



Specification

BTEC Nationals

Pearson BTEC Level 3 Certificate, BTEC Level 3 Subsidiary Diploma, BTEC Level 3 Diploma and BTEC Level 3 Extended Diploma in Floristry

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Issue 2

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

These qualifications were previously entitled:

Edexcel BTEC Level 3 Certificate in Floristry (QCF)

Edexcel BTEC Level 3 Subsidiary Diploma in Floristry (QCF)

Edexcel BTEC Level 3 Diploma in Floristry (QCF)

Edexcel BTEC Level 3 Extended Diploma in Floristry (QCF)

The QNs remain unchanged.

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

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BTEC National qualification titles covered by this specification

Pearson BTEC Level 3 Certificate in Floristry

Pearson BTEC Level 3 Subsidiary Diploma in Floristry

Pearson BTEC Level 3 Diploma in Floristry

Pearson BTEC Level 3 Extended Diploma in Floristry

These qualifications have been accredited to the national framework and are eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 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 Qualifications 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 qualification/s in this publication is/are:

Pearson BTEC Level 3 Certificate in Floristry (QCF)	501/0344/1
Pearson BTEC Level 3 Subsidiary Diploma in Floristry (QCF)	501/0310/6
Pearson BTEC Level 3 Diploma in Floristry (QCF)	501/0345/3
Pearson BTEC Level 3 Extended Diploma in Floristry (QCF)	501/0346/5

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 Edexcel.

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 Floristry
- Pearson BTEC Level 3 Subsidiary Diploma in Floristry
- Pearson BTEC Level 3 Diploma in Floristry
- Pearson BTEC Level 3 Extended Diploma in Floristry.

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:

Predecessor BTEC Nationals (accredited 2007)	BTEC Nationals (for delivery from September 2016)
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

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

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

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 qualifications 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

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.

The predecessor qualification to the BTEC Level 3 Diploma is the Pearson Level 3 BTEC National Certificate accredited onto the National Qualifications Framework, which has the same equivalences, overall size and focus to the revised accredited qualification.

Pearson BTEC Level 3 Extended Diploma – 180 credits

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.

The predecessor qualification to the BTEC Level 3 Extended Diploma is the Pearson Level 3 BTEC National Diploma accredited onto the National Qualifications Framework, which has the same equivalences, overall size and focus to the revised accredited qualification.

Key features of the BTEC Nationals in Floristry

The BTEC Nationals in Floristry have been developed in the environmental and land-based sector to:

- provide education and training for those who are seeking to enter employment or are employed in a variety of types of work, such as in floristry management, floral design and associated industries
- provide opportunities for learners to gain a nationally recognised Level 3 vocationally-related qualification to enter employment or progress to further education or training such as Foundation Degrees in Floristry or a similar, related subject area
- provide the underpinning knowledge, understanding and skills required at this level in the floristry and foliage industries
- define the role of the floristry manager and the opportunities available within the industry locally and nationally
- provide opportunities for learners to focus on the development of Personal, Learning and Thinking Skills (PLTS) and Functional Skills
- provide opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.

Rationale for the BTEC Nationals in Floristry

The BTEC Nationals in Floristry have been developed to provide entry and progression into and within the floristry management and design industries that fall within the environmental and land-based sector. Lantra, the Sector Skills Council for the environmental and land-based industries has identified knowledge, understanding and technical skills that employers will need from learners entering the sector in the coming years. Edexcel have included these in the units that make up these qualifications.

These qualifications are part of a wide suite of environmental and land-based qualifications offered by Pearson and are designed primarily for 14 to 19 learners seeking employment and/or further learning in the sector. They are also available to other learners who may already have experience within the sector but seek a nationally recognised qualification as part of their career development. The qualifications are aimed at those interested in floristry management and design and plant use. The qualifications are made up of discrete 5 and 10 credit units of learning that give learners explicit recognition of their learning in education and work. BTEC National qualifications are free to be delivered and assessed in a range of traditional and contemporary models such as full-time, part-time and e-learning, tutors are free to create innovative and creative assessments that fit local requirements whilst maintaining a national standard.

