



# Specification

**BTEC Nationals**

**Pearson BTEC Level 3 Certificate, BTEC Level 3  
Subsidiary Diploma, BTEC Level 3 Diploma and  
BTEC Level 3 Extended Diploma in Environmental  
Sustainability**

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

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This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website at [qualifications.pearson.com](http://qualifications.pearson.com)

These qualifications were previously entitled:

Edexcel BTEC Level 3 Certificate in Environmental Sustainability (QCF)

Edexcel BTEC Level 3 Subsidiary Diploma in Environmental Sustainability (QCF)

Edexcel BTEC Level 3 Diploma in Environmental Sustainability (QCF)

Edexcel BTEC Level 3 Extended Diploma in Environmental Sustainability (QCF)

The QNs remain the same.

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# BTEC National qualification titles covered by this specification

**Pearson BTEC Level 3 Certificate in Environmental Sustainability**

**Pearson BTEC Level 3 Subsidiary Diploma in Environmental Sustainability**

**Pearson BTEC Level 3 Diploma in Environmental Sustainability**

**Pearson BTEC Level 3 Extended Diploma in Environmental Sustainability**

These qualifications have been accredited to the Regulated Qualifications and are eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website. The Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a unit code.

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

The QNs for the qualifications in this publication are:

|   |            |
|---|------------|
| Pearson BTEC Level 3 Certificate in Environmental Sustainability        | 600/0319/4 |
| Pearson BTEC Level 3 Subsidiary Diploma in Environmental Sustainability | 600/0321/2 |
| Pearson BTEC Level 3 Diploma in Environmental Sustainability            | 600/0324/8 |
| Pearson BTEC Level 3 Extended Diploma in Environmental Sustainability   | 600/0320/0 |

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

# What are BTEC Nationals?

BTEC National qualifications are undertaken in further education and sixth-form colleges, schools and other training providers, and have been since they were introduced in 1984. Their purpose, approaches to teaching, learning and assessment are established and understood by teaching professionals, employers and learners alike.

The BTEC National qualifications within this specification are:

- Pearson BTEC Level 3 Certificate in Environmental Sustainability
- Pearson BTEC Level 3 Subsidiary Diploma in Environmental Sustainability
- Pearson BTEC Level 3 Diploma in Environmental Sustainability
- Pearson BTEC Level 3 Extended Diploma in Environmental Sustainability.

But for clarity and continuity they are referred to within this specification and generically as BTEC National qualifications, where appropriate. They maintain the same equivalences, benchmarks and other articulations (for example SCAAT points, UCAS Tariff points) as their predecessor qualifications. The following identifies the titling conventions and variations between the predecessor and 'new' specifications:

| <b>Predecessor BTEC Nationals<br/>(accredited 2007)</b> | <b>BTEC Nationals<br/>(for delivery from September 2010)</b> |
|---|--|
| Not applicable  | Pearson BTEC Level 3 Certificate                             |
| Edexcel Level 3 BTEC National Award                     | Pearson BTEC Level 3 Subsidiary Diploma                      |
| Edexcel Level 3 BTEC National Certificate               | Pearson BTEC Level 3 Diploma                                 |
| Edexcel Level 3 BTEC National Diploma                   | Pearson BTEC Level 3 Extended Diploma                        |

BTEC Nationals are designed to provide highly specialist work-related qualifications in a range of vocational sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work, and through articulation to higher education, degree and professional development programmes provide progression opportunities within the same cognate or related areas of study within universities and other institutions. BTEC Nationals accredit the achievement for courses and programmes of study for full-time or part-time learners in schools, colleges and other training provider organisations.

BTEC Nationals provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Sector Skills Councils (SSCs) and/or Standards Setting Bodies (SSBs). Certain BTEC Nationals are recognised as Technical Certificates and form part of the Apprenticeship Framework. They attract UCAS points that equate to similar-sized general qualifications within education institutions within the UK.

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



## **Total Qualification Time**

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

Within this, Pearson will also identify the number of Guided Learning Hours (GLH) that we expect a centre delivering the qualification will 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.

In addition to guided learning, other required learning directed by tutors or assessors will include 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.

This suite of BTEC Level 3 qualifications is available in the following sizes:

- Certificate – 300 TQT (30 credits, 180 GLH)
- Subsidiary Diploma – 600 TQT (60 credits, 360 GLH)
- Diploma – 1200 TQT (120 credits, 720 GLH)
- Extended Diploma – 1800 TQT (180 credits, 1080 GLH)

## **Pearson BTEC Level 3 Certificate – 30 credits**

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The 30-credit BTEC Level 3 Certificate offers a specialist qualification that focuses on particular aspects of employment within the appropriate vocational sector. The BTEC Level 3 Certificate is a qualification which can extend a learner's programme of study and give vocational emphasis. The BTEC Level 3 Certificate is broadly equivalent to one GCE AS Level.

The BTEC Level 3 Certificate is also suitable for more mature learners, who wish to follow a vocational programme of study as part of their continued professional development or who want to move to a different area of employment.

## **Pearson BTEC Level 3 Subsidiary Diploma – 60 credits**

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The 60-credit BTEC Level 3 Subsidiary Diploma extends the specialist work-related focus from the BTEC Level 3 Certificate and covers the key knowledge and practical skills required in the appropriate vocational sector. The BTEC Level 3 Subsidiary Diploma offers greater flexibility and a choice of emphasis through the optional units. It is broadly equivalent to one GCE A Level.

The BTEC Level 3 Subsidiary Diploma offers an engaging programme for those who are clear about the area of employment that they wish to enter. These learners may wish to extend their programme through the study of a general qualification such as GCE AS Levels, additional specialist learning (for example through another BTEC qualification) or a complementary NVQ. These learning programmes can be developed to allow learners to study related and complementary qualifications without duplication of content.

For adult learners the BTEC Level 3 Subsidiary Diploma can extend their experience of work in a particular sector. It may also be a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

## **Pearson BTEC Level 3 Diploma – 120 credits**

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The 120-credit BTEC Level 3 Diploma broadens and expands the specialist work-related focus from the BTEC Level 3 Subsidiary Diploma. There is potential for the qualification to prepare learners for employment in the appropriate vocational sector and it is suitable for those who have decided that they wish to enter a particular area of work. It is broadly equivalent to two GCE A Levels.

Some learners may wish to gain the qualification in order to enter a specialist area of employment or to progress to a Level 3 programme. Other learners may want to extend the specialism they studied on the BTEC Level 3 Certificate or the BTEC Level 3 Subsidiary Diploma programme.

## **Pearson BTEC Level 3 Extended Diploma – 180 credits**

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The 180-credit BTEC Level 3 Extended Diploma extends and deepens the specialist work-related focus from the BTEC Level 3 Diploma. There is potential for the qualification to prepare learners for appropriate direct employment in the vocational sector and it is suitable for those who have decided that they clearly wish to enter a particular specialist area of work. It is broadly equivalent to three GCE A Levels.

