

Edexcel BTEC Level 4 Award in Achieving Excellence in Skills Performance (QCF)

BTEC Professional qualifications

Specification

First teaching February 2013

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BTEC Professional qualification title covered by this specification

Qualification title	Edexcel Level 4 Award in Achieving Excellence in Skills Performance (QCF)
QCF Qualification Number (QN)	600/7869/8
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/02/2013
Age range that the qualification is approved for	18,19+
Credit value	9
Assessment	Centre-devised assessment, (internal assessment).
Guided learning hours	45
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (see <i>Section 10, Access and recruitment</i>).

This qualification has been accredited to the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website www.education.gov.uk/. The QCF Qualification Accreditation Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

This qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

This qualification is accredited by Ofqual as being a Stand alone qualification.

Welcome to Edexcel BTEC level 4 Award in Achieving Excellence in Skills Performance (QCF)

We are delighted to introduce our new qualification, available for teaching from February 2013. This qualification has been revised and conforms to the requirements of the new QCF (Qualifications and Credit Framework).

Focusing on the Edexcel BTEC level 4 Award in Achieving Excellence in Skills Performance (QCF)

This qualification is designed to encourage learners to maximise the standard of the performance of their vocational skills both in competitions and in work-related settings, and to acknowledge excellent achievement.

To maximise performance and to achieve performance excellence, learners have to be able to prepare and perform at the highest level, as well as monitor, analyse and reflect on their performance against performance requirements. On completion of the qualification, learners should be able to:

- demonstrate an understanding of performance requirements and know how to prepare psychologically and physically to meet this standard
- perform tasks to maximise performance whilst maintaining focus, monitoring progress and resolving issues at this standard
- review and clarify performance against required outcomes to achieve best possible results at this standard
- identify areas for future development reflecting on preparation, performance and other factors affecting development.

Progression opportunities through Edexcel qualifications

Due to the nature of these qualifications, learners can undertake this qualification alongside other vocational/competence/specialist qualifications. As this qualification recognises performance excellence or exceptional performance, it is likely that these learners will be role models in their vocational sector. This qualification can also be taken as a stand alone qualification.

There are also Edexcel BTEC Level 2 and level 3 Awards available in Achieving Excellence in Skills Performance, and all three qualifications have been developed in partnership with the further education sector to recognise performance excellence or exceptional performance.

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to easily fit into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs – in this case the further education sector. Many industry and professional bodies offer successful BTEC learners exemptions for their own accredited qualifications.

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Edexcel BTEC vocational qualifications
- information on rules of combination, structure and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

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What are BTEC Level 4 Professional qualifications?

BTEC Professional qualifications are qualifications at Level 4 to Level 7 in the Qualifications and Credit Framework (QCF) and are designed to provide professional work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently, they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Professional qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Professional qualifications are recognised as the knowledge components of Apprenticeships Frameworks.

On successful completion of a BTEC Professional qualification, learners can progress to or within employment and/or continue their study in the same, or related vocational area.

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Edexcel BTEC Level 4 Award

The Edexcel BTEC Level 4 Award provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

Key features of the Edexcel BTEC Level 4 Award in Achieving Excellence in Skills Performance (QCF)

The Edexcel BTEC Level 4 in Achieving Excellence in Skills Performance (QCF) has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised level 4 to level 7 vocationally-related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the QCF have rules of combination.

Rules of combination for the Edexcel BTEC Level 4 qualifications

When combining units for an Edexcel BTEC Level 4 Award in Achieving Excellence in Skills Performance (QCF), it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Edexcel BTEC Level 4 Award in Achieving Excellence in Skills Performance (QCF)

- 1 Qualification credit value: a minimum of 9 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 9 credits.
- 3 All credits must be achieved from the units listed in this specification.

Edexcel BTEC Level 4 Award in Achieving Excellence in Skills Performance (QCF)

The Edexcel BTEC Level 4 Award in Achieving Excellence in Skills Performance (QCF) is a 9 credit and 45 guided learning hour (GLH) qualification that consists of a choice from two available optional units to provide for a total of 9 credits.