National Occupational Standards

BTEC Nationals are designed to provide much of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). BTEC Nationals do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS.

The Pearson BTEC Level 3 Nationals in Floristry relates to the Level 3 NOS in Floristry.

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, of the qualification
- the mandatory unit credit
- the optional unit credit
- the maximum credit that can come from other BTEC units.

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.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 23.

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.
- 3 Mandatory unit credit: 20.
- 4 Optional unit credit: 40.
- 5 A maximum of 10 credits can come from other BTEC units to meet local needs.

Pearson BTEC Level 3 Diploma

- 1 Qualification credit value: a minimum of 120.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 90.
- 3 Mandatory unit credit: 50.
- 4 Optional unit credit: 70.
- 5 A maximum of 10 credits can come from other 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: 70.
- 4 Optional unit credit: 110.
- 5 A maximum of 25 credits can come from other BTEC units to meet local needs.

Pearson BTEC Level 3 Certificate in Floristry

The Pearson BTEC Level 3 Certificate in Floristry is a 30-credit and 180-guided-learning-hour (GLH) qualification that consists of 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 Floristry are available to download from qualifications.pearson.com

Pearson BTEC Level 3 Certificate in Floristry			
Unit	Optional units	Credit	Level
1	Principles of Flower and Foliage Material Conditioning and Use	5	3
2	Practical Conditioning and Use of Flower and Foliage Materials	5	3
3	Understanding Floristry Design	10	3
4	Undertaking Floristry Design	10	3
5	Flowering and Foliage Plants (Structures and Processes)	10	3
6	Undertaking Floristry Display Techniques	10	3
8	Undertake and Review Work-related Experience in the Land-based Industries	10	3
9	Plan, Assemble and Evaluate Diverse Floral Wedding Designs	10	3
10	Plan, Assemble and Evaluate Accessories and Novelty Designs	10	3
11	Plan, Assemble and Evaluate Diverse Floral Designs	10	3
12	Plan, Assemble and Evaluate Diverse Sympathy Floristry	10	3
13	Plan, Assemble and Evaluate Diverse Tied Floristry	10	3
14	Plan, Assemble and Evaluate Diverse Cultural Floristry Designs	10	3
15	Applying Trends in the Floristry Industry	10	3
16	Understanding Historical Floristry Designs	10	3
19	Photography Media, Techniques and Technology	10	3
20	Understanding Floristry Marketing Strategies	10	3
21	Understand the Principles of Plant Science	5	3
22	Understand the Principles of Soil Science	5	3

Pearson BTEC Level 3 Subsidiary Diploma in Floristry

The Pearson BTEC Level 3 Subsidiary Diploma in Floristry 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 Floristry are available to download from qualifications.pearson.com.

Pearson BTEC Level 3 Subsidiary Diploma in Floristry			
Unit	Mandatory units	Credit	Level
1	Principles of Flower and Foliage Material Conditioning and Use	5	3
2	Practical Conditioning and Use of Flower and Foliage Materials	5	3
3	Understanding Floristry Design	10	3
Unit	Optional units		
4	Undertaking Floristry Design	10	3
5	Flowering and Foliage Plants (Structures and Processes)	10	3
6	Undertaking Floristry Display Techniques	10	3
8	Undertake and Review Work-related Experience in the Land-based Industries	10	3
9	Plan, Assemble and Evaluate Diverse Floral Wedding Designs	10	3
10	Plan, Assemble and Evaluate Accessories and Novelty Designs	10	3
11	Plan, Assemble and Evaluate Diverse Floral Designs	10	3
12	Plan, Assemble and Evaluate Diverse Sympathy Floristry	10	3
13	Plan, Assemble and Evaluate Diverse Tied Floristry	10	3
14	Plan, Assemble and Evaluate Diverse Cultural Floristry Designs	10	3
15	Applying Trends in the Floristry Industry	10	3
16	Understanding Historical Floristry Designs	10	3
19	Photography Media, Techniques and Technology	10	3
20	Understanding Floristry Marketing Strategies	10	3
21	Understand the Principles of Plant Science	5	3
22	Understand the Principles of Soil Science	5	3

Pearson BTEC Level 3 Diploma in Floristry

The Pearson BTEC Level 3 Diploma in Floristry 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 Floristry are available to download from qualifications.pearson.com.