Some learners may wish to gain the qualification in order to enter a specialist area of employment or to progress to a higher education foundation degree, HND or other professional development programme. Other learners may want to extend the specialist nature of the subjects they studied on the BTEC Level 3 Diploma or another programme of study.

## **Key features of the BTEC Nationals in Environmental Sustainability**

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The BTEC Nationals in Environmental Sustainability have been developed in the environmental and sustainability sector to:

- give education and training for environmental and/or sustainability employees
- give opportunities for environmental and/or sustainability employees to achieve a nationally recognised Level 3 vocationally-specific qualification
- give full-time learners the opportunity to enter employment in the environmental/sustainability sector or to progress to vocational qualifications such as the Pearson BTEC Higher Nationals in Applied Biology, Applied Chemistry or Environmental Conservation
- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

## Rationale for the BTEC Nationals in Environmental Sustainability

Environmental sustainability and related environmentally-based sectors are growing rapidly within the UK. The government has introduced relevant legislation and international agreements and protocols with an emphasis on reducing global warming, climate change, low carbon economy and the need for conservation. A need has been identified to educate and train learners for employment within environmental sustainability sector-based organisations or individuals within a wide range of other related organisations.

Recent research and consultation with prospective employers, education providers, learners and parents has identified a need to develop current vocational training and qualifications in the environmental sustainability, environmental goods and services, and related environmental conservation sectors. This is to meet the considerable interest from employers and to support the low carbon economy and skills development in this area.

Also, feedback from an environmental education charity has highlighted concern regarding the lack of specialist knowledge and understanding within the environmental sciences. Topics such as climate change, conservation, environmental monitoring and energy management are fundamental to the development of environmental awareness, and there is a drive within the sector to see an increase in the practical skills and techniques that support environmental understanding.

Working closely with the Cogent Sector Skills Council, employers, and further and higher education colleges Edexcel has developed this exciting new suite of BTEC National qualifications to provide a clear, structured route into a range of careers within the environmental sustainability and related sectors, whilst also providing an important new progression route to higher education and further training within the sector. This new suite of BTEC Level 3 Nationals in Environmental Sustainability qualifications includes a BTEC Level 3:

- Certificate
- Subsidiary Diploma
- Diploma, and
- Extended Diploma.

The qualification specifications have been structured to allow learners maximum flexibility in selecting optional units. This means that particular interests and career aspirations within the environmental sustainability and related sectors can be reflected in the choice of unit combinations.

The 30-credit BTEC Level 3 Certificate in Environmental Sustainability is designed to give learners a basic grounding in understanding and knowledge of the environmental sustainability sector. The 60-credit BTEC Level 3 Subsidiary Diploma in Environmental Sustainability will give learners a solid foundation in the sector, enabling them to develop the essential skills required for gaining employment, securing career progression or progressing to further qualifications and training required to achieve their goals.

The 120-credit BTEC Level 3 Diploma and 180-credit BTEC Level 3 Extended Diploma in Environmental Sustainability allow learners to select optional units that reflect their career aspirations, and the diverse nature of the sector. Those who wish to progress to a higher education qualification in a specific environmental and/or sustainability-based area should consider the content of the qualification(s) they are interested in, and select optional units that will provide a good introduction to the subject.

For example, those who wish to progress from the Extended Diploma in Environmental Sustainability to an undergraduate degree in environmental conservation could select optional units that reflect the core elements of environmental conservation including:

- Unit 9: Undertake an Extended Investigative Project in the Environmental Sustainability Sector
- Unit 12: Using Statistics in Science
- Unit 13: Mathematical Calculations for Science

- Unit 14: Waste Management
- Unit 16: Understanding Water Quality
- Unit 17: Pollution Control and Management
- Unit 18: Practical Chemical Analysis
- Unit 20: Understanding Coastal Management
- Unit 24: Geology of Natural Resources
- Unit 25: Principles of Plant and Soil Science
- Unit 27: Geospatial Technology and Sustainable Development.

The BTEC Level 3 Nationals in Environmental Sustainability have been designed to build on learning from Key Stage 4 or other Level 2 qualifications for those who may wish to explore a vocational route at Level 3. They provide a suitable foundation for further study within the sector through to progression on to qualifications such as the BTEC Higher Nationals in Environmental Conservation, Horticulture or related areas.

BTEC Nationals are 'mode free' and as such allow those already employed in the environmental sustainability sector to study for the BTEC Level 3 Certificate, Subsidiary Diploma, Diploma or Extended Diploma in Environmental Sustainability, on a part-time basis, using their industry knowledge and expertise gained from the workplace to develop evidence towards meeting the assessment and grading criteria.

The qualifications give learners opportunities to focus on the development of personal, learning and thinking skills, Functional Skills, and wider skills in an environmental and/or sustainability-related context.

The assessment approach for the BTEC Level 3 Nationals in Environmental Sustainability allows learners to receive feedback on their progress throughout their course as they provide evidence towards meeting the unit assessment and grading criteria. It is important that during their course learners take on the role of being employed within the environmental sustainability industry when completing assignments and activities. This can be achieved by setting assignments and activities within a scenario which reflects tasks and projects that environmental sustainability employees would be undertaking in the workplace. For example a Sustainable Facilities Manager planning how facilities management in a company can become sustainable, taking into consideration resources, economics, workforce and services.

Evidence for assessment can be generated through a range of activities, including workplace assessment, role play and presentations. Learners should be encouraged to take responsibility for their own learning and achievement, taking into account industry standards for behaviour and performance.

# Rules of combination for Pearson BTEC Level 3 National qualifications

The rules of combination specify the:

- total credit value of the qualification
- the minimum credit to be achieved at the level or above the level of the qualification
- the mandatory unit credit
- the optional unit credit
- the maximum credit that can come from other Level 3 BTEC units in this qualification suite.

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

## Pearson BTEC Level 3 Certificate

- 1 Qualification credit value: a minimum of 30 credits.
- 2 Minimum credit to be achieved at, or above, the Level of the qualification: 23 credits.
- 3 Mandatory unit credit: 10 credits.
- 4 Optional unit credit: 20 credits.
- 5 A maximum of 5 optional credits can come from other Level 3 BTEC units to meet local needs.

## Pearson BTEC Level 3 Subsidiary Diploma

- 1 Qualification credit value: a minimum of 60 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 45 credits.
- 3 Mandatory unit credit: 30 credits.
- 4 Optional unit credit: 30 credits.
- 5 A maximum of 5 optional credits can come from other Level 3 BTEC units to meet local needs.

## Pearson BTEC Level 3 Diploma

- 1 Qualification credit value: a minimum of 120 credits.
- 2 Minimum credit to be achieved at, or above, the Level of the qualification: 90 credits.
- 3 Mandatory unit credit: 55 credits.
- 4 Optional unit credit: 65 credits.
- 5 A maximum of 15 optional credits can come from other Level 3 BTEC units to meet local needs.

