit (other units with larger credit values will be calculated on a pro rata basis.) This 90-credit qualification will require a total of approximately 360 GLH.
Grading information	The qualification and units are pass only.
Entry requirements	Learners starting this Level 6 qualification must have successfully completed the following prior learning. Either: an Edexcel BTEC Level 5 HND Diploma in Civil Engineering Or: a Foundation Degree in Civil Engineering (that is a valid proxy qualification). For instructions on how to make proxy claims on Edexcel Online, please see <i>Making portfolio or proxy claims</i> on the Edexcel website (www.edexcel.com).

Qualification title	Edexcel BTEC Level 6 Extended Diploma in Construction (Civil Engineering) (QCF)
QCF Qualification Number (QN)	600/7036/5
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/11/2012
Age range that the qualification is approved for	18+
Credit value	120
Assessment	Centre-devised assessment (internal assessment).
Guided learning hours (GLH)	60 GLH per 15-credit unit (other units with larger credit values will be calculated on a pro rata basis.) This 120-credit qualification will require a total of approximately 480 GLH.
Grading information	The qualification and units are pass only.
Entry requirements	<p>Learners starting this Level 6 qualification must have successfully completed the following prior learning.</p> <p>Either:</p> <p>an Edexcel BTEC Level 5 HND Diploma in Civil Engineering</p> <p>Or:</p> <p>a Foundation Degree in Civil Engineering (that is a valid proxy qualification). For instructions on how to make proxy claims on Edexcel Online, please see <i>Making portfolio or proxy claims</i> on the Edexcel website (www.edexcel.com).</p>

QCF Qualification Title and Qualification Number

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, QN and URNs are on learners' final certification documentation. Learners need to know this when they are recruited by the centre and registered with Pearson. Further information about certification is in the *Edexcel Information Manual* on our website:
www.edexcel.com/iwantto/Pages/info-manual.aspx

Objectives of the qualifications

The Edexcel BTEC Level 6 Diplomas in Construction (QCF) give learners the opportunity to:

- initiate and carry out projects, make decisions in complex and unpredictable contexts and identify viable solutions to problems
- apply their knowledge and practical skills in the workplace. Full-time learners have the opportunity to do this through formal work placements and part-time learners through their employment experience
- carry out a major project which allows them to develop and agree a research proposal within a vocational context and use established research and analysis techniques to critically evaluate their arguments, assumptions, concepts and data
- progress from Edexcel BTEC Level 5 HND Diplomas in Construction and the Built Environment, Civil Engineering and Building Services Engineering onto a nationally-recognised level 6 qualification.

Progression opportunities through Edexcel qualifications

The different sizes of the Edexcel Level 6 Subsidiary Diploma, Diploma and Extended Diploma in Construction enable learners to enter and exit learning as appropriate for their personal requirements and/or career development.

See *Annexe A* for further information on progression opportunities.

Industry support and recognition

The Edexcel BTEC Level 6 Diplomas in Construction (Construction and the Built Environment) (QCF) are supported by the Chartered Institute of Building (CIOB). Holders of an Edexcel BTEC HNC or HND Diploma in Construction and the Built Environment (QCF) or a relevant Foundation Degree, can use this qualification as a further learning programme leading membership of the Chartered Institute of Building (CIOB). Additionally, the Edexcel BTEC Level 6 Extended Diploma in Construction (Construction and the Built Environment) (QCF) will provide a route to full chartered membership (MCIOB) of the CIOB.

The Edexcel BTEC Level 6 Diplomas in Construction (Civil Engineering) (QCF) are supported by the Institution of Civil Engineers (ICE). Holders of an Edexcel BTEC HNC or HND Diploma in Construction and the Built Environment (Civil Engineering) (QCF) or a relevant Foundation Degree, can use this qualification as a further learning programme leading to membership of the ICE (MICE) and registration with the Engineering Council as an Incorporated Engineer (IEng), through the Institution's Individual Case Procedure. A period of relevant experience and professional development is required after completing the qualification. Additionally, the Edexcel BTEC Level 6 Diploma and Extended Diploma in Construction (Civil Engineering) (QCF) are approved as fully meeting the educational base requirements for Technician Membership of the ICE (TMICE) and registration with the Engineering Council (EngTech) will be possible on successful completion of appropriate experience and a professional review. Please contact aqp@ice.org.uk for details of ICE's professional review process post-qualification.

The Edexcel BTEC Level 6 Diplomas in Construction (Building Services Engineering) (QCF) are supported by the Institution of Building Services Engineers (CIBSE). Holders of an Edexcel BTEC HNC or HND Diploma in Construction and the Built Environment (Building Services Engineering) (QCF) or a relevant Foundation Degree, can use this qualification as a further learning programme leading to membership of the CIBSE and registration with the Engineering Council as an Incorporated Engineer (IEng), through the Institution's Individual Case Procedure. A period of relevant experience and professional development is required after completing the qualification. Additionally, the Edexcel BTEC Level 6 Diploma and Extended Diploma in Construction (Building Services Engineering) (QCF) are approved as fully meeting the educational base requirements for registration with the Engineering Council as Engineering Technician (EngTech). Please contact info@cibse.org for details of CIBSE's professional review process post-qualification.

