BTEC

BTEC Level 3 in Construction and the Built Environment (QCF)

Certificate
Subsidiary Diploma
90-credit Diploma
Diploma
Extended Diploma

Specification

First teaching September 2010
Issue 9

Pearson

BTEC

Pearson BTEC Level 3 Certificate
Pearson BTEC Level 3 Subsidiary Diploma
Pearson BTEC Level 3 90-credit Diploma
Pearson BTEC Level 3 Diploma
Pearson BTEC Level 3 Extended Diploma
in

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Edexcel, BTEC and LCCI qualifications

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This specification is Issue 9. We will inform centres of any changes to this issue. The latest issue can be found on our website.

References to third-party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

ISBN 978 1 446 93444 9

Summary of specification changes for the qualifications covered by this specification

The latest issues of the BTEC Level 3 QCF specifications have had minor updates, including formatting and organisation of content. Units and structures of qualifications are unaffected. The updates do not change delivery or assessment of any of the qualifications and centres can continue to use existing assignment briefs.

Summary of changes made between previous version and this version	Page number
An updated explanation of QCF titles and certification is now included in the section *Introduction to the Pearson BTEC Level 3 qualification titles covered by this specification*.	1-2
Details on Total Qualification Time (TQT) and Guided Learning Hours (GLH) can now be found in *Introduction to the Pearson BTEC Level 3 qualification titles covered by this specification*.	2
The outline of the purpose of the qualifications in *What are BTEC Level 3 qualifications?* has been updated to reflect updated sector trends, progression opportunities and, where applicable, links to apprenticeship frameworks given in the new section *Purpose of these BTEC qualifications*.	3-5
For increased clarity and ease of use, the information in *Rules of combination for Pearson BTEC Level 3 qualifications in this specification* is now included in the section *Structure of the Pearson BTEC Level 3 qualifications in this specification*.	7-22
The number of GLH per unit has been included in the section *Structure of the Pearson BTEC Level 3 qualifications in this specification*, to indicate the number of learning hours required to support the indicative content of the unit.	7-22
The *Further information* and *Useful publications* sections have been removed; the information given in these sections now appears in the relevant sub-sections *Quality assurance of centres* and *Training and support from Pearson*.	26 and 35
The section *Quality assurance of centres* has been updated to reflect title changes for some Pearson quality assurance documents.	26
A section on *Meeting local needs* has been added; this section gives information on the use of units from other BTEC (QCF) qualifications.	29
Restrictions on learner entry has been updated to reflect changes in government legislation.	31
Access arrangements for learners with disabilities and specific needs has been renamed *Access to qualifications and assessments* and has been updated to reflect changes in government legislation.	31
Professional development and training has been replaced with *Training and support from Pearson*, it gives updated information on the guidance, support and training available for delivery of BTEC Level 3 qualifications.	35
The Pearson BTEC qualification framework section has been removed.	-
Minor changes have been made to units 1-6, 10, 29, 32 and 33 to clarify the content. Changes to content are reflected in the unit Delivery guidance, Outline learning plan, Assessment guidance and Programme of suggested assignments where necessary and are all sidelined in the unit documents.	

Contents

The units for the BTEC qualifications in this specification are available on our website. For further details, go to our *BTEC Nationals* page at qualifications.pearson.com

Introduction to the Pearson BTEC Level 3 qualification titles covered by this specification

Qualification titles

The qualification titles covered by this specification are:

Pearson BTEC Level 3 Certificate in Construction and the Built Environment (QCF)

Pearson BTEC Level 3 Subsidiary Diploma in Construction and the Built Environment (QCF)

Pearson BTEC Level 3 90-credit Diploma in Construction and the Built Environment (QCF)

Pearson BTEC Level 3 Diploma in Construction and the Built Environment (QCF)

Pearson BTEC Level 3 Extended Diploma in Construction and the Built Environment (QCF)

The Qualification Numbers (QNs) for the qualifications in this publication are:

Pearson BTEC Level 3 Certificate in Construction and the Built Environment (QCF)	500/7138/5
Pearson BTEC Level 3 Subsidiary Diploma in Construction and the Built Environment (QCF)	500/7140/3
Pearson BTEC Level 3 90-credit Diploma in Construction and the Built Environment (QCF)	601/1095/8
Pearson BTEC Level 3 Diploma in Construction and the Built Environment (QCF)	500/7137/3
Pearson BTEC Level 3 Extended Diploma in Construction and the Built Environment (QCF)	500/7139/7

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

The qualifications covered by this specification are BTEC Level 3 qualifications that were developed under the Qualification and Credit Framework (QCF). First teaching for most of the qualifications and associated units was from September 2010. The qualifications are now regulated by Ofqual under the Regulated Qualifications Framework (RQF).

The qualification titles were developed under the QCF rules. In order to enable centres, learners and end users to differentiate these titles from earlier and later BTEC Level 3 qualifications, we are retaining the use of the term (QCF) in the qualification titles and this term will continue to be shown on learners' certificates.

The qualifications were developed using a basis of credits, with the concept that units might be shared by or jointly developed with other organisations. At the introduction of the RQF, ownership of all unit content has transferred to the awarding organisation. For consistency with the original qualifications, we have retained the use of the term 'credit' in relation to the sizing of units, however in line with RQF requirements, information has been added regarding the Guided Learning Hours and total qualification time. (See *page 2*).

Recognition for progression in work-based routes

Since they were first introduced, the qualifications in this specification have been used for progression to employment and further work-related training. During the period leading up to the full introduction of reformed occupational routes, these BTEC Level 3 qualifications continue to provide progression to training, Apprenticeship and higher vocational study. Centres should ensure that the way in which qualifications are delivered remains relevant to learners' career aspirations, taking account of local employment needs.

UCAS points and progression to higher education

BTEC Level 3 qualifications attract UCAS points and are recognised by higher education providers as contributing to admission requirements for many courses. Please go to the UCAS website for full details of points allocated. When selecting their programme of study, learners should check the degree entry requirements with the relevant provider.

Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours that it is expected the average learner can be expected to undertake in order to complete and show achievement for the qualification: this is the Total Qualification Time (TQT).

Within the TQT, there are Guided Learning Hours (GLH), which a centre delivering the qualification is likely to need to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, such as lessons, tutorials, online instruction, supervised study, giving feedback on performance.

As well as guided learning, there is other required learning directed by tutors or assessors. This includes private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

These qualifications also have a credit value which is equal to one tenth of TQT. Pearson consults with users of these qualifications in assigning TQT and credit values.

The TQT and GLH values for the qualifications in this specification are:

- Certificate – 300 TQT – (180 GLH)
- Subsidiary Diploma – 600 TQT – (360 GLH)
- 90-credit Diploma – 900 TQT – (540 GLH)
- Diploma – 1200 TQT – (720 GLH)
- Extended Diploma – 1800 TQT – (1080 GLH).

Purpose of these BTEC qualifications in Construction and the Built Environment (QCF)

Rationale for these BTEC qualifications in Construction and the Built Environment (QCF)

The construction industry offers huge potential for learners interested in the sector. Construction contributes nearly £90bn to the UK economy, 6.7 per cent of the total. There are 2.9 million jobs in the construction industry in over 280,000 businesses of all sizes, accounting for about 10 per cent of all jobs in the UK. Jobs are available at all levels, from skilled trades to senior project managers, with progression routes to technician and professional roles. The high demand for construction skills can lead to attractive salaries for those working in the industry.

BTEC Level 3 qualifications in construction give learners the opportunity to progress to employment, an apprenticeship or university. All qualifications for this sector introduce learners to essential understanding, where learners must, as a minimum, cover one of the foundation topics: Health and Safety, Sustainability, Mathematics, Science, Materials. Across the mandatory units for these qualifications, learners study some or all of these topics, depending on the size of qualification. At all sizes, learners can choose from a range of specialist subject units. This gives them maximum flexibility to customise their study, for example to progress to a particular degree course or to gain the particular underpinning knowledge for an apprenticeship at technician level. It also allows centres to tailor learners' training to meet employer needs through designing and customising programmes.

In addition, there are specialist qualifications at larger sizes for learners who know which particular career pathway they want to undertake. These qualifications are:

- the BTEC Subsidiary Diploma (Surveying)
- the BTEC Diploma and Extended Diploma (Construction and the Built Environment), (Civil Engineering), (Building Services Engineering).

Occupational job roles accessed directly or through further study or training could include:

- Construction Surveying Technician
- Building Services Engineering Technician and Design Technician
- Construction Surveying Technician.

Level 3 qualifications available in Construction and the Built Environment (QCF)

Pearson BTEC Level 3 Certificate in Construction and the Built Environment – 30 credits

The BTEC Level 3 Certificate offers an introduction to construction. It is broadly equivalent in size to 0.5 of an A Level. It is designed to be taken alongside one or more substantial qualifications such as IT, Business, Mathematics and Engineering, in a 16–19 study programme. The qualification could be studied alongside A Levels or as a short professional development programme for adult learners who want to gain foundation knowledge before starting to retrain in the sector. The qualification develops a common core of knowledge in the sector through mandatory content. This common core covers content regarded as most important by employers, such as health, safety and welfare in construction and the built environment. Learners also have opportunity to study in more depth an optional unit of their choice, including Building Technology in Construction.

Pearson BTEC Level 3 Subsidiary Diploma in Construction and the Built Environment and BTEC Level 3 Subsidiary Diploma in Construction and the Built Environment (Surveying) – 60 credits

The BTEC Level 3 Subsidiary Diploma covers the underlying specialist principles of the construction sector. It offers flexibility and some choice of emphasis through the optional units. Learners have the opportunity to study in more depth a range of optional areas of their choice, including a specific pathway for Surveying in Construction. The BTEC Level 3 Subsidiary Diploma is broadly equivalent in size to one A Level. It is also suitable for learners who want to follow a vocational programme of study. When taken alongside other qualifications, the BTEC Level 3 Subsidiary Diploma enables learners to progress to higher education. The Surveying pathway is also approved for use in the Surveying, Property and Maintenance apprenticeship framework.

Pearson BTEC Level 3 90-credit Diploma in Construction and the Built Environment – 90 credits

The BTEC Level 3 90-credit Diploma broadens and expands the specialist work-related focus of the BTEC Level 3 Subsidiary Diploma.

The BTEC Level 3 90-credit Diploma encompasses the essential skills, knowledge and understanding needed to gain confidence and progression as a construction technician. It offers greater flexibility and a choice of emphasis through its optional units. It is broadly equivalent in size to 1.5 A Levels and if learners wish to progress. the following year can form the first year of study of the Extended Diploma. The qualification provides a programme of study manageable in a year so that learners gain work-ready skills. When taken alongside other qualifications, the BTEC Level 3 90-credit Diploma in Construction and the Built Environment enables learners to progress to higher education and to other professional development programmes. It is also suitable for mature learners who wish to follow a vocational programme of study as part of their continued professional development or who want to focus on employment in their chosen area of the construction sector.