Pearson BTEC Level 3 Diploma in Floristry			
Unit	Mandatory units	Credit	Level
1	Principles of Flower and Foliage Material Conditioning and Use	5	3
2	Practical Conditioning and Use of Flower and Foliage Materials	5	3
3	Understanding Floristry Design	10	3
4	Undertaking Floristry Design	10	3
5	Flowering and Foliage Plants (Structures and Processes)	10	3
8	Undertake and Review Work-related Experience in the Land-based Industries	10	3
Unit	Optional units		
6	Undertaking Floristry Display Techniques	10	3
7	Issues and Legislation in Floristry	10	3
9	Plan, Assemble and Evaluate Diverse Floral Wedding Designs	10	3
10	Plan, Assemble and Evaluate Accessories and Novelty Designs	10	3
11	Plan, Assemble and Evaluate Diverse Floral Designs	10	3
12	Plan, Assemble and Evaluate Diverse Sympathy Floristry	10	3
13	Plan, Assemble and Evaluate Diverse Tied Floristry	10	3
14	Plan, Assemble and Evaluate Diverse Cultural Floristry Designs	10	3
15	Applying Trends in the Floristry Industry	10	3
16	Understanding Historical Floristry Designs	10	3
17	Undertake Retail Merchandising for the Land-based Sector	10	3
18	Business Management in the Land-based Sector	10	3
19	Photography Media, Techniques and Technology	10	3
20	Understanding Floristry Marketing Strategies	10	3
21	Understand the Principles of Plant Science	5	3
22	Understand the Principles of Soil Science	5	3

Pearson BTEC Level 3 Extended Diploma in Floristry

The Pearson BTEC Level 3 Extended Diploma in Floristry is 180 credit 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 Floristry are available to download from qualifications.pearson.com.

Pearson BTEC Level 3 Extended Diploma in Floristry			
Unit	Mandatory units	Credit	Level
1	Principles of Flower and Foliage Material Conditioning and Use	5	3
2	Practical Conditioning and Use of Flower and Foliage Materials	5	3
3	Understanding Floristry Design	10	3
4	Undertaking Floristry Design	10	3
5	Flowering and Foliage Plants (Structures and Processes)	10	3
6	Undertaking Floristry Display Techniques	10	3
7	Issues and Legislation in Floristry	10	3
8	Undertake and Review Work Related Experience in the Land-based Industries	10	3
Unit	Optional units		
9	Plan, Assemble and Evaluate Diverse Floral Wedding Designs	10	3
10	Plan, Assemble and Evaluate Accessories and Novelty Designs	10	3
11	Plan, Assemble and Evaluate Diverse Floral Designs	10	3
12	Plan, Assemble and Evaluate Diverse Sympathy Floristry	10	3
13	Plan, Assemble and Evaluate Diverse Tied Floristry	10	3
14	Plan, Assemble and Evaluate Diverse Cultural Floristry Designs	10	3
15	Applying Trends in the Floristry Industry	10	3
16	Understanding Historical Floristry Designs	10	3
17	Undertake Retail Merchandising for the Land-based Sector	10	3
18	Business Management in the Land-based Sector	10	3
19	Photography Media, Techniques and Technology	10	3
20	Understanding Floristry Marketing Strategies	10	3
21	Understand the Principles of Plant Science	10	3
22	Understand the Principles of Soil Science	10	3

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 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 indicated clearly in 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
Level 3	7	8	9
Level 4	9	10	11

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

Qualification grade

BTEC Level 3 Certificate

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

BTEC Level 3 Subsidiary Diploma

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

BTEC Level 3 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*	

Please refer to *Annexe G* 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
- Edexcel 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 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 Edexcel 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 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 into 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

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

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 to plan 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

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

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

Additional and specialist learning (ASL) consists of accredited qualifications at the same level as, or one level above, the Diploma course of study. The ASL may include BTEC qualifications which are also available to learners not following a Diploma course of study.