Relationship with National Occupational Standards (NOS)

Any links between the units in these qualifications and National Occupational Standards have been itemised in the individual units. Relevant NOS include – Built Environment Design, Construction Contracting Operations and Transportation Technical Management.

The qualifications have also been developed with reference to CIOB standards as set out in the Education Framework:

www.ciob.org.uk/sites/ciob.org.uk/files/EDUCATION%20FRAMEWORK.pdf

3 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering these qualifications.

General resource requirements

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) of industry standard for the sector to support the delivery and assessment of the qualifications.
- Centres must have a suitable number of staff involved in the delivery and assessment processes for these qualifications. These staff must also have relevant expertise and occupational experience to deliver and assess the qualifications.
- There must be systems in place to make sure there is continuing professional development for staff delivering the qualifications.
- Centres must have sufficient managerial resources to enable them to effectively and efficiently undertake delivery of the qualifications.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.

Specific resource requirements

As well as the general requirements above, there are specific resource requirements that centres must meet. These are set out below:

Unit	Resources required
<i>Unit 2: Innovation in a Sustainable Construction Industry</i>	Learners require access to IT facilities with building simulation modelling software.
<i>Unit 3: Managing in the Natural and the Built Environment</i>	Learners require access to copies of BRE Environmental Assessment Method (BREEAM) and other environmental assessment methods. Other useful sources of material are available from the National Society for Clean Air, Greenpeace and Friends of the Earth.
<i>Unit 4: Construction Design</i>	Learners require access to industry standard software capable of producing and evaluating design solutions.
<i>Unit 7: Construction Management</i>	Learners require access to appropriate industry standard modelling software.
<i>Unit 8: Construction Financial Management</i>	Learners require access to appropriate specialist measurement and estimating software.
<i>Unit 11: Commercial Management in the Construction Industry</i>	Learners require access to libraries of building cost information such as the Building Cost Information Service (BCIS) and appropriate software to evaluate a Building Information Model.
<i>Unit 13: Install and Commission Electrical and Electronic Services</i>	To prepare project documentation learners will require access to design software such as AutoCAD or equivalent, as well as Microsoft Project or equivalent.
<i>Unit 14: Install and Commission Mechanical Services</i>	To prepare project documentation learners will require access to design software such as AutoCAD or equivalent, as well as Microsoft Project or equivalent.
<i>Unit 15: Design and Build Highways</i>	Learners require access to appropriate IT, library and internet resources, case study material and examples of actual projects in the various sectors of highway engineering.
<i>Unit 16: Plan and Design Transport System Solutions</i>	Appropriate national and local design standards, IT facilities and design and modelling computer software may be necessary for demonstration purposes.

Unit	Resources required
<i>Unit 20: Critical Evaluation Management</i>	Learners require access to project level data covering scope, original brief, procurement and financial arrangements, design and handover details. There should be adequate records of any disputes/conflicts that have arisen concerning the project.
<i>Unit 21: Project Management in Construction</i>	Learners require access to current information from the sector on the use and development of project management.

4 Qualification structures

Edexcel BTEC Level 6 Subsidiary Diploma in Construction (QCF)

The Edexcel BTEC Level 6 Subsidiary Diploma in Construction (QCF) consists of a total of 60 mandatory credits at Level 6.

Group A Construction mandatory units					
Unit	URN	Mandatory units	Level	Credit	GLH
1	Y/503/7221	Major Project	6	30	120
2	H/504/4334	Innovation in a Sustainable Construction Industry	6	15	60
3	T/504/4337	Managing in the Natural and Built Environment	6	15	60

Edexcel BTEC Level 6 Diploma in Construction (Construction and the Built Environment) (QCF)

Rules of Combination

The Edexcel BTEC Level 6 Diploma in Construction (Construction and the Built Environment) consists of a total of 90 credits. It includes three mandatory units from Group A, totalling 60 credits. A minimum of 15 credits must be achieved from Group B, the specialist option units for the Construction and the Built Environment pathway. A total of 75 credits must be at Level 6. The remaining 15 credits can either be taken from Group B/C/D and/or centre-devised units and/or imported from other QCF Edexcel units at Level 5 or above to meet local needs.

It is recommended that learners do not select any of the listed Level 5 units if they have already achieved these units as part of their Edexcel BTEC Level 4 HNC Diploma or Edexcel BTEC Level 5 HND Diploma in Construction and the Built Environment programme. This is because the units chosen should reflect 'further learning' after completion of a Higher National Diploma programme.