## **Pearson BTEC Level 3 Extended Diploma**

- 1 Qualification credit value: a minimum of 180 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 135 credits.
- 3 Mandatory unit credit: 75 credits.
- 4 Optional unit credit: 105 credits.
- 5 A maximum of 25 optional credits can come from other Level 3 BTEC units to meet local needs.

## Pearson BTEC Level 3 Certificate in Environmental Sustainability

The Pearson BTEC Level 3 Certificate in Environmental Sustainability is 30-credits and has 180 guided (learning) hours (GLH). It consists of one mandatory unit **plus** optional units that provide for a combined total of 30 credits (where at least 23 credits must be at Level 3 or above).

**The units for the BTEC Nationals in Environmental Sustainability are on the CD ROM contained within the specification pack.**

| Pearson BTEC Level 3 Certificate in Environmental Sustainability |   |        |       |
|--|---|--------|-------|
| Unit   | Mandatory units   | Credit | Level |
| 1  | Understand the Principles of Sustainable Development                                    | 10     | 3     |
| Unit   | Optional units  |        |       |
| 2  | Sustainable Communities   | 10     | 3     |
| 3  | Science for Environmental Technicians   | 10     | 3     |
| 4  | Energy Management   | 10     | 3     |
| 5  | Informatics for Environmental and Sustainability Industries                             | 5      | 3     |
| 6  | The Business Environment  | 10     | 3     |
| 7  | Understanding the Principles of Wildlife Populations, Ecology and Conservation          | 10     | 3     |
| 8  | Understanding Principles of Physical and Biological Environmental Processes             | 10     | 3     |
| 9  | Undertake an Extended Investigative Project in the Environmental Sustainability Sector* | 20     | 3     |
| 10   | Undertake an Investigative Project in the Environmental Sustainability Sector*          | 10     | 3     |
| 11   | Using Mathematical Tools in Science   | 5      | 2     |
| 12   | Using Statistics in Science   | 5      | 3     |
| 13   | Mathematical Calculations for Science   | 5      | 3     |
| 14   | Waste Management  | 10     | 3     |
| 15   | Work-related Experience in the Environmental Sustainability Sector                      | 10     | 3     |
| 16   | Understanding Water Quality   | 10     | 3     |
| 17   | Pollution Control and Management  | 10     | 3     |
| 18   | Practical Chemical Analysis   | 10     | 3     |
| 19   | Sustainable Construction  | 10     | 3     |
| 20   | Understanding Coastal Management  | 10     | 3     |
| 21   | Sustainable Facilities Management   | 10     | 3     |
| 22   | Scientific Practical Techniques   | 10     | 3     |
| 23   | Urban Environment   | 10     | 3     |
| 24   | Geology of Natural Resources  | 10     | 3     |
| 25   | Principles of Plant and Soil Science  | 10     | 3     |
| 26   | Sustainable Transport   | 10     | 3     |
| 27   | Geospatial Technology and Sustainable Development                                       | 5      | 3     |

\*Learners can select Unit 9 or Unit 10, they **cannot** select both.

## Pearson BTEC Level 3 Subsidiary Diploma in Environmental Sustainability

The Pearson BTEC Level 3 Subsidiary Diploma in Environmental Sustainability is 60 credits and has 360 guided (learning) hours (GLH). It consists of three mandatory units **plus** optional units that provide for a combined total of 60 credits (where at least 45 credits must be at Level 3 or above).

**The units for the BTEC Nationals in Environmental Sustainability are on the CD ROM contained within the specification pack.**

| Pearson BTEC Level 3 Subsidiary Diploma in Environmental Sustainability |   |        |       |
|---|---|--------|-------|
| Unit  | Mandatory units   | Credit | Level |
| 1   | Understand the Principles of Sustainable Development                                    | 10     | 3     |
| 2   | Sustainable Communities   | 10     | 3     |
| 3   | Science for Environmental Technicians   | 10     | 3     |
| Unit  | Optional units  |        |       |
| 4   | Energy Management   | 10     | 3     |
| 5   | Informatics for Environmental and Sustainability Industries                             | 5      | 3     |
| 6   | The Business Environment  | 10     | 3     |
| 7   | Understanding the Principles of Wildlife Populations, Ecology and Conservation          | 10     | 3     |
| 8   | Understanding Principles of Physical and Biological Environmental Processes             | 10     | 3     |
| 9   | Undertake an Extended Investigative Project in the Environmental Sustainability Sector* | 20     | 3     |
| 10  | Undertake an Investigative Project in the Environmental Sustainability Sector*          | 10     | 3     |
| 11  | Using Mathematical Tools in Science   | 5      | 2     |
| 12  | Using Statistics in Science   | 5      | 3     |
| 13  | Mathematical Calculations for Science   | 5      | 3     |
| 14  | Waste Management  | 10     | 3     |
| 15  | Work-related Experience in the Environmental Sustainability Sector                      | 10     | 3     |
| 16  | Understanding Water Quality   | 10     | 3     |
| 17  | Pollution Control and Management  | 10     | 3     |
| 18  | Practical Chemical Analysis   | 10     | 3     |
| 19  | Sustainable Construction  | 10     | 3     |
| 20  | Understanding Coastal Management  | 10     | 3     |
| 21  | Sustainable Facilities Management   | 10     | 3     |
| 22  | Scientific Practical Techniques   | 10     | 3     |
| 23  | Urban Environment   | 10     | 3     |
| 24  | Geology of Natural Resources  | 10     | 3     |
| 25  | Principles of Plant and Soil Science  | 10     | 3     |
| 26  | Sustainable Transport   | 10     | 3     |
| 27  | Geospatial Technology and Sustainable Development                                       | 5      | 3     |

\*Learners can select Unit 9 or Unit 10, they **cannot** select both.



## Pearson BTEC Level 3 Diploma in Environmental Sustainability

The Pearson BTEC Level 3 Diploma in Environmental Sustainability is 120 credits and has 720 guided (learning) hours (GLH). It consists of six mandatory units **plus** optional units that provide for a combined total of 120 credits (where at least 90 credits must be at Level 3 or above).