Qualifications for ASL must be selected from the ASL catalogue through the National Database of Accredited Qualifications (NDAQ). The catalogue includes qualifications which have the approval of the Diploma Development Partnership (DDP) and will expand over time as more qualifications are approved. To access the catalogue go to www.ndaq.org.uk and select 'Browse Diploma Qualifications'.

Functional Skills

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

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

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

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

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualification 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 complete the programme of study successfully 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 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 and Section 97 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 (qualifications.pearson.com). 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

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

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

Level

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

Credit value

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

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

Aim and purpose

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

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

Learning outcomes

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

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. 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

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

It is not a requirement of the unit specification that all 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

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

Essential guidance for tutors

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

- *Delivery* – explains the content's relationship with the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Outline learning plan* – the outline learning plan has been included in every unit as guidance and demonstrates one way to plan the delivery and assessment of a unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.
- *Assessment* – amplifies 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 Edexcel 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.

Further information

For further information please call Customer Services on 020 7010 2188 (calls may be recorded for training purposes) or email: TeachingLandbasedStudies@pearson.com

Useful publications

Further copies of this document and related publications can be obtained from:

Telephone: 0845 172 0205

Email: publication.orders@edexcel.com

Related information and publications include:

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

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

● **How to obtain National Occupational Standards**

Lantra
Lantra House
Stoneleigh Park
Coventry
CV8 2LG

Telephone: 0845 707 8007

Email: connect@lantra.co.uk

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 (qualifications.pearson.com). 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 Pearson BTEC qualification framework for the environmental and land-based sector

Progression opportunities within the framework.

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	NVQ/occupational
5		Pearson BTEC Level 5 HND Diplomas in Animal Management, Environmental Conservation, Horse Management, Horticulture		
4		Pearson BTEC Level 4 HNC Diplomas in Animal Management, Environmental Conservation, Horse Management, Horticulture		
3	Edexcel Level 3 Diploma in Environmental and Land-based Studies	Pearson BTEC Level 3 Certificates, Subsidiary Diplomas, Diploma and Extended Diplomas in Floristry , Agriculture, Animal Management, Blacksmithing and Metalworking, Countryside Management, Fish Management, Forestry and Arboriculture, Horse Management, Horticulture, Land-based Technology		Diploma in Work-based Environmental Conservation
2	Edexcel Level 2 Diploma in Environmental and Land-based Studies	Pearson BTEC Level 2 Certificate, Extended Certificate and Diploma in Agriculture, Animal Care, Blacksmithing and Metalworking, Countryside and Environment, Fish Husbandry, Floristry, Horse Care, Horticulture, Land-based Technology		Diploma in Work-based Environmental Conservation
1	Edexcel Level 1 Diploma in Environmental and Land-based Studies	BTEC Foundation Learning in Land-based Studies		
Entry		BTEC Foundation Learning in Land-based Studies		

Annexe B

Grading domains: BTEC Level 3 generic grading domains

Grading domain 1	Indicative characteristics – merit	Indicative characteristics – distinction
<p>Application of knowledge and understanding</p> <p>(Learning outcome stem <i>understand or know</i>)</p>	<ul style="list-style-type: none"> • Show depth of knowledge and development of understanding in given situations (for example explain why, make judgements based on analysis). • Apply and/or select relevant concepts. • Apply knowledge to different contexts. • Apply knowledge to non-routine contexts (ie assessor selection). • Make comparisons. • Show relationships between pass criteria. 	<ul style="list-style-type: none"> • Synthesise knowledge and understanding across pass/merit criteria. • Evaluate concepts/ideas/actions. • Analyse/research and make recommendations. • Judges implications of application of knowledge/understanding. • Applies knowledge and understanding to complex activities/context.
Grading domain 2	Indicative characteristics – merit	Indicative characteristics – distinction
<p>Development of practical and technical skills</p> <p>(Learning outcome stem <i>be able to</i>)</p>	<ul style="list-style-type: none"> • Use advanced techniques/processes/skills successfully. • Act under limited supervision/demonstrate independence (note: pass cannot require support). • Apply to non-routine activities. • Demonstrate within time and/or resource constraints. • Produce varied solutions (including non-routine). • Modify techniques/processes to situations. 	<ul style="list-style-type: none"> • Demonstrate creativity/originality/own ideas. • Apply skill(s) to achieve higher order outcome. • Select and use successfully from a range of advanced techniques/processes/skills. • Reflects on skill acquisition and application. • Justifies application of skills/methods. • Makes judgements about risks and limitations of techniques/processes. • Innovates or generates of application of techniques/processes for new situations.

