

Pearson BTEC Entry Level Award/Certificate/ Extended Certificate/ Diploma in Vocational Studies (QCF)

Specification

First teaching September 2010

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This specification supersedes Issue 5 of the specification for the Edexcel BTEC Entry Level Award/Certificate/Extended Certificate/Diploma in Vocational Studies (QCF) and the Edexcel BTEC Level 1 Award/Certificate/Extended Certificate/Diploma in Vocational Studies (QCF) (publication code: FL33338). Key changes are sidelined. We will inform centres of any changes. Details of the Pearson BTEC Level 1 Award/Certificate/Extended Certificate/Diploma in Vocational Studies are now included in a separate document (publication code: FL037369). The latest issues of both the Entry Level and Level 1 specifications can be found on the Edexcel website (www.edexcel.com)

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All information in this specification is correct at time of publication.

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Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification which a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements which a learner must have satisfied before the learner will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding which 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)
- any specimen materials
- any specified levels of attainment.

1 Introducing Pearson BTEC Specialist qualifications

For more than 25 years, BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record of improving motivation and achievement. BTECs also provide progression routes to the next stage of education or to employment.

What are Pearson BTEC Specialist qualifications?

Pearson BTEC Specialist qualifications are qualifications from Entry to level 3 on the Qualifications and Credit Framework (QCF). They are work-related qualifications and are available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. They also provide career development opportunities for those already in work. These qualifications may be full time or part time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Some Pearson BTEC Specialist qualifications are knowledge components in Apprenticeship Frameworks ie Technical Certificates.

There are three sizes of BTEC Specialist 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 QCF has a credit value.

The credit value of a unit is based on:

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

2 Qualification summary and key information

Qualification title	Edexcel BTEC Entry Level Award in Vocational Studies (Entry 3) (QCF)
QCF Qualification Number (QN)	500/8769/1
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	1st September 2010
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	9
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	75-90
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (see Section 10, Access and recruitment)

Qualification title	Edexcel BTEC Entry Level Certificate in Vocational Studies (Entry 3) (QCF)
QCF Qualification Number (QN)	500/9135/9
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	1st September 2010
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	14
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	110-140
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (see Section 10, Access and recruitment)

Qualification title	Edexcel BTEC Entry Level Extended Certificate in Vocational Studies (Entry 3) (QCF)
QCF Qualification Number (QN)	600/6544/8
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	1st September 2012
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	20
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	178-210
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (see Section 10, Access and recruitment)

Qualification title	Edexcel BTEC Entry Level Diploma in Vocational Studies (Entry 3) (QCF)
QCF Qualification Number (QN)	500/9123/2
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	1st September 2010
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	37
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	320-370
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (see Section 10, Access and recruitment)

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, units and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. Further information about certification is in the *Edexcel Information Manual* on our website at www.edexcel.com

Objective of the qualifications

The Pearson BTEC Entry Level Award/Certificate/Extended Certificate/Diploma and Edexcel BTEC Level 1 Award/Certificate/Extended Certificate/Diploma in Vocational Studies (QCF) have been developed to give learners the opportunity to:

- experience more than one vocational sector where they have not yet decided on a specific sector to follow
- develop knowledge, understanding and skills of different vocational sectors to motivate them to progress to higher level qualifications or employment in a specific sector.
- Develop cross-cutting employability skills through carrying out practical activities in a vocational context
- Engage in learning which is relevant to them and 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 Entry or Level 1 vocationally related qualification
- progress to employment
- progress to related general and/or vocational qualifications.

In addition, the rules of combination of these qualifications allow learners to achieve some units at different levels to the qualification being taken. For example, learners taking the Entry 3 Award/Certificate/Extended Certificate/Diploma may achieve some units at Level 1 which may encourage them to progress to a Level 1 vocational qualification. Learners taking the level 1 Award/Certificate/Extended Certificate/Diploma may achieve some units at Entry 3 if they need to develop skills in particular areas, or they may achieve some units at Level 2 which may encourage them to progress to a Level 2 vocational qualification.

Progression opportunities through Edexcel qualifications

The intended destinations for learners who have successfully achieved the Pearson BTEC Entry Level Award/Certificate/Extended Certificate/Diploma in Vocational Studies (QCF) include:

- GCSEs
- Foundation Diplomas
- Level 1 vocational qualifications such as Pearson BTEC Level 1 Awards/Certificates/Diplomas in different vocational sectors
- supported employment.

3 Centre resource requirements

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

General resource requirements

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to make sure continuing professional development for staff delivering 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.