**The units for the BTEC Nationals in Environmental Sustainability are on the CD ROM contained within the specification pack.**

| Pearson BTEC Level 3 Diploma in Environmental Sustainability |   |        |       |
|--|---|--------|-------|
| Unit   | Mandatory units   | Credit | Level |
| 1  | Understand the Principles of Sustainable Development                                    | 10     | 3     |
| 2  | Sustainable Communities   | 10     | 3     |
| 3  | Science for Environmental Technicians   | 10     | 3     |
| 4  | Energy Management   | 10     | 3     |
| 5  | Informatics for Environmental and Sustainability Industries                             | 5      | 3     |
| 6  | The Business Environment  | 10     | 3     |
| Unit   | Optional units  |        |       |
| 7  | Understanding the Principles of Wildlife Populations, Ecology and Conservation          | 10     | 3     |
| 8  | Understanding Principles of Physical and Biological Environmental Processes             | 10     | 3     |
| 9  | Undertake an Extended Investigative Project in the Environmental Sustainability Sector* | 20     | 3     |
| 10   | Undertake an Investigative Project in the Environmental Sustainability Sector*          | 10     | 3     |
| 11   | Using Mathematical Tools in Science   | 5      | 2     |
| 12   | Using Statistics in Science   | 5      | 3     |
| 13   | Mathematical Calculations for Science   | 5      | 3     |
| 14   | Waste Management  | 10     | 3     |
| 15   | Work-related Experience in the Environmental Sustainability Sector                      | 10     | 3     |
| 16   | Understanding Water Quality   | 10     | 3     |
| 17   | Pollution Control and Management  | 10     | 3     |
| 18   | Practical Chemical Analysis   | 10     | 3     |
| 19   | Sustainable Construction  | 10     | 3     |
| 20   | Understanding Coastal Management  | 10     | 3     |
| 21   | Sustainable Facilities Management   | 10     | 3     |
| 22   | Scientific Practical Techniques   | 10     | 3     |
| 23   | Urban Environment   | 10     | 3     |
| 24   | Geology of Natural Resources  | 10     | 3     |
| 25   | Principles of Plant and Soil Science  | 10     | 3     |
| 26   | Sustainable Transport   | 10     | 3     |
| 27   | Geospatial Technology and Sustainable Development                                       | 5      | 3     |

\*Learners can select Unit 9 or Unit 10, they **cannot** select both.

## Pearson BTEC Level 3 Extended Diploma in Environmental Sustainability

The Pearson BTEC Level 3 Extended Diploma in Environmental Sustainability is 180 credits and has 1080 guided (learning) hours (GLH). It consists of eight mandatory units **plus** optional units that provide for a combined total of 180 credits (where at least 135 credits must be at Level 3 or above).

**The units for the BTEC Nationals in Environmental Sustainability are on the CD ROM contained within the specification pack.**

| Pearson BTEC Level 3 Extended Diploma in Environmental Sustainability |   |        |       |
|---|---|--------|-------|
| Unit  | Mandatory units   | Credit | Level |
| 1   | Understand the Principles of Sustainable Development                                    | 10     | 3     |
| 2   | Sustainable Communities   | 10     | 3     |
| 3   | Science for Environmental Technicians   | 10     | 3     |
| 4   | Energy Management   | 10     | 3     |
| 5   | Informatics for Environmental and Sustainability Industries                             | 5      | 3     |
| 6   | The Business Environment  | 10     | 3     |
| 7   | Understanding the Principles of Wildlife Populations, Ecology and Conservation          | 10     | 3     |
| 8   | Understanding Principles of Physical and Biological Environmental Processes             | 10     | 3     |
| Unit  | Optional units  |        |       |
| 9   | Undertake an Extended Investigative Project in the Environmental Sustainability Sector* | 20     | 3     |
| 10  | Undertake an Investigative Project in the Environmental Sustainability Sector*          | 10     | 3     |
| 11  | Using Mathematical Tools in Science   | 5      | 2     |
| 12  | Using Statistics in Science   | 5      | 3     |
| 13  | Mathematical Calculations for Science   | 5      | 3     |
| 14  | Waste Management  | 10     | 3     |
| 15  | Work-related Experience in the Environmental Sustainability Sector                      | 10     | 3     |
| 16  | Understanding Water Quality   | 10     | 3     |
| 17  | Pollution Control and Management  | 10     | 3     |
| 18  | Practical Chemical Analysis   | 10     | 3     |
| 19  | Sustainable Construction  | 10     | 3     |
| 20  | Understanding Coastal Management  | 10     | 3     |
| 21  | Sustainable Facilities Management   | 10     | 3     |
| 22  | Scientific Practical Techniques   | 10     | 3     |
| 23  | Urban Environment   | 10     | 3     |
| 24  | Geology of Natural Resources  | 10     | 3     |
| 25  | Principles of Plant and Soil Science  | 10     | 3     |
| 26  | Sustainable Transport   | 10     | 3     |
| 27  | Geospatial Technology and Sustainable Development                                       | 5      | 3     |

\*Learners can select Unit 9 or Unit 10, they **cannot** select both.

# Assessment and grading

In BTEC Nationals all units are internally assessed.

All assessment for BTEC Nationals is criterion referenced, based on the achievement of specified learning outcomes. Each unit within the qualification has specified assessment and grading criteria which are to be 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 National 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 B* 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 within 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 and 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. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

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

## Calculation of the qualification grade

### Pass qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade (see *Rules of combination for Pearson BTEC Level 3 National qualifications*).

### 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 credits achieved at different Levels and unit grades' below).

### Points available for credits achieved at different Levels and unit grades

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

| Unit level     | Points per credit |          |             |
|----------------|-------------------|----------|-------------|
|                | Pass              | Merit    | Distinction |
| Level 2        | 5                 | 6        | 7           |
| <b>Level 3</b> | <b>7</b>          | <b>8</b> | <b>9</b>    |
| 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        |          |
|-------------------------------|--------------|----------|
| <b>230-249</b>                | <b>Merit</b> | <b>M</b> |
| 250-259                       | Distinction  | D        |
| 260 and above                 | Distinction* | D*       |
| 260 and above                 | Distinction* | D*       |

### BTEC Level 3 Subsidiary Diploma

| Points range above pass grade | Grade        |          |
|-------------------------------|--------------|----------|
| <b>460-499</b>                | <b>Merit</b> | <b>M</b> |
| 500-519                       | Distinction  | D        |
| 520 and above                 | Distinction* | D*       |

### BTEC Level 3 Diploma

| Points range above pass grade | Grade     |
|-------------------------------|-----------|
| <b>880-919</b>                | <b>MP</b> |
| 920-959                       | MM        |
| 960-999                       | DM        |
| 1000-1029                     | DD        |
| 1030-1059                     | DD*       |
| 1060 and above                | D*D*      |

### BTEC Level 3 Extended Diploma

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

Please refer to Annexe E 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 to be awarded the qualification. This is covered in the statement of 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 additional guidance and amplification related to the unit to support tutors, deliverers and assessors and to provide for a 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. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. Therefore, the specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works 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 it uses to do this for these BTEC First and National programmes include:

- ensuring that all centres have completed appropriate declarations at the time of approval undertaking approval visits to centres where necessary

- requiring all centres to appoint a Lead Internal Verifier for designated groups of programmes and to ensure that this person is trained and supported in carrying out that role
- requiring 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 *Handbook for Quality Assurance for BTEC Qualifications*, issued annually, 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 First and National programmes. Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

## **Programme design and delivery**

BTEC National qualifications consist of mandatory units and optional units. Optional units are designed to provide a focus to the qualification and give more specialist opportunities in the sector.

