

**Pearson  
BTEC Level 4 Higher National  
Certificate in Aeronautical  
Engineering (QCF)**

**Pearson  
BTEC Level 5 Higher National  
Diploma in Aeronautical  
Engineering (QCF)**

**Specification**

BTEC Higher Nationals

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Issue 8

## **Edexcel, BTEC and LCCI qualifications**

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This specification is Issue 8. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

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## **Pearson BTEC Level 4 HNC Diploma in Aeronautical Engineering (QCF)**

## **Pearson BTEC Level 5 HND Diploma in Aeronautical Engineering (QCF)**

The Qualifications and Credit Framework (QCF) was introduced to replace the National Qualifications Framework (NQF). It recognises achievement through the award of credit for units and qualifications, working at all levels between Entry level and level 8.

To accommodate the framework we took the opportunity to revise the academic level and size of the BTEC HNCs (Higher National Certificates). These are now at level 4 and are a minimum of 120 credits in size. They have been nested within the structures of the BTEC HNDs (Higher National Diplomas).

BTEC HNDs are level 5 qualifications. They are a minimum of 240 credits in size.

The qualifications remain as Intermediate level qualifications on the Framework for Higher Education Qualifications (FHEQ). Progression to BTEC Higher Nationals continues to be from level 3 qualifications. Progression from BTEC Higher Nationals will normally be to qualifications at level 6. Learners' progression routes do not necessarily involve qualifications at every level.

As a nested qualification the HNC is an embedded component of the HND. However, it can be taken as a stand-alone qualification.

If a learner enrolls for an HNC they would be eligible to gain a grade for the HNC. If they then move onto an HND, the learner is graded on their HND performance. The grade for the HND will include units from the previously achieved HNC.

If a learner opts to take an HND from the start, then on successful completion of the HND they will receive one grade for the HND achievement only.

If a learner opts to take an HND from the start but later chooses to revert to an HNC programme, then on successful completion of the HNC they will receive a grade for the HNC achievement only.

Existing NQF Higher National units achievement can count towards the QCF BTEC Higher Nationals. (See *Annexe D* for NQF to QCF unit mapping.)

## BTEC Higher Nationals within the QCF, NQF and FHEQ

QCF/NQF/ FHEQ level	Progression opportunities and examples of qualifications within each level
8	PhD/DPhil Professional doctorates (credit based), e.g. EdD
7	Master's degrees Postgraduate diplomas Postgraduate Certificate in Education (PGCE)
6	Bachelor's degrees, e.g. BA, BSc Professional Graduate Certificate in Education Graduate certificates and diplomas
5	<b>BTEC HNDs</b> (Higher National Diplomas) Foundation Degrees, e.g. FdA, FdSc Diplomas of Higher Education (Dip HE)
4	<b>BTEC HNCs</b> (Higher National Certificates) Certificates of Higher Education (Cert HE) Level 4 National Vocational Qualifications (NVQs)
3	BTEC Level 3 Extended Diplomas BTEC Level 3 Diplomas BTEC Level 3 Subsidiary Diplomas BTEC Level 3 Certificates GCE Advanced Level Level 3 NVQs Advanced Diplomas

## **UNITS**

The units for the Pearson BTEC Higher Nationals in Aeronautical Engineering (QCF) are on the CD ROM that accompanies this specification and on our website.

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# Purpose of this specification

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

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

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# Qualification titles covered by this specification

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**Pearson BTEC Level 4 HNC Diploma in Aeronautical Engineering (QCF)**

**Pearson BTEC Level 5 HND Diploma in Aeronautical Engineering (QCF)**

These qualifications have been accredited to the Qualifications and Credit Framework (QCF). The Qualification Numbers (QNs) for these qualifications are listed below.

These qualification titles are as they will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson. Providing this happens, centres are able to describe the programme of study leading to the award of the qualification in different ways to suit the medium and the target audience.

The Quality Assurance Agency for Higher Education (QAA) has produced guidelines for centres in preparing programme specifications (reference *Guidelines for preparing programme specifications: UK Quality Code for Higher Education, Part A Chapter A3.*)

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## Qualification Numbers

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The Qualifications and Credit Framework (QCF) code is known as a Qualification Number (QN). 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.

The QNs for the qualifications in this publication are:

500/8992/4 Pearson BTEC Level 4 HNC Diploma in Aeronautical Engineering (QCF)

500/8991/2 Pearson BTEC Level 5 HND Diploma in Aeronautical Engineering (QCF).



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# Introduction

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This specification contains the units and associated guidance for Pearson BTEC Level 4 HNC in Aeronautical Engineering (QCF) and the Pearson BTEC Level 5 HND in Aeronautical Engineering (QCF).

Each unit sets out the required learning outcomes, assessment criteria and content and may also include advice regarding essential delivery and assessment strategies.

This document also contains details of the teaching, learning, assessment and quality assurance of these qualifications. It includes advice about our policies regarding access to our qualifications, the design of programmes of study and delivery modes.

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## Structure of the qualification

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### **BTEC Level 4 HNC**

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The Pearson BTEC Level 4 HNC in Aeronautical Engineering (QCF) is a qualification with a minimum of 120 credits of which 50 are mandatory core.

The BTEC Level 4 HNC programme must contain a minimum of 65 credits at level 4.

### **BTEC Level 5 HND**

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The Pearson BTEC Level 5 HND in Aeronautical Engineering (QCF) is a qualification with a minimum of 240 credits of which 65 are mandatory core.

The BTEC Level 5 HND programme must contain a minimum of 125 credits at level 5 or above.

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# Rules of combination for BTEC Levels 4 and 5 Higher National qualifications

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The rules of combination specify the:

- total credit value of the qualification
- minimum credit to be achieved at the level of the qualification
- mandatory core unit credit
- specialist unit credit
- maximum credit that can be centre devised or imported from other QCF BTEC Higher National qualifications.

When combining units for a BTEC Higher National qualification it is the centre's responsibility to ensure that the following rules of combination are adhered to:

## **Pearson BTEC Level 4 HNC in Aeronautical Engineering (QCF)**

- 1 Qualification credit value: a minimum of 120 credits. (A maximum of 30 credits may be at level 3; a maximum of 55 credits may be at level 5.)
- 2 Minimum credit to be achieved at the level of the qualification (level 4): 65 credits.
- 3 Mandatory core unit credit: 50 credits.
- 4 Specialist unit credit: 70 credits.
- 5 A maximum of 30 credits can be centre devised or imported from other QCF BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

## **Pearson BTEC Level 5 HND in Aeronautical Engineering (QCF)**

- 1 Qualification credit value: a minimum of 240 credits. (A maximum of 30 credits may be at level 3; a minimum of 65 credits must be at level 4; and a maximum of 30 credits may be at level 6.)
- 2 Minimum credit to be achieved at the level of the qualification (level 5) or above: 125 credits.
- 3 Mandatory core unit credit: 65 credits.
- 4 Specialist unit credit: 175 credits.
- 5 The requirements of the HNC have to be met.
- 6 A maximum of 60 credits can be centre devised or imported from other QCF BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