4 Qualification structures

Edexcel BTEC Entry Level Award in Vocational Studies (Entry 3) (QCF)

The learner will need to meet the requirements outlined in the table below before Edexcel can award the qualification.

Minimum number of credits that must be achieved	9
Number of mandatory credits that must be achieved	2
Minimum number of credits to be achieved from Group 2	3
Remaining credits required to achieve the qualification may be achieved from Group 2 or Group 3.	

Edexcel BTEC Entry Level Certificate in Vocational Studies (Entry 3) (QCF)

The learner will need to meet the requirements outlined in the table below before Edexcel can award the qualification.

Minimum number of credits that must be achieved	14
Number of mandatory credits that must be achieved	2
Minimum number of credits to be achieved from Group 2	6
Remaining credits required to achieve the qualification may be achieved from Group 2 or Group 3	

Edexcel BTEC Entry Level Extended Certificate in Vocational Studies (Entry 3) (QCF)

The learner will need to meet the requirements outlined in the table below before Edexcel can award the qualification.

Minimum number of credits that must be achieved	20
Number of mandatory credits that must be achieved	2
Minimum number of credits to be achieved from Group 2	11
Remaining credits required to achieve the qualification may be achieved from Group 2 or Group 3	

Edexcel BTEC Entry Level Diploma in Vocational Studies (Entry 3) (QCF)

The learner will need to meet the requirements outlined in the table below before Edexcel can award the qualification.

Minimum number of credits that must be achieved	37
Number of mandatory credits that must be achieved	2
Minimum number of credits to be achieved from Group 2	20
Remaining credits required to achieve the qualification may be achieved from Group 2 or Group 3	

Edexcel BTEC Entry Level Award/Certificate/Extended Certificate/Diploma in Vocational Studies (Entry 3) (QCF): Units

The following pages list the units available to be used in the Edexcel BTEC Entry Level Award/Certificate/Extended Certificate/Diploma in Vocational Studies (Entry 3) (QCF).

Further guidance on the mandatory units, including learning outcomes and assessment criteria can be found within the 2011 specification for Entry 3 qualifications in WorkSkills, which can be found on our website, www.edexcel.com/quals/workskills/entry3.

Further guidance on each option unit, including the learning outcomes and assessment criteria is included within the specification document for the relevant sector, which can be found on our website, www.edexcel.com/quals/flt.

Unit reference number	Group 1 - Mandatory units	Level	Credit	Guided Learning Hours
L/503/2811	Self-Assessment	Entry 3	1	10
R/503/2812	Career Progression	Entry 3	1	10

Unit reference number	Group 2: Entry 3 Optional Units	Level	Credit	Guided Learning Hours
Y/502/3884	Art and Design: Explore 2 Dimensions	Entry 3	3	30
F/505/1498	Developing Creative Media Skills	Entry 3	3	30
H/600/1090	Working in Business and Administration	Entry 3	2	20
T/502/0166	IT User Fundamentals*	Entry 3	2	15
D/502/3823	Introduction to the Performing Arts	Entry 3	3	30
H/502/3371	Communication between Children aged 0-3 Years and Adults	Entry 3	3	30
T/501/7218	Health Needs*	Entry 3	3	30
A/502/4834	Introduction to the Hospitality Industry*	Entry 3	1	10
A/504/9149	Health and Fitness for Public service	Entry 3	2	20
A/504/9152	Taking part in Exercise and Fitness Activities*	Entry 3	3	30
A/502/3697	Researching a Tourist destination	Entry 3	3	30

Unit reference number	Group 2: Entry 3 Optional Units	Level	Credit	Guided Learning Hours
T/502/3682	Decorating Household Goods	Entry 3	3	30
L/505/1309	Developing Practical Skills for Maintaining Plants*	Entry 3	3	30
D/502/0615	Groom a Small Animal	Entry 3	2	20
A/502/3800	Introduction to the Hair and Beauty Sector*	Entry 3	2	20
D/503/2814	Working in a Team*	Entry 3	3	30
H/502/3886	Art and Design: Discovering 3 Dimensions	Entry 3	3	30
K/502/3887	Art and Design: A Project in 2 or 3 Dimensions	Entry 3	3	30
F/601/2162	Creating Images Digitally*	Entry 3	3	30
L/600/1097	Professional Behaviour in an Office Environment	Entry 3	2	20
R/600/1098	Using Office Equipment in a Business Environment	Entry 3	3	30
M/501/7234	Using a Computer in Business Administration	Entry 3	3	30
F/502/3829	Starting to Develop performance Skills	Entry 3	3	30
A/502/3828	Taking Part in a Performance	Entry 3	3	30
F/502/3801	Presenting a Professional Image in a Salon*	Entry 3	2	20
Y/502/0175	Desktop Publishing Software*	Entry 3	2	15
L/502/0173	Design and Imaging Software*	Entry 3	2	15
J/502/0172	Using Email*	Entry 3	1	10
D/502/0176	Using Mobile IT Devices*	Entry 3	1	10
F/502/0168	Spreadsheet Software*	Entry 3	2	15
A/502/0167	Word Processing Software*	Entry 3	2	15
A/502/0170	Presentation Software*	Entry 3	2	15
L/502/0190	The internet and the World Wide Web	Entry 3	1	5
F/502/0171	Using the Internet*	Entry 3	1	10
D/502/0193	Digital Lifestyle	Entry 3	1	5
F/601/6065	Introduction to Customer Service*	Entry 3	2	20