Grading domain 3	Indicative characteristics – merit	Indicative characteristics – distinction
<p>Personal development for occupational roles (Any learning outcome stem)</p>	<ul style="list-style-type: none"> • Takes responsibility in planning and undertaking activities. • Reviews own development needs. • Finds and uses relevant information sources. • Acts within a given work-related context showing understanding of responsibilities. • Identifies responsibilities of employers to the community and the environment. • Applies qualities related to the vocational sector. • Internalises skills/attributes (creating confidence). 	<ul style="list-style-type: none"> • Manages self to achieve outcomes successfully. • Plans for own learning and development through the activities. • Analyses and manipulates information to draw conclusions. • Applies initiative appropriately. • Assesses how different work-related contexts or constraints would change performance. • Takes decisions related to work contexts. • Applies divergent and lateral thinking in work-related contexts. • Understands interdependence.
Grading domain 4	Indicative characteristics – merit	Indicative characteristics – distinction
<p>Application of generic skills (Any learning outcome stem)</p>	<ul style="list-style-type: none"> • Communicates using appropriate technical/professional language. • Makes judgements in contexts with explanations. • Explains how to contribute within a team. • Makes adjustments to meet the needs/expectations of others (negotiation skills). • Select and justify solutions for specified problems. 	<ul style="list-style-type: none"> • Presents self and communicates information to meet the needs of a typical audience. • Takes decisions in contexts with justifications. • Produces outputs subject to time/resource constraints. • Reflects on own contribution to working within a team. • Generate new or alternative solutions to specified problems.