## Structure of the Pearson BTEC Level 4 HNC in Aeronautical Engineering (QCF)

Unit number	Mandatory core units – all three units must be taken	Unit level	Unit credit
1	Analytical Methods for Engineers	4	15
2	Engineering Science	4	15
3	Project Design, Implementation and Evaluation	5	20
	<b>Optional units group A – select a minimum of 45 credits</b>		
6	Health, Safety and Risk Assessment in Engineering	4	15
7	Business Management for Engineers	4	15
8	Engineering Design	5	15
82	Aircraft System Principles and Applications	5	15
83	Aerodynamic Principles and Aircraft Design	4	15
84	Aerodynamic Principles and Aircraft Stability and Performance	5	15
85	Automatic Flight Control Systems	4	15
86	Aircraft Communication and Navigation Systems	4	15
87	Construction and Operation of Aircraft Fluid Systems	4	15
88	Principles and Applications of Aircraft Fluid Systems	5	15
89	Aircraft Structural Integrity	5	15
90	Aircraft Propulsion Technology	4	15
91	Integrated Flight Instrument Systems	5	15
92	Aircraft Gas Turbine Science	5	15

<b>Unit number</b>	<b>Optional units group B</b>	<b>Unit level</b>	<b>Unit credit</b>
4	Mechanical Principles	5	15
5	Electrical and Electronic Principles	5	15
10	Manufacturing Process	4	15
13	Application of Machine Tools	4	15
14	Computer-aided Machining	4	15
17	Business Improvement Techniques	5	15
18	Advanced Machine Tools	5	15
19	Computer-aided Design and Manufacture	5	15
20	Quality and Business Improvement	5	15
21	Materials Engineering	4	15
26	Employability Skills	5	15
27	Personal and Professional Development	5	15
28	Research Project	5	20
29	Work-based Experience	5	15
30	Quality Assurance and Management	5	15
35	Further Analytical Methods for Engineers	5	15
37	Management of Projects	4	15
38	Managing People in Engineering	5	15
58	Microprocessor Systems	4	15
59	Advanced Mathematics for Engineering	5	15
61	Engineering Thermodynamics	5	15
64	Electrical and Electronic Measurement and Testing	4	15
66	Electrical, Electronic and Digital Principles	5	15
76	Managing the Work of Individuals and Teams	5	15
103	Further Mathematics for Engineering Technicians	3	10
109	Principles and Applications of Aircraft Mechanical Science	3	10
110	Principles and Applications of Aircraft Physical Science	3	10

The BTEC Level 4 HNC programme must contain a minimum of 65 credits at level 4.

## Structure of the Pearson BTEC Level 5 HND in Aeronautical Engineering (QCF)

Unit number	Mandatory core units – all four units must be taken	Unit level	Unit credit
1	Analytical Methods for Engineers	4	15
2	Engineering Science	4	15
3	Project Design, Implementation and Evaluation	5	20
82	Aircraft System Principles and Applications	5	15
	<b>Specialist units group A – choose units with a minimum credit value of 75 credits</b>		
6	Health, Safety and Risk Assessment in Engineering	4	15
7	Business Management for Engineers	4	15
8	Engineering Design	5	15
83	Aerodynamic Principles and Aircraft Design	4	15
84	Aerodynamic Principles and Aircraft Stability and Performance	5	15
85	Automatic Flight Control Systems	4	15
86	Aircraft Communication and Navigation Systems	4	15
87	Construction and Operation of Aircraft Fluid Systems	4	15
88	Principles and Applications of Aircraft Fluid Systems	5	15
89	Aircraft Structural Integrity	5	15
90	Aircraft Propulsion Technology	4	15
91	Integrated Flight Instrument Systems	5	15
92	Aircraft Gas Turbine Science	5	15

<b>Unit number</b>	<b>Specialist units group B</b>	<b>Unit level</b>	<b>Unit credit</b>
4	Mechanical Principles	5	15
5	Electrical and Electronic Principles	5	15
10	Manufacturing Process	4	15
13	Application of Machine Tools	4	15
14	Computer-aided Machining	4	15
17	Business Improvement Techniques	5	15
18	Advanced Machine Tools	5	15
19	Computer-aided Design and Manufacture	5	15
20	Quality and Business Improvement	5	15
21	Materials Engineering	4	15
26	Employability Skills	5	15
27	Personal and Professional Development	5	15
28	Research Project	5	20
29	Work-based Experience	5	15
30	Quality Assurance and Management	5	15
35	Further Analytical Methods for Engineers	5	15
37	Management of Projects	4	15
38	Managing People in Engineering	5	15
58	Microprocessor Systems	4	15
59	Advanced Mathematics for Engineering	5	15
61	Engineering Thermodynamics	5	15
64	Electrical and Electronic Measurement and Testing	4	15
66	Electrical, Electronic and Digital Principles	5	15
76	Managing the Work of Individuals and Teams	5	15
103	Further Mathematics for Engineering Technicians	3	10
109	Principles and Applications of Aircraft Mechanical Science	3	10
110	Principles and Applications of Aircraft Physical Science	3	10

The BTEC Level 5 HND programme must contain a minimum of 125 credits at level 5.

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# Key features

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The BTEC Higher Nationals are designed to provide a specialist vocational programme, linked to professional body requirements and National Occupational Standards where appropriate.

They offer a strong, sector-related emphasis on practical skills development alongside the development of requisite knowledge and understanding.

The qualifications provide a thorough grounding in the key concepts and practical skills required in their sector and their national recognition by employers allows direct progression to employment.

A key progression path for the BTEC HNC and HND learners is to the second or third year of a degree or honours degree programme, depending on the match of the BTEC Higher National units to the degree programme in question.

The Pearson BTEC Higher Nationals in Aeronautical Engineering (QCF) have been developed to focus on:

- the education and training of aeronautical engineers/technicians who are employed in a variety of types of technical work, such as aerospace systems design, manufacture, maintenance and technical services areas of the aerospace industry
- providing opportunities for aeronautical engineers/technicians to achieve a nationally recognised level 4 or level 5 vocationally specific qualification
- providing opportunities for full-time learners to enter employment as engineers/technicians or progress to a higher education vocational qualification, such as a full-time degree in the aeronautical engineering fields of electronics, mechanical, mechatronics or related areas
- providing opportunities for learners to focus on the development of higher level skills in a technological and management context
- providing opportunities for learners to develop a range of skills, techniques and attributes essential for successful performance in working life
- providing a significant basis for progression to Incorporated Engineer level, via further learning.

These qualifications meet the needs of the above rationale by:

- developing a range of skills and techniques, personal qualities and attributes essential for successful performance in working life and thereby enabling learners to make an immediate contribution to employment
- preparing learners for a range of technical and management careers in aeronautical engineering
- equipping individuals with knowledge, understanding and skills for success in employment in the aeronautical engineering industry
- providing specialist studies relevant to individual vocations and professions within aeronautical engineering and its related industries, in which learners are working or intend to seek employment
- enabling progression to an undergraduate degree or further professional qualification in aeronautical engineering or related areas.

## **Progression from the BTEC Level 4 HNC**

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The Pearson BTEC Level 4 HNC in Aeronautical Engineering (QCF) provides a specialist work-related programme of study that covers the key knowledge, understanding and practical skills required in the aeronautical engineering sector and also offers particular specialist emphasis through the choice of specialist units.

The BTEC Level 4 HNCs provide a nationally recognised qualification offering career progression and professional development for those already in employment and opportunities to progress into higher education. The qualifications are primarily undertaken by part-time learners studying over two years. In some sectors there are opportunities for those wishing to complete an intensive programme of study in a shorter period of time.

This specification gives centres a framework to develop engaging programmes for higher education learners who are clear about the area of employment that they wish to enter.