Pearson BTEC Level 3 Diploma in Construction and the Built Environment – 120 credits

The BTEC Level 3 Diploma in Construction and the Built Environment is a specialist technical qualification. The qualification offers considerable coverage of the sector and offers a choice of three pathways: Construction and the Built Environment, Building Services Engineering and Civil Engineering. In each pathway, learners take extended mandatory and specialist content that relates to the precise area in civil engineering, construction or building services engineering in which they wish to specialise. There are a number of common units that learners can take across all three pathways, giving them the flexibility to study a broad curriculum.

The qualification is broadly equivalent in size to two A Levels and allows time in the curriculum to study other qualifications alongside it, for example Engineering, IT, Business, Physics. The qualification is also approved for use in apprenticeship frameworks (such as Construction Technical).

Pearson BTEC Level 3 Extended Diploma in Construction and the Built Environment – 180 credits

The BTEC Level 3 Extended Diploma extends and deepens the specialist work-related focus from the BTEC Level 3 90-credit Diploma and the BTEC Level 3 Diploma. The qualification offers three pathways: Construction and the Built Environment, Building Services Engineering and Civil Engineering. The pathways in the Extended Diploma build on the Diploma and give learners comprehensive coverage of the area to enable them to specialise further, but with many common units that allow flexibility to study a broad curriculum.

The qualification prepares learners for appropriate direct employment in the construction sector and is also suitable for learners who have decided to enter a particular specialist area of work.

The qualification is equivalent in size to three A Levels. Some learners may wish to gain the qualification in order to enter a specialist area of employment or to progress to a specialist degree. A significant proportion of recruitment in this sector is at graduate level and the qualification provides a well-established route into a variety of specialist higher education courses without the need for supplementary study.

National Occupational Standards

These BTEC qualifications are designed to provide much of the underpinning knowledge and understanding for the National Occupational Standards (NOS). They also develop practical skills in preparation for work and possible achievement of NVQs. NOS form the basis of National Vocational Qualifications (NVQs). The qualifications in this specification do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit identifies links to elements of the relevant NOS.

The Pearson BTEC Level 3 qualifications in Construction and the Built Environment (QCF) relate to the following NOS:

- Level 3 NOS in Building Environment Design
- Level 3 NOS in Transportation
- Level 3 NOS in Spatial Data Management
- Level 3 NOS in Construction Contracting Operations
- Level 3 NOS in Construction Plant and Equipment Supervision
- Level 3 NOS in Construction Site Supervision
- Level 3 NOS in Surveying, Property and Maintenance
- Level 3 NOS in Building Environment Development and Control

This qualification provides the underpinning knowledge and understanding for some aspects of the above NOS. See *Annexe D* for details of NOS mapping against units.

Structure of the Pearson BTEC Level 3 qualifications in this specification

This specification sets out the qualification structure for the following qualifications:

- Pearson BTEC Level 3 Certificate in Construction and the Built Environment (QCF)
- Pearson BTEC Level 3 Subsidiary Diploma in Construction and the Built Environment (QCF)
- Pearson BTEC Level 3 90-credit Diploma in Construction and the Built Environment (QCF)
- Pearson BTEC Level 3 Diploma in Construction and the Built Environment (QCF)
- Pearson BTEC Level 3 Extended Diploma in Construction and the Built Environment (QCF)
- Pearson BTEC Level 3 Subsidiary Diploma in Construction and the Built Environment (Surveying) (QCF)
- Pearson BTEC Level 3 Diploma in Construction and the Built Environment (Civil Engineering) (QCF)
- Pearson BTEC Level 3 Extended Diploma in Construction and the Built Environment (Civil Engineering) (QCF)
- Pearson BTEC Level 3 Diploma in Construction and the Built Environment (Building Services Engineering) (QCF)
- Pearson BTEC Level 3 Extended Diploma in Construction and the Built Environment (Building Services Engineering) (QCF)

When combining the units for a BTEC qualification, it is the centre's responsibility to adhere to the rules relating to the qualification's minimum requirements for mandatory and optional unit credits.

The units for the BTEC qualifications in this specification are available on our website. For further details, go to our *BTEC Nationals* page at qualifications.pearson.com.

Pearson BTEC Level 3 Certificate in Construction and the Built Environment (QCF) (180 GLH)

Total qualification: 30 credits

Optional units: 30 credits

Learners must achieve optional units totalling 30 unit credits:

- at least 10 unit credits must be selected from optional units group A and 10 credits from optional units group B.
- the remaining 10 unit credits can be selected from either group A or group B.

Note: A maximum of five unit credits can come from other Level 3 BTEC (QCF) units to meet local needs.

Pearson BTEC Level 3 Certificate in Construction and the Built Environment (QCF)				
Unit	**Optional units A**	**GLH**	**Credit**	**Level**
	Minimum 10 credits Maximum 20 credits			
1	Health, Safety and Welfare in Construction and the Built Environment	**60**	**10**	**3**
2	Sustainable Construction	**60**	**10**	**3**
3	Mathematics in Construction and the Built Environment	**60**	**10**	**3**
4	Science and Materials in Construction and the Built Environment	**60**	**10**	**3**
	Optional units B			
	Minimum 10 credits Maximum 20 credits			
5	Construction Technology and Design in Construction and Civil Engineering	**60**	**10**	**3**
6	Building Technology in Construction	**60**	**10**	**3**
10	Surveying in Construction and Civil Engineering	**60**	**10**	**3**
29	Construction in Civil Engineering	**60**	**10**	**3**
32	Building Services Control Systems	**60**	**10**	**3**
33	Building Services Science	**60**	**10**	**3**

Pearson BTEC Level 3 Subsidiary Diploma in Construction and the Built Environment (QCF) (360 GLH)

Total qualification: 60 credits

Optional units: 60 credits

Learners must achieve optional units totalling 60 unit credits:

- at least 20 unit credits must be selected from optional units group A and 20 credits from optional units group B.
- the remaining 20 unit credits can be selected from either group A or group B.

Note: At least 45 unit credits must be at Level 3 or above. A maximum of 15 unit credits can come from other Level 3 BTEC (QCF) units to meet local needs.

Pearson BTEC Level 3 Subsidiary Diploma in Construction and the Built Environment (QCF)				
Unit	**Optional units A**	**GLH**	**Unit**	**Level**
	Minimum 20 credits Maximum 40 credits			
1	Health, Safety and Welfare in Construction and the Built Environment	**60**	**10**	**3**
2	Sustainable Construction	**60**	**10**	**3**
3	Mathematics in Construction and the Built Environment	**60**	**10**	**3**
4	Science and Materials in Construction and the Built Environment	**60**	**10**	**3**
	Optional units B			
	Minimum 20 credits Maximum 40 credits			
5	Construction Technology and Design in Construction and Civil Engineering	**60**	**10**	**3**
6	Building Technology in Construction	**60**	**10**	**3**
10	Surveying in Construction and Civil Engineering	**60**	**10**	**3**
29	Construction in Civil Engineering	**60**	**10**	**3**
32	Building Services Control Systems	**60**	**10**	**3**
33	Building Services Science	**60**	**10**	**3**

Pearson BTEC Level 3 90-credit Diploma in Construction and the Built Environment (QCF) (540 GLH)

Total qualification: 90 credits

Mandatory units: 40 credits

Learners must achieve the four mandatory units totalling 40 unit credits.

Optional units: 50 credits

Learners must achieve optional units totalling 50 unit credits:

- learners must achieve optional units totalling 50 credits from either group A or group B
- learners who wish to progress to the Diploma or Extended Diploma must ensure that the selected optional units are relevant for the pathway.

Note: At least 80 unit credits must be at Level 3 or above. A maximum of 10 unit credits can come from other Level 3 BTEC (QCF) units to meet local needs.

Pearson BTEC Level 3 90-credit Diploma in Construction and the Built Environment (QCF)				
Unit	**Mandatory units**	**GLH**	**Credit**	**Level**
1	Health, Safety and Welfare in Construction and the Built Environment	**60**	**10**	**3**
2	Sustainable Construction	**60**	**10**	**3**
3	Mathematics in Construction and the Built Environment	**60**	**10**	**3**
4	Science and Materials in Construction and the Built Environment	**60**	**10**	**3**
	Optional units A			
6	Building Technology in Construction	**60**	**10**	**3**
7	Project Management in Construction and the Built Environment	**60**	**10**	**3**
8	Graphical Detailing in Construction and the Built Environment	**60**	**10**	**3**
9	Measuring, Estimating and Tendering Processes in Construction and the Built Environment	**60**	**10**	**3**
10	Surveying in Construction and Civil Engineering	**60**	**10**	**3**
12	Setting Out Processes in Construction and Civil Engineering	**60**	**10**	**3**
13	The Underpinning Science for the Provision of Human Comfort in Buildings	**60**	**10**	**3**
14	Structural Mechanics in Construction and Civil Engineering	**60**	**10**	**3**
15	Building Surveying in Construction	**60**	**10**	**3**
16	Mechanical and Electrical Services in Construction	**60**	**10**	**3**
17	Building Regulations and Control in Construction	**60**	**10**	**3**
18	Computer-Aided Drafting and Design for Construction	**60**	**10**	**3**
19	Further Mathematics in Construction and the Built Environment	**60**	**10**	**3**
20	Property Valuation in Construction	**60**	**10**	**3**
21	Project in Construction and the Built Environment	**60**	**10**	**3**
22	Design Procedures in Construction	**60**	**10**	**3**
25	Property Law in Construction	**60**	**10**	**3**
28	Topographic Surveying in Construction and Civil Engineering	**60**	**10**	**3**
29	Construction in Civil Engineering	**60**	**10**	**3**
32	Building Services Control Systems	**60**	**10**	**3**
33	Building Services Science	**60**	**10**	**3**

Pearson BTEC Level 3 90-credit Diploma in Construction and the Built Environment (QCF)				
Unit	**Optional units A** *(continued)*	**GLH**	**Credit**	**Level**
43	Employment Framework in the Built Environment	**60**	**10**	**3**
54	Information and Communication Technology for Construction and the Built Environment	**60**	**10**	**3**
	Optional units B			
44	Conversion and Adaptation of Buildings	**60**	**10**	**3**
45	Principals and Applications of Management Techniques in the Construction Industry	**60**	**10**	**3**
46	Tendering and Estimating in Construction	**60**	**10**	**3**
47	Measurement Techniques in Construction	**60**	**10**	**3**
48	Structural Behaviour and Detailing for Construction	**60**	**10**	**3**
49	Construction Design Procedures	**60**	**10**	**3**
50	Construction Design Technology	**60**	**10**	**3**
51	Civil Engineering Construction	**60**	**10**	**3**

Please note that some units that are available in the Subsidiary Diploma (60 credits) and the Diploma (120 credits) are not offered in the 90-credit Diploma qualification. Learners can only claim the 90-credit Diploma using units that are available in this size.

Pearson BTEC Level 3 Diploma in Construction and the Built Environment (QCF) (720 GLH)

Total qualification: 120 credits

Mandatory units: 60 credits

Learners must achieve the six mandatory units totalling 60 unit credits.

Optional units: 60 credits

Learners must achieve optional units totalling 60 unit credits:

- learners must achieve optional units totalling 60 credits from either group A or group B.

Note: At least 90 unit credits must be at Level 3 or above. A maximum of 30 unit credits can come from other Level 3 BTEC (QCF) units to meet local needs.