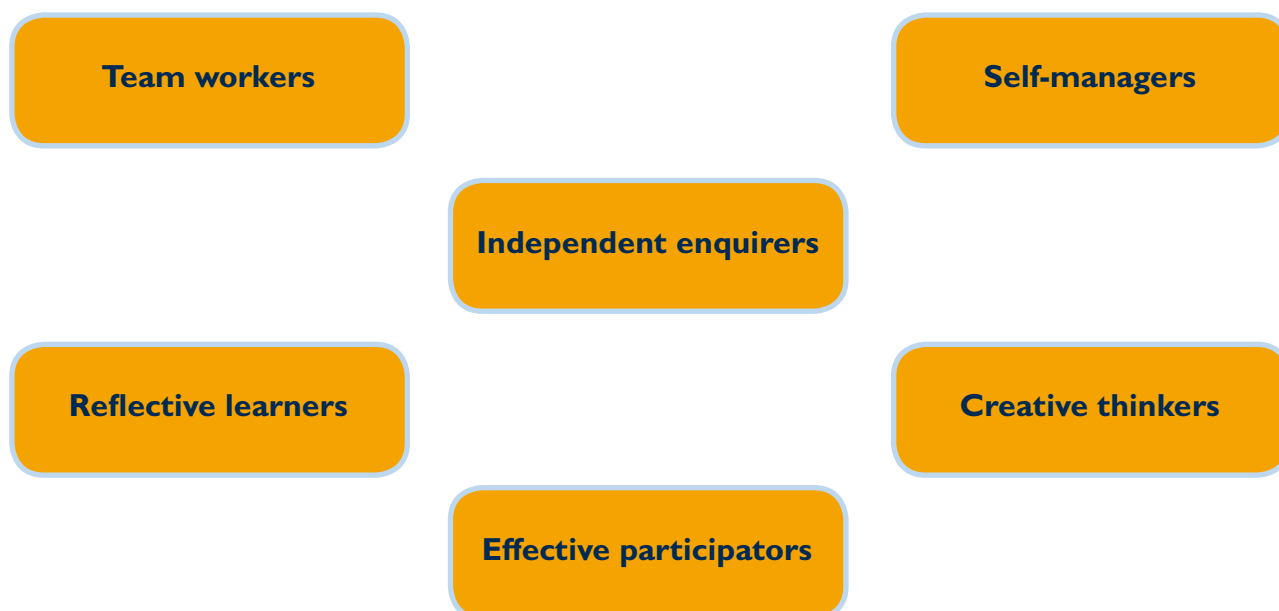
Annexe C

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)

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

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

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

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

Summary of the PLTS coverage throughout the programme

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

Annexe D

Wider curriculum mapping

Study of the Pearson BTEC Level 3 Nationals in Floristry 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 Floristry makes 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 involved in the use of flowers in natural and managed environments
- social and cultural issues – for example issues around role of flowers in society and the natural environment.

Citizenship issues

Learners undertaking the Pearson BTEC Level 3 Nationals in Floristry will have the opportunity to develop their understanding of citizenship issues, for example public and private involvement in civic ceremonies, private ceremonies, floral sales.

Environmental issues

Learners undertaking the Pearson BTEC Level 3 Nationals in Floristry will have the opportunity to develop their understanding of environmental issues throughout the units.

European developments

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

Health and safety considerations

The Pearson BTEC Level 3 Nationals in Floristry 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 Floristry.

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	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	
Spiritual								✓															
Moral and ethical								✓															
Social and cultural	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Citizenship issues								✓															
Environmental issues	✓	✓			✓	✓		✓	✓	✓	✓	✓	✓	✓	✓			✓	✓		✓	✓	✓
European developments																✓							
Health and safety considerations	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Equal opportunities issues								✓															

Annexe E

National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Pearson BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Floristry against the underpinning knowledge of the Level 3 NVQ in Floristry.

KEY

- ✓ indicates that the BTEC National covers all of the underpinning knowledge of the NVQ unit
- # indicates partial coverage of the NVQ unit
- a blank space indicates no coverage of the underpinning knowledge

NVQs	Units																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Level 3 NVQ in Floristry																						
FL7.1,7.2,7.3											#											
CUJ68		#							#		#	#	#									
FL8.1,2,3																						
FL9.1,9.2,9.3									#				#									
CUJ69		#							#		#	#	#									

Annexe F

Unit mapping overview

BTEC Nationals in Floristry legacy (specification end date 31/08/2016)/new versions of the BTEC National qualifications in Floristry (specification start date 01/09/2010) – the BTEC Level 3 Certificate in Floristry, BTEC Level 3 Subsidiary Diploma in Floristry, BTEC Level 3 Diploma in Floristry and the BTEC Level 3 Extended Diploma in Floristry.

Old units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21
New units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21
Unit 1	P																				
Unit 2		F																			
Unit 3															P						
Unit 4															P						
Unit 5			F																		
Unit 6					F																
Unit 7						F															
Unit 8							F														
Unit 9								P													
Unit 10									P												
Unit 11		P										P									
Unit 12			P																		
Unit 13										P											
Unit 14													P								
Unit 15															F						

Old units \ New units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21
Unit 16						F															
Unit 17																P					
Unit 18																		F			
Unit 19																			F		
Unit 20																				F	
Unit 21																					P
Unit 22																					P

KEY

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

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

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

Unit mapping in depth

BTEC National in Floristry legacy (specification end date 31/08/2010)/new versions of the BTEC National qualifications in Floristry (specification start date 01/09/2010) – the BTEC Level 3 Certificate in Floristry, BTEC Level 3 Subsidiary Diploma in Floristry, BTEC Level 3 Diploma in Floristry and the BTEC Level 3 Extended Diploma in Floristry.