The Pearson BTEC Level 4 HNC in Aeronautical Engineering (QCF) offers a progression route for learners who are employed in the aeronautical engineering sector.

## **Progression from the BTEC Level 5 HND**

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The BTEC Level 5 HND provides greater breadth and specialisation than the BTEC Level 4 HNC. BTEC HNDs are mode free but are followed predominately by full-time learners. They allow progression into or within employment in the aeronautical engineering sector, either directly on achievement of the award or following further study to degree level.

The Pearson BTEC Level 5 HND in Aeronautical Engineering (QCF) provides opportunities for learners to apply their knowledge and practical skills in the workplace. Full-time learners have the opportunity to do this through formal work placements or part-time employment experience.

The qualification prepares learners for employment in the aeronautical engineering sector and it is suitable for learners who have already decided that they wish to enter this area of work. Other learners may want to extend the specialism that they followed on the BTEC Level 4 HNC programme or progress into higher education.

Progression from this qualification may well be into or within employment in the aeronautical engineering sector where learners may work towards Incorporated Engineer status. Alternatively, learners could progress to degree courses in related engineering areas such as electronics, mechanical engineering or mechatronics.



## **Professional body recognition**

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The Pearson BTEC Higher Nationals in Aeronautical Engineering (QCF) have been developed with career progression and recognition by professional bodies in mind. It is essential that learners gain the maximum benefit from their programme of study.

The development of this qualification has been informed by discussions with the Engineering Council UK (EC (UK)) and the Science, Engineering and Manufacturing Technologies Alliance (SEMTA).

## **National Occupational Standards**

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The Pearson BTEC Higher Nationals in Aeronautical Engineering (QCF) are designed to relate to the National Occupational Standards in the aeronautical engineering sector at levels 4 and 5, which in turn form the basis of the aeronautical engineering National Vocational Qualifications (NVQs). The BTEC Higher Nationals do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context. However, the qualifications provide underpinning knowledge for the National Occupational Standards, as well as developing practical skills in preparation for work and possible achievement of NVQs in due course.

*Annexe B* contains mapping of the Higher National units in this specification against relevant Level 4 NVQs where appropriate.

## **Qualification Frameworks for Higher National Diplomas**

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In England, Wales and Northern Ireland, BTEC HNC and HND Diplomas may either be awarded by degree-awarding bodies under a licence from Pearson (which allows them to devise, deliver and award Higher National qualifications themselves), or they may be awarded directly by Pearson, as an awarding body regulated by Ofqual. The majority of BTEC HNC and HND Diplomas are awarded by Pearson. Only those HNC and HND Diplomas that are awarded by degree-awarding bodies are included on the Framework for Higher Education Qualifications (FHEQ) (because this framework comprises qualifications awarded by degree-awarding bodies.) BTEC HNC and HND Diplomas awarded directly by Pearson are regulated qualifications at Level 4 and Level 5 on the Qualifications and Credit Framework (QCF) and the Credit and Qualifications Framework for Wales (CQFW) and are subject to the academic standards and regulations of Pearson and the requirements of the QCF and CQFW.

The QCF level descriptors have been used to describe the relative intellectual demand, complexity, depth of learning and learner autonomy associated with the level 4 or 5 level of learning and achievement.

QAA subject and qualification benchmark statements have been used to provide points of reference for each level.

Employers and higher education providers can expect that typical learners studying for the Pearson BTEC Higher Nationals in Aeronautical Engineering (QCF) should have developed certain higher level skills and abilities and studied a mandatory curriculum and selected optional specialist units. This detail is contained in the 'Qualification Requirements' in *Annexe A* of this specification.

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# Teaching, learning and assessment

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Learners must achieve a minimum of 120 credits (of which at least 65 must be at level 4) on their programme of learning to be awarded a BTEC Level 4 HNC and a minimum of 240 credits (of which at least 125 must be at level 5 or above) to be awarded a BTEC Level 5 HND.

The assessment of BTEC Higher National qualifications is criterion-referenced and centres are required to assess learners' evidence against published learning outcomes and assessment criteria.

All units will be individually graded as 'pass', 'merit' or 'distinction'. To achieve a pass grade for the unit learners must meet the assessment criteria set out in the specifications. This gives transparency to the assessment process and provides for the establishment of national standards for each qualification.

The units in BTEC Higher National qualifications all have a standard format which is designed to provide guidance on the requirements of the qualification for learners, assessors and those responsible for monitoring national standards.

**NB** Any level 3 units in BTEC Higher National specifications will appear as they are found in the relevant level 3 specifications (minus references to personal, learning and thinking skills [PLTS] and functional skills [FS].) This means that their format and assessment requirements will be slightly different to level 4 and level 5 units. 'Links' within the level 3 units will relate to units found in the level 3 specification and not to those within the level 4 and level 5 specifications.

## Units

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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 Pearson to offer the qualification.

### **Learning outcomes**

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

### **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.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

## Learning and assessment

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

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

The assessor and learner must be actively engaged in promoting a common understanding of the assessment criteria and the grade descriptors (what it is they are trying to achieve and how well they achieve it) for further learning to take place. Therefore, learners need constructive feedback and guidance about how they may improve by capitalising on their strengths and clear and constructive comments about their weaknesses and how these might be addressed.

Assessment instruments are constructed within centres. They should collectively ensure coverage of all assessment criteria within each unit and should provide opportunities for the evidencing of all the grade descriptors.

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

When centres are designing assessment instruments, they need to ensure that the instruments are valid, reliable and fit for purpose, building on the application of the assessment criteria. Centres are encouraged to place emphasis on practical application of the assessment criteria, providing a realistic scenario for learners to adopt, making maximum use of work-related practical experience and reflecting typical practice in the sector concerned. **The creation of assessment instruments that are fit for purpose is vital to achievement.**

## Grading Higher National units

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The grading of BTEC Higher National qualifications is at the unit and the qualification level.

Each successfully completed unit will be graded as a pass, merit or distinction.

A pass is awarded for the achievement of all outcomes against the specified assessment criteria.

Merit and distinction grades are awarded for higher-level achievement. The generic merit and distinction grade descriptors listed in *Annexe C* are for grading the total evidence produced for each unit and describe the learner's performance over and above that for a pass grade.

Each of the generic merit and distinction grade descriptors should be amplified by use of **indicative characteristics** which exemplify the merit and distinction grade descriptors. These give a guide to the expected learner performance, and support the generic grade descriptors. The indicative characteristics should reflect the nature of a unit and the context of the sector programme.

The indicative characteristics shown in the table for each of the generic grade descriptors in *Annexe C* **are not exhaustive**. Consequently, centres should select appropriate characteristics from the list **or construct others** that are appropriate for their sector programme and level.

It is important to note that each assessment activity does not need to incorporate all the merit and/or distinction grade descriptors.

### Contextualising the generic grade descriptors

The generic merit and distinction grade descriptors need to be viewed as a qualitative extension of the assessment criteria for pass within each individual unit. The relevant generic grade descriptors must be identified and specified within an assignment and the relevant indicative characteristics should be used to place the required evidence in context.

Additional guidance on contextualisation of grade descriptors can be found in HN Delivery Guides on the website.