Unit reference number	Group 2: Entry 3 Optional Units	Level	Credit	Guided Learning Hours
A/601/6047	The Importance of Appearance and Behaviour in Customer Services	Entry 3	2	15
R/601/6054	Understand How to Deal with Queries and Requests	Entry 3	3	20
K/502/3372	Planning for the Physical Care Needs of Children aged 0-3 Years	Entry 3	3	30
D/504/9175	Respecting Children	Entry 3	3	30
A/501/7219	Introduction to Creative and Leisure Activities for Children and Adults	Entry 3	3	30
M/501/7220	The role of the Carer at Meal times	Entry 3	3	30
F/502/4835	Serving Food and Drink	Entry 3	2	20
D/502/4874	Customer Service in the Hospitality Industry*	Entry 3	1	10
J/600/0711	Basic Food Preparation*	Entry 3	2	20
Y/502/4808	Basic Cooking*	Entry 3	2	20
F/600/3574	Public Service Group Project	Entry 3	3	28
Y/501/7244	Taking Part in Sport	Entry 3	3	30
D/501/7245	Assisting at a Sport or Active Leisure Event	Entry 3	3	30
J/502/3699	Planning for and Taking Part in a Visit*	Entry 3	3	30
F/502/3698	Displaying Travel and Tourism Information*	Entry 3	3	30
F/502/3684	Producing a Timber Product	Entry 3	3	30
A/502/3683	Developing Home Improvement Skills	Entry 3	3	30
R/503/2826	Producing a Product	Entry 3	1	10
H/505/1316	Understanding Soils	Entry 3	3	30
F/505/1310	Horticulture: Plant Flower Bulbs for Naturalisation or Bedding	Entry 3	3	30
K/505/1317	Horticulture: Introduction to Pruning Trees and Shrubs	Entry 3	3	30
K/505/1320	Horticulture: Introduction to Ground Preparation	Entry 3	3	30

Unit reference number	Group 2: Entry 3 Optional Units	Level	Credit	Guided Learning Hours
Y/502/0614	Check that a Small Animal is Healthy	Entry 3	3	30
R/502/0613	Assist with Catching and Restraining a Small Animal	Entry 3	2	20
T/601/3163	Shopping and Waste Management	Entry 3	1	10
D/601/3156	Project in Sustainability*	Entry 3	3	30
J/502/1760	Introduction to the Vehicle Maintenance and Repair Sector*	Entry 3	2	10
Y/502/1763	Introduction to Health and Safety*	Entry 3	6	60
H/502/1765	Planning and Organising for Vehicle Maintenance and Repair Tasks*	Entry 3	6	60
K/502/1766	Carry Out Vehicle Maintenance and Repair Operations*	Entry 3	6	60

Unit reference number	Group 3: Level 1 Optional Units	Level	Credit	Guided Learning Hours
F/502/4009	Working in Business and Administration	1	3	30
A/501/7236	Communicating Electronically	1	3	30
T/502/4007	Making and Receiving Calls	1	2	20
M/502/4006	Welcome Visitors	1	2	20
A/502/4008	Handling Mail	1	2	20
K/502/4005	Creating Business Documents	1	3	30
J/501/7238	Recording Business Transactions	1	4	30
F/501/7240	Supporting Business Meetings	1	4	30
R/503/2857	Planning an Enterprise Activity	1	1	10
Y/503/2858	Running an Enterprise Activity	1	1	10
R/501/7243	Job Opportunities in Business Administration	1	4	30
A/502/5756	Understanding the Business of Retail	1	1	8
T/502/5819	Understanding Customer Service in the Retail Sector*	1	2	17
M/502/5804	Understanding How a Retail Business Maintains Health, Safety and Security on its Premises	1	2	15
T/502/5805	Understanding the Retail Selling Process	1	2	13
J/502/5808	Understanding the Control, Handling and Replenishment of Stock in a Retail Business	1	2	11
R/502/5780	Understanding How Individuals and Teams Contribute to the Effectiveness of a Retail Business	1	2	15
R/502/3981	Introduction to the Hair and Beauty Sector*	1	3	25
Y/502/3982	Presenting a Professional Image in a Salon*	1	3	25
T/502/4153	Improving Productivity Using IT	1	3	20