In BTEC Nationals each unit has a number of guided learning hours and centres are advised to take this in to account when planning the programme of study associated with this specification.

### **Mode of delivery**

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

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

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

## Resources

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BTEC Nationals 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

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It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of BTEC National 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 which demonstrates one way in 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 National qualification and the related NVQs and Functional Skills that also contribute to the scheme.

## Meeting local needs

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Centres should note that the qualifications set out in this specification have been developed in consultation with centres and employers and the Sector Skills Councils or the Standards Setting Bodies for the relevant sector. Centres should make maximum use of the choice available to them within the optional units to meet the needs of their learners, and local skills and training needs.

In certain circumstances, units in this specification might not allow centres to meet a local need. In this situation, Pearson will ensure that the rule of combination allows centres to make use of units from other BTEC specifications in this suite. Centres are required to ensure that the coherence and purpose of the qualification is retained and to ensure that the vocational focus is not diluted.



## Limitations on variations from standard specifications

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The flexibility to import standard units from other BTEC Nationals is limited to a total of 25 per cent of the qualification credit value (see *Rules of combination for Pearson BTEC Level 3 National qualifications*).

These units cannot be used at the expense of the mandatory units in any qualification.

## Additional and specialist learning

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Additional and specialist learning (ASL) consists of accredited qualifications at the same level as, or one level above a 14-19 Diploma course of study, which have been approved under Section 96 of the Learning and Skills Act 2000. The ASL may include BTEC qualifications which are also available to learners not following a 14-19 Diploma course of study.

ASL qualifications are listed on the 14-19 Diploma Catalogue which is available on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>). The catalogue will expand over time as more qualifications are approved. Centres undertaking, or preparing to undertake, ASL should refer regularly to the Pearson website for information regarding additions and the 14-19 Diploma Catalogue for the latest information.

## Functional Skills

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BTEC Nationals 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

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Opportunities are available to develop personal, learning and thinking skills (PLTS) within 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 C*. Further opportunities for learners to demonstrate these skills may also be apparent as learners progress throughout their learning.

# Access and recruitment

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

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

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult 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 Applied Science, Countryside and Environment or a related vocational area
- a standard of literacy and numeracy supported by a general education equivalent to four GCSEs at grade A\*-C
- 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 National 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 police checks.

Pearson BTEC Level 3 Nationals are listed on the DfE funding lists under Section 96 of the Learning and Skills Act 2000.

## Access arrangements and special considerations

Pearson's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

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

## Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

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

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All units in Pearson BTEC Level 3 National 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

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

## Level

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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

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Each unit in BTEC National qualifications has a credit value; learners will be awarded credits for the successful completion of whole units.

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

## Guided learning hours

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Guided learning hours for the unit as defined on page 3.

## Aim and purpose

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

## Unit introduction

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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

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

## Unit content

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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. This is informed by the underpinning knowledge and understanding requirements of the related NOS. 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 and in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in 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 elements of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples used for indicative amplification of an element (that is, the content specified in this amplification that could be covered or that could be replaced by other, similar material).

## Assessment and grading grid

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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

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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 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 within 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.
- *Indicative reading for learners* – gives a short list of learner resource material that benchmarks the level of study.



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## Further information

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For further information please call Customer Services on 020 7010 2188 (calls may be recorded for training purposes) or email [teaching PE and Sport@pearson.com](mailto:teaching PE and Sport@pearson.com).

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## Useful publications

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Further copies of this document and related publications can be obtained by contacting us:

Telephone: 0845 172 0205

Email: [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Related information and publications include:

- Functional Skills publications – specifications, tutor support materials and question papers
- the current publications catalogue and update catalogue.

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

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

# Professional development and training

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

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

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

The national programme of training we offer can be viewed on our website. You can request customised training through the website or by contacting one of our advisers in the Training from Pearson UK to discuss your training needs.

The training we provide:

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

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



# Annexe A

## The Edexcel qualification framework for the Environmental Sustainability sector

Progression opportunities within the framework.

| Level | General qualifications | Diplomas | BTEC vocationally-related qualifications   | BTEC specialist qualification/professional | NVQ/competence   |
|-------|------------------------|----------|--|--|--|
| 8     |                        |          |  |  |  |
| 7     |                        |          |  |  |  |
| 6     |                        |          |  |  |  |
| 5     |                        |          | Pearson BTEC Level 5 HND Diploma in Environmental Conservation                   |  | Edexcel Level 5 Award in Developing a Strategy that Aims to Achieve Sustainability |
|       |                        |          | Pearson BTEC Level 5 HND Diplomas in Horticulture (Garden Design), (Sports Turf) |  |  |

| Level | General qualifications | Diplomas | BTEC vocationally-related qualifications   | BTEC specialist qualification/professional | NVQ/competence  |
|-------|------------------------|----------|--|--|---|
| 4     |                        |          | Pearson BTEC Level 4 HNC Diploma in Environmental Conservation<br>Pearson BTEC Level 4 HNC Diplomas in Horticulture (Garden Design), (Sports Turf) |  | Edexcel Level 4 Award in Managing Resource Efficiency (Energy)<br>Edexcel Level 4 Award in Managing Resource Efficiency (Transport)<br>Edexcel Level 4 Award in Managing Resource Efficiency (Waste)<br>Edexcel Level 4 Award in Managing Resource Efficiency (Water) |

| Level | General qualifications | Diplomas  | BTEC vocationally-related qualifications  | BTEC specialist qualification/professional | NVQ/competence   |
|-------|------------------------|---|---|--|--|
| 3     |                        | Edexcel Level 3 Diploma in Environmental and Land-based Studies | <p><b>Pearson BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Environmental Sustainability</b></p> <p>Pearson BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Applied Science</p> <p>Pearson BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Countryside Management</p> <p>Pearson BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Horticulture</p> |  | <p>Edexcel Level 3 Award in Controlling Resource Efficiency (Energy)</p> <p>Edexcel Level 3 Award in Controlling Resource Efficiency (Transport)</p> <p>Edexcel Level 3 Award in Controlling Resource Efficiency (Waste)</p> <p>Edexcel Level 3 Award in Controlling Resource Efficiency (Water)</p> <p>Edexcel Level 3 Diploma in Work-based Environmental Conservation</p> |

| Level | General qualifications | Diplomas  | BTEC vocationally-related qualifications  | BTEC specialist qualification/professional   | NVQ/competence  |
|-------|------------------------|---|---|--|---|
| 2     |                        | Edexcel Level 2 Diploma in Environmental and Land-based Studies | <p>Pearson BTEC Level 2 Certificate, Extended Certificate and Diploma in Applied Science</p> <p>Pearson BTEC Level 2 Certificate, Extended Certificate and Diploma in Countryside and Environment</p> <p>Pearson BTEC Level 2 Certificate, Extended Certificate and Diploma in Horticulture</p> | <p>Pearson BTEC Level 2 Award/Certificate in Sustainability Skills</p>               | <p>Edexcel Level 2 Award in Energy Efficiency in the Workplace</p> <p>Edexcel Level 2 Award in Waste Management in the Workplace</p> <p>Edexcel Level 2 Award in Water Efficiency in the Workplace</p> <p>Edexcel Level 2 Award in Contributing to Business Resource Efficiency</p> <p>Edexcel Level 2 Diploma in Work-based Environmental Conservation</p> |
| 1     |                        | Edexcel Level 1 Diploma in Environmental and Land-based Studies |   | <p>Pearson BTEC Level 1 Award/Certificate in Sustainability Skills</p>               |   |
| Entry |                        |   |   | <p>Pearson BTEC Entry Level Award/Certificate in Sustainability Skills (Entry 3)</p> |   |