### Summary of grades

In order to achieve a <b>pass</b> in a unit	<ul style="list-style-type: none"><li>all learning outcomes and associated assessment criteria have been met</li></ul>
In order to achieve a <b>merit</b> in a unit	<ul style="list-style-type: none"><li>pass requirements achieved</li><li>all merit grade descriptors achieved and all prescribed indicative characteristics.</li></ul>
In order to achieve a <b>distinction</b> in a unit	<ul style="list-style-type: none"><li>pass and merit requirements achieved</li><li>all distinction grade descriptors achieved and all prescribed indicative characteristics.</li></ul>

## Calculation of the qualification grade

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### Pass qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at a pass grade (see section *Rules of combination for the BTEC Level 4 and 5 Higher National qualifications*). The Rules of combination have been summarised below:

#### BTEC HNC Diplomas

To achieve the qualification a learner must:

- achieve at least 120 credits at or above the level of the qualification (a maximum of 55 credits may be at Level 5)
- achieve a minimum of 65 credits at Level 4
- complete a valid combination of units.

#### BTEC HND Diplomas

To achieve the qualification a learner must:

- achieve at least 240 credits at or above the level of the qualification
- achieve a minimum of 125 credits at Level 5 or above.

The best valid combination of units is used to calculate the overall grade, e.g. if a learner has completed more than the minimum number of optional units at the appropriate level the best performance from these will be used.

All learners will receive a Notification of Performance showing all unit grades whether or not they were included in the calculation for the overall grade.

### Qualification grades above pass grade

#### BTEC HNC Diplomas

Calculation of the BTEC HNC qualification grade is based on the learner's best performance in units at or above the level of the qualification to the value of 75 credits:

- The best 75 credits must come from a maximum of 120 credits as a valid rule of combination
- The units from which the best 75 credits are selected come from the whole qualification including the mandatory core credit.

This means that credit from some mandatory core units is likely to form part of the best 75 credits in most programmes (the mandatory core credit units will automatically be included in the calculation once the maximum amount of credit for optional specialist units for the rule of combination is used up.)

It is the responsibility of a centre to ensure that a correct unit combination is adhered to.

## Qualification grades

Learners will be awarded a pass, merit or distinction qualification grade using the points gained through the 75 best credits based on unit achievement.

### Unit credit points available for specified unit grades, for either Level 4 or Level 5 units

Unit points per credit		
Pass	Merit	Distinction
0	1	2
Example for level 4 or level 5 unit of 15 credits		
Pass	Merit	Distinction
0	15	30

### BTEC Level 4 HNC overall qualification grades

Points range	Grade	
0–74	Pass	P
75–149	Merit	M
150	Distinction	D

### BTEC HND Diplomas

The grade achieved in units from an appropriate HNC may contribute to an HND grade.

If a learner moves from HNC to HND, credits at Level 5 or above from both the HNC and HND can contribute to the best 75 credits of the overall HND grade. Note that for HND learners, level 4 units do not count towards the qualification grade.

Calculation of the BTEC HND qualification grade is based on the learner's best performance in units at or above the level of the qualification – i.e. **only units at level 5** can be counted towards the value of 75 credits:

- The best 75 credits must come from a maximum of 240 credits as a valid rule of combination
- The units from which the 75 best credits are selected come from the whole qualification including the mandatory core credit, but must be level 5 units or above.

This means that credit from some mandatory core units is likely to form part of the best 75 credits in most programmes (the mandatory core credit units will automatically be included in the calculation once the maximum amount of credit for optional specialist units for the rule of combination is used up.)

It is the responsibility of a centre to ensure that a correct unit combination is adhered to.



## Qualification grades

Learners will be awarded a pass, merit or distinction qualification grade using the points gained through the 75 best credits based on unit achievement.

### Unit credit points for specified unit grades at Level 5 only

Unit points per credit		
Pass	Merit	Distinction
0	1	2

### BTEC Level 5 HND overall qualification grades

Points range	Grade	
0–74	Pass	P
75–149	Merit	M
150	Distinction	D

*Annexe E* gives examples of how qualification grades are calculated.

## Recognition of Prior Learning

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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.

Pearson 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 valid and reliable.

For full guidance about Pearson's policy on RPL, please see our *Recognition of Prior Learning Policy and Process* on our website.

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# Quality assurance of BTEC Higher Nationals

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

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

## 1) Approval process

Centres new to the delivery of this programme will be required to seek approval through the existing qualification and centre approval process. Prior to approval being given, centres will be required to submit evidence to demonstrate that they:

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

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

## 2) Monitoring of internal centre systems

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

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

### **3) Independent assessment review**

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

The outcomes of this process will be to:

- confirm that internal assessment is to national standards and allow certification
- or

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

or

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

### **Additional arrangement for ALL centres**

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

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# Programme design and delivery

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BTEC Higher National qualifications consist of mandatory core units and specialist units. The specialist units are designed to provide a specific focus to the qualification. Required combinations of specialist units are clearly set out in relation to each qualification in the defined qualification structures provided in this document.

In BTEC Higher National qualifications each unit's credit value usually consists of multiples of 5 credits. Most units are 15 credits in value. These units have been designed from a learning time perspective. **Each 15-credit unit approximates to a learning time of 150 hours.**

It is expected that these BTEC Level 5 HNDs, accredited onto the Qualifications and Credit Framework (QCF), will also require approximately 960 guided learning hours (GLH).

Consequently, using the above approach, the BTEC Level 4 HNCs, are half the size of the BTEC Level 5 Higher National Diplomas which will require approximately 480 GLH.

Within the information relating to these units on the QCF, each 15-credit unit has been allocated a figure of 60 GLH to help guide centres (other units with smaller or larger credit values have figures calculated on a pro rata basis). Centres delivering these qualifications are required to use their professional expertise in their design and delivery within the overall guided learning hours for the qualification.

Guided learning hours are defined as all the time 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.

Learning time is 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. It should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place. It does not include time spent by staff in day-to-day marking of assignments where the learner is not present.

Centres are advised to consider this definition when planning the programme of study associated with this specification.

*Annexe D* provides information for centres and learners who wish to compare, for teaching and learning purposes, the units of the Pearson Level 5 BTEC Higher Nationals in Aeronautical Engineering (NQF) with the new units of the Pearson BTEC Higher Nationals in Aeronautical Engineering (QCF).

## Mode of delivery

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

Our 'Distance Learning' and 'Distance Assessment' policies are given on our website.

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. Assessment instruments based on learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the BTEC Higher National qualification by:

- liaising with employers to ensure that the course is 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 experiences of work and life that learners bring to the programme.

## Resources

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BTEC Higher National qualifications are designed to prepare learners for employment in specific industry sectors.

Physical resources need to support the delivery of the programme and the proper assessment of the outcomes and, therefore, should normally be of industry standard.

Staff delivering programmes and conducting the assessments should be familiar with current practice, legislation and standards used in the sector concerned.

Centres will need to meet any specialist resource requirements when they seek approval from Pearson.

Please refer to the *Essential requirements* section in individual units for specialist resource requirements.

## Delivery approach

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It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of the BTEC Higher National qualification. Specifications contain 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 practice and that the knowledge base is applied to the sector. This will require the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activities within the sector. Maximum use should be made of the learner's experience.

## Meeting local needs

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Centres should note that the qualifications set out in these specifications have been developed in consultation with centres, employers and relevant professional organisations.

The units are designed to meet the skill needs of the sector and the specialist units allow coverage of the full range of employment within the sector. Centres should make maximum use of the choice available to them within the specialist units to meet the needs of their learners, as well as the local skills and training needs.

Where centres identify a specific need that cannot be addressed using the units in this specification, centres can seek approval from Pearson to use units from other BTEC Higher National qualifications on the QCF. Centres will need to justify the need for importing units from other specifications and Pearson will ensure that the vocational focus of the qualification remains the same.