Edexcel BTEC Level 4 Award in Achieving Excellence in Skills Performance (QCF)			
Unit	Optional units (choose one unit)	Credit	Level
1	Maximising Skills Performance in Competition	9	4
2	Maximising Skills Performance in a Work-related Setting	9	4

Assessment

All units within this qualification are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

Evidence

It is important that the evidence is:

Valid	relevant to the standards for which knowledge /competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Edexcel's appointed external examiner. A range of recording documents is available on the Edexcel website: www.edexcel.com. Alternatively, centres may develop their own.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms as suggested above, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

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 so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If 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 sufficient, reliable and valid.

Further guidance is available in *Recognition of Prior Learning Policy*, which is on the Edexcel website (please visit www.edexcel.com).

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

Centre recognition and approved centre recognition

Centres need to apply for, and be granted, centre recognition as part of the approval process to offer these qualifications. Centres must complete an *Edexcel Vocational Centre and Qualification Approval Form (VCQA)*.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations. Edexcel will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Edexcel use quality assurance to check that all centres are working to national standards. This gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

Edexcel will produce on an annual basis the *BTEC Quality Assurance Handbook*, which will contain detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Edexcel. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres.

We monitor and support centres in the effective operation of assessment and quality assurance. The methods we use to do this include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- two visits per year from a Standards Verifier to check assessment decisions
- an overarching review and assessment of a centre's strategy for assessing and quality assuring its BTEC programmes.

An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance cannot seek certification for individual programmes.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In Edexcel BTEC Level 4 Professional qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Additional arrangements 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.

Edexcel BTEC Levels 4-7 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering Edexcel BTEC Levels 4-7 qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Edexcel.

The Edexcel quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the Edexcel BTEC levels 4-7 qualifications and units.

For all centres delivering BTEC qualifications at levels 4-7, Edexcel allocates a Standards Verifier for each sector offered, who will conduct two visits per year to quality assure the programmes.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Programme design and delivery

Mode of delivery

Edexcel does not normally define the mode of delivery for Edexcel BTEC level 4 to level 7 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever 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.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Edexcel BTEC Level 4 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel BTEC Level 4 Professional qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Access and recruitment

Edexcel's policy regarding access to its 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 wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Edexcel BTEC Level 4 in Achieving Excellence in Skills Performance (QCF) is accredited on the QCF for learners aged 18 and above.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by The Equalities Act 2010) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

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 so do not need to develop through a course of learning.

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

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. 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 sufficient, reliable and valid.

Unit format

All units in Edexcel BTEC Level 4 Professional qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

The unit title is accredited 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 QCF unit code that appears with the unit title on the National Database of Accredited Qualifications.

QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit amplification

This identifies the breadth of knowledge, skills and understanding needed for the achievement of the unit. It is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. Key phrases or concepts related to each learning outcome are listed together with a range of related topics.

The learner should have the opportunity to cover all material referred to in the amplification.

It is not a requirement of the unit specification that all of this material is assessed. However, learners must be able to meet the standard determined in the assessment criteria to successfully complete the units(s).

Units

Units

Unit 1:	Maximising Skills Performance in Competition	17
Unit 2:	Maximising Skills Performance in A Work-related Setting	25

Unit 1: Maximising Skills Performance in Competition

Unit code: R/5046287

QCF Level 4

Credit value: 9

Guided learning hours: 45 hours

Unit aim

The aim of this unit is to give learners an understanding of the rules, regulations and standards required to maximise their skills performances in competition at this level, in order to aim for performance excellence.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	Unit amplification	
1	Understand the performance requirements of competition	1.1	Analyse essential documentation and information to determine the implications for performance	<ul style="list-style-type: none"> Learners should analyse all documentation, information rules and regulations to highlight how the performance requirements impact on own performance requirements.
		1.2	Analyse previous competition standards to inform preparation	<ul style="list-style-type: none"> Learners should analyse relevant documentation and information, e.g. video evidence and reports to inform individual preparation.
		1.3	Prioritise competition performance requirements to determine match to own skill set	<ul style="list-style-type: none"> Using competition documentation, learners should decide which participation requirements are most important to focus on in competition preparation and how they match own existing skill set.
		1.4	Explain how experts can help to clarify requirements of competition	<ul style="list-style-type: none"> Learners should explain how experts could help to clarify areas of uncertainty about performance requirements and standards.
		1.5	Justify the importance of understanding all participation requirements	<ul style="list-style-type: none"> Learners should justify the level of importance that should be placed on different types of competition documentation and information.