Unit reference number	Group 3: Level 1 Optional Units	Level	Credit	Guided Learning Hours
J/502/4206	IT User Fundamentals*	1	3	20
Y/502/4291	IT Communication Fundamentals	1	2	15
L/502/4384	IT Software Fundamentals	1	3	20
T/502/4296	Using the internet*	1	3	20
J/502/4299	Using Email*	1	2	15
H/502/4374	Using Mobile IT Devices*	1	2	15
M/502/4572	Design Software*	1	3	20
J/502/4612	Imaging Software*	1	3	20
Y/502/4565	Desktop Publishing Software*	1	3	20
Y/502/4615	Multimedia Software*	1	3	20
K/502/4621	Presentation Software*	1	3	20
A/502/4624	Spreadsheet Software*	1	3	20
L/502/4630	Website Software	1	3	20
L/502/4627	Word Processing Software*	1	3	20
M/502/3695	Starting Work in Construction	1	4	40
D/502/3692	Health and Safety and Welfare in Construction	1	4	40
T/502/3696	Working as a Team to Move and Handle Resources	1	4	40
D/502/3689	Developing Construction Drawing Skills	1	4	40
J/502/3685	Developing Bricklaying Skills	1	4	40
R/502/3687	Developing Carpentry Skills	1	4	40
H/502/3693	Developing Joinery Skills	1	4	40
R/502/3690	Developing Construction Painting Skills	1	4	40
Y/502/3688	Developing Construction Decorating Skills	1	4	40
K/502/3694	Developing Plumbing Skills	1	4	40
Y/502/3691	Developing Electrical Installation Skills	1	4	40
L/502/3686	Developing Building Maintenance Skills	1	4	40
T/502/7473	Developing Plastering Skills	1	4	40

Unit reference number	Group 3: Level 1 Optional Units	Level	Credit	Guided Learning Hours
R/600/0291	Maintain the Safety of Self and Others in the Workplace	1	4	36
F/502/4608	Assist with the Maintenance of Equipment	1	3	27
A/502/4588	Assist with the Care of Animals	1	2	18
D/502/4101	Assist with the Movement of Animals	1	2	18
J/502/4108	Assist with Preparing and Maintaining Livestock Accommodation	1	2	18
Y/502/4601	Assist with Preparation and Monitoring of Livestock Outdoors	1	2	18
L/502/4546	Farm Animal Health	1	4	40
H/600/0473	Assist with Feedstuffs for Small Animals	1	2	18
R/600/0470	Assist with Animal Accommodation	1	2	18
T/502/5710	Assist with the Movement and Handling of Small Animals	1	1	9
D/502/4177	Assist with the Maintenance of Grass Surfaces	1	3	27
M/505/1321	Soil Testing and Identification	1	4	40
F/502/4088	Assist with Planting and Establishing Plants	1	3	27
H/502/4102	Assist with Maintaining Plants	1	4	36
M/502/4121	Assist with the Vegetative Propagation of Plants	1	3	27
D/502/4017	Assist with the Propagation of Plants from Seed	1	2	18
M/502/4023	Assist with Identifying the Presence of, and Controlling Common Pests and Diseases	1	2	18
D/600/0293	Prepare and Plant a Container for Display	1	3	27
Y/600/0292	Planting and Staking a Tree	1	2	18
A/600/0463	Assist with Feeding and Watering Horses	1	2	18