Applications must be made **in advance** of delivery by 31 January in the year of registration (see the website for details).

The flexibility to import standard units from other QCF BTEC Higher National specifications is **limited to a maximum of 30 credits in a BTEC HNC qualification and a maximum of 60 credits only in any BTEC HND qualification**. This is an overall maximum and centres should check the 'Rules of Combination' information for the specific qualification to confirm the actual requirements. These units cannot be used at the expense of the mandatory core units in any qualification nor can the qualification rules of combination level rules be compromised. The centre must ensure that approved units are used only in eligible combinations.

## Limitations on variations from standard specifications

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The flexibility to import standard units from other QCF BTEC Higher National specifications and/or to develop unique locally-devised specialist units is **limited to a maximum of 30 credits in a BTEC HNC qualification and a maximum of 60 credits only in any BTEC HND qualification**. These units cannot be used at the expense of the mandatory core units in any qualification nor can the qualification rules of combination level rules be compromised.

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# Access and recruitment

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

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

Centres are required to recruit learners to BTEC Higher National 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 review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

## Restrictions on learner entry

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The BTEC Higher National qualifications are accredited on the QCF for learners in the following age groups:

- 16-18 years old
- 18 years and older.

## Equality Act 2010 and Pearson equality policy

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Equality and fairness are central to our work. Our equality policy requires all learners to have equal opportunity to access our qualifications and assessments, and our qualifications are required 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 qualifications, disadvantaged in comparison with learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

You can find details on how to make adjustments for learners with protected characteristics in the policy document *Access Arrangements, Reasonable Adjustments and Special Considerations*, available on our website.

An adjustment may not be considered reasonable if it involves unreasonable costs and/or timeframes or affects the security or integrity of the assessment.

There is no duty on awarding organisations to make any adjustment to the Assessment Objectives being tested in an assessment.

## **English language expectations**

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Centres delivering BTEC level 4 to 7 programmes are expected to ensure that all learners who are non-native English speakers or who have not studied the final two years of school in English, can demonstrate capability in English at a standard commensurate with:

- IELTS 5.5, with a minimum of 5.0 being awarded on individual sections for a level 4 or 5 qualification
- IELTS 6.5 for a level 6 or 7 qualification

Pearson's Standard Verifiers (EE) will expect centres to demonstrate that their learners meet these expectations.

## **Professional body contact details**

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The Engineering Council is the regulatory body for the engineering profession in the UK.

Engineering Council  
246 High Holborn  
London WC1V 7EX

Telephone: +44 (0)20 3206 0500  
Website: [www.engc.org.uk](http://www.engc.org.uk)

## **How to obtain National Occupational Standards**

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The National Occupational Standards for Engineering Management and Business Improvement Techniques can be obtained from:

SEMTA  
Head Office  
Unit 2, The Orient Centre  
Greycaine Road  
Watford WD24 7GP

Telephone: 0845 643 9001  
Website: [www.semta.org.uk](http://www.semta.org.uk)



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# Professional development and training

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Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website at: [qualifications.pearson.com/en/support/training-from-pearson-uk](http://qualifications.pearson.com/en/support/training-from-pearson-uk)

The support we offer focuses on a range of issues, such as:

- 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 in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK 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 also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

**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.

To get in touch with our dedicated support teams please visit our website [qualifications.pearson.com/en/support/contact-us](http://qualifications.pearson.com/en/support/contact-us)



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# Annexe A

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## Qualification Requirements

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### Rationale

BTEC Higher Nationals using the title Aeronautical Engineering have been developed to focus on:

- the education and training of aerospace engineers/technicians who are employed in a variety of types of technical work, such as aeronautical systems design, manufacture, maintenance and technical services areas of the aeronautical industry
- providing opportunities for aeronautical engineers/technicians to achieve a nationally recognised level 4 or level 5 vocationally specific qualification
- providing opportunities for full-time learners to enter employment as engineers/technicians or progress to a higher education vocational qualification, such as a full-time degree in the aeronautical engineering fields of electronics, mechanical, mechatronics or related areas
- providing opportunities for learners to focus on the development of higher-level skills in a technological and management context
- providing opportunities for learners to develop a range of skills, techniques and attributes essential for successful performance in working life.

### Aims of the qualification

Qualifications in Aeronautical Engineering meet the needs of the above rationale by:

- developing a range of skills and techniques, personal qualities and attributes essential for successful performance in working life and thereby enabling learners to make an immediate contribution to employment
- preparing learners for a range of technical and management careers in aeronautical engineering
- equipping individuals with knowledge, understanding and skills for success in employment in the aeronautical engineering industry
- providing specialist studies relevant to individual vocations and professions in aeronautical engineering and its related industries, in which learners are working or intend to seek employment
- enabling progression to an undergraduate degree or further professional qualification in aeronautical engineering or related areas.

## **Mandatory curriculum**

The mandatory curriculum will give learners the opportunity to build on previous attainment while allowing them to progress and study a selection of optional curriculum. It will display the following features:

- a knowledge and use of essential scientific principles to produce routine solutions to familiar aeronautical engineering problems and using this knowledge to model and analyse routine aerospace engineering systems, processes and products
- major scientific principles which underpin the design and operation of static and dynamic engineering systems and provide an overview as the basis for further study in specialist areas of aeronautical engineering
- an extended range of principles for more advanced study and which underpin the design and operation of aerospace engineering systems in planning and scheduling
- use of skills and knowledge developed during the course to select a project and agree specifications, implement and evaluate the project, and present the project evaluation
- obtaining accurate information on the requirements for an individual or group engineering project
- fundamental analytical knowledge and techniques used for analysis, modelling and solution of realistic engineering problems within aeronautical engineering
- a knowledge of routine mathematical methods essential to aeronautical engineering including an awareness of the functionality of standard methods.

## **Optional curriculum**

The optional curriculum will give learners the opportunity to select relevant specialisms while allowing them to build on learning within the mandatory curriculum. It will display the following features:

- the experimental and analytical skills which underpin the application of aerospace principles with particular emphasis on aerodynamics and aircraft performance
- a knowledge of the principles underpinning automatic flight control systems and the principles of operating communication and navigation aircraft systems
- an overview of the operation and control of aircraft hydraulic and pneumatic systems with particular emphasis on applications of fluid mechanics, thermodynamics and heat transfer
- an understanding and use of analytical skills when ensuring continuing airworthiness of aircraft structures, analysis of failures and repair
- the basic principles of gas turbine technology when applied to aeronautical engineering
- an understanding of aircraft flight instrumentation and its integration into aircraft flight deck systems
- opportunity to experience a design project through appreciation of synthesising parameters affecting design solutions

- the application of engineering principles to the design and manufacture of products, systems and services
- the experience of design modification for an existing system, component or process to meet a specified requirement
- undertaking routine practical or simulation tests of a design solution, report and comment on results
- searching for information related to aerospace engineering design solution and present it for discussion
- the properties, selection, processing and use of materials
- an awareness of the principles of health and safety planning and implementation in a aeronautical engineering environment
- using number systems, graphical and numerical methods, vectors, matrices and ordinary differential equations to analyse, model and solve realistic engineering problems
- the engineering principles which underpin the application of manufacturing processes applicable to the aeronautical engineering industry
- a broad and in-depth knowledge of a range of aeronautical processes and techniques including which can be applied across a variety of materials and applications considering function, purpose and economic evaluation of different aerospace technologies and strategies
- application of relevant measurement, testing, quality assurance and management principles
- an extended range of electrical/electronic principles for more advanced study and which underpin the design and operation of aircraft mechatronic engineering systems
- an understanding of microprocessor-based systems and their use in instrumentation/control/communication systems
- an extended range of mechanical principles which underpin the design and operation of mechanical engineering systems including strengths of materials and mechanics of machines.