Pearson BTEC Level 3 Diploma in Construction and the Built Environment (QCF)				
Unit	**Mandatory units**	**GLH**	**Credit**	**Level**
1	Health, Safety and Welfare in Construction and the Built Environment	**60**	**10**	**3**
2	Sustainable Construction	**60**	**10**	**3**
3	Mathematics in Construction and the Built Environment	**60**	**10**	**3**
4	Science and Materials in Construction and the Built Environment	**60**	**10**	**3**
5	Construction Technology and Design in Construction and Civil Engineering	**60**	**10**	**3**
6	Building Technology in Construction	**60**	**10**	**3**
	Optional units A			
7	Project Management in Construction and the Built Environment	**60**	**10**	**3**
8	Graphical Detailing in Construction and the Built Environment	**60**	**10**	**3**
9	Measuring, Estimating and Tendering Processes in Construction and the Built Environment	**60**	**10**	**3**
10	Surveying in Construction and Civil Engineering	**60**	**10**	**3**
12	Setting Out Processes in Construction and Civil Engineering	**60**	**10**	**3**
13	The Underpinning Science for the Provision of Human Comfort in Buildings	**60**	**10**	**3**
14	Structural Mechanics in Construction and Civil Engineering	**60**	**10**	**3**
15	Building Surveying in Construction	**60**	**10**	**3**
16	Mechanical and Electrical Services in Construction	**60**	**10**	**3**
17	Building Regulations and Control in Construction	**60**	**10**	**3**
18	Computer-Aided Drafting and Design for Construction	**60**	**10**	**3**
19	Further Mathematics in Construction and the Built Environment	**60**	**10**	**3**
20	Property Valuation in Construction	**60**	**10**	**3**
21	Project in Construction and the Built Environment	**60**	**10**	**3**
22	Design Procedures in Construction	**60**	**10**	**3**
24	Planning Procedures in Construction	**60**	**10**	**3**
25	Property Law in Construction	**60**	**10**	**3**
26	Geographical Information Systems in Construction	**60**	**10**	**3**
27	Surveying Technology in Construction and Civil Engineering	**60**	**10**	**3**
28	Topographic Surveying in Construction and Civil Engineering	**60**	**10**	**3**

Pearson BTEC Level 3 Diploma in Construction and the Built Environment (QCF)				
Unit	**Optional units A** *(continued)*	**GLH**	**Credit**	**Level**
43	Employment Framework in the Built Environment	**60**	**10**	**3**
53	Personal and Professional Development in the Built Environment	**60**	**10**	**3**
54	Information and Communication Technology for Construction and the Built Environment	**60**	**10**	**2**
	Optional units B			
44	Conversion and Adaptation of Buildings	**60**	**10**	**3**
45	Principals and Applications of Management Techniques in the Construction Industry	**60**	**10**	**3**
46	Tendering and Estimating in Construction	**60**	**10**	**3**
47	Measurement Techniques in Construction	**60**	**10**	**3**
48	Structural Behaviour and Detailing for Construction	**60**	**10**	**3**
49	Construction Design Procedures	**60**	**10**	**3**
50	Construction Design Technology	**60**	**10**	**3**
51	Civil Engineering Construction	**60**	**10**	**3**

Pearson BTEC Level 3 Extended Diploma in Construction and the Built Environment (QCF) (1080 GLH)

Total qualification: 180 credits

Mandatory units: 60 credits

Learners must achieve the six mandatory units totalling 60 unit credits.

Optional units: 120 credits

Learners must achieve optional units totalling 120 unit credits:

- a maximum of four units can be selected from optional units group B.

Note: At least 135 unit credits must be at Level 3 or above. A maximum of 30 unit credits can come from other Level 3 BTEC (QCF) units to meet local needs.

Pearson BTEC Level 3 Extended Diploma in Construction and the Built Environment (QCF)				
Unit	**Mandatory units**	**GLH**	**Credit**	**Level**
1	Health, Safety and Welfare in Construction and the Built Environment	**60**	**10**	**3**
2	Sustainable Construction	**60**	**10**	**3**
3	Mathematics in Construction and the Built Environment	**60**	**10**	**3**
4	Science and Materials in Construction and the Built Environment	**60**	**10**	**3**
5	Construction Technology and Design in Construction and Civil Engineering	**60**	**10**	**3**
6	Building Technology in Construction	**60**	**10**	**3**
	Optional units A			
7	Project Management in Construction and the Built Environment	**60**	**10**	**3**
8	Graphical Detailing in Construction and the Built Environment	**60**	**10**	**3**
9	Measuring, Estimating and Tendering Processes in Construction and the Built Environment	**60**	**10**	**3**
10	Surveying in Construction and Civil Engineering	**60**	**10**	**3**
11	Economics and Finance in Construction and Civil Engineering	**60**	**10**	**3**
12	Setting Out Processes in Construction and Civil Engineering	**60**	**10**	**3**
13	The Underpinning Science for the Provision of Human Comfort in Buildings	**60**	**10**	**3**
14	Structural Mechanics in Construction and Civil Engineering	**60**	**10**	**3**
15	Building Surveying in Construction	**60**	**10**	**3**
16	Mechanical and Electrical Services in Construction	**60**	**10**	**3**
17	Building Regulations and Control in Construction	**60**	**10**	**3**
18	Computer-Aided Drafting and Design for Construction	**60**	**10**	**3**
19	Further Mathematics in Construction and the Built Environment	**60**	**10**	**3**
20	Property Valuation in Construction	**60**	**10**	**3**
21	Project in Construction and the Built Environment	**60**	**10**	**3**
22	Design Procedures in Construction	**60**	**10**	**3**
23	Spatial Data Techniques in Construction and Civil Engineering	**60**	**10**	**3**
24	Planning Procedures in Construction	**60**	**10**	**3**
25	Property Law in Construction	**60**	**10**	**3**
26	Geographical Information Systems in Construction	**60**	**10**	**3**

Pearson BTEC Level 3 Extended Diploma in Construction and the Built Environment (QCF)				
	Optional units A *(continued)*	**GLH**	**Credit**	**Level**
27	Surveying Technology in Construction and Civil Engineering	**60**	**10**	**3**
28	Topographic Surveying in Construction and Civil Engineering	**60**	**10**	**3**
43	Employment Framework in the Built Environment	**60**	**10**	**3**
53	Personal and Professional Development in the Built Environment	**60**	**10**	**3**
54	Information and Communication Technology for Construction and the Built Environment	**60**	**10**	**2**
	Optional units B			
44	Conversion and Adaptation of Buildings	**60**	**10**	**3**
45	Principals and Applications of Management Techniques in the Construction Industry	**60**	**10**	**3**
46	Tendering and Estimating in Construction	**60**	**10**	**3**
47	Measurement Techniques in Construction	**60**	**10**	**3**
48	Structural Behaviour and Detailing for Construction	**60**	**10**	**3**
49	Construction Design Procedures	**60**	**10**	**3**
50	Construction Design Technology	**60**	**10**	**3**
51	Civil Engineering Construction	**60**	**10**	**3**

Pearson BTEC Level 3 Subsidiary Diploma in Construction and the Built Environment (Surveying) (QCF) (360 GLH)

Total qualification: 60 credits

Optional units: 60 credits

Learners must achieve six optional units totalling 60 unit credits:

- at least 20 unit credits must be selected from optional units group A and 20 unit credits from optional units group B
- the remaining 20 unit credits can be selected from either group A or group B.

Note: At least 45 unit credits must be at Level 3 or above. A maximum of 15 unit credits can come from other Level 3 BTEC (QCF) units to meet local needs.

Pearson BTEC Level 3 Subsidiary Diploma in Construction and the Built Environment (Surveying) (QCF)				
Unit	**Optional units A**	**GLH**	**Unit**	**Level**
	Minimum 20 credits Maximum 40 credits			
1	Health, Safety and Welfare in Construction and the Built Environment	**60**	**10**	**3**
2	Sustainable Construction	**60**	**10**	**3**
3	Mathematics in Construction and the Built Environment	**60**	**10**	**3**
4	Science and Materials in Construction and the Built Environment	**60**	**10**	**3**
	Optional units B			
	Minimum 20 credits Maximum 40 credits	**60**	**10**	**3**
7	Project Management in Construction and the Built Environment	**60**	**10**	**3**
6	Building Technology in Construction	**60**	**10**	**3**
9	Measuring, Estimating and Tendering Processes in Construction and the Built Environment	**60**	**10**	**3**
10	Surveying in Construction and Civil Engineering	**60**	**10**	**3**
12	Setting Out Processes in Construction and Civil Engineering	**60**	**10**	**3**
15	Building Surveying in Construction	**60**	**10**	**3**
16	Mechanical and Electrical Services in Construction	**60**	**10**	**3**
17	Building Regulations and Control in Construction	**60**	**10**	**3**
18	Computer-Aided Drafting and Design for Construction	**60**	**10**	**3**
20	Property Valuation in Construction	**60**	**10**	**3**
23	Spatial Data Techniques in Construction and Civil Engineeringt	**60**	**10**	**3**
25	Property Law in Construction	**60**	**10**	**3**
26	Geographical Information Systems in Construction	**60**	**10**	**3**
27	Surveying Technology in Construction and Civil Engineering	**60**	**10**	**3**
28	Topographic Surveying in Construction and Civil Engineering	**60**	**10**	**3**
44	Conversion and Adaptation of Buildings	**60**	**10**	**3**
46	Tendering and Estimating in Construction	**60**	**10**	**3**
47	Measurement Techniques in Construction	**60**	**10**	**3**

Pearson BTEC Level 3 Diploma in Construction and the Built Environment (Civil Engineering) (QCF) (720 GLH)

Total qualification: 120 credits

Mandatory units: 70 credits

Learners must achieve the seven mandatory units totalling 70 unit credits.

Optional units: 50 credits

Learners must achieve optional units totalling 50 unit credits.

Note: At least 90 unit credits must be at Level 3 or above. A maximum of 30 unit credits can come from other Level 3 BTEC (QCF) units to meet local needs.

Pearson BTEC Level 3 Diploma in Construction and the Built Environment (Civil Engineering) (QCF)				
Unit	**Mandatory units**	**GLH**	**Credit**	**Level**
1	Health, Safety and Welfare in Construction and the Built Environment	**60**	**10**	**3**
2	Sustainable Construction	**60**	**10**	**3**
3	Mathematics in Construction and the Built Environment	**60**	**10**	**3**
4	Science and Materials in Construction and the Built Environment	**60**	**10**	**3**
5	Construction Technology and Design in Construction and Civil Engineering	**60**	**10**	**3**
10	Surveying in Construction and Civil Engineering	**60**	**10**	**3**
29	Construction in Civil Engineering	**60**	**10**	**3**
	Optional units			
8	Graphical Detailing in Construction and the Built Environment	**60**	**10**	**3**
12	Setting Out Processes in Construction and Civil Engineering	**60**	**10**	**3**
14	Structural Mechanics in Construction and Civil Engineering	**60**	**10**	**3**
18	Computer-Aided Drafting and Design for Construction	**60**	**10**	**3**
19	Further Mathematics in Construction and the Built Environment	**60**	**10**	**3**
21	Project in Construction and the Built Environment	**60**	**10**	**3**
30	Public Health Engineering in Civil Engineering	**60**	**10**	**3**
31	Highway Construction and Maintenance in Civil Engineering	**60**	**10**	**3**
43	Employment Framework in the Built Environment	**60**	**10**	**3**
46	Tendering and Estimating in Construction	**60**	**10**	**3**
47	Measurement Techniques in Construction	**60**	**10**	**3**
51	Civil Engineering Construction	**60**	**10**	**3**
52	Structural Analysis and Design in Construction	**60**	**10**	**3**
53	Personal and Professional Development in the Built Environment	**60**	**10**	**3**
54	Information and Communication Technology for Construction and the Built Environment	**60**	**10**	**2**

Pearson BTEC Level 3 Extended Diploma in Construction and the Built Environment (Civil Engineering) (QCF) (1080 GLH)

Total qualification: 180 credits

Mandatory units: 70 credits

Learners must achieve the seven mandatory units totalling 70 unit credits.