Unit reference number	Group 3: Level 1 Optional Units	Level	Credit	Guided Learning Hours
L/601/3170	Purchasing and Waste Management	1	1	10
R/601/3168	Project in Sustainability*	1	3	30
T/600/9131	Working Safely in Engineering	1	3	30
D/600/9138	Developing Skills in Making Engineering Components Using Hand Tools	1	4	40
H/600/9139	Developing Skills in Using a Bench/Pedestal Drilling Machine	1	4	40
H/600/9142	Developing Skills in Assembling Mechanical Components	1	3	30
K/601/0096	Developing Skills in Joining Materials using Welding	1	3	30
H/601/0095	Developing Skills in Electronic Assembly	1	3	30
L/601/0124	Developing Skills in Wiring Electrical Circuits and Components	1	3	30
R/601/0125	Developing Skills in Routine Servicing of Mechanical Equipment	1	3	30
D/601/0127	Developing Skills in Routine Servicing of an Electrical/Electronic System	1	3	30
L/503/3425	Starting Work in Engineering	1	4	40
M/502/1767	Introduction to the Vehicle Maintenance and Repair Sector*	1	2	10
R/501/7260	Principles of Health and Safety*	1	6	60
T/502/1768	Planning and Organising for Vehicle Maintenance and Repair Tasks*	1	6	60
A/502/1769	Carrying Out Vehicle Maintenance and Repair Operations*	1	6	60
A/502/3375	Communication Skills with Children	1	4	30

Unit reference number	Group 3: Level 1 Optional Units	Level	Credit	Guided Learning Hours
T/502/3374	Planning for the Physical and Emotional Care Needs of Children	1	4	30
F/502/3376	Encouraging Children to Eat Healthily	1	4	30
J/502/3377	Keeping Children Safe	1	4	30
L/502/3378	Valuing Children as Individuals	1	4	30
R/502/3379	Children's Learning Through Everyday Experiences	1	4	30
R/502/3382	Physical Activities for Children	1	4	30
Y/502/3383	Learning Experiences for Young Children	1	4	30
J/502/3380	Engaging Children in a Group Activity	1	4	30
D/502/3384	Supporting the use of IT with Children	1	4	30
H/502/3385	Creative Activities for Young Children	1	4	30
K/502/3386	Musical Experiences for Children	1	4	30
M/502/3387	Books, Stories, Poems and Rhymes for Children	1	4	30
T/501/7221	Health and Social Care Needs*	1	4	30
H/504/9145	Personal Care in Health and Social Care	1	4	30
F/501/7223	Creative Activities for Children	1	4	30
J/501/7224	Learning Experiences for Children and Young People	1	4	30
L/501/7225	Creative and Leisure Activities for Adults in Health and Social Care	1	4	30
R/501/7226	Promoting Healthy Eating in Care	1	4	30
Y/501/7227	Communication with Adults and Children in Health and Social Care	1	4	30
D/501/7228	Job Opportunities in Health and Social Care	1	4	30

Unit reference number	Group 3: Level 1 Optional Units	Level	Credit	Guided Learning Hours
M/502/4894	Introduction to the Hospitality Industry*	1	2	20
J/502/4898	Customer Service in the Hospitality Industry*	1	3	20
K/502/4957	Food Service	1	3	30
L/502/5051	Preparing and Serving Drinks	1	3	30
K/502/5042	Basic Food Preparation and Cooking*	1	3	30
T/502/5075	Using Kitchen Equipment	1	1	10
A/502/5059	Introduction to Food Commodities	1	1	10
K/502/5008	Introduction to Healthy Eating	1	3	25
A/600/1094	Housekeeping and Guest Services	1	3	30
K/502/5073	Front Office Operations	1	3	30
M/504/9150	Public Service Careers	1	4	40
T/504/9151	Improving Health and Fitness for Entry into the Uniformed Public Services*	1	4	40
D/600/2397	Personal Skills for the Public Service	1	4	40
L/600/3951	Forensic Detection	1	4	40
T/600/3295	Introduction to Security Work in the Public Services	1	4	35
T/502/0278	Map Reading Using Ordnance Survey Maps	1	2	20
D/600/2402	Introduction to Expedition Skills	1	4	36
J/503/2838	Developing Personal Skills for Leadership	1	2	20
H/600/2398	Practical Teamwork in the Public Service	1	4	38
R/600/2400	Public Services: Assisting the Public	1	4	40
Y/600/2401	Public Service Project	1	3	30
K/600/2399	Public Service Incidents	1	4	40
M/501/7248	Taking Part in Exercise and Fitness*	1	4	30