## **Entry prerequisites**

The fundamental principles of Pearson's policy are:

- qualifications should be available to everyone who is capable of reaching the required standards
- qualifications should be free from barriers which restrict access and progression
- equal opportunities exist for all.

Nevertheless it is the responsibility of the centre to recruit with integrity. Centres should therefore:

- provide applicants with appropriate information and advice
- identify applicants' needs
- select on the basis of each applicant's previous qualifications and experience.

The BTEC Higher National programmes are intended primarily for those who are in, or plan to enter employment, and who have reached the minimum age of 18.

Learners who enter with at least one of the following qualifications are likely to benefit more readily from the programme:

- a BTEC National Certificate or Diploma in an engineering discipline
- an Advanced GNVQ or Vocational Certificate of Education VCE in Engineering
- a GCE level profile that demonstrates strong performance in a relevant subject or an adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A\* to C.

### **Higher-level skills and abilities**

Learners will be expected to develop the following skills during the programme of study:

- analyse, synthesise and summarise information critically
- read and use appropriate literature with a full and critical understanding
- think independently, solve problems and devise innovative solutions
- take responsibility for their own learning and recognise their own learning style
- apply subject knowledge and understanding to address familiar and unfamiliar problems
- design, plan, conduct and report on investigations
- use their knowledge, understanding and skills to evaluate and formulate evidence-based arguments critically and identify solutions to clearly defined problems of a general routine nature
- communicate the results of their study and other work accurately and reliably using a range of specialist techniques
- identify and address their own major learning needs within defined contexts, and to undertake guided further learning in new areas
- apply their subject-related and transferable skills in contexts where the scope of the task and the criteria for decisions are generally well defined but where some personal responsibility and initiative is required.

# Annexe B

## National Occupational Standards (NOS)

### Mapping against the Level 4 NVQ in Engineering Management and Level 4 NVQ in Business Improvement Techniques

The grid below maps the knowledge covered in the Level 4 NVQ in Engineering Management and Level 4 NVQ in Business Improvement Techniques against the underpinning knowledge of the Pearson BTEC Higher Nationals in Aeronautical Engineering (QCF).

#### KEY

Relevant NVQ units are listed where the BTEC unit provides partial coverage of the underpinning knowledge and understanding.

A blank space indicates no coverage of the underpinning knowledge.

NVQ \ BTEC HN unit	BTEC HN unit														
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 10	Unit 13	Unit 14	Unit 17	Unit 18	Unit 19	Unit 20
Level 4 NVQ in Engineering Management						Unit 4.01		Units 4.12, 4.13							
Level 4 NVQ in Business Improvement Techniques												Units 8, 11, 12, 36			Units 5 and 21

<b>BTEC HN unit</b> <b>NVQ</b>	<b>Unit 21</b>	<b>Unit 26</b>	<b>Unit 27</b>	<b>Unit 28</b>	<b>Unit 29</b>	<b>Unit 30</b>	<b>Unit 35</b>	<b>Unit 37</b>	<b>Unit 38</b>	<b>Unit 58</b>	<b>Unit 59</b>	<b>Unit 61</b>	<b>Unit 64</b>	<b>Unit 66</b>	<b>Unit 76</b>
Level 4 NVQ in Engineering Management				Units 4.5, 4.6, 4.8, 4.9		Unit 4.29									
Level 4 NVQ in Business Improvement Techniques															

<b>BTEC HN unit</b> <b>NVQ</b>	<b>Unit 82</b>	<b>Unit 83</b>	<b>Unit 84</b>	<b>Unit 85</b>	<b>Unit 86</b>	<b>Unit 87</b>	<b>Unit 88</b>	<b>Unit 89</b>	<b>Unit 90</b>	<b>Unit 91</b>	<b>Unit 92</b>	<b>Unit 103</b>	<b>Unit 109</b>	<b>Unit 110</b>	
Level 4 NVQ in Engineering Management															
Level 4 NVQ in Business Improvement Techniques															



# Annexe C

## Grade descriptors

### Pass grade

A **pass grade** is achieved by meeting all the requirements defined in the assessment criteria for pass for each unit.

### Merit grade

Merit grade descriptors	Exemplar indicative characteristics <b>Centres can identify and use other relevant characteristics. This is NOT a tick list.</b>
In order to achieve a <b>merit</b> the learner must:	The learner's evidence shows, for example:
<ul style="list-style-type: none"> <li>identify and apply strategies to find appropriate solutions</li> </ul>	<ul style="list-style-type: none"> <li>effective judgements have been made</li> <li>complex problems with more than one variable have been explored</li> <li>an effective approach to study and research has been applied</li> </ul>
<ul style="list-style-type: none"> <li>select/design and apply appropriate methods/techniques</li> </ul>	<ul style="list-style-type: none"> <li>relevant theories and techniques have been applied</li> <li>a range of methods and techniques have been applied</li> <li>a range of sources of information has been used</li> <li>the selection of methods and techniques/sources has been justified</li> <li>the design of methods/techniques has been justified</li> <li>complex information/data has been synthesised and processed</li> <li>appropriate learning methods/techniques have been applied</li> </ul>
<ul style="list-style-type: none"> <li>present and communicate appropriate findings</li> </ul>	<ul style="list-style-type: none"> <li>the appropriate structure and approach has been used</li> <li>coherent, logical development of principles/concepts for the intended audience</li> <li>a range of methods of presentation have been used and technical language has been accurately used</li> <li>communication has taken place in familiar and unfamiliar contexts</li> <li>the communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used.</li> </ul>

## Distinction grade

<b>Distinction grade descriptors</b>	<b>Exemplar indicative characteristics</b>  <b>Centres can identify and use other relevant characteristics. This is NOT a tick list.</b>
In order to achieve a <b>distinction</b> the learner must:	The learner's evidence shows, for example:
<ul style="list-style-type: none"> <li>• use critical reflection to evaluate own work and justify valid conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• conclusions have been arrived at through synthesis of ideas and have been justified</li> <li>• the validity of results has been evaluated using defined criteria</li> <li>• self-criticism of approach has taken place</li> <li>• realistic improvements have been proposed against defined characteristics for success</li> </ul>
<ul style="list-style-type: none"> <li>• take responsibility for managing and organising activities</li> </ul>	<ul style="list-style-type: none"> <li>• autonomy/independence has been demonstrated</li> <li>• substantial activities, projects or investigations have been planned, managed and organised</li> <li>• activities have been managed</li> <li>• the unforeseen has been accommodated</li> <li>• the importance of interdependence has been recognised and achieved</li> </ul>
<ul style="list-style-type: none"> <li>• demonstrate convergent/lateral/creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>• ideas have been generated and decisions taken</li> <li>• self-evaluation has taken place</li> <li>• convergent and lateral thinking have been applied</li> <li>• problems have been solved</li> <li>• innovation and creative thought have been applied</li> <li>• receptiveness to new ideas is evident</li> <li>• effective thinking has taken place in unfamiliar contexts.</li> </ul>

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# Annexe D

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## Unit mapping overview

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QCF versions of the BTEC Higher National units in Aeronautical Engineering (specification start date 01/09/2010) are mapped against the NQF BTEC Higher National units in Aerospace Engineering (specification end date 31/12/2010), in the following tables.