Optional units: 110 credits

Learners must achieve optional units totalling 110 unit credits.

Note: At least 135 unit credits must be at Level 3 or above. A maximum of 30 unit credits can come from other Level 3 BTEC (QCF) units to meet local needs.

Pearson BTEC Level 3 Extended Diploma in Construction and the Built Environment (Civil Engineering) (QCF)				
Unit	**Mandatory units**	**GLH**	**Credit**	**Level**
1	Health, Safety and Welfare in Construction and the Built Environment	**60**	**10**	**3**
2	Sustainable Construction	**60**	**10**	**3**
3	Mathematics in Construction and the Built Environment	**60**	**10**	**3**
4	Science and Materials in Construction and the Built Environment	**60**	**10**	**3**
5	Construction Technology and Design in Construction and Civil Engineering	**60**	**10**	**3**
10	Surveying in Construction and Civil Engineering	**60**	**10**	**3**
29	Construction in Civil Engineering	**60**	**10**	**3**
	Optional units			
7	Project Management in Construction and the Built Environment	**60**	**10**	**3**
8	Graphical Detailing in Construction and the Built Environment	**60**	**10**	**3**
9	Measuring, Estimating and Tendering Processes in Construction and the Built Environment	**60**	**10**	**3**
11	Economics and Finance in Construction and Civil Engineering	**60**	**10**	**3**
12	Setting Out Processes in Construction and Civil Engineering	**60**	**10**	**3**
14	Structural Mechanics in Construction and Civil Engineering	**60**	**10**	**3**
16	Mechanical and Electrical Services in Construction	**60**	**10**	**3**
17	Building Regulations and Control in Construction	**60**	**10**	**3**
18	Computer-Aided Drafting and Design for Construction	**60**	**10**	**3**
19	Further Mathematics in Construction and the Built Environment	**60**	**10**	**3**
20	Property Valuation in Construction	**60**	**10**	**3**
21	Project in Construction and the Built Environment	**60**	**10**	**3**
23	Spatial Data Techniques in Construction and Civil Engineering	**60**	**10**	**3**
27	Surveying Technology in Construction and Civil Engineering	**60**	**10**	**3**
28	Topographic Surveying in Construction and Civil Engineering	**60**	**10**	**3**
30	Public Health Engineering in Civil Engineering	**60**	**10**	**3**
31	Highway Construction and Maintenance in Civil Engineering	**60**	**10**	**3**
43	Employment Framework in the Built Environment	**60**	**10**	**3**
46	Tendering and Estimating in Construction	**60**	**10**	**3**
47	Measurement Techniques in Construction	**60**	**10**	**3**

Pearson BTEC Level 3 Extended Diploma in Construction and the Built Environment (Civil Engineering) (QCF)				
	Optional units *(continued)*	**GLH**	**Credit**	**Level**
51	Civil Engineering Construction	**60**	**10**	**3**
52	Structural Analysis and Design in Construction	**60**	**10**	**3**
53	Personal and Professional Development in the Built Environment	**60**	**10**	**3**
54	Information and Communication Technology for Construction and the Built Environment	**60**	**10**	**2**

Pearson BTEC Level 3 Diploma in Construction and the Built Environment (Building Services Engineering) (QCF) (720 GLH)

Total qualification: 120 credits

Mandatory units: 60 credits

Learners must achieve the six mandatory units totalling 60 unit credits.

Optional units: 60 credits

Learners must achieve optional units totalling 60 unit credits.

Note: At least 90 unit credits must be at Level 3 or above. A maximum of 30 unit credits can come from other Level 3 BTEC (QCF) units to meet local needs.

Pearson BTEC Level 3 Diploma in Construction and the Built Environment (Building Services Engineering) (QCF)				
Unit	**Mandatory units**	**GLH**	**Credit**	**Level**
1	Health, Safety and Welfare in Construction and the Built Environment	**60**	**10**	**3**
2	Sustainable Construction	**60**	**10**	**3**
3	Mathematics in Construction and the Built Environment	**60**	**10**	**3**
4	Science and Materials in Construction and the Built Environment	**60**	**10**	**3**
32	Building Services Control Systems	**60**	**10**	**3**
33	Building Services Science	**60**	**10**	**3**
Unit	**Optional units**			
5	Construction Technology and Design in Construction and Civil Engineering	**60**	**10**	**3**
8	Graphical Detailing in Construction and the Built Environment	**60**	**10**	**3**
10	Surveying in Construction and Civil Engineering	**60**	**10**	**3**
19	Further Mathematics in Construction and the Built Environment	**60**	**10**	**3**
21	Project in Construction and the Built Environment	**60**	**10**	**3**
34	Low Temperature Hot Water Heating in Building Services Engineering	**60**	**10**	**3**
35	Ventilation and Air Conditioning Design in Building Services Engineering	**60**	**10**	**3**
36	Fluids - Static and Dynamic in Building Services Engineering	**60**	**10**	**3**
37	Refrigeration Technology in Building Services Engineering	**60**	**10**	**3**
38	Plumbing Technology in Building Services Engineering	**60**	**10**	**3**
39	Electrical Principles in Building Services Engineering	**60**	**10**	**3**
40	Electrical Installation Standards and Components in Building Services Engineering	**60**	**10**	**3**
41	Electrical Installation Design in Building Services Engineering	**60**	**10**	**3**
42	Commissioning Electrical Installations in Building Services Engineering	**60**	**10**	**3**
43	Employment Framework in the Built Environment	**60**	**10**	**3**
46	Tendering and Estimating in Construction	**60**	**10**	**3**
47	Measurement Techniques in Construction	**60**	**10**	**3**
53	Personal and Professional Development in the Built Environment	**60**	**10**	**3**
54	Information and Communication Technology in Construction and the Built Environment	**60**	**10**	**2**

Pearson BTEC Level 3 Extended Diploma in Construction and the Built Environment (Building Services Engineering) (QCF) (1080 GLH)

Total qualification: 180 credits

Mandatory units: 60 credits

Learners must achieve the six mandatory units totalling 60 unit credits.

Optional units: 120 credits

Learners must achieve optional units totalling 120 unit credits.

Note: At least 135 unit credits must be at Level 3 or above. A maximum of 30 unit credits can come from other Level 3 BTEC (QCF) units to meet local needs.

Pearson BTEC Level 3 Extended Diploma in Construction and the Built Environment (Building Services Engineering) (QCF)				
Unit	**Optional units**	**GLH**	**Credit**	**Level**
1	Health, Safety and Welfare in Construction and the Built Environment	**60**	**10**	**3**
2	Sustainable Construction	**60**	**10**	**3**
3	Mathematics in Construction and the Built Environment	**60**	**10**	**3**
4	Science and Materials in Construction and the Built Environment	**60**	**10**	**3**
32	Building Services Control Systems	**60**	**10**	**3**
33	Building Services Science	**60**	**10**	**3**
Unit	**Optional units**			
5	Construction Technology and Design in Construction and Civil Engineering	**60**	**10**	**3**
7	Project Management in Construction and the Built Environment	**60**	**10**	**3**
8	Graphical Detailing in Construction and the Built Environment	**60**	**10**	**3**
9	Measuring, Estimating and Tendering Processes in Construction and the Built Environment	**60**	**10**	**3**
10	Surveying in Construction and Civil Engineering	**60**	**10**	**3**
18	Computer-aided Drafting and Design for Construction	**60**	**10**	**3**
19	Further Mathematics in Construction and the Built Environment	**60**	**10**	**3**
21	Project in Construction and the Built Environment	**60**	**10**	**3**
34	Low Temperature Hot Water Heating in Building Services Engineering	**60**	**10**	**3**
35	Ventilation and Air Conditioning Design in Building Services Engineering	**60**	**10**	**3**
36	Fluids – Static and Dynamic in Building Services Engineering	**60**	**10**	**3**
37	Refrigeration Technology in Building Services Engineering	**60**	**10**	**3**
38	Plumbing Technology in Building Services Engineering	**60**	**10**	**3**
39	Electrical Principles in Building Services Engineering	**60**	**10**	**3**
40	Electrical Installation Standards and Components in Building Services Engineering	**60**	**10**	**3**
41	Electrical Installation Design in Building Services Engineering	**60**	**10**	**3**
42	Commissioning Electrical Installations in Building Services Engineering	**60**	**10**	**3**
43	Employment Framework in the Built Environment	**60**	**10**	**3**
46	Tendering and Estimating in Construction	**60**	**10**	**3**
47	Measurement Techniques in Construction	**60**	**10**	**3**

Pearson BTEC Level 3 Extended Diploma in Construction and the Built Environment (Building Services Engineering) (QCF)				
	Optional units *(continued)*	**GLH**	**Credit**	**Level**
53	Personal and Professional Development in the Built Environment	**60**	**10**	**3**
54	Information and Communication Technology for Construction and the Built Environment	**60**	**10**	**2**

Assessment and grading

All units are internally assessed in the BTEC qualifications in this specification.

All assessment for the BTEC qualifications in this specification is criterion referenced, based on the achievement of specified learning outcomes. Each unit has specified assessment and grading criteria which are used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass' a learner must have satisfied **all** the pass assessment criteria
- to achieve a 'merit' a learner must additionally have satisfied **all** the merit grading criteria
- to achieve a 'distinction' a learner must additionally have satisfied **all** the distinction grading criteria.

Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'.

Grading domains

The grading criteria are developed in relation to grading domains which are exemplified by a number of indicative characteristics at the level of the qualification.

There are four BTEC grading domains:

- application of knowledge and understanding
- development of practical and technical skills
- personal development for occupational roles
- application of generic skills.

Please refer to *Annexe A,* which shows the merit and distinction indicative characteristics.

Guidance

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

- meet the assessment and grading criteria; and
- achieve the learning outcomes in the units.

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

Centres are encouraged to emphasise the practical application of the assessment and grading criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities and work experience. It is important that assignments are fit for purpose as they are vital to achievement.

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

When looking at the assessment and grading grids and when designing assignments, centres are encouraged to identify common topics and themes.

The units include guidance on appropriate assessment methodology. A central feature of vocational assessment is that it allows for assessment to be:

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

Calculation of the qualification grade

Pass qualification grade

Learners who achieve the minimum eligible points, will achieve the qualification at a pass grade (see *Structure of the Pearson BTEC Level qualifications in this specification*).