Unit reference number	Group 3: Level 1 Optional Units	Level	Credit	Guided Learning Hours
T/501/7249	How the Body Works	1	4	30
K/501/7250	Planning Own Fitness Programme	1	4	30
F/504/9153	Assisting a Leader of Sports or Active Leisure Activities to Plan and Deliver an Activity	1	4	30
T/501/7252	Working in Sport and Active Leisure	1	4	30
R/501/7274	Job Opportunities in Sport and Active Leisure	1	4	30
M/502/3700	Customer Service in Travel and Tourism*	1	4	30
T/502/3701	Displaying Travel and Tourism Products and Services*	1	4	30
A/502/3702	Planning a Trip to a Visitor Attraction*	1	4	30
F/502/3703	UK Travel Destinations	1	4	30
J/502/3704	Recommending a Package Holiday	1	4	30
L/502/3705	Schedule, Charter and Low-Cost Airlines	1	4	30
R/502/3706	The Role of Air Cabin Crew	1	4	30
Y/502/3707	The Role of the Overseas Resort Representative	1	4	30
D/502/3708	Planning and Participating in an Event	1	4	30
Y/502/3710	Work Experience in Travel and Tourism	1	4	30
D/502/3711	Planning for a Job in Travel and Tourism	1	4	30
M/502/3888	Art and Design: Explore Drawing	1	4	30
T/502/3889	Art and Design: Explore Painting	1	4	30
K/502/3890	Art and Design: Explore Printmaking	1	4	30
M/502/3891	Art and Design: Explore Mixed Media	1	4	30

Unit reference number	Group 3: Level 1 Optional Units	Level	Credit	Guided Learning Hours
A/502/3893	Art and Design: Explore and Create Surface Relief	1	4	30
F/502/3894	Art and Design: Explore 3D Design Crafts	1	4	30
L/502/3896	Art and Design: Explore 3D Design	1	4	30
R/502/3897	Art and Design: Explore 3D Fine Art	1	4	30
Y/502/3898	Art and Design: A Personal Project	1	4	30
J/502/3900	Art and Design: An Accessory Project	1	4	30
A/502/3831	Promoting a Performing Arts Event	1	4	30
H/502/3838	Preparing Performing Arts Work	1	4	30
K/502/3839	Presenting Performing Arts Work	1	4	30
F/502/3832	Exploring Acting Skills	1	4	30
J/502/3833	Exploring Dance Skills	1	4	30
R/502/3835	Exploring Music Performance Skills	1	4	30
Y/502/3836	Exploring Technical Support for Stage Performance	1	4	30
L/502/3834	Exploring Design Skills for the Performing Arts	1	4	30
D/502/3837	Exploring Musical Theatre Skills	1	4	30
D/502/3840	Performing Arts Individual Repertoire and Showcase	1	4	30
T/502/3830	Working in the Performing Arts	1	4	30
L/601/2164	Investigating Interactive Media Products	1	4	40
Y/601/2166	Developing Multimedia Products*	1	4	40
D/601/2170	Exploring Digital Photography	1	4	40
T/601/2174	Developing Audio Production	1	4	40

Unit reference number	Group 3: Level 1 Optional Units	Level	Credit	Guided Learning Hours
J/601/2177	Job Opportunities in Creative Media	1	4	40
J/505/1499	Developing Video Products	1	4	40
T/505/1501	Developing Animation	1	4	40
A/505/1502	Audio and Video Editing	1	4	40
Y/600/5959	Growing Plants for Commercial Use	1	4	40
A/600/5985	Making and Testing Cosmetic Products	1	4	40
R/503/2843	Working in a Team*	1	3	30
K/504/9146	Carrying out an Individual project	1	3	30
L/503/2856	Safe Learning in the Workplace*	1	1	10

*Units where a forbidden combination is in place. Please see table below for forbidden combinations.

Forbidden combinations

The following table sets out the units in these qualifications where forbidden combinations are in force.

Entry 3 Units	
Unit	Must not be taken with:
IT User Fundamentals – T/502/0166	IT User Fundamentals – J/502/4206
Health Needs – T/501/7218	Health and Social Care Needs – T/501/7221
Introduction to the Hospitality Industry – A/502/4834	Introduction to the Hospitality Industry – M/502/4894
Taking Part in Exercise and Fitness Activities – A/504/9152	Taking Part in Exercise and Fitness – M/501/7248 Improving Health and Fitness for Entry into the Uniformed Public Services – T/504/9151
Introduction to the Hair and Beauty Sector – A/502/3800	Introduction to the Hair and Beauty Sector – R/502/3981
Creating Images Digitally – F/601/2162	Design and Imaging Software – L/502/0173 Design Software – M/502/4572 Imaging Software – J/502/4612