# Annexe B

## Grading domains: BTEC Level 3 generic grading domains

| Grading domain 1   | Indicative characteristics – merit  | Indicative characteristics – distinction   |
|--|---|--|
| <p><b>Application of knowledge and understanding</b></p> <p>(Learning outcome stem <i>understand</i> or <i>know</i>)</p> | <ul style="list-style-type: none"> <li>Shows depth of knowledge and development of understanding in familiar and unfamiliar situations (for example explain why, makes judgements based on analysis).</li> <li>Applies and/or selects concepts showing comprehension of often complex theories.</li> <li>Applies knowledge in often familiar and unfamiliar contexts.</li> <li>Applies knowledge to non-routine contexts (eg assessor selection).</li> <li>Makes reasoned analytical judgements.</li> <li>Shows relationships between pass criteria.</li> </ul> | <ul style="list-style-type: none"> <li>Synthesises knowledge and understanding across pass/merit criteria.</li> <li>Evaluates complex concepts/ideas/actions and makes reasoned and confident judgements.</li> <li>Uses analysis, research and evaluation to make recommendations and influence proposals.</li> <li>Analyses implications of application of knowledge/understanding.</li> <li>Accesses and evaluates knowledge and understanding to advance complex activities/contextes.</li> <li>Shows relationships with p/m criteria.</li> <li>Responds positively to evaluation.</li> </ul> |
| Grading domain 2   | Indicative characteristics – merit  | Indicative characteristics – distinction   |
| <p><b>Development of practical and technical skills</b></p> <p>(Learning outcome stem <i>be able to</i>)</p>             | <ul style="list-style-type: none"> <li>Deploys appropriate advanced techniques/processes/skills.</li> <li>Applies technical skill to advance non-routine activities.</li> <li>Advances practical activities within resource constraints.</li> <li>Produces varied solutions (including non-routine).</li> <li>Modifies techniques/processes to situations.</li> <li>Shows relationship between p criteria.</li> </ul>   | <ul style="list-style-type: none"> <li>Demonstrates creativity/originality/own ideas.</li> <li>Applies skill(s) to achieve higher order outcome.</li> <li>Selects and uses successfully from a range of advanced techniques/processes/skills.</li> <li>Reflects on skill acquisition and application.</li> <li>Justifies application of skills/methods.</li> <li>Makes judgements about risks and limitations of techniques/processes.</li> <li>Innovates or generates new techniques/processes for new situations.</li> <li>Shows relationship with p and m criteria.</li> </ul>                |

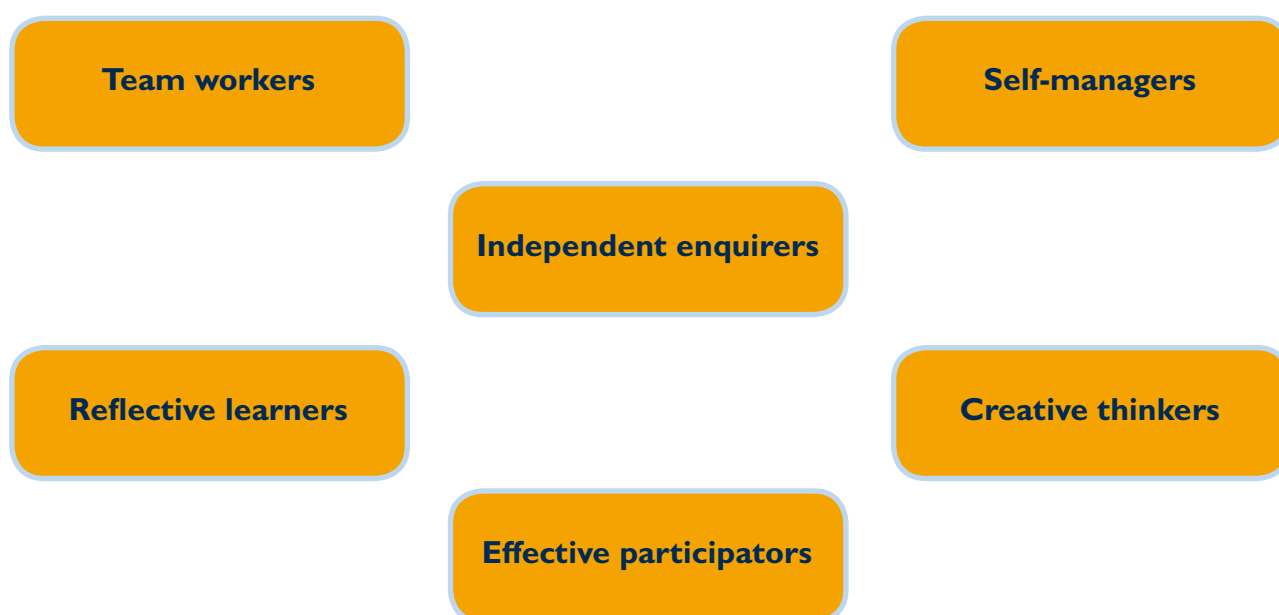
| Grading domain 3   | Indicative characteristics – merit  | Indicative characteristics – distinction  |
|--|---|---|
| <p><b>Personal development for occupational roles</b></p> <p>(Any learning outcome stem)</p> | <ul style="list-style-type: none"> <li>• Takes responsibility in planning and undertaking activities.</li> <li>• Reviews own development needs.</li> <li>• Finds and uses relevant information sources.</li> <li>• Acts within a given work-related context showing understanding of responsibilities.</li> <li>• Identifies responsibilities of employers to the community and the environment.</li> <li>• Applies qualities related to the vocational sector.</li> <li>• Internalises skills/attributes (creating confidence).</li> </ul> | <ul style="list-style-type: none"> <li>• Manages self to achieve outcomes successfully.</li> <li>• Plans for own learning and development through the activities.</li> <li>• Analyses and manipulates information to draw conclusions.</li> <li>• Applies initiative appropriately.</li> <li>• Assesses how different work-related contexts or constraints would change performance.</li> <li>• Reacts positively to changing work-related contexts</li> <li>• Operates ethically in work-related environments.</li> <li>• Takes decisions related to work contexts.</li> <li>• Applies divergent and lateral thinking in work-related contexts.</li> <li>• Understands interdependence.</li> </ul> |
| Grading domain 4   | Indicative characteristics – merit  | Indicative characteristics – distinction  |
| <p><b>Application of generic skills</b></p> <p>(Any learning outcome stem)</p>               | <ul style="list-style-type: none"> <li>• Communicates effectively using appropriate behavioural and language registers.</li> <li>• Communicates with clarity and influence.</li> <li>• Makes judgements in contexts with explanations.</li> <li>• Explains how to contribute within a team.</li> <li>• Demonstrates positive contribution to team(s).</li> <li>• Makes adjustments to meet the needs/expectations of others (negotiation skills).</li> <li>• Selects and justifies solutions for specified problems.</li> </ul>             | <ul style="list-style-type: none"> <li>• Presents self and communicates information to meet the needs of a variety of audience.</li> <li>• Identifies strategies for communication.</li> <li>• Shows innovative approaches to dealing with individuals and groups.</li> <li>• Takes decisions in contexts with justifications.</li> <li>• Produces outputs subject to time/resource constraints.</li> <li>• Reflects on own contribution to working within a team.</li> <li>• Generates new or alternative solutions to specified problems.</li> <li>• Explores entrepreneurial attributes.</li> </ul>  |