Group A Construction and the Built Environment mandatory units					
Unit	URN	Mandatory units	Level	Credit	GLH
1	Y/503/7221	Major Project	6	30	120
2	H/504/4334	Innovation in a Sustainable Construction Industry	6	15	60
3	T/504/4337	Managing in the Natural and Built Environment	6	15	60
Group B Construction and the Built Environment specialist option units (a minimum of 15 credits must be achieved from this group)					
Unit	URN	Option units	Level	Credit	GLH
4	T/504/4340	Construction Design	6	15	60
5	F/504/4342	Building Services Design	6	15	60
6	D/504/4347	Civil Engineering Design	6	15	60
7	H/504/4351	Construction Management	6	15	60
8	K/504/4352	Construction Financial Management	6	15	60
9	M/504/4353	Construction Regulations for a Sustainable Society	6	15	60
10	T/504/4354	Asset Management in Construction and the Built Environment	6	15	60
11	A/504/4355	Commercial Management in the Construction Industry	6	15	60
12	F/504/4356	Planning for Sustainable Communities	6	15	60

Group B Construction and the Built Environment specialist option units (a minimum of 15 credits must be achieved from this group) <i>continued</i>					
Unit	URN	Option units	Level	Credit	GLH
13	L/504/4361	Install and Commission Electrical and Electronic Services	6	15	60
14	Y/504/4363	Install and Commission Mechanical Services	6	15	60
15	D/504/4364	Design and Build Highways	6	15	60
16	R/504/4376	Plan and Design Transport System Solutions	6	15	60
17	D/504/4378	Construction Technology	6	15	60
Group C Broadening Studies optional units (a maximum of 15 credits may be achieved from this group)					
Unit	URN	Optional units	Level	Credit	GLH
18	H/504/4379	Managing Business Opportunities	6	15	60
19	Y/504/4380	Managing Resources for Project Work	6	15	60
20	D/504/4381	Critical Evaluation Management	6	15	60
21	A/504/4386	Project Management in Construction	6	15	60
Group D Maths optional units (a maximum of 15 credits may be achieved from this group)					
Unit	URN	Optional units	Level	Credit	GLH
22	J/601/1465	Further Analytical Methods for Engineers	5	15	60
23	K/601/1412	Advanced Mathematics for Engineering	5	15	60

Edexcel BTEC Level 6 Extended Diploma in Construction (Construction and the Built Environment) (QCF)

Rules of Combination

The Edexcel BTEC Level 6 Extended Diploma in Construction (Construction and the Built Environment) consists of a total of 120 credits, made up of Level 6 units only. It includes three mandatory units from Group A, totalling 60 credits. A minimum of 30 credits must be achieved from Group B, the specialist option units for the Construction and the Built Environment pathway **and** a minimum of 15 credits from Group C Broadening Studies option units. The remaining 15 credits can either be taken from Group B/C and/or centre-devised units and/or imported from other QCF Edexcel units at Level 6 or above to meet local needs.

Group A Construction and the Built Environment mandatory units					
Unit	URN	Mandatory units	Level	Credit	GLH
1	Y/503/7221	Major Project	6	30	120
2	H/504/4334	Innovation in a Sustainable Construction Industry	6	15	60
3	T/504/4337	Managing in the Natural and Built Environment	6	15	60
Group B Construction and the Built Environment specialist option units (a minimum of 30 credits must be achieved from this group)					
Unit	URN	Option units	Level	Credit	GLH
4	T/504/4340	Construction Design	6	15	60
5	F/504/4342	Building Services Design	6	15	60
6	D/504/4347	Civil Engineering Design	6	15	60
7	H/504/4351	Construction Management	6	15	60
8	K/504/4352	Construction Financial Management	6	15	60
9	M/504/4353	Construction Regulations for a Sustainable Society	6	15	60
10	T/504/4354	Asset Management in Construction and the Built Environment	6	15	60
11	A/504/4355	Commercial Management in the Construction Industry	6	15	60
12	F/504/4356	Planning for Sustainable Communities	6	15	60
13	L/504/4361	Install and Commission Electrical and Electronic Services	6	15	60
14	Y/504/4363	Install and Commission Mechanical Services	6	15	60
15	D/504/4364	Design and Build Highways	6	15	60

Group B Construction and the Built Environment specialist option units (a minimum of 30 credits must be achieved from this group) <i>continued</i>					
Unit	URN	Option units	Level	Credit	GLH
16	R/504/4376	Plan and Design Transport System Solutions	6	15	60
17	D/504/4378	Construction Technology	6	15	60
Group C Broadening Studies option units (a minimum of 15 credits must be achieved from this group) (a maximum of 30 credits may be achieved from this group)					
Unit	URN	Option units	Level	Credit	GLH
18	H/504/4379	Managing Business Opportunities	6	15	60
19	Y/504/4380	Managing Resources for Project Work	6	15	60
20	D/504/4381	Critical Evaluation Management	6	15	60
21	A/504/4386	Project Management in Construction	6	15	60

Edexcel BTEC Level 6 Diploma in Construction (Civil Engineering) (QCF)

Rules of Combination

The Edexcel BTEC Level 6 Diploma in Construction (Civil Engineering) consists of a total of 90 credits. It includes three mandatory units from Group A, totalling 60 credits. A minimum of 15 credits must be achieved from Group B, the specialist option units for the civil engineering pathway. A total of 75 credits must be at Level 6. The remaining 15 credits can either be taken from Group B/C/D and/or centre-devised units and/or imported from other QCF Edexcel units at Level 5 or above to meet local needs.