Qualification grades above pass grade

Learners will be awarded a merit or distinction or distinction* qualification grade (or combination of these grades appropriate to the qualification) by the aggregation of points gained through the successful achievement of individual units. The number of points available is dependent on the unit level and grade achieved, and the credit size of the unit (as shown in the *points available for unit credits achieved at different levels and unit grades* below).

Points available for unit credits achieved at different levels and unit grades

The table below shows the **number of points scored per unit credit** at the unit level and grade.

Unit level	Points per unit credit		
	Pass	Merit	Distinction
Level 2	5	6	7
Level 3	**7**	**8**	**9**
Level 4	9	10	11

Learners who achieve the correct number of points within the ranges shown in the *Qualification grade* table will achieve the qualification merit or distinction or distinction* grade (or combinations of these grades appropriate to the qualification).

Qualification grade

BTEC Level 3 Certificate

Points range above pass grade	Grade	
230–249	Merit	M
250–259	Distinction	D
260 and above	Distinction*	D*

BTEC Level 3 Subsidiary Diploma

Points range above pass grade	Grade	
460–499	Merit	M
500–519	Distinction	D
520 and above	Distinction*	D*

BTEC Level 3 90-credit Diploma

Points range above pass grade	Grade
660–689	MP
690–719	MM
720–749	DM
750–769	DD
770–789	D*D
790 and above	D*D*

BTEC Level 3 Diploma

Points range above pass grade	Grade
880–919	MP
920–959	MM
960–999	DM
1000–1029	DD
1030–1059	D*D
1060 and above	D*D*

BTEC Level 3 Extended Diploma

Points range above pass grade	Grade
1300–1339	MPP
1340–1379	MMP
1380–1419	MMM
1420–1459	DMM
1460–1499	DDM
1500–1529	DDD
1530–1559	D*DD
1560–1589	D*D*D
1590 and above	D*D*D*

Please refer to *Annexe F* for examples of calculation of qualification grade above pass grade.

Quality assurance of centres

Pearson's qualification specifications set out the standard to be achieved by each learner in order for them to gain the qualification. This is done throughout the learning outcomes, and assessment and grading criteria in each unit. Further guidance on delivery and assessment is given in the *Essential guidance for tutors* section in each unit. This section is designed to provide guidance related to the unit to support tutors, deliverers and assessors and to provide coherence of understanding and a consistency of delivery and assessment.

Approval

Centres that have not previously offered BTEC qualifications will first need to apply for, and be granted, centre approval before they can apply for approval to offer the programme.

When a centre applies for approval to offer a BTEC qualification they are required to enter into an approvals agreement.

The approvals agreement is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Sanctions and tariffs may be applied if centres do not comply with the agreement. Ultimately, this could result in the suspension of certification or withdrawal of approval.

Centres will be allowed 'accelerated approval' for a new programme where the centre already has approval for a programme that is being replaced by the new programme.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre and must have approval for programmes or groups of programmes that it is operating
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities intended to exemplify the processes required for effective assessment and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers; planning, monitoring and recording of assessment processes; and for dealing with special circumstances, appeals and malpractice.

The approach of quality assured assessment is made through a partnership between an approved centre and Pearson. We are committed to ensuring that we follow best practice and employ appropriate technology to support quality assurance processes where practicable. Therefore, the specific arrangements for working with centres will vary. We seek to ensure that the quality assurance processes that we use do not place undue bureaucratic processes on centres and we work to support centres in providing robust quality assurance processes.

Pearson monitors and supports centres in the effective operation of assessment and quality assurance. The methods which we use to do this for these BTEC programmes include:

- ensuring that all centres have completed appropriate declarations at the time of approval undertaking approval visits to centres where necessary
- the requirement that all centres appoint a Lead Internal Verifier for designated groups of programmes and that the Lead Internal Verifier is trained and supported in carrying out the role
- the requirement that the Lead Internal Verifier completes compulsory online standardisation related to assessment and verification decisions for the designated programme
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- overarching review and assessment of a centre's strategy for assessing and quality assuring its BTEC programmes.

Pearson Quality Assurance Handbook

Centres should refer to the *Pearson Quality Assurance Handbook* for detailed guidance.

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

Centres that do not fully address and maintain rigorous approaches to quality assurance will be prevented from seeking certification for individual programmes or for all BTEC programmes. Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

Pearson BTEC Centre Guide to Internal Assessment

For further information regarding malpractice and appeals, please see Pearson's *BTEC Centre Guide to Internal Assessment*, available on our website.

Programme design and delivery

The BTEC qualifications in this specification consist of mandatory units and optional units. Optional units are designed to provide a focus to the qualification and more specialist opportunities.

In BTEC qualifications each unit has a number of **Guided Learning Hours** and centres are advised to take this into account when planning the programme of study associated with this specification.

Mode of delivery

Pearson does not define the mode of study for the BTEC qualifications in this specification. Centres are free to offer the qualifications using any mode of delivery (such as full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

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

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

Resources

The BTEC qualifications in this specification are designed to prepare learners for employment in specific occupational sectors. Physical resources need to support the delivery of the programme and the proper assessment of the learning outcomes and should, therefore, normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

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

An outline learning plan is included in every unit as guidance to demonstrate one way of planning the delivery and assessment of the unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.

Where the qualification has been designated and approved as a Technical Certificate and forms part of an Apprenticeship scheme, particular care needs to be taken to build strong links between the learning and assessment for the BTEC qualification and the related NVQs and Functional Skills that also contribute to the scheme.

Meeting local needs

Centres should note that the qualifications set out in this specification have been developed in consultation with centres, employers and the Sector Skills Councils or standards setting bodies for the relevant sector. To meet learners' needs, and local skills and training needs, centres should make maximum use of the choice available to them in the optional units. However, in certain circumstances, the optional units given in this specification might not allow centres to meet a local need. In this situation, centres are allowed to seek approval to use units from other BTEC (QCF) qualifications; this is called Meeting Local Needs (MLN).

The following conditions must be met when using units from other BTEC (QCF) qualifications for MLN purposes:

- centres must seek approval from Pearson before delivering or assessing units from other qualifications, they must do this before 31st January in each academic year
- MLN units cannot replace mandatory units
- units must be from BTEC (QCF) qualifications only
- the coherence, purpose and vocational focus of the qualifications must be maintained
- the content of MLN units cannot overlap with content in units already available in the qualification structure
- the number and level of units used must comply with the rules set out in the qualification structures.

The process of seeking MLN approval:

- check the rules for MLN in the specification
- submit an MLN request to Pearson. This should outline the rationale for the proposed units, explaining how the change is important for learners and how the viability and vocational purpose of the qualification will be retained
- wait for approval from Pearson before delivering or assessing the units.

For the Level 3 qualifications in this specification, the meeting local needs allowance for each qualification size is:

Pearson BTEC Level 3 Certificate in Construction and the Built Environment (QCF)

Optional units with a credit value up to five can come from other Level 3 BTEC qualifications.

Pearson BTEC Level 3 Subsidiary Diploma in Construction and the Built Environment (QCF)

Optional units with a credit value up to 15 can come from other Level 3 BTEC qualifications.

Pearson BTEC Level 3 90-credit Diploma in Construction and the Built Environment (QCF)

Optional units with a credit value up to 10 can come from other Level 3 BTEC qualifications.

Pearson BTEC Level 3 Diploma in Construction and the Built Environment (QCF)

Optional units with a credit value up to 30 can come from other Level 3 BTEC qualifications.

Pearson BTEC Level 3 Extended Diploma in Construction and the Built Environment (QCF)

Optional units with a credit value up to 30 can come from other Level 3 BTEC qualifications.

Functional Skills

The BTEC qualifications in this specification give learners opportunities to develop and apply Functional Skills.

Functional Skills are offered as stand-alone qualifications at Level 2. See individual units for opportunities to cover ICT, Mathematics and English Functional Skills.

Personal, learning and thinking skills

Opportunities are available to develop personal, learning and thinking skills (PLTS) within a sector-related context. PLTS are identified in brackets after the unit pass criteria to which they are associated and they are also mapped in *Annexe B*. Further opportunities for learners to demonstrate these skills may arise as they progress through their learning.

Access and recruitment

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

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

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

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a Level 3 qualification. For learners who have recently been in education, the profile is likely to include one of the following:

- a BTEC Level 2 qualification in Construction and the Built Environment (QCF) or a related vocational area
- a standard of literacy and numeracy supported by a general education equivalent to four GCSEs at grade 9–4
- other related Level 2 qualifications
- related work experience.

More mature learners may present a more varied profile of achievement that is likely to include experience of paid and/or unpaid employment.

Restrictions on learner entry

Most BTEC qualifications are for learners aged 16 years and over.

In particular sectors, the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to Disclosure and Barring Service (DBS) checks.

The BTEC qualifications in this specification are listed on the DfE funding lists under Section 96 of the Learning and Skills Act 2000.

Access to qualifications and assessments

We are committed to working with centres that deliver our qualifications to ensure that duties under the Equality Act 2010 (UK) and any other equalities legislation relevant in the UK are fulfilled. Our equality policy requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- when they are undertaking one of our qualifications, learners with a protected characteristic are not 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.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

Details on how to make adjustments for learners with protected characteristics are given in the policy document *Reasonable Adjustment and Special Considerations for BTEC and Pearson NVQ Qualifications*, which can be found on our website.

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.

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.

Unit format

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

Each unit has the following sections.

Unit title

The unit title will appear on the learner's Notification of Performance (NOP).

Level

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

Credit value

Each unit in BTEC qualifications has a credit value related to the size of the unit.

Guided Learning Hours

Guided Learning Hours (GLH) for the unit, as defined on *page 2*.

Aim and purpose

The aim is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

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

Learning outcomes

Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the pass, merit and distinction grading criteria.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner must have the opportunity within the delivery of the unit to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment and grading criteria. The merit and distinction grading criteria enable the learner to achieve higher levels of performance in acquisition of knowledge, understanding and skills.

Content structure and terminology

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

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

Assessment and grading grid

Each grading grid gives the assessment and grading criteria used to determine the evidence that each learner must produce in order to receive a pass, merit or distinction grade. It is important to note that the merit and distinction grading criteria require a qualitative improvement in a learner's evidence and not simply the production of more evidence at the same level.

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship with the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Outline learning plan* – the outline learning plan has been included in every unit as guidance and demonstrates one way in planning the delivery and assessment of a unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to pass the unit or achieve the higher grades. This section should be read in conjunction with the grading criteria.
- *Suggested programme of assignments* – the table shows how the suggested assignments match and cover the assessment and grading criteria.
- *Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications* – sets out links with other units in the qualification. These links can be used to ensure that learners make connections between units, resulting in a coherent programme of learning. The links show opportunities for integration of learning, delivery and assessment.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.
- *Employer engagement and vocational contexts* – provides a short list of agencies, networks and other useful contacts for employer engagement and for sources of vocational contexts.