# Annexe C

## ● 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)

|   |  |   |   |   |   |
|---|--|---|---|---|---|
| <b>Name:</b>  | <b>Date:</b>                                 |   |   |   |   |
|   | <b>Level of success</b><br>1 = low, 5 = high |   |   |   |   |
| <b>Independent enquirers</b>  |  |   |   |   |   |
| 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 |
| <b>Creative thinkers</b>  |  |   |   |   |   |
| 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 |
| <b>Reflective learners</b>  |  |   |   |   |   |
| 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 |

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

| Personal, learning and thinking skills | Unit |    |    |    |    |    |    |    |    |    |    |    |    |
|--|------|----|----|----|----|----|----|----|----|----|----|----|----|
|  | 15   | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| <b>Independent enquirers</b>           | ✓    | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |    | ✓  |    | ✓  | ✓  | ✓  |
| <b>Creative thinkers</b>               |      | ✓  | ✓  |    |    |    |    |    |    |    |    | ✓  |    |
| <b>Reflective learners</b>             | ✓    | ✓  | ✓  | ✓  | ✓  |    | ✓  |    |    |    | ✓  |    |    |
| <b>Team workers</b>                    |      | ✓  | ✓  |    | ✓  | ✓  |    |    |    | ✓  | ✓  | ✓  |    |
| <b>Self-managers</b>                   | ✓    |    |    |    | ✓  |    |    | ✓  |    | ✓  | ✓  | ✓  |    |
| <b>Effective participators</b>         | ✓    | ✓  |    | ✓  |    | ✓  | ✓  | ✓  |    | ✓  |    | ✓  | ✓  |
| ✓ – opportunities for development      |      |    |    |    |    |    |    |    |    |    |    |    |    |

# Annexe D

## Wider curriculum mapping

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Study of the Pearson BTEC Level 3 Nationals in Environmental Sustainability gives 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 Pearson BTEC Level 3 Nationals in Environmental Sustainability make a positive contribution to wider curricular areas as appropriate.

### Spiritual, moral, ethical, social and cultural issues

The qualification contributes to an understanding of:

- spiritual issues – for example moral and ethical issues in relation to environmental management and conservation, the impact on resources and the responsibilities of those involved.
- social and cultural issues – for example issues surrounding the public and private use of natural and urban environments.

### Citizenship issues

Learners undertaking the Pearson BTEC Level 3 Nationals in Environmental Sustainability will have the opportunity to develop their understanding of citizenship issues, for example engagement with, and contribution to, initiatives and activities involving environmental management, both locally and globally.

### Environmental issues

Learners undertaking the Pearson BTEC Level 3 Nationals in Environmental Sustainability will have the opportunity to develop their understanding of environmental issues for example the control of pollution, and waste management.

### European developments

Much of the content of the Pearson BTEC Level 3 Nationals in Environmental Sustainability applies throughout Europe even though delivery is in a UK context.

### Health and safety considerations

The Pearson BTEC Level 3 Nationals in Environmental Sustainability are practically based and health and safety issues are encountered throughout the units.

### Equal opportunities issues

Equal opportunities issues are implicit throughout the Pearson BTEC Level 3 Nationals in Environmental Sustainability.

## Wider curriculum mapping

### Level 3

|                                  | 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 |
|----------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|---------|---------|
| Spiritual                        |        |        |        |        |        | ✓      |        |        |        |         |         |         |         |         |
| Moral and ethical                | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      |        |        |        |         |         |         |         | ✓       |
| Social and cultural              | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      |        |        |        |         |         |         |         | ✓       |
| Citizenship issues               | ✓      | ✓      |        |        |        | ✓      |        |        |        |         |         |         |         |         |
| Environmental issues             | ✓      | ✓      | ✓      |        | ✓      | ✓      | ✓      | ✓      | ✓      | ✓       |         |         |         | ✓       |
| European developments            |        |        | ✓      |        | ✓      | ✓      |        |        |        |         |         |         |         | ✓       |
| Health and safety considerations | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓       |         |         |         | ✓       |
| Equal opportunities issues       |        |        |        |        |        |        |        |        |        |         |         |         |         |         |

## Wider curriculum mapping

### Level 3 continued

|                                  | Unit 15 | Unit 16 | Unit 17 | Unit 18 | Unit 19 | Unit 20 | Unit 21 | Unit 22 | Unit 23 | Unit 24 | Unit 25 | Unit 26 | Unit 27 |
|----------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Spiritual                        |         |         | ✓       |         |         |         |         |         |         |         |         |         |         |
| Moral and ethical                |         |         |         |         | ✓       | ✓       | ✓       |         | ✓       | ✓       | ✓       |         | ✓       |
| Social and cultural              | ✓       |         |         |         | ✓       |         | ✓       |         | ✓       | ✓       | ✓       | ✓       | ✓       |
| Citizenship issues               |         |         |         |         | ✓       |         |         |         |         |         | ✓       | ✓       |         |
| Environmental issues             | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       |
| European developments            |         |         |         |         | ✓       | ✓       | ✓       | ✓       |         | ✓       |         |         |         |
| Health and safety considerations | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       | ✓       |         |
| Equal opportunities issues       | ✓       |         |         |         |         |         |         |         |         |         |         |         |         |





# Annexe E

## Examples of calculation of qualification grade above pass grade

Edexcel will automatically calculate the qualification grade for your learners when your learner unit grades are submitted.