It is recommended that learners do not select any of the listed Level 5 units if they have already achieved these units as part of their Edexcel BTEC Level 4 HNC Diploma or Edexcel BTEC Level 5 HND Diploma in Construction and the Built Environment programme. This is because the units chosen should reflect 'further learning' after completion of a Higher National Diploma programme.

Group A Civil Engineering mandatory units					
Unit	URN	Mandatory units	Level	Credit	GLH
1	Y/503/7221	Major Project	6	30	120
2	H/504/4334	Innovation in a Sustainable Construction Industry	6	15	60
3	T/504/4337	Managing in the Natural and Built Environment	6	15	60
Group B Civil Engineering specialist option units (a minimum of 15 credits must be achieved from this group)					
Unit	URN	Option units	Level	Credit	GLH
4	T/504/4340	Construction Design	6	15	60
6	D/504/4347	Civil Engineering Design	6	15	60
7	H/504/4351	Construction Management	6	15	60
8	K/504/4352	Construction Financial Management	6	15	60
9	M/504/4353	Construction Regulations for a Sustainable Society	6	15	60
11	A/504/4355	Commercial Management in the Construction Industry	6	15	60
15	D/504/4364	Design and Build Highways	6	15	60
16	R/504/4376	Plan and Design Transport System Solutions	6	15	60

Group C Broadening Studies optional units (a maximum of 15 credits may be achieved from this group)					
Unit	URN	Optional units	Level	Credit	GLH
18	H/504/4379	Managing Business Opportunities	6	15	60
19	Y/504/4380	Managing Resources for Project Work	6	15	60
20	D/504/4381	Critical Evaluation Management	6	15	60
21	A/504/4386	Project Management in Construction	6	15	60
Group D Maths optional units (a maximum of 15 credits may be achieved from this group)					
Unit	URN	Optional units	Level	Credit	GLH
22	J/601/1465	Further Analytical Methods for Engineers	5	15	60
23	K/601/1412	Advanced Mathematics for Engineering	5	15	60

Edexcel BTEC Level 6 Extended Diploma in Construction (Civil Engineering) (QCF)

Rules of Combination

The Edexcel BTEC Level 6 Extended Diploma in Construction (Civil Engineering) consists of a total of 120 credits, made up of Level 6 units only. It includes three mandatory units from Group A, totalling 60 credits. A minimum of 30 credits must be achieved from Group B, the specialist option units for the civil engineering pathway **and** a minimum of 15 credits from Group C Broadening Studies option units. The remaining 15 credits can either be taken from Group B/C and/or centre-devised units and/or imported from other QCF Edexcel units at Level 6 or above to meet local needs.

Group A Civil Engineering mandatory units					
Unit	URN	Mandatory units	Level	Credit	GLH
1	Y/503/7221	Major Project	6	30	120
2	H/504/4334	Innovation in a Sustainable Construction Industry	6	15	60
3	T/504/4337	Managing in the Natural and Built Environment	6	15	60
Group B Civil Engineering specialist option units (a minimum of 30 credits must be achieved from this group)					
Unit	URN	Option units	Level	Credit	GLH
4	T/504/4340	Construction Design	6	15	60
6	D/504/4347	Civil Engineering Design	6	15	60
7	H/504/4351	Construction Management	6	15	60
8	K/504/4352	Construction Financial Management	6	15	60
9	M/504/4353	Construction Regulations for a Sustainable Society	6	15	60
11	A/504/4355	Commercial Management in the Construction Industry	6	15	60
15	D/504/4364	Design and Build Highways	6	15	60
16	R/504/4376	Plan and Design Transport System Solutions	6	15	60

Group C Broadening Studies option units (a minimum of 15 credits must be achieved from this group) (a maximum of 30 credits may be achieved from this group)					
Unit	URN	Option units	Level	Credit	GLH
18	H/504/4379	Managing Business Opportunities	6	15	60
19	Y/504/4380	Managing Resources for Project Work	6	15	60
20	D/504/4381	Critical Evaluation Management	6	15	60
21	A/504/4386	Project Management in Construction	6	15	60

Edexcel BTEC Level 6 Diploma in Construction (Building Services Engineering) (QCF)

Rules of Combination

The Edexcel BTEC Level 6 Diploma in Construction (Building Services Engineering) consists of a total of 90 credits. It includes three mandatory units from Group A, totalling 60 credits. A minimum of 15 credits must be achieved from Group B, the specialist option units for the building services engineering pathway. A total of 75 credits must be at Level 6. The remaining 15 credits can either be taken from Group B/C/D and/or centre-devised units and/or imported from other QCF Edexcel units at Level 5 or above to meet local needs.

It is recommended that learners do not select any of the listed Level 5 units if they have already achieved these units as part of their Edexcel BTEC Level 4 HNC Diploma or Edexcel BTEC Level 5 HND Diploma in Construction and the Built Environment programme. This is because the units chosen should reflect 'further learning' after completion of a Higher National Diploma programme.