Entry 3 Units	
Unit	Must not be taken with:
Presenting a Professional Image in a Salon – F/502/3801	Presenting a Professional Image in a Salon – Y/502/3982
Desktop Publishing Software – Y/502/0175	Desktop Publishing Software – Y/502/4565
Design and Imaging Software – L/502/0173	Creating Images Digitally – F/601/2162 Design Software – M/502/4572 Imaging Software – J/502/4612
Using Mobile IT Devices – D/502/0176	Using Mobile IT Devices – H/502/4374
Spreadsheet Software – F/502/0168	Spreadsheet Software – A/502/4624
Word Processing Software – A/502/0167	Word Processing Software – L/502/4627
Presentation Software – A/502/0170	Presentation Software – K/502/4621
Using the internet – F/502/0171	Using the internet – T/502/4296
Using Email – J/502/0172	Using Email – J/502/4299
Introduction to Customer Service – F/601/6065	Customer Service in Travel and Tourism – M/502/3700 Customer Service in the Hospitality Industry – D/502/4874 Customer Service in the Hospitality Industry – J/502/4898 Understanding Customer Service in the Retail sector – T/502/5819)
Customer Service in the Hospitality Industry – D/502/4874	Customer Service in the Hospitality Industry – J/502/4898 Customer Service in Travel and Tourism – M/502/3700 Understanding Customer Service in the Retail Sector – T/502/5819 Introduction to Customer Service – F/601/6065
Basic Food Preparation – J/600/0711	Basic Food Preparation and Cooking – K/502/5042
Basic Cooking – Y/502/4808	Basic Food Preparation and Cooking – K/502/5042
Displaying Travel and Tourism Information – F/502/3698	Displaying Travel and Tourism Products and Services – T/502/3701
Introduction to the Vehicle Maintenance and Repair Sector – J/502/1760	Introduction to the Vehicle Maintenance and Repair Sector – M/502/1767
Introduction to Health and Safety – Y/502/1763	Principles of Health and Safety – R/501/7260

Entry 3 Units	
Unit	Must not be taken with:
Planning and Organising for Vehicle Maintenance and Repair Tasks – H/502/1765	Planning and Organising for Vehicle Maintenance and Repair Tasks – T/502/1768
Carrying Out Vehicle Maintenance and Repair Operations – K/502/1766	Carrying Out Vehicle Maintenance and Repair Operations – A/502/1769
Working in a Team – D/503/2814	Working in a Team – R/503/2843
Planning for and Taking Part in a Visit – J/502/3699	Planning a Trip to a Visitor Attraction – A/502/3702
D/601/3156 – Project in Sustainability	R/601/3168 – Project in Sustainability

Level 1	
Unit	Must not be taken with:
Understanding Customer Service in the Retail Sector – T/502/5819	Customer Service in the Hospitality Industry – D/502/4874 Customer Service in the Hospitality Industry – J/502/4898 Customer Service in Travel and Tourism – M/502/3700 Introduction to Customer Service – F/601/065
Introduction to the Hair and Beauty Sector – R/502/3981	Introduction to the Hair and Beauty Sector – A/502/3800
Presenting a Professional Image in a Salon – Y/502/3982	Presenting a Professional Image in a Salon – F/502/3801
IT User Fundamentals – J/502/4206	IT User Fundamentals – T/502/0166
Using the internet – T/502/4296	Using the internet – F/502/0171
Using Email – J/502/4299	Using Email – J/502/0172
Using Mobile IT Devices – H/502/4374	Using Mobile IT Devices – D/502/0176
Design Software – M/502/4572	Design and Imaging Software – L/502/0173 Creating Images Digitally – F/601/2162
Imaging Software – J/502/4612	Design and Imaging Software – L/502/0173 Creating Images Digitally – F/601/2162
Desktop Publishing Software – Y/502/4565	Desktop Publishing Software – Y/502/0175
Multimedia Software – Y/502/4615	Developing Multimedia Products – Y/601/2166
Presentation Software – K/502/4621	Presentation Software – A/502/0170
Spreadsheet Software – A/502/4624	Spreadsheet Software – F/502/0168
Word Processing Software – L/502/4627	Word Processing Software – A/502/0167
Introduction to the Vehicle Maintenance and Repair Sector – M/502/1767	Introduction to the Vehicle Maintenance and Repair Sector – J/502/1760
Principles of Health and Safety – R/501/7260	Introduction to Health and Safety – Y/502/1763
Planning and Organising for Vehicle Maintenance and Repair Tasks – T/502/1768	Planning and Organising for Vehicle Maintenance and Repair Tasks – H/502/1765
Carrying Out Vehicle Maintenance and Repair Operations – A/502/1769	Carrying Out Vehicle Maintenance and Repair Operations – K/502/1766