Learning outcomes	Assessment criteria	Unit amplification
<p>2 Be able to develop an enhanced training plan for competition performance</p>	<p>2.1 Set achievable short, medium and long term SMART objectives to improve performance in areas of weakness</p> <p>2.2 Justify choice of strategies used in training plan to measure own performance improvement</p> <p>2.3 Implement a training plan to raise performance progressively to required competition standards</p> <p>2.4 Practise skills to meet performance requirements, seeking advice and adapting training plan to ensure continuous improvement</p> <p>2.5 Evaluate progress of preparation against training plan</p> <p>2.6 Compare progress of competition preparation with the performance of others in order to consolidate improvements and adapt training plan where necessary</p>	<ul style="list-style-type: none"> □ Learners should set their own individual SMART objectives in a training plan, having identified own areas of weakness. They need to establish short medium and long term SMART targets to enhance these areas of performance. □ Learners need to justify individual strategies used in own training plan, e.g. key performance indicators, occupational standards, performance level of peers. □ The individual training plan should include SMART objectives, time-scales and methods of preparation. □ Learners need to practise skills and provide a flexible training plan that requires timely reviews to maximise performance development and takes into account expert advice from others. □ Learners should be encouraged to reflect and evaluate on how far they have progressed in their preparation. □ Learners should be aware of key performance indicators and be able to assess their performance level against that of peers and other competitors to identify different ways to improve. They should consider adapting their planning where necessary.

UNIT 1: MAXIMISING SKILLS PERFORMANCE IN COMPETITION

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to prepare competition performance area to maximise achievement of skills	3.1	Demonstrate understanding of health and safety by prior testing to ensure that all equipment and materials meet competition safety standards	<ul style="list-style-type: none"> Learners should show understanding and refer to competition health and safety requirements ensuring equipment and materials meet these guidelines.
		3.2	Design and lay-out personal competition performance area to maximise success	<ul style="list-style-type: none"> Learners need to provide reasoning behind the design and layout of their work area to attain the best possible use of their equipment to maximise success.
		3.3	Demonstrate precautionary measures taken to prevent damage, loss or breakdown of equipment and materials during competition performance	<ul style="list-style-type: none"> Learners should produce an action plan for dealing with any material or equipment failure. They should demonstrate that they can think ahead, plan and anticipate problems and action plan.
		3.4	Review the competition performance area to ensure that it meets all competition requirements, health and safety laws and avoids risks	<ul style="list-style-type: none"> Learners should review performance area immediately prior to competition, checking competition requirements, health and safety law or relevant regulations and that all precautionary actions are in place.
4	Be able to mentally prepare before competition to maximise performance	4.1	Evaluate factors that could affect own competition performance, identifying methods to mitigate these factors given the importance of mental preparation for competition	<ul style="list-style-type: none"> Learners need to evaluate factors that could affect own competition performance, identifying methods to mitigate these. Factors, e.g. nerves, environment, lack of sleep, motivation, familiarity with tasks, level of experience. Methods, e.g. more practise, use of different trainers, performance strategy Importance of preparing psychologically, e.g. can adapt to different competition environments, optimal performance, avoid distractions, ability to keep calm under time pressures, look at real life examples.