Group A Building Services Engineering mandatory units					
Unit	URN	Mandatory units	Level	Credit	GLH
1	Y/503/7221	Major Project	6	30	120
2	H/504/4334	Innovation in a Sustainable Construction Industry	6	15	60
3	T/504/4337	Managing in the Natural and Built Environment	6	15	60
Group B Building Services Engineering specialist option units (a minimum of 15 credits must be achieved from this group)					
Unit	URN	Option units	Level	Credit	GLH
4	T/504/4340	Construction Design	6	15	60
5	F/504/4342	Building Services Design	6	15	60
8	K/504/4352	Construction Financial Management	6	15	60
9	M/504/4353	Construction Regulations for a Sustainable Society	6	15	60
13	L/504/4361	Install and Commission Electrical and Electronic Services	6	15	60
14	Y/504/4363	Install and Commission Mechanical Services	6	15	60

Group C Broadening Studies optional units (a maximum of 15 credits may be achieved from this group)					
Unit	URN	Optional units	Level	Credit	GLH
18	H/504/4379	Managing Business Opportunities	6	15	60
19	Y/504/4380	Managing Resources for Project Work	6	15	60
20	D/504/4381	Critical Evaluation Management	6	15	60
21	A/504/4386	Project Management in Construction	6	15	60
Group D Maths optional units (a maximum of 15 credits may be achieved from this group)					
Unit	URN	Optional units	Level	Credit	GLH
22	J/601/1465	Further Analytical Methods for Engineers	5	15	60
23	K/601/1412	Advanced Mathematics for Engineering	5	15	60

Edexcel BTEC Level 6 Extended Diploma in Construction (Building Services Engineering) (QCF)

Rules of Combination

The Edexcel BTEC Level 6 Extended Diploma in Construction (Building Services Engineering) consists of a total of 120 credits, made up of Level 6 units only. It includes three mandatory units from Group A, totalling 60 credits. A minimum of 30 credits must be achieved from Group B, the specialist option units for the building services engineering pathway **and** a minimum of 15 credits from Group C Broadening Studies option units. The remaining 15 credits can either be taken from Group B/C and/or centre-devised units and/or imported from other QCF Edexcel units at Level 6 or above to meet local needs.

Group A Building Services Engineering mandatory units					
Unit	URN	Mandatory units	Level	Credit	GLH
1	Y/503/7221	Major Project	6	30	120
2	H/504/4334	Innovation in a Sustainable Construction Industry	6	15	60
3	T/504/4337	Managing in the Natural and Built Environment	6	15	60
Group B Building Services Engineering specialist option units (a minimum of 30 credits must be achieved from this group)					
Unit	URN	Option units	Level	Credit	GLH
4	T/504/4340	Construction Design	6	15	60
5	F/504/4342	Building Services Design	6	15	60
8	K/504/4352	Construction Financial Management	6	15	60
9	M/504/4353	Construction Regulations for a Sustainable Society	6	15	60
13	L/504/4361	Install and Commission Electrical and Electronic Services	6	15	60
14	Y/504/4363	Install and Commission Mechanical Services	6	15	60
Group C Broadening Studies option units (a minimum of 15 credits must be achieved from this group) (a maximum of 30 credits may be achieved from this group)					
Unit	URN	Option units	Level	Credit	GLH
18	H/504/4379	Managing Business Opportunities	6	15	60
19	Y/504/4380	Managing Resources for Project Work	6	15	60
20	D/504/4381	Critical Evaluation Management	6	15	60
21	A/504/4386	Project Management in Construction	6	15	60

5 Learning and assessment

The purpose of assessment is to ensure that effective learning of the content of each unit has taken place. Evidence of this learning, or the application of the learning, is required for each unit. The assessment of the evidence relates directly to the assessment criteria for each unit.

The process of assessment can aid effective learning by seeking and interpreting evidence to decide the stage that learners have reached in their learning, what further learning needs to take place and how best to do this. Therefore, the process of assessment should be part of the effective planning of teaching and learning by providing opportunities for both the learner and assessor to obtain information about progress towards learning goals.

Assessment instruments are constructed within centres. They should collectively ensure coverage of all assessment criteria within each unit.

It is advised that assessment criteria are indicated clearly on each assessment instrument to provide a focus for learners (for transparency and to ensure that feedback is specific to the criteria) and to assist with internal standardisation processes. Tasks/activities should enable learners to produce evidence that relates directly to the assessment criteria.

When centres are designing assessment instruments, they need to ensure that the instruments are valid, reliable and fit for purpose, building on the application of the assessment criteria. Centres are encouraged to place emphasis on practical application of the assessment criteria, providing a realistic scenario for learners to adopt, making maximum use of work-related practical experience and reflecting typical practice in the sector concerned. The creation of assessment instruments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

Assessment and verification roles

There are three key roles involved in implementing assessment processes in a centre, namely:

- quality nominee
- programme leader
- assessor.