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 1	Principles of Flower and Foliage Material Conditioning and Use	Unit 1	Conditioning and Use of Flower and Foliage Materials	Storing and stock rotating cut flowers and foliages removed from unit.
Unit 2	Practical Conditioning and Use of Flower and Foliage Materials			Problems associated with conditioning process and knowledge of cut flowers and foliage removed from unit.
Unit 3	Understanding Floristry Design			Unit provides the student with a more in-depth look at floristry design to provide them with a greater understanding. <i>Know the elements of floral design.</i> <i>Know the principles of floral design.</i> <i>Know the principles of floral arrangement styles.</i>
Unit 4	Undertaking Floristry Design	Unit 15	Interior and Exterior Floristry Design	<i>Be able to evaluate floral designs using design theory.</i> Unit expands on the students understanding of floristry design enabling them to use their knowledge in practical work and evaluate it. <i>Know the factors that influence floral design concepts.</i> <i>Understand the context of design criteria.</i> <i>Be able to plan floral designs using design criteria.</i> <i>Be able to create, improve and evaluate planned floral designs.</i>
Unit 5	Flowering and Foliage Plants (Structures and Processes)			Unit 4
Unit 6	Undertaking Floristry Display Techniques	Unit 5	Floristry Display Techniques	N/A

New units			Old units			Mapping/comments (new topics in italics)
Number	Name		Number	Name		
Unit 7	Issues and Legislation in Floristry		Unit 6	Issues and Legislation in Floristry		N/A
Unit 8	Undertake and Review Work-related Experience in the Land-based Industries		Unit 7	Work-related Experience in the Floristry Sector		Focus on undertaking and documenting work experience in land based industries. Purpose and structure of a business or organisation removed from unit.
Unit 9	Plan, Assemble and Evaluate Diverse Floral Wedding Designs		Unit 8	Floristry Designs in a Medium (Wedding)		Unit combines the 2 old units to create one unit that looks at both planning and assembling floral wedding designs instead of having the 2 units looking at the different parts of floral wedding design.
Unit 10	Plan, Assemble and Evaluate Accessories and Novelty Designs		Unit 11	Assembled Floristry Designs Wired (Wedding)		
			Unit 2	Assembled Wired Floristry Designs (Accessories and Novelties)		Unit now looks at all types of accessories not just wired accessories. <i>Be able to evaluate accessories and novelty designs.</i> <i>Planning and costing the assembly of accessories and novelty designs.</i>
			Unit 3	Floristry Designs in a Medium (Gift Wrapped)		Unit combines parts of the two old units to create one unit that looks at both planning and assembling diverse floral designs.
Unit 11	Plan, Assemble and Evaluate Diverse Floral Designs		Unit 12	Floristry Designs in a Medium (Additional)		<i>Understand how to assemble diverse floral designs.</i> <i>Be able to plan, prepare and cost the assembly of diverse floral designs.</i> <i>Be able to assemble diverse floral designs.</i> <i>Understand diverse floral designs.</i>
Unit 12	Plan, Assemble and Evaluate Diverse Sympathy Floristry		Unit 9	Floristry Designs in a Medium (Funeral)		<i>Be able to plan and cost the assembly of diverse sympathy tributes.</i> <i>Record keeping and customer requirements.</i>