The generic examples below demonstrate how the qualification grade above pass is calculated using the following two tables which are also shown in the section earlier on in the specification *Calculation of the qualification grades above pass grade*.

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

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

| Unit level     | Points per credit |          |             |
|----------------|-------------------|----------|-------------|
|                | Pass              | Merit    | Distinction |
| Level 2        | 5                 | 6        | 7           |
| <b>Level 3</b> | <b>7</b>          | <b>8</b> | <b>9</b>    |
| 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 Diploma

| Points range above pass grade | Grade |
|-------------------------------|-------|
| 880-919                       | MP    |
| 920-959                       | MM    |
| 960-999                       | DM    |
| 1000-1029                     | DD    |
| 1030-1059                     | DD*   |
| 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                     | DDD*   |
| 1560-1589                     | DD*D*  |
| 1590 and above                | D*D*D* |

### Example 1

#### Achievement of pass qualification grade

A learner completing a 30-credit Pearson 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 x grade |
|-----------------------------------|-------|-----------|-------------|--------------|----------------------------------|
| Unit 1                            | 3     | 10        | Pass        | 7            | $10 \times 7 = 70$               |
| Unit 2                            | 3     | 10        | Pass        | 7            | $10 \times 7 = 70$               |
| Unit 3                            | 3     | 10        | Merit       | 8            | $10 \times 8 = 80$               |
| <b>Qualification grade totals</b> |       | <b>30</b> | <b>Pass</b> |              | <b>220</b>                       |

## Example 2

### Achievement of merit qualification grade

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

|                                   | Level | Credit | Grade        | Grade points | Points per unit = credit x grade |
|-----------------------------------|-------|--------|--------------|--------------|----------------------------------|
| Unit 1                            | 3     | 10     | Pass         | 7            | $10 \times 7 = 70$               |
| Unit 2                            | 3     | 10     | Merit        | 8            | $10 \times 8 = 80$               |
| Unit 3                            | 3     | 10     | Merit        | 8            | $10 \times 8 = 80$               |
| <b>Qualification grade totals</b> |       |        | <b>Merit</b> |              | <b>230</b>                       |

## Example 3

### Achievement of distinction qualification grade

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

|                                   | Level | Credit    | Grade              | Grade points | Points per unit = credit x grade |
|-----------------------------------|-------|-----------|--------------------|--------------|----------------------------------|
| Unit 1                            | 3     | 10        | Merit              | 8            | $10 \times 8 = 80$               |
| Unit 2                            | 3     | 10        | Distinction        | 9            | $10 \times 9 = 90$               |
| Unit 3                            | 3     | 10        | Distinction        | 9            | $10 \times 9 = 90$               |
| Unit 5                            | 3     | 10        | Merit              | 8            | $10 \times 8 = 80$               |
| Unit 6                            | 2     | 10        | Distinction        | 7            | $10 \times 7 = 70$               |
| Unit 11                           | 3     | 10        | Distinction        | 9            | $10 \times 9 = 90$               |
| <b>Qualification grade totals</b> |       | <b>60</b> | <b>Distinction</b> |              | <b>500</b>                       |

#### Example 4

##### Achievement of distinction merit qualification grade

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

|                                   | Level | Credit     | Grade                    | Grade points | Points per unit = credit x grade |
|-----------------------------------|-------|------------|--------------------------|--------------|----------------------------------|
| Unit 1                            | 3     | 10         | Merit                    | 8            | $10 \times 8 = 80$               |
| Unit 2                            | 3     | 10         | Distinction              | 9            | $10 \times 9 = 90$               |
| Unit 3                            | 3     | 10         | Distinction              | 9            | $10 \times 9 = 90$               |
| Unit 4                            | 3     | 10         | Merit                    | 8            | $10 \times 8 = 80$               |
| Unit 5                            | 3     | 10         | Merit                    | 8            | $10 \times 8 = 80$               |
| Unit 6                            | 2     | 10         | Distinction              | 7            | $10 \times 7 = 70$               |
| Unit 11                           | 3     | 10         | Distinction              | 9            | $10 \times 9 = 90$               |
| Unit 15                           | 4     | 10         | Merit                    | 10           | $10 \times 10 = 100$             |
| Unit 17                           | 3     | 10         | Pass                     | 7            | $10 \times 7 = 70$               |
| Unit 18                           | 3     | 10         | Pass                     | 7            | $10 \times 7 = 70$               |
| Unit 25                           | 3     | 20         | Merit                    | 8            | $20 \times 8 = 160$              |
| <b>Qualification grade totals</b> |       | <b>120</b> | <b>Distinction Merit</b> |              | <b>980</b>                       |

## Example 5

### Achievement of merit merit merit qualification grade

A learner completing a 180-credit Pearson 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 x grade |
|-----------------------------------|-------|------------|----------------------------------|--------------|----------------------------------|
| Unit 1                            | 3     | 10         | Merit                            | 8            | $10 \times 8 = 80$               |
| Unit 2                            | 3     | 10         | Pass                             | 7            | $10 \times 7 = 70$               |
| Unit 3                            | 3     | 10         | Distinction                      | 9            | $10 \times 9 = 90$               |
| Unit 4                            | 3     | 10         | Merit                            | 8            | $10 \times 8 = 80$               |
| Unit 5                            | 3     | 10         | Pass                             | 7            | $10 \times 7 = 70$               |
| Unit 6                            | 2     | 10         | Distinction                      | 7            | $10 \times 7 = 70$               |
| Unit 11                           | 3     | 10         | Distinction                      | 9            | $10 \times 9 = 90$               |
| Unit 12                           | 3     | 10         | Merit                            | 8            | $10 \times 8 = 80$               |
| Unit 15                           | 4     | 10         | Pass                             | 9            | $10 \times 9 = 90$               |
| Unit 17                           | 3     | 10         | Pass                             | 7            | $10 \times 7 = 70$               |
| Unit 18                           | 3     | 10         | Pass                             | 7            | $10 \times 7 = 70$               |
| Unit 20                           | 3     | 10         | Pass                             | 7            | $10 \times 7 = 70$               |
| Unit 22                           | 3     | 10         | Merit                            | 8            | $10 \times 8 = 80$               |
| Unit 25                           | 3     | 20         | Pass                             | 7            | $20 \times 7 = 140$              |
| Unit 35                           | 3     | 10         | Distinction                      | 9            | $10 \times 9 = 90$               |
| Unit 36                           | 3     | 10         | Merit                            | 8            | $10 \times 8 = 80$               |
| Unit 38                           | 3     | 10         | Distinction                      | 9            | $10 \times 9 = 90$               |
| <b>Qualification grade totals</b> |       | <b>180</b> | <b>Merit<br/>Merit<br/>Merit</b> |              | <b>1410</b>                      |

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