The **quality nominee** should ensure the effective management of BTEC programmes and actively encourage and promote good practice. For external examination, they will:

- be the initial point of contact for the Pearson-appointed external examiner
- liaise with appropriate practitioners and internal verifiers, to ensure that the external examiner is able to carry out their role

The programme leader is responsible for the day-to-day management and delivery of the programme. For external examination they will:

- ensure that records of assessment and samples of learner work are being retained for sampling by the external examiner
- liaise with the Pearson-appointed external examiner to ensure that appropriate sampling takes place.

Assessors make assessment decisions. They are usually the tutors within the centre, but the term 'assessor' refers to the specific responsibility for making sure that assessment is carried out correctly and is consistent with national standards. Assessors may also draft or adapt internal assessment instruments.

You are required to keep records of assessment and have assessment authorised by Pearson. The main records are:

- the overall plan of assessment, showing the timeline for assessment
- assessment instruments
- assessment records, which contain the assessment decisions for each learner for each unit.

Authenticity and authentication

Tutors can only accept evidence for assessment that is authentic, i.e. it is the learner's own and can be judged fully to see whether it meets the assessment criteria.

Tutors should ensure that authenticity is considered when setting assignments. For example, ensuring that each learner has a different focus for research will reduce opportunities for copying or collaboration. On some occasions it will be useful to include supervised production of evidence. Where appropriate, practical activities or performance observed by the assessor should be included.

Learners must authenticate the evidence that they provide for assessment. They do this by signing a declaration stating that it is their own work when they submit it. For practical or performance tasks observed by the assessor this is not necessary.

Assessors should only assess learner evidence that is authentic. If they find through the assessment process that some or all of the evidence is not authentic, they need to take appropriate action, including invoking malpractice policies as required.

It is important that all evidence can be validated through verification. This means that it must be capable of being reassessed in full by another person. When tutors are using practical and performance evidence they need to think about how supporting evidence can be captured, for example using videos, recordings, photographs, handouts, task sheets.

The authentication of learner evidence is the responsibility of the centre. If during external sampling a Pearson-appointed external examiner raises concerns about the authenticity of evidence, the centre will be required to investigate further. Depending on the outcomes, penalties may be applied. At the end of this section, there is an example of a template that can be used to record learner declarations in relation to the authenticity of the evidence presented for assessment.

Passing internal assessments

Each unit and learning outcome has specified assessment criteria. Learners must pass each learning outcome in a unit to pass the unit and each unit in the selected rule of combination to pass the qualification.

Late submission

Tutors should encourage learners to understand the importance of deadlines and of handing work in on time. For assessment purposes it is important that learners are assessed fairly and consistently according to the assessment plan that the Lead Internal Verifier has authorised. Tutors are not required to accept work for assessment that was not completed by the date in the assessment plan. Learners may be given authorised extensions for legitimate reasons, such as illness, at the time of submission. If tutors accept a late submission by a learner, the evidence should be assessed normally, unless it is judged to not meet the requirements for authenticity. It is not appropriate, however, to automatically downgrade assessment decisions as 'punishment' for late submission.

Appeals

The centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step would be a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners.

If there is an appeal by a learner the centre must document the appeal and its resolution.

Dealing with malpractice

The centre must have a policy for dealing with potential malpractice by learners. The policy must follow the *Edexcel Assessment Malpractice policy* (see www.edexcel.com/policies). The centre must report serious malpractice to Pearson, particularly if any units have been subject to quality assurance or certification.

(Exemplar for centres)

Learner Assessment Submission and Declaration

This sheet must be completed by the learner and provided for work submitted for assessment.

Learner name:		Assessor name:	
Date issued:	Completion date:	Submitted on:	
Qualification:			
Assessment reference and title:			

Please list the evidence submitted for each task. Indicate the page numbers where the evidence can be found or describe the nature of the evidence (e.g. video, illustration).

Task reference	Evidence submitted	Page numbers or description
Comments for note by the assessor:		

Learner declaration

I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

Learner signature:

Date:

6 Qualification grade

Learners must pass each unit for an eligible combination of units for the qualification to pass the overall qualification (see *Section 4 Qualification structures* for the specified rules of combination for the Edexcel BTEC Level 6 Diplomas in Construction). For the combination of units to be eligible, the learner must achieve the specified mandatory units and a further number of specified credits from each subsequent option group up to the required minimum total of credits for the qualification.

7 Recognition of prior learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and that has not been previously certificated.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, at home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be valid and reliable.

Full guidance about Pearson's policy on RPL is given on our website (www.edexcel.com/policies).

8 Quality assurance of centres

Pearson's quality assurance system for all BTEC higher level programmes on the QCF at Levels 4-7 will ensure that centres have effective quality assurance processes to review programme delivery. It will also ensure that the outcomes of assessment are to national standards.

The quality assurance process for centres offering Pearson BTEC higher level programmes on the QCF at Levels 4-7 comprises three key components.

Approval process

Centres will be required to seek approval to offer BTEC Level 6 Diploma qualifications in Subject through the existing Edexcel qualification and centre approval process. Prior to approval being given, centres will be required to submit evidence to demonstrate that they:

- have the human and physical resources required for effective delivery and assessment
- understand the implications for independent assessment and agree to abide by these
- have a robust internal assessment system supported by 'fit for purpose' assessment documentation
- have a system to internally verify assessment decisions, to ensure standardised assessment decisions are made across all assessors and sites.