Unit number	QCF unit title	Maps to NQF unit number	Level of similarity between units
1	Analytical Methods for Engineers	2	F
2	Engineering Science	3	F
3	Project Design, Implementation and Evaluation	5	F
4	Mechanical Principles	22	F
5	Electrical and Electronic Principles	N/A	N
6	Health, Safety and Risk Assessment in Engineering	19	F
7	Business Management for Engineers	1	F
8	Engineering Design	6	F
10	Manufacturing Process	27	F
13	Application of Machine Tools	30	F
14	Computer-aided Machining	28	F
17	Business Improvement Techniques	36	F
18	Advanced Machine Tools	31	F
19	Computer-aided Design and Manufacture	29	F
20	Quality and Business Improvement	35	F
21	Materials Engineering	23	F
26	Employability Skills	N/A	N
27	Personal and Professional Development	N/A	N
28	Research Project	N/A	N
29	Work-based Experience	N/A	N
30	Quality Assurance and Management	25	F
35	Further Analytical Methods for Engineers	26	F
37	Management of Projects	33	F

Unit number	QCF unit title	Maps to NQF unit number	Level of similarity between units
38	Managing People in Engineering	N/A	N
58	Microprocessor Systems	21	P
59	Advanced Mathematics for Engineering	32	F
61	Engineering Thermodynamics	24	F
64	Electrical and Electronic Measurement and Testing	10	F
66	Electrical, Electronic and Digital Principles	20	F
76	Managing the Work of Individuals and Teams	28	F
82	Aircraft System Principles and Applications	4	F
83	Aerodynamic Principles and Aircraft Design	7	F
84	Aerodynamic Principles and Aircraft Stability and Performance	8	F
85	Automatic Flight Control Systems	9	F
86	Aircraft Communication and Navigation Systems	11	F
87	Construction and Operation of Aircraft Fluid Systems	12	F
88	Principles and Applications of Aircraft Fluid Systems	13	F
89	Aircraft Structural Integrity	14	F
90	Aircraft Propulsion Technology	15	F
91	Integrated Flight Instrument Systems	16	F
92	Aircraft Gas Turbine Science	17	F
103	Further Mathematics for Engineering Technicians	N/A	N
109	Principles and Applications of Aircraft Mechanical Science	N/A	N
102	Principles and Applications of Aircraft Physical Science	N/A	N

#### KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

N – New unit

## Unit mapping in depth

QCF versions of the BTEC Higher National units in Aeronautical Engineering (specification start date 01/09/2010) are mapped against the NQF BTEC Higher National units in Aerospace Engineering (specification end date 31/12/2010).

New QCF units		NQF units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
1	Analytical Methods for Engineers	2	Analytical Methods for Engineers	Full mapping
2	Engineering Science	3	Engineering Science	Full mapping
3	Project Design, Implementation and Evaluation	5	Project	Full mapping
4	Mechanical Principles	22	Mechanical Principles	Full mapping
5	Electrical and Electronic Principles			New unit
6	Health, Safety and Risk Assessment in Engineering	19	Health, Safety and Risk Assessment	Full mapping
7	Business Management for Engineers	1	Business Management for Engineers	Full mapping
8	Engineering Design	6	Engineering Design	Full mapping
10	Manufacturing Process	27	Manufacturing Process	Full mapping
13	Application of Machine Tools	30	Application of Machine Tools	Full mapping
14	Computer-aided Machining	28	Computer-aided Machining	Full mapping
17	Business Improvement Techniques	36	Further Business Improvement Techniques	Full mapping

New QCF units		NQF units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
18	Advanced Machine Tools	31	Advanced Machine Tools	Full mapping
19	Computer-aided Design and Manufacture	29	CAD/CAM	Full mapping
20	Quality and Business Improvement	35	Quality and Business Improvement	Full mapping
21	Materials Engineering	23	Materials Engineering	Full mapping
26	Employability Skills			New unit
27	Personal and Professional Development			New unit
28	Research Project			New unit
29	Work-based Experience			New unit
30	Quality Assurance and Management	25	Quality Assurance and Management	Full mapping
35	Further Analytical Methods for Engineers	26	Further Analytical Methods for Engineers	Full mapping
37	Management of Projects	33	Management of Projects	Full mapping
38	Managing People in Engineering			New unit
58	Microprocessor Systems	21	Microprocessor Systems	Full mapping for learning outcomes 1 and 3. <i>Electro-mechanical models and components</i> and <i>mechatronic design philosophies</i> now included
59	Advanced Mathematics for Engineering	32	Engineering Mathematics	Full mapping

New QCF units		NQF units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
61	Engineering Thermodynamics	24	Engineering Thermodynamics	Full mapping
64	Electrical and Electronic Measurement and Testing	10	Measurement and Testing	Full mapping
66	Electrical, Electronic and Digital Principles	20	Electrical, Electronic and Digital Principles	Full mapping
76	Managing the Work of Individuals and Teams	28	Managing the Work of Individuals and Teams	Full mapping
82	Aircraft System Principles and Applications	4	Aircraft Systems Principles	Full mapping
83	Aerodynamic Principles and Aircraft Design	7	Aerodynamics	Full mapping
84	Aerodynamic Principles and Aircraft Stability and Performance	8	Further Aerodynamics	Full mapping
85	Automatic Flight Control Systems	9	Automatic Flight Control Systems	Full mapping
86	Aircraft Communication and Navigation Systems	11	Communication and Navigation	Full mapping
87	Construction and Operation of Aircraft Fluid Systems	12	Aircraft Fluid Systems	Full mapping
88	Principles and Applications of Aircraft Fluid Systems	13	Further Aircraft Fluid Systems	Full mapping
89	Aircraft Structural Integrity	14	Aircraft Structural Integrity	Full mapping

New QCF units		NQF units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
<b>90</b>	Aircraft Propulsion Technology	<b>15</b>	Aircraft Propulsion Technology	Full mapping
<b>91</b>	Integrated Flight Instrument Systems	<b>16</b>	Integrated Flight Instrument Systems	Full mapping
<b>92</b>	Aircraft Gas Turbine Science	<b>17</b>	Gas Turbine Science	Full mapping
<b>103</b>	Further Mathematics for Engineering Technicians			New unit
<b>109</b>	Principles and Applications of Aircraft Mechanical Science			New unit
<b>110</b>	Principles and Applications of Aircraft Physical Science			New unit



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# Annexe E

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## Calculation of the qualification grade

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### Pass qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade (see section *Rules of combination for the BTEC Levels 4 and 5 Higher National qualifications*).

### Qualification grades above pass grade

Learners will be awarded a merit or distinction qualification grade by the aggregation of points gained through the successful achievement of individual units. **The graded section of both qualifications is based on the learner's best performance in units at the level or above of the qualification to the value of 75 credits.**

The number of points available is dependent on the unit grade achieved and the credit size of the unit (as shown in the 'Points available per credit at specified unit grades' table below).

### Points available per credit at specified unit grades

Points per credit		
Pass	Merit	Distinction
0	1	2

So a 15 credit unit awarded a merit grade will gain 15 points.