Training and support from Pearson

People to talk to

There are many people who can support you and give you advice and guidance on delivering your BTEC Level 3 qualifications. They include:

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling
- Subject Advisors – they understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Professional development and training

We provide a range of training and professional development events to support the delivery, assessment and administration of BTEC Level 3 qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

Annexe A

Grading domains: BTEC Level 3 generic grading domains

Grading domain 1	Indicative characteristics – merit	Indicative characteristics – distinction
Application of knowledge and understanding (Learning outcome stem *understand* or *know*)	• Shows depth of knowledge and development of understanding in familiar and unfamiliar situations (for example explain why, makes judgements based on analysis). • Applies and/or selects concepts showing comprehension of often complex theories. • Applies knowledge in often familiar and unfamiliar contexts. • Applies knowledge to non-routine contexts (e.g. assessor selection). • Makes reasoned analytical judgements. • Shows relationships between pass criteria.	• Synthesises knowledge and understanding across pass and merit criteria. • Evaluates complex concepts/ideas/ actions and makes reasoned and confident judgements. • Uses analysis, research and evaluation to make recommendations and influence proposals. • Analyses implications of application of knowledge/understanding. • Accesses and evaluates knowledge and understanding to advance complex activities/contexts. • Shows relationships with pass and merit criteria. • Responds positively to evaluation.
Grading domain 2	**Indicative characteristics – merit**	**Indicative characteristics – distinction**
Development of practical and technical skills (Learning outcome stem *be able to*)	• Deploys appropriate advanced techniques/processes/skills. • Applies technical skill to advance non-routine activities. • Advances practical activities within resource constraints. • Produces varied solutions (including non-routine). • Modifies techniques/processes to situations. • Shows relationship between pass criteria.	• Demonstrates creativity/originality/ own ideas. • Applies skill(s) to achieve higher order outcome. • Selects and uses successfully from a range of advanced techniques/ processes/skills. • Reflects on skill acquisition and application. • Justifies application of skills/methods. • Makes judgements about risks and limitations of techniques/processes. • Innovates or generates new techniques/ processes for new situations. • Shows relationship with pass and merit criteria.

Grading domain 3	Indicative characteristics – merit	Indicative characteristics – distinction
Personal development for occupational roles (Any learning outcome stem)	• Takes responsibility in planning and undertaking activities. • Reviews own development needs. • Finds and uses relevant information sources. • Acts within a given work-related context, showing understanding of responsibilities. • Identifies responsibilities of employers to the community and the environment. • Applies qualities related to the vocational sector. • Internalises skills/attributes (creating confidence).	• Manages self to achieve outcomes successfully. • Plans for own learning and development through the activities. • Analyses and manipulates information to draw conclusions. • Applies initiative appropriately. • Assesses how different work-related contexts or constraints would change performance. • Reacts positively to changing work-related contexts • Operates ethically in work-related environments. • Takes decisions related to work contexts. • Applies divergent and lateral thinking in work-related contexts. • Understands interdependence.
Grading domain 4	**Indicative characteristics – merit**	**Indicative characteristics – distinction**
Application of generic skills (Any learning outcome stem)	• Communicates effectively using appropriate behavioural and language registers. • Communicates with clarity and influence. • Makes judgements in contexts with explanations. • Explains how to contribute within a team. • Demonstrates positive contribution to team(s). • Makes adjustments to meet the needs/expectations of others (negotiation skills). • Selects and justifies solutions for specified problems.	• Presents self and communicates information to meet the needs of a variety of audience. • Identifies strategies for communication. • Shows innovative approaches to dealing with individuals and groups. • Takes decisions in contexts with justifications. • Produces outputs subject to time/ resource constraints. • Reflects on own contribution to working within a team. • Generates new or alternative solutions to specified problems. • Explores entrepreneurial attributes.

Annexe B

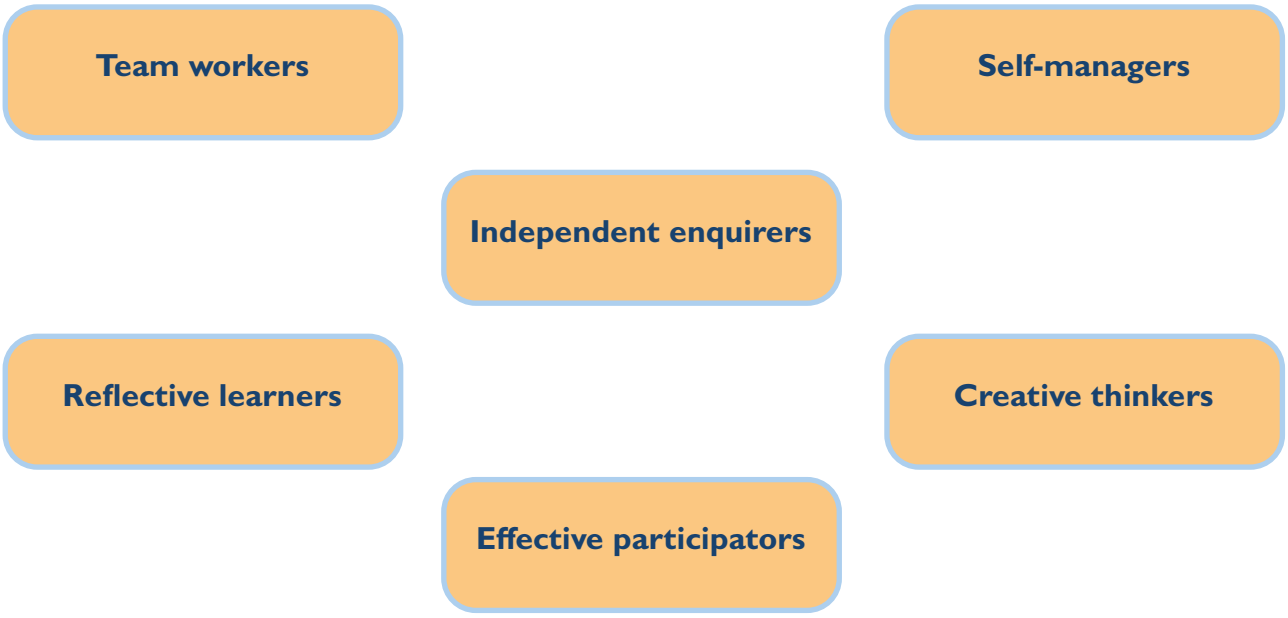
Personal, learning and thinking skills

A FRAMEWORK OF PERSONAL, LEARNING AND THINKING SKILLS 11–19 IN ENGLAND

The framework comprises six groups of skills that, together with the Functional Skills of English, Mathematics and ICT, are essential to success in learning, life and work. In essence, the framework captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work. It is these skills that will enable young people to enter work and adult life confident and capable.

The titles of the six groups of skills are set out below.

For each group there is a focus statement that sums up the range of skills. This is followed by a set of outcome statements that are indicative of the skills, behaviours and personal qualities associated with each group.



Each group is distinctive and coherent. The groups are also inter-connected. Young people are likely to encounter skills from several groups in any one learning experience. For example an independent enquirer would set goals for their research with clear success criteria (reflective learner) and organise and manage their time and resources effectively to achieve these (self-manager). In order to acquire and develop fundamental concepts such as organising oneself, managing change, taking responsibility and perseverance, learners will need to apply skills from all six groups in a wide range of learning contexts 11–19.

The Skills

Independent enquirers

Focus:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence.

Creative thinkers

Focus:

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change.

Reflective learners

Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences.

Team workers

Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young people:

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership role
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

Self-managers

Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed
- manage their emotions, and build and maintain relationships.

Effective participators

Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.

PLTS performance indicator (suggested recording sheet)

Name:	Date:				
	Level of success 1 = low, 5 = high				
Independent enquirers					
Identify questions to answer and problems to resolve	1	2	3	4	5
Plan and carry out research, appreciating the consequences of decisions	1	2	3	4	5
Explore issues, events or problems from different perspectives	1	2	3	4	5
Analyse and evaluate information, judging its relevance and value	1	2	3	4	5
Consider the influence of circumstances, beliefs and feelings on decisions and events	1	2	3	4	5
Support conclusions, using reasoned arguments and evidence	1	2	3	4	5
Creative thinkers					
Generate ideas and explore possibilities	1	2	3	4	5
Ask questions to extend their thinking	1	2	3	4	5
Connect their own and others' ideas and experiences in inventive ways	1	2	3	4	5
Question their own and others' assumptions	1	2	3	4	5
Try out alternatives or new solutions and follow ideas through	1	2	3	4	5
Adapt ideas as circumstances change	1	2	3	4	5
Reflective learners					
Assess themselves and others, identifying opportunities and achievements	1	2	3	4	5
Set goals with success criteria for their development and work	1	2	3	4	5
Review progress, acting on the outcomes	1	2	3	4	5
Invite feedback and deal positively with praise, setbacks and criticism	1	2	3	4	5
Evaluate experiences and learning to inform future progress	1	2	3	4	5
Communicate their learning in relevant ways for different audiences	1	2	3	4	5

Team workers					
Collaborate with others to work towards common goals	1	2	3	4	5
Reach agreements, managing discussions to achieve results	1	2	3	4	5
Adapt behaviour to suit different roles and situations, including leadership roles	1	2	3	4	5
Show fairness and consideration to others	1	2	3	4	5
Take responsibility, showing confidence in themselves and their contribution	1	2	3	4	5
Provide constructive support and feedback to others	1	2	3	4	5
Self-managers					
Seek out challenges or new responsibilities and show flexibility when priorities change	1	2	3	4	5
Work towards goals, showing initiative, commitment and perseverance	1	2	3	4	5
Organise time and resources, prioritising actions	1	2	3	4	5
Anticipate, take and manage risks	1	2	3	4	5
Deal with competing pressures, including personal and work-related demands	1	2	3	4	5
Respond positively to change, seeking advice and support when needed	1	2	3	4	5
Manage their emotions, and build and maintain relationships.	1	2	3	4	5
Effective participators					
Discuss issues of concern, seeking resolution where needed	1	2	3	4	5
Present a persuasive case for action	1	2	3	4	5
Propose practical ways forward, breaking these down into manageable steps	1	2	3	4	5
Identify improvements that would benefit others as well as themselves	1	2	3	4	5
Try to influence others, negotiating and balancing diverse views to reach workable solutions	1	2	3	4	5
Act as an advocate for views and beliefs that may differ from their own	1	2	3	4	5

Note to learner: The circled number represents an indication of your PLTS performance so far.

Note to tutor: Indicate the level of success by circling the appropriate number during your feedback with the learner.

Summary of the PLTS coverage throughout the programme

Personal, learning and thinking skills	Unit																									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Independent enquirers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Creative thinkers			✓	✓		✓	✓	✓		✓		✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
Reflective learners		✓	✓	✓		✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓		
Team workers	✓	✓		✓	✓				✓	✓		✓	✓		✓							✓	✓		✓		✓
Self-managers		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓		✓
Effective participators	✓						✓								✓										✓		✓

Personal, learning and thinking skills	Unit																									
	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54
Independent enquirers	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓		✓	✓	✓
Creative thinkers		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓					✓				✓
Reflective learners		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓								✓						✓	✓
Team workers	✓			✓			✓			✓						✓			✓			✓				✓	
Self-managers	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓
Effective participators	✓						✓				✓					✓											

Annexe C

Wider curriculum mapping

The BTEC qualifications in this specification give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues, as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

The BTEC qualifications in this specification make a positive contribution to wider curricular areas as appropriate.