Learning outcomes	Assessment criteria	Unit amplification
	4.2 Evaluate recognised strategies to improve performance under pressure in competitions	<ul style="list-style-type: none"> □ Learners need to evaluate recognised strategies to improve own performance under pressure in competitions. □ Strategies, e.g. running through possible scenarios, theories to improve confidence, advice from experts. □ Strategies can include Mihaly Csikszentmihalyi's 'Flow State', excellence models, methods used by top athletes.
	4.3 Demonstrate positive steps by developing a plan that includes appropriate strategies to mentally prepare for competition	<ul style="list-style-type: none"> □ Learners need to demonstrate positive steps and develop a strategic plan to mentally prepare for competition □ Plan should include dates and times when positive steps will be used to address preparation needs. □ Positive steps include, e.g. practice, rest, communication, speaking to tutors, use of theories to ensure better performance. □ Strategies should include Mihaly Csikszentmihalyi's 'Flow State', excellence models, methods used by top athletes.
5 Be able to multi-task during competition to maximise performance	5.1 Interpret required competition tasks, identifying any barriers to completion in the time available	<ul style="list-style-type: none"> □ Learners should interpret competition tasks, identifying barriers to completion in respect of time. □ Barriers, e.g. lack of equipment, materials, lack of expertise, time it takes to complete a task is too long.
	5.2 Justify the prioritisation of work to ensure completion of competition tasks in the time available	<ul style="list-style-type: none"> □ Learners should be able to prioritise tasks based on level of importance, giving the appropriate time to each.
	5.3 Perform competition tasks to meet performance requirements within the time available	<ul style="list-style-type: none"> □ Learners should be able to demonstrate skills to an advanced level appropriate to performance requirements and within time constraints.

Learning outcomes		Assessment criteria		Unit amplification	
6	Be able to adapt own monitored performance under pressure in competition	5.4	Maintain focus and concentration throughout competition performance irrespective of external distractions	<ul style="list-style-type: none"> Learners should be judged on their level of focus and concentration throughout the entire performance. 	<ul style="list-style-type: none"> Learners should be judged on the expertise demonstrated during their performance and their adaptability to achieve performance excellence. Learners need to analyse strategies for the purpose of monitoring progress, e.g. checklists, sensory checks, comparison with other competitors, using knowledge and understanding of vocational setting. Identify strategies used to minimise errors and evaluate how well they worked and what could have been done differently. Learners must demonstrate adaptation of performance to meet performance requirements.
		5.5	Demonstrate skills to competition competence level, adapting to any problems or issues that arise	<ul style="list-style-type: none"> Learners should be judged on the expertise demonstrated during their performance and their adaptability to achieve performance excellence. 	
		6.1	Analyse strategies used to monitor progress of performance during competition	<ul style="list-style-type: none"> Learners need to analyse strategies for the purpose of monitoring progress, e.g. checklists, sensory checks, comparison with other competitors, using knowledge and understanding of vocational setting. 	
7	Be able to reflect on performance results and feedback to plan for future competition performance and aim for excellence	6.2	Evaluate effectiveness of strategies used to minimise errors and problems in competition	<ul style="list-style-type: none"> Identify strategies used to minimise errors and evaluate how well they worked and what could have been done differently. 	<ul style="list-style-type: none"> Learners must demonstrate adaptation of performance to meet performance requirements. Learners should assess whether they achieved a level of performance excellence based on reflection of final results against original SMART objectives and whether performance requirements were met. Feedback can be sought from mentors, scouts, judges and competition staff. Expert can be a professional within the vocational field or the tutor.
		6.3	Adapt performance and adjust planning, pace and methods to produce best possible competition outcomes	<ul style="list-style-type: none"> Learners must demonstrate adaptation of performance to meet performance requirements. 	
		7.1	Review final results against original SMART objectives	<ul style="list-style-type: none"> Learners should assess whether they achieved a level of performance excellence based on reflection of final results against original SMART objectives and whether performance requirements were met. 	
7	Be able to reflect on performance results and feedback to plan for future competition performance and aim for excellence	7.2	Gain feedback from two different but appropriate experts on competition performance	<ul style="list-style-type: none"> Feedback can be sought from mentors, scouts, judges and competition staff. 	<ul style="list-style-type: none"> Expert can be a professional within the vocational field or the tutor.
		7.3	Critically assess own competition performance with an expert from the sector	<ul style="list-style-type: none"> Expert can be a professional within the vocational field or the tutor. 	