### Qualification grades

#### BTEC Level 4 HNC

Points range	Grade	
0-74	Pass	P
75-149	Merit	M
150	Distinction	D

#### BTEC Level 5 HND

Points range	Grade	
0-74	Pass	P
75-149	Merit	M
150	Distinction	D

These are some examples of how the HNC Diploma grades are calculated:

**Example 1: Achievement of a BTEC HNC Diploma with Pass grade**

		Level	Credit	Grade	Grade points	Points per unit (weighting × credit points)
Unit 1	Mandatory core unit	4	15	P	0	
Unit 2	Mandatory core unit	4	15	P	0	
Unit 3	Mandatory core unit	4	15	M	1	15
Unit 4	Mandatory core unit	4	15	M	1	15
Unit 15	Specialist unit	5	15	P	0	
Unit 17	Specialist unit	5	15	P	0	
Unit 18	Specialist unit	4	15	M	1	15
Unit 12	Specialist unit	4	15	M	1	15
Unit 14	Specialist unit	4	10	D	2	20
<b>Qualification total requirement 120</b>			<b>130</b>			<b>60</b>

Unit 14 is not included as it is an additional unit on top of the 120 credit qualification

The learner can only include the points from the best 75 out of 120 credits in a valid combination.

**Example 2: Achievement of a BTEC HNC Diploma with Merit grade**

		Level	Credit	Grade	Grade points	Points per unit (weighting × credit points)
Unit 1	Mandatory core unit	4	15	M	1	15
Unit 2	Mandatory core unit	4	15	P	0	
Unit 3	Mandatory core unit	4	15	M	1	15
Unit 4	Mandatory core unit	4	15	P	0	
Unit 15	Specialist unit	5	15	P	0	
Unit 9	Specialist unit	4	15	M	1	15
Unit 18	Specialist unit	4	15	M	1	15
Unit 12	specialist unit	4	15	M	1	15
<b>Qualification total requirement 120</b>			<b>120</b>			<b>75</b>

The best 75 credits include both core and optional units.

The learner has sufficient points for a merit.

### Example 3: Achievement of an HNC Diploma with Distinction grade

		Level	Credit	Grade	Grade points	Points per unit (weighting x credit points)
Unit 1	Mandatory core unit	4	15	M	1	(15)
Unit 2	Mandatory core unit	4	15	P	0	
Unit 3	Mandatory core unit	4	15	D	2	30
Unit 4	Mandatory core unit	4	15	P	0	
Unit 15	Specialist unit	4	15	D	2	30
Unit 17	Specialist unit	4	15	D	2	30
Unit 9	Specialist unit	4	15	D	2	30
Unit 12	Specialist unit	4	15	D	2	30
<b>Qualification total requirement- 120</b>			<b>120</b>			<b>150</b>

The learner has grade points in more than 75 credits. The best performance is used to calculate the grade. These can be level 4/5 for the HNC

The learner has enough points for a Distinction from 75 credits.

### Examples for the HND Diploma:

The tables below give examples of how the overall grade is determined.

**Only points from units at or above the level of the qualification can be counted towards the grade.**

**Examples used are for illustrative purposes only. Other unit combinations are possible.**

#### Example 1: Achievement of an HND Diploma with a pass grade

		Level	Credit	Grade	Grade points	Points per unit (weighting × credit points)
Unit 1	Mandatory core unit	4	15	P	X	(15)
Unit 2	Mandatory core unit	4	15	M	X	
Unit 3	Mandatory core unit	4	15	M	X	30
Unit 4	Mandatory core unit	4	15	M	X	
Unit 5	Mandatory core unit	4	15	M	X	
Unit 6	Mandatory core unit	5	15	P	0	
Unit 7	Mandatory core unit	5	15	M	1	15
Unit 8	Mandatory core unit	5	20	P	0	
Unit 20	Specialist unit	5	15	M	1	15
Unit 21	Specialist unit	5	15	P	0	
Unit 23	Specialist unit	5	15	P	0	
Unit 25	Specialist unit	4	15	P	X	
Unit 26	Specialist unit	5	15	M	1	15
Unit 29	Specialist unit	4	15	M	X	
Unit 33	Specialist unit	4	15	M	X	
Unit 35	Specialist unit	5	15	M	1	15
	<b>Qualification grade totals</b>	<b>Min 125 at level 5</b>	<b>245</b>			<b>60</b>

Count the points from level 5 units for the best 75 credits  
 X these units are **below** the level of the HND Diploma so not counted for grading

The learner has sufficient points for a pass grade.

## Example 2

### Achievement of an HND Diploma with a Merit grade

		Level	Credit	Grade	Grade points	Points per unit (weighting x credit points)
Unit 1	Mandatory core unit	4	15	P	X	
Unit 2	Mandatory core unit	4	15	M	X	
Unit 3	Mandatory core unit	4	15	M	X	
Unit 4	Mandatory core unit	4	15	M	X	
Unit 5	Mandatory core unit	4	15	M	X	
Unit 6	Mandatory core unit	5	15	M	1	15
Unit 7	Mandatory core unit	5	15	D	2	30
Unit 8	Mandatory core unit	5	20	D	2	40
Unit 20	Specialist unit	5	15	M	1	15
Unit 21	Specialist unit	5	15	M	1	(15)
Unit 23	Specialist unit	5	15	P	0	
Unit 25	Specialist unit	4	15	P	X	
Unit 26	Specialist unit	5	15	M	1	(15)
Unit 29	Specialist unit	4	15	M	X	
Unit 33	Specialist unit	4	15	M	X	
Unit 35	Specialist unit	5	15	M	1	(15)
Unit 36	Specialist unit	5	10	D	2	20
	<b>Qualification grade totals</b>	<b>Min 125 at level 5</b>	<b>260</b>			<b>105</b>

The learner can be considered for a merit:

only count the points from **the best 75** credits from a valid combination of 240 credits

X these units are **below** the level of the qualification so **cannot** be counted for grading

The best 75 credits include both mandatory core and optional units

( ) these units are not counted in the overall score

The learner has sufficient points for a merit grade.

### Example 3

#### Achievement of an HND Diploma with a distinction grade

		Level	Credit	Grade	Grade points	Points per unit (weighting x credit points)
Unit 1	Mandatory core unit	4	15	P	X	
Unit 2	Mandatory core unit	4	15	M	X	
Unit 3	Mandatory core unit	4	15	D	X	
Unit 4	Mandatory core unit	4	15	D	X	
Unit 5	Mandatory core unit	4	15	M	X	
Unit 6	Mandatory core unit	5	15	D	2	30
Unit 7	Mandatory core unit	5	15	D	2	30
Unit 8	Mandatory core unit	5	20	D	2	30
Unit 20	Specialist unit	5	15	D	2	30
Unit 21	Specialist unit	5	15	D	2	30
Unit 23	Specialist unit	5	15	P	0	
Unit 25	Specialist unit	4	15	P	X	
Unit 26	Specialist unit	5	15	M	1	(15)
Unit 29	Specialist unit	4	15	M	X	
Unit 33	Specialist unit	4	15	M	X	
Unit 35	Specialist unit	5	15	M	1	(15)
Unit 36	Specialist unit	4	15	P	X	
<b>Qualification grade totals</b>		<b>Min 125 at level 5</b>	<b>245</b>			<b>150</b>

The learner can be considered for a distinction: only count the points from level 5 units for the best 75 credits from a valid combination of **240** credits  
 () these units are not counted in the overall score  
 X not counted as **below the** level of the qualification.

The learner has sufficient points for a distinction grade.

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