Spiritual, moral, ethical, social and cultural issues

These qualifications contribute to an understanding of:

- **spiritual, moral and ethical issues** – for example how the moral and ethical issues in *Unit 43: Employment Framework in the Built Environment* impact on the employee and employer
- **social and cultural issues** – for example, the impact of the built environment on local communities as exemplified by the need to hold public consultations in *Unit 24: Planning Procedures in Construction*.

Citizenship issues

Learners undertaking the BTEC qualifications in this specification will have the opportunity to develop their understanding of citizenship issues, the contribution of the built environment to the economy in *Unit 11: Economics and Finance in Construction and Civil Engineering* and the importance of property as an investment, for example for pension portfolios in *Unit 20: Property Valuation in Construction*.

Environmental issues

Learners undertaking the BTEC qualifications in this specification will have the opportunity to develop their understanding of environmental issues, for example in *Unit 2: Sustainable Construction*.

European developments

Much of the content of the BTEC qualifications in this specification applies throughout Europe even though delivery is in a UK context.

Health and safety considerations

The BTEC qualifications in this specification are practically based and health and safety issues are encountered throughout the units.

Equal opportunities issues

Equal opportunities issues are implicit throughout the BTEC qualifications in this specification.

Wider curriculum mapping

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18
Spiritual	✓	✓		✓									✓					
Moral and ethical	✓	✓			✓	✓			✓		✓						✓	
Social and cultural		✓			✓	✓	✓				✓				✓		✓	
Citizenship issues		✓									✓				✓		✓	
Environmental issues	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
European developments	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Health and safety considerations	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Equal opportunities issues	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36
Spiritual			✓				✓											
Moral and ethical		✓	✓	✓		✓	✓				✓	✓	✓					
Social and cultural		✓	✓	✓		✓	✓				✓	✓	✓					
Citizenship issues		✓	✓	✓		✓	✓				✓		✓					
Environmental issues			✓	✓		✓	✓				✓	✓	✓	✓	✓	✓	✓	
European developments		✓	✓	✓		✓	✓				✓	✓	✓	✓	✓	✓	✓	
Health and safety considerations		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	
Equal opportunities issues		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

	Unit 37	Unit 38	Unit 39	Unit 40	Unit 41	Unit 42	Unit 43	Unit 44	Unit 45	Unit 46	Unit 47	Unit 48	Unit 49	Unit 50	Unit 51	Unit 52	Unit 53	Unit 54
Spiritual									✓				✓				✓	
Moral and ethical							✓	✓	✓	✓			✓	✓			✓	
Social and cultural							✓	✓					✓				✓	
Citizenship issues							✓	✓						✓			✓	
Environmental issues	✓	✓			✓		✓	✓						✓			✓	
European developments	✓	✓		✓	✓	✓	✓	✓	✓					✓			✓	
Health and safety considerations	✓	✓	✓	✓	✓	✓	✓	✓			✓			✓		✓		✓
Equal opportunities issues	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓			✓	

Annexe D

National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Pearson BTEC Level 3 Certificate, Subsidiary Diploma, 90-credit Diploma, Diploma and Extended Diploma in Construction and the Built Environment (QCF) against the underpinning knowledge of the Level 3 National Occupational Standards in Construction and the Built Environment. (QCF)

KEY

✓ indicates that the BTEC qualification covers all of the underpinning knowledge of the NVQ unit

\# indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

	Units																			
NVQs	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
Level 4 NVQ in Construction, Plant and Equipment Management	✓		#				✓		#	#	#								#	
Level 3 NVQ in Construction, Plant and Equipment Supervision	✓		#				✓		#	#	#									
Level 4 NVQ in Site Inspection	✓	#	#	#	#	#	✓	#	#		#				✓				#	#
Level 3 NVQ in Technical Design (Construction Environment)	#	#	#	#	✓	✓	#	✓	✓	✓	#			#	✓		✓	✓	✓	#

	Units																			
NVQs	**21**	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**	**31**	**32**	**33**	**34**	**35**	**36**	**37**	**38**	**39**	**40**
Level 4 NVQ in Construction, Plant and Equipment Management								#	✓		#									
Level 3 NVQ in Construction, Plant and Equipment Supervision								#	✓		#									
Level 4 NVQ in Site Inspection				#																

NVQs	Units																		
	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Level 3 NVQ in Technical Design (Construction Environment)								✓												#

NVQs	Units													
	41	42	43	44	45	46	47	48	49	50	51	52	53	54
Level 4 NVQ in Construction, Plant and Equipment Management			✓	✓	✓	✓	#							
Level 3 NVQ in Construction, Plant and Equipment Supervision					✓	✓	#							
Level 4 NVQ in Site Inspection		#	✓	✓	✓	#	#		✓	#				
Level 3 NVQ in Technical Design (Construction Environment)	#		✓	✓	✓	✓	#	#	#	#	#	#		#

Annexe E

Unit mapping overview

BTEC National in Land-based Technology (specification end date 31/08/2010)/current versions of the Pearson BTEC qualifications in Land-based Technology (QCF) (specification start date 01/09/2010) – the Pearson BTEC Level 3 Certificate in Land-based Technology (QCF), Pearson BTEC Level 3 Subsidiary Diploma in Land-based Technology (QCF), Pearson BTEC Level 3 90-credit Diploma in Land-based Technology (QCF), Pearson BTEC Level 3 Diploma in Land-based Technology (QCF) and the Pearson BTEC Level 3 Extended Diploma in Land-based Technology (QCF).

Pearson BTEC Level 3 in Land-based Technology (QCF) (specification start date 1st September 2010) – unit mapping overview

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).)

Old units / New units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19
Unit 1	F																		
Unit 2		F																	
Unit 3			F																
Unit 4				F															
Unit 5					F														
Unit 6						F													
Unit 7							F												
Unit 8								F											
Unit 9									F										
Unit 10										F									
Unit 11											F								
Unit 12												F							
Unit 13													F						
Unit 14														F					
Unit 15															F				
Unit 16																F			
Unit 17																	F		
Unit 18																		F	
Unit 19																			F

Old units / New units	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36
Unit 20	F																
Unit 21		F															
Unit 22			F														
Unit 23				F													
Unit 24					F												
Unit 25						F											
Unit 26							F										
Unit 27								F									
Unit 28									F								
Unit 29										F							
Unit 30											F						
Unit 31												F					
Unit 32													F				
Unit 33														F			
Unit 34															F		
Unit 35																F	
Unit 36																	F

Old units / New units	Unit 37	Unit 38	Unit 39	Unit 40	Unit 41	Unit 42	Unit 19
Unit 37	F						
Unit 38		F					
Unit 39			F				
Unit 40				F			
Unit 41					F		
Unit 42						F	
Unit 43							
Unit 44							
Unit 45							
Unit 46							
Unit 47							
Unit 48							
Unit 49							
Unit 50							
Unit 51							
Unit 52							
Unit 53							
Unit 54							P

Unit mapping in depth

BTEC National in Construction and the Built Environment (QCF) (specification end date 31/08/2010)/current versions of the BTEC qualifications in Construction and the Built Environment (QCF) (specification start date 01/09/2010) – the BTEC Level 3 Certificate in Construction and the Built Environment (QCF), BTEC Level 3 Subsidiary Diploma in Construction and the Built Environment (QCF), BTEC Level 3 90-credit Diploma in Construction and the Built Environment (QCF), BTEC Level 3 Diploma in Construction and the Built Environment (QCF) and the BTEC Level 3 Extended Diploma in Construction and the Built Environment (QCF).

New units		Old units		Mapping/comments (new topics in italics)
Number	**Name**	**Number**	**Name**	
Unit 1	Health, Safety and Welfare in Construction and the Built Environment	**Unit 1**	Health, Safety and Welfare in Construction and the Built Environment	
Unit 2	Sustainable Construction	**Unit 2**	Construction and the Environment	
Unit 3	Mathematics in Construction and the Built Environment	**Unit 3**	Mathematics in Construction and the Built Environment	
Unit 4	Science and Materials in Construction and the Built Environment	**Unit 4**	Science and Materials in Construction and the Built Environment	
Unit 5	Construction Technology and Design in Construction and Civil Engineering	**Unit 5**	Construction Technology and Design in Construction and Civil Engineering	
Unit 6	Building Technology in Construction	**Unit 6**	Building Technology in Construction	
Unit 7	Project Management in Construction and the Built Environment	**Unit 7**	Planning, Organisation and Control of Resources in Construction and the Built Environment	
Unit 8	Graphical Detailing in Construction and the Built Environment	**Unit 8**	Graphical Detailing in Construction and the Built Environment	
Unit 9	Measuring, Estimating and Tendering Processes in Construction and the Built Environment	**Unit 9**	Measuring, Estimating and Tendering Processes in Construction and the Built Environment	
Unit 10	Surveying in Construction and Civil Engineering	**Unit 10**	Surveying in Construction and Civil Engineering	

New units		Old units		Mapping/comments (new topics in italics)
Number	**Name**	**Number**	**Name**	
Unit 11	Economics and Finance in Construction and Civil Engineering	**Unit 11**	Economics and Finance in Construction and Civil Engineering	
Unit 12	Setting Out Processes in Construction and Civil Engineering	**Unit 12**	Setting out Processes in Construction and Civil Engineering	
Unit 13	The Underpinning Science for the Provision of Human Comfort in Buildings	**Unit 13**	Environmental Science in Construction	
Unit 14	Structural Mechanics in Construction and Civil Engineering	**Unit 14**	Structural Mechanics in Construction and Civil Engineering	
Unit 15	Building Surveying in Construction	**Unit 15**	Building Surveying in Construction	
Unit 16	Mechanical and Electrical Services in Construction	**Unit 16**	Mechanical and Electrical Services in Construction	
Unit 17	Building Regulations and Control in Construction	**Unit 17**	Building Regulations and Control for Construction	
Unit 18	Computer-Aided Drafting and Design for Construction	**Unit 18**	ICT and CAD in Construction and the Built Environment	Unit 18 has been split into two units – Units 18 and 54
Unit 19	Further Mathematics in Construction and the Built Environment	**Unit 19**	Further Mathematics in Construction, Civil Engineering and Building Services Engineering	
Unit 20	Property Valuation in Construction	**Unit 20**	Property Valuation in Construction	
Unit 21	Project in Construction and the Built Environment	**Unit 21**	Employer-Related Project in Construction and the Built Environment	
Unit 22	Design Procedures in Construction	**Unit 22**	Design Procedures in Construction	
Unit 23	Spatial Data Techniques in Construction and Civil Engineering	**Unit 23**	Spatial Data Techniques in Construction and Civil Engineering	
Unit 24	Planning Procedures in Construction	**Unit 24**	Planning Procedures in Construction	
Unit 25	Property Law in Construction	**Unit 25**	Property Law in Construction	