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 13	Plan, Assemble and Evaluate Diverse Tied Floristry	Unit 10	Assembled Floristry Designs (Tied and Gift Wrapped)	Focus on tied floristry. Gift wrapped floristry removed from unit. <i>Be able to evaluate diverse tied floristry designs.</i> <i>Be able to plan and cost the assembly of diverse tied floristry designs.</i>
Unit 14	Plan, Assemble and Evaluate Diverse Cultural Floristry Designs	Unit 13	Multicultural and International Floristry Designs	Being able to create a portfolio of diverse cultural floristry designs is no longer restricted to just funeral and wedding designs.
Unit 15	Applying Trends in the Floristry Industry	Unit 14	Trends in the Floristry Industry	N/A
Unit 16	Understanding Historical Floristry Designs	Unit 16	Historical Flower Designs	N/A
Unit 17	Undertake Retail Merchandising for the Land-based Sector	Unit 17	Land-based Industries Customer Care and Retail Service	Students are now required to provide effective customer service and provide recorded evidence not just show an understanding of customer service. <i>Understand the business marketplace.</i>
Unit 18	Business Management in the Land-based Sector	Unit 18	Business Management for Land-based Industries	N/A
Unit 19	Photography Media, Techniques and Technology	Unit 19	Photography Media, Techniques and Technology	N/A
Unit 20	Understanding Floristry Marketing Strategies	Unit 20	Floristry Marketing Strategies	N/A
Unit 21	Understand the Principles of Plant Science	Unit 21	Principles of Plant and Soil Science	Principles of soil science removed from unit. Focus of unit on plant science.
Unit 22	Understand the Principles of Soil Science			Principles of plant science removed from unit. Focus of unit on soil science. <i>Be able to investigate soil characteristics.</i> <i>Understand how soil characteristics affect crop growth and development.</i> <i>Understand how soil characteristics affect plant selection.</i>

Annexe G

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 1	3	4	5
Level 2	5	6	7
Level 3	7	8	9

Learners who achieve the correct number of points within the ranges shown in the 'qualification grade' table below will achieve the qualification merit or distinction or distinction* grade.

Qualification	Points range above pass grade		
	Merit	Distinction	Distinction*
BTEC Level 2 Certificate	85–94	95–99	100 and above
BTEC Level 2 Extended Certificate	170–189	190–199	200 and above
BTEC Level 2 Diploma	340–379	380–399	400 and above

Example 1

Achievement of pass qualification grade

A learner completing a 15-credit Pearson BTEC Level 2 Certificate achieves the credit required to gain a pass qualification grade and does not achieve the points to gain a merit grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	2	5	Pass	5	$5 \times 5 = 25$
Unit 2	2	5	Pass	5	$5 \times 5 = 25$
Unit 3	2	5	Merit	6	$5 \times 6 = 30$
Qualification grade totals		15	Pass		80

Example 2

Achievement of merit qualification grade

A learner completing a 15-credit Pearson BTEC Level 2 Certificate achieves the points required to gain a merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	2	5	Pass	5	$5 \times 5 = 25$
Unit 2	2	5	Merit	6	$5 \times 6 = 30$
Unit 3	2	5	Merit	6	$5 \times 6 = 30$
Qualification grade totals		15	Merit		85

Example 3

Achievement of distinction qualification grade

A learner completing a 15-credit Pearson BTEC Level 2 Certificate achieves the points required to gain a distinction qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	2	5	Merit	6	$5 \times 6 = 30$
Unit 2	2	5	Merit	6	$5 \times 6 = 30$
Unit 3	2	5	Distinction	7	$5 \times 7 = 35$
Qualification grade totals		15	Distinction		95

Example 4

Achievement of merit qualification grade

A learner completing a 30-credit Pearson BTEC Level 2 Extended Certificate achieves the points required to gain a merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	2	5	Merit	6	$5 \times 6 = 30$
Unit 2	2	5	Pass	5	$5 \times 5 = 25$
Unit 3	2	5	Distinction	7	$5 \times 7 = 35$
Unit 6	2	10	Pass	5	$10 \times 5 = 50$
Unit 8	3	5	Pass	7	$5 \times 7 = 35$
Qualification grade totals		30	Merit		175

Example 5

Achievement of merit qualification grade

A learner completing a 60-credit Pearson BTEC Level 2 Diploma achieves the points required to gain a merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	2	5	Merit	6	$5 \times 6 = 30$
Unit 2	2	5	Pass	5	$5 \times 5 = 25$
Unit 3	2	5	Distinction	7	$5 \times 7 = 35$
Unit 6	2	10	Merit	6	$10 \times 6 = 60$
Unit 9	1	5	Merit	4	$5 \times 4 = 20$
Unit 10	2	10	Distinction	7	$10 \times 7 = 70$
Unit 11	2	10	Merit	6	$10 \times 6 = 60$
Unit 14	2	10	Merit	6	$10 \times 6 = 60$
Qualification grade totals		60	Merit		360

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