Applications have to be supported by the head of the centre (principal, chief executive etc) and include a declaration that the centre will operate the programmes strictly as approved and in line with Pearson requirements.

Monitoring of internal centre systems

Centres will be required to demonstrate ongoing fulfilment of the centre approval criteria over time and across all programmes. The process that assures this is external examination, which is undertaken by Pearson's appointed External Examiners. Centres will be given the opportunity to present evidence of the ongoing suitability and deployment of their systems to carry out the required functions. This includes the consistent application of policies affecting learner registrations, appeals, effective internal examination and standardisation processes. Where appropriate, centres may present evidence of their operation within a recognised code of practice, such as that of the Quality Assurance Agency for Higher Education. Pearson reserves the right to confirm independently that these arrangements are operating to Pearson's satisfaction.

Pearson will affirm, or not, the ongoing effectiveness of such systems. Where system failures are identified, sanctions (appropriate to the nature of the problem) will be applied in order to assist the centre in correcting the problem.

Independent assessment review

The internal assessment outcomes reached for all Edexcel BTEC higher level programmes on the Qualifications and Credit Framework at Levels 4-7 are subject to an independent assessment review by an Edexcel-appointed External Examiner.

The outcomes of this process will be to:

confirm that internal assessment is to national standards and allow certification

or

make recommendations to improve the quality of assessment outcomes before certification is released

or

make recommendations about the centre's ability to continue to be approved for the qualifications in question.

Additional arrangement for ALL centres

Regardless of the type of centre, Pearson reserves the right to withdraw either qualification or centre approval when it deems there is an irreversible breakdown in the centre's ability either to quality assure its programme delivery or its assessment standards.

9 Programme design and delivery

Centres are reminded that *The Report of the National Committee of Inquiry into Higher Education* (the Dearing Report) recommended that they 'develop, for each programme they offer, a 'programme specification' which identifies potential stopping-off points and gives the intended outcomes of the programme...'

The Quality Assurance Agency for Higher Education (QAA) has produced guidelines for centres in preparing programme specifications (reference *Guidelines for preparing programme specifications*: QAA 115 06/06) which include related post-Dearing developments. *Annexe 2: Working with programme specifications: a leaflet for further education colleges* of this QAA document contains additional guidance notes to support further education colleges writing programme specifications for Edexcel awards.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that current legislation is taught when it is part of a unit.

Pearson does not define how Edexcel BTEC Level 6 Diploma qualifications should be delivered. Centres are free to offer the qualifications using any mode of delivery that meets the needs of their learners. This may be through traditional classroom teaching, open learning, distance learning or a combination of these. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Full guidance on our policies on 'distance assessment' and 'electronic assessment' are given on our website: www.edexcel.com/Policies

10 Meeting local needs

Centres should note that the qualifications set out in this specification have been developed in consultation with centres, employers and the professional bodies for the construction sector (CIOB), the building services engineering sector (CIBSE) and the civil engineering sector (ICE and IHE).

The units are designed to meet the skill needs of the sector and the specialist pathway units allow coverage of the full range of employment in the sector. Centres should make maximum use of the choice available to them within the specialist units, as well as the local skills and training needs identified by organisations such as Regional Development Agencies and local funding agencies.

Centres delivering the Edexcel BTEC Level 6 Diploma and/or Edexcel BTEC Level 6 Extended Diploma in Construction may not always be able to meet local needs using the units in this specification. In this situation, centres can seek approval from Pearson to use other Edexcel QCF units in these qualifications. Up to a maximum of 15 credits at level 5 or above may be imported into the Edexcel BTEC Level 6 Diploma in Construction. Up to a maximum of 15 credits of level 6 or above Edexcel QCF units may be imported into the Edexcel BTEC Level 6 Extended Diploma in Construction. Meeting local needs units cannot be used as substitute units for mandatory units within these qualifications. Centres will have to justify the need for importing meeting local needs units. Pearson will check to see that the vocational focus of the qualification remains the same if these units were introduced.

11 Credit transfer

Learners who have previously achieved level 5 units listed in the rules of combination for Edexcel BTEC Level 6 Diplomas in Construction can transfer level 5 credit up to a maximum of 15 credits. Prior achievement of these units will be flagged on the learner's Unique Learner Number (ULN). The listed level 5 units can be used towards level 6 qualifications until the time they are required or withdrawn.

12 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

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

Centres are required to recruit with integrity to Edexcel BTEC Level 6 qualifications.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 13: Access to qualifications for learners with disabilities or specific needs*.

13 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's *Equality Policy* requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

- Details on how to make adjustments for learners with protected characteristics are in the policy document *Access Arrangements, Reasonable Adjustments and Special Considerations*, which is on our website, www.edexcel.com/Policies/

Special consideration

- You must operate special consideration in line with Edexcel's *Access Arrangements, Reasonable Adjustments and Special Considerations* policy. You can provide special consideration only in the time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

14 Unit format

Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit code

Each unit is assigned a unit code that appears with the unit title on the Register of Regulated Qualifications.