Learning outcomes	Assessment criteria	Unit amplification
	<p>7.4 Evaluate final competition results against required outcomes and feedback</p> <p>7.5 Compare own competition performance against other competitors, analysing strengths and weaknesses</p>	<ul style="list-style-type: none"> □ Review and evaluate to what extent the participation requirements were met using feedback and final results. □ Learners should learn from the performance of others by making comparisons between aspects of own performance and the performance of others.
	<p>7.6 Justify areas for future competition improvement based on evaluation of current competition performance to aim for excellence</p>	<ul style="list-style-type: none"> □ Justification for selection of areas for future improvement, e.g. more time needed to practise, developing skills to a higher standard, learning new techniques, more balanced diet and exercise.

Unit 2: Maximising Skills Performance in a Work-related Setting

Unit code: Y/5046288

QCF Level 4

Credit value: 9

Guided learning hours: 45 hours

Unit aim

The aim of this unit is to give learners an understanding of the rules, regulations and standards required to maximise their skills' performances in a work-related setting when demonstrating their selected skills at this level.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Unit amplification	
1	Understand the industry/sector standards for selected vocational skills in a work-related setting	1.1	Analyse essential information about an identified set of standards at this level relating to performance of selected vocational skills in a work-related setting	<ul style="list-style-type: none"> □ Analyse information on identified standards, e.g. NOS, learning outcomes, assessment criteria from relevant qualifications, industry or work related performance standards relating to the level of the qualification. 	
		1.2	Assess how to improve own skills performance in relation to an identified set of vocational standards at this level	<ul style="list-style-type: none"> □ Learners should assess how to improve own skills performance comparative to identified vocational standards at this level. □ Work-related or industry performance standards at level of the qualification, what is needed to excel. 	
		1.3	Justify reasons for developing and enhancing own performance in a selected set of vocational skills	<ul style="list-style-type: none"> □ Learners should justify reasons for developing and enhancing own performance. □ Work-related performance standards at level of the qualification. 	
		1.4	Analyse how experts can offer advice on strategies to improve performance of a selected range of skills	<ul style="list-style-type: none"> □ Learners should analyse how experts can offer advice on improvement strategies. □ Experts, e.g. work based tutor, mentor, line manager. 	

Learning outcomes	Assessment criteria	Unit amplification
	1.5 Evaluate own current performance of selected skills against an identified set of standards in a work-based setting	<ul style="list-style-type: none"> □ Learners need to evaluate own performance compared to identified standards in a work-based setting. □ Standards should be work-related performance standards at level of the qualification. □ Identify area(s) of weakness or strength. Then include an explanation of those skills needing work or improvement or those areas where learner could excel with extra practice in evaluation.
2 Be able to explain how areas of own vocational skills are capable of improvement to maximise performance	2.1 Analyse the challenge in terms of the specific skills elements which need to improve to maximise performance	<ul style="list-style-type: none"> □ The analysis of the challenge could be either existing weakness in a particular area, or an area of strength where the learner could with extra work or practice, excel.
3 Be able to prepare a comprehensive plan for own performance improvement	2.2 Evaluate the challenge presented by the skills elements with peers and workplace mentor 3.1 Set achievable short, medium and long term SMART objectives to improve against the selected performance standards 3.2 Justify choice of strategies selected in training plan to measure own performance improvement 3.3 Review the plan with an expert in the vocational sector in terms of achievability amending objectives as appropriate	<ul style="list-style-type: none"> □ The evaluation should include position of own existing competence against identified standards and discussion of this with peers and mentor. □ Identify areas of weakness and then Learners need to establish short, medium and long term SMART targets to enhance these areas of own performance. □ Learners need to justify individual strategies used in own training plan, e.g. key performance indicators, occupational standards, performance level of peers. □ Expert, e.g. tutor, professional.