New units		Old units		Mapping/comments (new topics in italics)
Number	**Name**	**Number**	**Name**	
Unit 26	Geographical Information Systems in Construction	**Unit 26**	Land Information in Construction	
Unit 27	Surveying Technology in Construction and Civil Engineering	**Unit 27**	Surveying Technology in Construction and Civil Engineering	
Unit 28	Topographic Surveying in Construction and Civil Engineering	**Unit 28**	Topographic Surveying in Construction and Civil Engineering	
Unit 29	Construction in Civil Engineering	**Unit 29**	Construction in Civil Engineering	
Unit 30	Public Health Engineering in Civil Engineering	**Unit 30**	Public Health Engineering in Civil Engineering	
Unit 31	Highway Construction and Maintenance in Civil Engineering	**Unit 31**	Highway Construction and Maintenance in Civil Engineering	
Unit 32	Building Services Control Systems	**Unit 32**	Building Services Control Systems	
Unit 33	Building Services Science	**Unit 33**	Building Services Science	
Unit 34	Low Temperature Hot Water Heating in Building Services Engineering	**Unit 34**	Heating in Building Services Engineering	
Unit 35	Ventilation and Air Conditioning Design in Building Services Engineering	**Unit 35**	Ventilation and Air Conditioning Design in Building Services Engineering	
Unit 36	Fluids - Static and Dynamic in Building Services Engineering	**Unit 36**	Fluids Static and Dynamic in Building Services Engineering	
Unit 37	Refrigeration Technology in Building Services Engineering	**Unit 37**	Refrigeration Technology in Building Services Engineering	
Unit 38	Plumbing Technology in Building Services Engineering	**Unit 38**	Plumbing Technology in Building Services Engineering	
Unit 39	Electrical Principles in Building Services Engineering	**Unit 39**	Electrical Principles in Building Services Engineering	
Unit 40	Electrical Installation Standards and Components in Building Services Engineering	**Unit 40**	Electrical Installation Standards and Components in Building Services Engineering	

New units		Old units		Mapping/comments (new topics in italics)
Number	**Name**	**Number**	**Name**	
Unit 41	Electrical Installation Design in Building Services Engineering	**Unit 41**	Electrical Installation Design in Building Services Engineering	
Unit 42	Commissioning Electrical Installations in Building Services Engineering	**Unit 42**	Commissioning Electrical Installations in Building Services Engineering	
Unit 43	Employment Framework in the Built Environment			
Unit 44	Conversion and Adaptation of Buildings			
Unit 45	Principals and Applications of Management Techniques in the Construction Industry			
Unit 46	Tendering and Estimating in Construction			
Unit 47	Measurement Techniques in Construction			
Unit 48	Structural Behaviour and Detailing for Construction			
Unit 49	Construction Design Procedures			
Unit 50	Construction Design Technology			
Unit 51	Civil Engineering Construction			
Unit 52	Structural Analysis and Design in Construction			
Unit 53	Personal and Professional Development in the Built Environment			
Unit 54	Information and Communication Technology for Construction and the Built Environment	**Unit 18**	ICT and CAD in Construction and the Built Environment	Unit 18 has been split into two units – Units 18 and 54

Annexe F

Examples of calculation of qualification grade above pass grade

Pearson will automatically calculate the qualification grade for learners when unit grades are submitted.

The generic examples below demonstrate how the qualification grade above pass is calculated.

Points available for unit credits achieved at different levels and unit grades

The table below shows the **number of points scored per unit credit** at the unit level and grade.

Unit level	Points per unit credit		
	Pass	Merit	Distinction
Level 2	5	6	7
Level 3	**7**	**8**	**9**
Level 4	9	10	11

Learners who achieve the correct number of points within the ranges shown in the 'qualification grade' table below will achieve the qualification merit, distinction or distinction* grades (or combinations of these grades appropriate to the qualification).

Qualification grade

BTEC Level 3 Certificate

Points range above pass grade	Grade	
230–249	Merit	M
250–259	Distinction	D
260 and above	Distinction*	D*

BTEC Level 3 Subsidiary Diploma

Points range above pass grade	Grade	
460–499	Merit	M
500–519	Distinction	D
520 and above	Distinction*	D*

BTEC Level 3 90-credit Diploma

Points range above pass grade	Grade
660–689	MP
690–719	MM
720–749	DM
750–769	DD
770–789	D*D
790 and above	D*D*

BTEC Level 3 Diploma

Points range above pass grade	Grade
880–919	MP
920–959	MM
960–999	DM
1000–1029	DD
1030–1059	D*D
1060 and above	D*D*

BTEC Level 3 Extended Diploma

Points range above pass grade	Grade
1300–1339	MPP
1340–1379	MMP
1380–1419	MMM
1420–1459	DMM
1460–1499	DDM
1500–1529	DDD
1530–1559	D*DD
1560–1589	D*D*D
1590 and above	D*D*D*

Example 1

Achievement of pass qualification grade

A learner completing a 30-credit BTEC Level 3 Certificate **does not** achieve the points required to gain a merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit × grade
Unit 1	3	10	Pass	7	10 × 7 = 70
Unit 2	3	10	Pass	7	10 × 7 = 70
Unit 3	3	10	Merit	8	10 × 8 = 80
Qualification grade totals		**30**	**Pass**		**220**

Example 2

Achievement of merit qualification grade

A learner completing a 30-credit BTEC Level 3 Certificate achieves the points required to gain a merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit × grade
Unit 1	3	10	Pass	7	10 × 7 = 70
Unit 2	3	10	Merit	8	10 × 8 = 80
Unit 3	3	10	Merit	8	10 × 8 = 80
Qualification grade totals			**Merit**		**230**

Example 3

Achievement of distinction qualification grade

A learner completing a 60-credit BTEC Level 3 Subsidiary Diploma achieves the points required to gain a distinction qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit × grade
Unit 1	3	10	Merit	8	10 × 8 = 80
Unit 2	3	10	Distinction	9	10 × 9 = 90
Unit 3	3	10	Distinction	9	10 × 9 = 90
Unit 5	3	10	Merit	8	10 × 8 = 80
Unit 6	2	10	Distinction	7	10 × 7 = 70
Unit 11	3	10	Distinction	9	10 × 9 = 90
Qualification grade totals		**60**	**Distinction**		**500**

Example 4

Achievement of distinction distinction grade

A learner completing a BTEC Level 3 90-credit Diploma achieves the points required to gain a distinction distinction qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit × grade
Unit 1	3	10	Merit	8	10 × 8 = 80
Unit 2	3	10	Distinction	9	10 × 9 = 90
Unit 3	3	10	Distinction	9	10 × 9 = 90
Unit 4	3	10	Merit	8	10 × 8 = 80
Unit 5	3	10	Merit	8	10 × 8 = 80
Unit 6	2	10	Distinction	7	10 × 7 = 70
Unit 11	3	10	Distinction	9	10 × 9 = 90
Unit 15	4	10	Merit	10	10 × 10 = 100
Unit 17	3	10	Pass	7	10 × 7 = 70
Qualification grade totals		**90**	**Distinction Distinction**		**750**

Example 5

Achievement of distinction merit qualification grade

A learner completing a 120-credit BTEC Level 3 Diploma achieves the points required to gain a distinction merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit × grade
Unit 1	3	10	Merit	8	10 × 8 = 80
Unit 2	3	10	Distinction	9	10 × 9 = 90
Unit 3	3	10	Distinction	9	10 × 9 = 90
Unit 4	3	10	Merit	8	10 × 8 = 80
Unit 5	3	10	Merit	8	10 × 8 = 80
Unit 6	2	10	Distinction	7	10 × 7 = 70
Unit 11	3	10	Distinction	9	10 × 9 = 90
Unit 15	4	10	Merit	10	10 × 10 = 100
Unit 17	3	10	Pass	7	10 × 7 = 70
Unit 18	3	10	Pass	7	10 × 7 = 70
Unit 25	3	20	Merit	8	20 × 8 = 160
Qualification grade totals		**120**	**Distinction Merit**		**980**

Example 6

Achievement of merit merit merit qualification grade

A learner completing a 180-credit BTEC Level 3 Extended Diploma achieves the points required to gain a merit merit merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit × grade
Unit 1	3	10	Merit	8	10 × 8 = 80
Unit 2	3	10	Pass	7	10 × 7 = 70
Unit 3	3	10	Distinction	9	10 × 9 = 90
Unit 4	3	10	Merit	8	10 × 8 = 80
Unit 5	3	10	Pass	7	10 × 7 = 70
Unit 6	2	10	Distinction	7	10 × 7 = 70
Unit 11	3	10	Distinction	9	10 × 9 = 90
Unit 12	3	10	Merit	8	10 × 8 = 80
Unit 15	4	10	Pass	9	10 × 9 = 90
Unit 17	3	10	Pass	7	10 × 7 = 70
Unit 18	3	10	Pass	7	10 × 7 = 70
Unit 20	3	10	Pass	7	10 × 7 = 70
Unit 22	3	10	Merit	8	10 × 8 = 80
Unit 25	3	20	Pass	7	20 × 7 = 140
Unit 35	3	10	Distinction	9	10 × 9 = 90
Unit 36	3	10	Merit	8	10 × 8 = 80
Unit 38	3	10	Distinction	9	10 × 9 = 90
Qualification grade totals		**180**	**Merit Merit Merit**		**1410**

Annexe G

Provision and Use of Work Equipment Regulations 1998 (PUWER)

The HSC publication 'Safe use of work equipment, Approved Code of Practice and Guidance' is aimed at employers and employees across all industries and gives new guidance on the Provision and Use of Work Equipment Regulations 1998.

It addresses many issues including 'training for young people' and centres must comply with the following guidance when developing delivery and assessment strategies that involve the use of hand-held power tools. For the purposes of this unit the centre must assume the responsibilities incumbent upon the 'employer' with learners being deemed equivalent to 'employees' and/or 'workers'.

38 You have a duty under health and safety law to ensure, as far as is reasonably practicable, the health, safety and welfare of your employees. When carrying out an assessment of the risk to their health and safety, you should identify groups of workers that might be particularly at risk such as young or disabled people. The outcome of your risk assessment will be helpful in meeting your duty to provide information, instruction, training and supervision necessary to ensure the health and safety of your employees. You will want to take account of factors such as their competence, experience, maturity etc.

77 If you are an employer you have a duty to ensure that items of work equipment provided for your employees and the self-employed working for you comply with PUWER 1998.

189 Training and proper supervision of young people is particularly important because of their relative immaturity and unfamiliarity with the working environment. Induction training is of particular importance. There are no general age restrictions in legislation relating to the use of work equipment although there is some ACOP material in the relevant publications dealing with lifting, power presses and wood working; all employees should be competent to use work equipment with due regard to health and safety regardless of their age.

The Management Regulations contain specific requirements relating to the employment of young people under the age of 18. These require employers to assess risks to young people before they start work, taking into account their inexperience, lack of awareness of potential risks and their immaturity. Employers must provide information to parents of school-age children (for example when they are on work experience) about the risks and the control measures introduced and take account of the risk assessment in determining whether the young person should undertake certain work activities.

Note: This summary is intended to draw centres attention to the PUWER requirements but centres should satisfy themselves as to their compliance and to the full requirements of these regulations and of all other legislation relevant to the health, safety and welfare of learners.

July 2020

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