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Aim

This gives a summary of what the unit aims to do.

Unit abstract

The unit abstract gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit abstract also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Unit content

The information below shows how unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcomes: this is given in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which **must** be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in roman text and amplify the sub-heading. The elements must also be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of elements of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples used for indicative amplification of an element (that is, the content specified in this amplification that could be covered or that could be replaced by other, similar material).

It is not a requirement of the unit specification that all of the content is assessed.

Learning outcomes and assessment criteria

The assessment criteria specify the standard for which a learner must provide evidence in order to achieve the learning outcome.

Guidance

This section provides additional guidance related to the unit to support tutors/deliverers and assessors. Its subsections are given below:

- *Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications* – sets out possible links between units within the specification. Provides opportunities for the integration of learning, delivery and assessment. Links to relevant National Occupational Standards and Professional Bodies Standards will be highlighted here.
- *Essential requirements* – essential, unique physical and/or staffing resources or delivery/assessment requirements needed for the delivery of this unit are specified here.
- *Delivery* – this section explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – this section gives information about the assessment evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

15 Further information and useful publications

For further information about the qualifications featured in this specification, or other Edexcel qualifications, please call Customer Services on 0844 576 0026 (calls may be monitored for quality and training purposes) or visit our website (www.edexcel.com).

Related information and publications include:

- *Equality Policy*
- *Information Manual* (updated annually)
- *Access Arrangements, Reasonable Adjustments and Special Considerations*
- *Quality Assurance Handbook* (updated annually)
 - Publications on the quality assurance of BTEC qualifications are on our website at www.btec.co.uk/keydocuments

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources

Professional body contact details

Chartered Institute of Building (CIOB)

Englemere
Kings Ride
Ascot
Berkshire
SL5 7TB

Telephone: 01344 630700
Fax: 01344 630777
Email: reception@ciob.org.uk
Website: www.ciob.org.uk

Chartered Institution of Building Services Engineers (CIBSE)

222 Balham High Road
SW12 9BS

Telephone: 020 8675 5211
Fax: 020 8675 5449
Email: enquiries@cibse.org
Website: www.cibse.org

Institution of Civil Engineers (ICE)

One Great George Street
Westminster
SW1P 3AA

Telephone: 020 7222 7722

Fax: 0207 222 7500

Website: www.ice.org.uk

Institute of Highway Engineers (IHE)

De Morgan House
58 Russell Square
WC1B 4HS

Telephone: 020 7436 7487

Fax: 020 7436 7488

Email: secretary@theihe.org

Website: www.theihe.org

How to obtain National Occupational Standards

The National Occupational Standards for Construction and the Built Environment can be obtained from:

Construction Industry Council

26 Store Street
WC1E 7BT

Telephone: 020 7399 7400

Fax: 020 7399 7425

Email: info@cic.org.uk

Website: www.cic.org.uk

NVQ standards for Construction and Civil Engineering may be obtained from:

Edexcel Publications

Adamsway
Mansfield
Nottinghamshire NG18 4FN

Telephone: 01623 467467

Fax: 01623 450481

Email: publication.orders@edexcel.com

Website: www.edexcel.com

NVQ standards for Building Services Engineering may be obtained from:

SummitSkills

Vega House
Opal Drive
Fox Milne
Milton Keynes MK15 0DF

Telephone: 01908303960

Fax: 01908 303989

Email: enquiries@summitskills.org.uk

Website: www.summitskills.org.uk

16 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building Functional Skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website www.edexcel.com/training. You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Pearson may monitor calls for quality and training purposes.

The training we provide:

- is practical – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Annexe A

Progression opportunities

These are examples of progression opportunities to other Edexcel qualifications within the construction sector.

BTEC vocationally-related qualifications	BTEC Specialist/Professional qualifications	NVQ/competence-based qualifications
	Edexcel BTEC Level 7 Award, Certificate, Diploma and Extended Diploma in Strategic Management and Leadership (QCF)	Edexcel Level 7 NVQ Diploma in Built Environment Design and Consultancy Practice (QCF)
	Edexcel BTEC Level 6 Subsidiary Diploma in Construction (QCF) Edexcel BTEC Level 6 Diploma and Extended Diploma in Construction (Construction and the Built Environment) (QCF) Edexcel BTEC Level 6 Diploma and Extended Diploma in Construction (Civil Engineering) (QCF) Edexcel BTEC Level 6 Diploma and Extended Diploma in Construction (Building Services Engineering) (QCF)	Edexcel Level 6 NVQ Diploma in Built Environment Design Management (QCF) Edexcel Level 6 NVQ Diploma in Construction Contracting Operations Management (QCF) Edexcel Level 6 NVQ Diploma in Construction Site Management (Construction) (QCF) Edexcel Level 6 NVQ Diploma in Senior Site Inspection (QCF)

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visit our website: www.edexcel.com**

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