Learning outcomes		Assessment criteria	Unit amplification
4	Be able to execute a skills performance improvement plan to pursue excellence in skills in a work-related setting	4.1	Implement a training plan to raise skills performance progressively
		4.2	Apply self-assessment criteria to monitor improvement during the implementation of the skills performance improvement plan
		4.3	Practise skills in a work related setting, adapting training plan to ensure continuous improvement
		4.4	Evaluate progress against SMART objectives by reviewing the plan on completion with a workplace expert
		4.5	Discuss performance improvement progress with an expert in order to consolidate improvements and adapt objectives where necessary
			<ul style="list-style-type: none"> □ The individual training plan should include SMART objectives, time-scales and methods of preparation. □ Learners should be encouraged to reflect on how far they have progressed by comparing improvement with peers and using the selected objectives, timeline and strategies. □ Learners need to provide a flexible training plan that requires timely reviews to maximise skills development. □ Evaluation should include review with an expert, e.g. mentor, tutor □ It should cover various milestones – short-, medium- and long-term objectives. □ Compare progress with others in the work-place, e.g. an expert, to plan improvements and adapt plan where necessary.

Learning outcomes	Assessment criteria		Unit amplification
5 Be able to maximise performance of vocational skills for selected performance standards in a work related setting to an external audience	5.1	Establish a list of requirements for the skills demonstration in order to ensure optimum conditions for success	<ul style="list-style-type: none"> □ Demonstrate thorough preparation, e.g. use list or other strategies to make sure all materials and equipment are available, plan ahead and check to ensure optimum conditions for success before assessment and comply with sector work place and health and safety requirements. □ Learners need to show understanding of recognised strategies to ensure success □ Strategies, e.g. running through possible scenarios, theories to improve confidence, advice from experts. □ Strategies can include Mihaly Csikszentmihalyi's 'Flow State', excellence models, methods used by top athletes
	5.2	Prepare all necessary equipment, materials and working methods in accordance with health and safety requirements in a work related setting	<ul style="list-style-type: none"> □ Demonstrate thorough preparation including □ Work methods, e.g. industry-standard work methods. □ plan ahead, check to make sure all materials and equipment are ready before assessment and comply with sector work place and health and safety requirements
	5.3	Demonstrate, improvement in performance of selected skills against standards within the given timeframe	<ul style="list-style-type: none"> □ Demonstrate ability to have planned for and thought about risks, planned for time frame, evidence of techniques used etc
	5.4	Present a summary of the aims and methods of the skills demonstration to the external audience prior to performance	<ul style="list-style-type: none"> □ Professional presentation, format and evidence appropriate to audience. Selected work related standards referred to and evidenced etc.

Learning outcomes		Assessment criteria		Unit amplification		
6	Be able to evaluate skills performance against feedback and objectives	5.5	Respond to comments and questions during the skills demonstration without losing time or concentration	□	Demonstrate focus and concentration in answering questions competently, e.g. awareness of possible distractions, strategies to maintain focus.	
		5.6	Invite feedback on the skills performance at the end of the demonstration, responding where appropriate	□	Feedback to be sought from audience which will include mentors, staff, peers etc. Provide professional and appropriately detailed responses.	
		6.1	Analyse feedback received from external audience	□	Analyse feedback. External audience to include mentors, local employers and experts (expert can be a professional within the vocational field or the tutor).	
	7	Be able to implement further improvements to skills performance in a work related setting	6.2	Evaluate own improvements in vocational skills against selected standards over time and to meet objectives	□	Review and evaluate to what extent improvements have been made and objectives achieved over time using feedback and final results.
			6.3	Review performance of final skills against planned SMART objectives	□	Learners should review and assess whether they achieved a level of performance excellence based on reflection of final results against original SMART objectives and whether performance requirements were met.
			7.1	Monitor performance over time to embed newly improved and enhanced skills into workplace practice	□	Review SMART objectives over given time frame, reflect on whether these have been achieved, and how/when/whether embedded into practice.
		7.2	Review current level of competence by observing the performances of others in a work related setting, identifying strengths and weaknesses	□	Learners should learn from the performance of others by making comparisons between aspects of own performance and the performance of others.	

Learning outcomes	Assessment criteria	Unit amplification
	<p>7.3 Justify areas for future improvement based on appraisal of current level of competence, in order to aim for skills excellence</p>	<ul style="list-style-type: none"> □ Justify areas for future improvement, e.g. more time needed to practise, developing skills to a higher standard, learning new techniques, more balanced diet and exercise.

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for quality and training purposes) or visit our website (www.edexcel.com).