Level 1	
Unit	Must not be taken with:
Introduction to the Hospitality Industry – M/502/4894	Introduction to the Hospitality Industry – A/502/4834
Customer Service in the Hospitality Industry – J/502/4898	Customer Service in the Hospitality Industry – D/502/4874 Customer Service in Travel and Tourism – M/502/3700 Understanding Customer Service in the Retail Sector – T/502/5819 Introduction to Customer Service – F/601/6065
Basic Food Preparation and Cooking – K/502/5042	Basic Food Preparation – J/600/0711 Basic Cooking – Y/502/4808
Improving Health and Fitness for Entry into the Uniformed Public Services – T/504/9151	Taking Part in Exercise and Fitness Activities A/504/9152 Taking Part in Exercise and Fitness – M/501/7248
Health and Social Care Needs – T/501/7221	Health Needs – T/501/7218
Taking Part in Exercise and Fitness – M/501/7248	Taking Part in Exercise and Fitness Activities A/504/9152 Improving Health and Fitness for Entry into the Uniformed Public Services – T/504/9151
Customer Service in Travel and Tourism – M/502/3700	Customer Service in the Hospitality Industry – D/502/4874 Customer Service in the Hospitality Industry – J/502/4898 Understanding Customer Service in the Retail Sector – T/502/5819 Introduction to Customer Service – F/601/6065
Displaying Travel and Tourism Products and Services – T/502/3701	Displaying Travel and Tourism Information – F/502/3698
Developing Multimedia Products – Y/601/2166	Multimedia Software – Y/502/4615
Working in a Team – R/503/2843	Working in a Team – D/503/2814
Planning a Trip to a Visitor Attraction – A/502/3702	Planning for and Taking Part in a Visit – J/502/3699
R/601/3168 – Project in Sustainability	D/601/3156 – Project in Sustainability

5 Assessment

The table below gives a summary of the assessment methods used in the qualifications.

Units	Assessment methods
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the assessment criteria. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for the learners to show what evidence is required. Assignment briefs should indicate clearly, which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must also meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (eg performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to provide learners with realistic scenarios and maximise the use of practical activities in delivery and assessment.

To avoid over assessment centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. See *Section 13*. Further information and useful publications.

6 Recognising prior learning and 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 the policy document *Recognition of Prior Learning Policy*, which is on the Edexcel website.

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

7 Centre recognition and approval

Centres that have not previously offered Edexcel qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications. New centres must complete an *Edexcel Vocational Centre & Qualification Approval Form (VCQA)*.

Existing centres get 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres that already hold Edexcel Centre approval are able to apply for qualification approval for a different level or different sector via Edexcel Online, up to and including level 3 only.

In some circumstances, qualification approval using Edexcel Online may not be possible. In such cases, guidance is available as to how an approval application may be made.

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.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Edexcel BTEC 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. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Edexcel quality assurance model will follow the processes listed below.

- an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
- Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will annually allocate annually a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the *UK BTEC Quality Assurance Handbook* on our website.

9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

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 any legislation is up to date and current.

10 Access and recruitment

Edexcel'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 learners to BTEC specialist qualifications with integrity.

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 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Edexcel's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be 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 given in the policy documents *Application of Reasonable Adjustment for BTEC and Edexcel NVQ Qualifications* and *Application for Special Consideration: BTEC and Edexcel NVQ Qualifications*.

The documents are on our website at www.edexcel.com/policies

12 Units

Units have the following sections.

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 reference number

Each unit is assigned a unit reference number 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.

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in for example open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

Unit aim

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

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Edexcel to offer the qualification.

Learning outcomes

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.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Indicative resource materials* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel: **www.edexcel.com/contactus**
- BTEC: **www.btec.co.uk/contactus**
- Work-based learning: **www.pearsonwbl.com/contactus**
- Books, software and online resources for UK schools and colleges: **www.pearsonschools.co.uk/contactus**

Other sources of information and publications available include:

- *Edexcel Equality Policy*
- *Edexcel Information Manual* (updated annually)
- *Reasonable Adjustment and Special Considerations for BTEC and Edexcel NVQ Qualifications*
- *Recognition of Prior Learning Policy*
- *Quality Assurance Handbook* (updated annually)

Publications on the quality assurance of BTEC qualifications are on our website at www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx

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/Pages/home.aspx

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website at: www.edexcel.com/resources

14 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 learner-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 at: www.edexcel.com/training. You can request customised training through the website or you can contact one of our advisors in the Training from Edexcel team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We have designed our new network events programme to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region. Sign up to the training you need at: www.btec.co.uk/training

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments. If you would like your Curriculum Development Manager to contact you, please get in touch with your regional office on: **0844 463 2535**.

Your BTEC support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our BTEC support team to help you whenever – and however – you need, with:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: www.edexcel.com/subjectadvisors
- **Ask Edexcel:** submit your question online to our Ask Edexcel online service www.edexcel.com/ask and we will make sure your query is handled by a subject specialist

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