Useful publications

Related information and publications include:

- Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes (Edexcel, distributed to centres annually)
- Functional Skills publications – specifications, tutor support materials and question papers
- Regulatory arrangements for the Qualification and Credit Framework (published by Ofqual) August 2008
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

Professional development and training

Edexcel 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 can be viewed 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

Regional Support 0844 576 0027

Calls may be recorded for quality and training purposes.

The training we provide:

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

Our training is underpinned by the LSIS standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A

The Edexcel/BTEC qualification framework for Achieving Excellence in Skills Performance

Progression opportunities within the framework.

Level	General qualifications	BTEC vocationally-related qualifications	BTEC professional/specialist qualifications	NVQ/occupational
8				
7				Edexcel Level 7 Diploma in Management (QCF)
6				
5		Edexcel BTEC Level 5 HND Diploma in e.g. Business and other sectors (QCF)	Edexcel BTEC Level 5 Award/Certificate/Diploma in Management(QCF)	Edexcel BTEC Level 5 Diploma in Innovation and Growth (QCF) Edexcel Level 5 Diploma in Management (QCF)
4		Edexcel BTEC Level 4 HNC Diploma in e.g. business and other sectors (QCF)	Edexcel BTEC Level 4 Award in Achieving Excellence in Skills Performance (QCF)	
3		Edexcel BTEC Level 3 National Certificate/Subsidiary Diploma/90-credit Diploma/Diploma/Extended Diploma in e.g. Business and other sectors (QCF)	Edexcel BTEC L3 Award in Achieving Excellence in Skills Performance (QCF)	Edexcel Level 3 NVQ in e.g. Business and Administration (QCF) or Edexcel Level 3 Certificate in Management (QCF) Or other sectors

Level	General qualifications	BTEC vocationally-related qualifications	BTEC professional / specialist qualifications	NVQ/occupational
2		Edexcel BTEC Level 2 First Certificate/Extended Certificate/Diploma in e.g. Business and other sectors (QCF)	Edexcel BTEC L2 Award in Achieving Excellence in Skills Performance (QCF)	Edexcel Level 2 NVQs in e.g. Business and Administration (QCF) or Edexcel Level 2 NVQ Certificate in Marketing (QCF) Or other sectors
1				Edexcel Level 1 NVQ in e.g. Business and Administration (QCF) Or other sectors

Annexe B

Wider curriculum mapping

Edexcel BTEC Level 4 Professional qualifications give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of this qualification learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking this qualification will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

Glossary of accreditation terminology

The following information about this qualification can also be found on the Edexcel website.

Accreditation start/end date	The first/last dates that Edexcel can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Edexcel.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Learning Aims Database	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
Level	The level at which the qualification is positioned in the Qualifications and Credit Framework (QCF).
Performance tables	These qualifications are listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges.
Qualifications Number (QN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.
Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.

Annexe D

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 7 Advanced Professional Qualifications BTEC Advanced Professional Award, Certificate and Diploma	7	BTEC Level 7 Professional Qualifications BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional Qualifications BTEC Professional Award, Certificate and Diploma	6	BTEC Level 6 Professional Qualifications BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional Qualifications BTEC Professional Award, Certificate and Diploma	5	BTEC Level 5 Professional Qualifications BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	BTEC Level 5 Higher Nationals BTEC Level 5 HND Diploma
BTEC Level 4 Professional Qualifications BTEC Professional Award, Certificate and Diploma	4	BTEC Level 4 Professional Qualifications BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	BTEC Level 4 Higher Nationals BTEC Level 4 HNC Diploma
BTEC Level 3 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	3	BTEC Level 3 Specialist Qualifications BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	BTEC Level 3 Nationals BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 2 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	2	BTEC Level 2 Specialist Qualifications BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	BTEC Level 2 Firsts BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	1	BTEC Level 1 Specialist Qualifications BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	BTEC Level 1 Qualifications BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	BTEC Entry Level Specialist Qualifications BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	BTEC Entry Level Qualifications (E3) BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

QCF = Qualifications and Credit Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

For qualifications on the **QCF**, the accreditation start date is usually 1 September 2010 or 1 January 2011.

QCF qualification sizes	
Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits

